



SULTANATE OF OMAN  
MINISTRY OF EDUCATION

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5 A

# English for Me

**TEACHER'S BOOK**

Second Edition

2020



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan,  
Qaboos Bin Said**



# English for Me

## Grade 5A 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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Unit 1	Students will learn how to:	Main language
<p><b>Welcome Back to English</b></p>	<ul style="list-style-type: none"> <li>• talk about classroom objects and school subjects</li> <li>• talk about what they and other people like and dislike doing</li> <li>• make statements, ask and answer questions about past events</li> <li>• read descriptions of past events</li> <li>• listen for general and specific information about past events</li> <li>• recognise and use past forms of regular and irregular verbs</li> <li>• spell the past tenses of some key verbs</li> <li>• differentiate between past verb ending sounds</li> <li>• recognise and use alphabetical order using first, second and third letters</li> <li>• plan their writing</li> <li>• give a mini-presentation</li> <li>• make a dictionary page</li> <li>• read and understand a narrative text about an emergency</li> <li>• do self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• I'm [Salima]. This is my friend [Nada].</li> <li>• I like [English]. I don't like [Maths].</li> <li>• When have we got [English]?</li> <li>• What does [Sami] like doing?</li> <li>• What do you like/don't you like doing?</li> <li>• I like [helping my mum].</li> <li>• I don't like [cleaning my room].</li> <li>• Who [visited the funfair in Dubai]?</li> <li>• Did Rose [collect sea shells]?</li> <li>• Yes, he did/No, she didn't.</li> <li>• What did you do in the holidays?</li> <li>• I [visited my grandmother].</li> <li>• What did Ali do [on Wednesday]?</li> <li>• He [cleaned his dad's car].</li> </ul>

Unit 2	Students will learn how to:	Main language
<p><b>Kids Like Us</b></p>	<ul style="list-style-type: none"> <li>• talk about children in other countries</li> <li>• read short descriptions and emails</li> <li>• transfer information onto a chart</li> <li>• talk about their own and other children's likes and dislikes</li> <li>• tell the time</li> <li>• listen for general information about daily routines</li> <li>• listen for specific information about time</li> <li>• talk about daily routines using the present simple</li> <li>• ask, answer and make statements about children's daily routines</li> <li>• spell plural nouns: words ending in -x, -s, -ch, -sh</li> <li>• write a description of their daily life</li> <li>• organise words into categories</li> <li>• plan and write an email with personal information</li> <li>• categorise plural words according to the sound of their endings</li> <li>• give a mini-presentation</li> <li>• do a project (do a survey and write a paragraph)</li> <li>• read and understand descriptive text about an Omani boy</li> </ul>	<ul style="list-style-type: none"> <li>• Does [Maha] live in Oman? Yes, she does.</li> <li>• Does [Roberto] like [drawing]? Yes, he does.</li> <li>• What is [Steven's] favourite subject?</li> <li>• Where does [Toshi] live?</li> <li>• He likes/doesn't like [English].</li> <li>• They like/don't like [Science].</li> <li>• What time is it?</li> <li>• What time does Huda [get up]?</li> <li>• She prays at half past five.</li> <li>• What time do you [eat breakfast]?</li> <li>• Who is the email from/to?</li> <li>• My favourite food is . . .</li> <li>• My favourite subjects are . . .</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>Classroom objects and instructions</li> <li>School subjects and a weekly timetable</li> <li>Days of the week</li> <li>Activities that children do in their holidays</li> <li>Past tenses of common regular and irregular verbs</li> <li>Punctuation: capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use alphabetical sequence</li> <li>Interact with a partner through dialogues</li> <li>Interact with a group or team through activities and playing games</li> <li>Read stories both for general understanding and specific information</li> <li>Use visual clues to predict meaning in reading and listening</li> <li>Write a simple description</li> <li>Learn spellings using the 'Look, cover, write, check' method</li> <li>Develop basic presentation skills</li> <li>Develop independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Play games</li> <li>Read and listen, read and match, read and write, read and complete, read and find</li> <li>Listen and match, listen and find</li> <li>Ask and answer</li> <li>Sing a song</li> <li>Read a story</li> <li>Do a chant</li> <li>Give a mini-presentation</li> <li>List words in alphabetical order</li> <li>Do a project (make a dictionary page)</li> <li>Do a spelling test and/or dictation</li> <li>Do self-evaluation</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>IKC: application form, computer, email, membership card</li> <li>Country names: Australia, Britain, France, Italy, Japan, Kenya, Mexico, Oman, Spain, Tanzania, USA</li> <li>Daily routine: gets up, prays, eats breakfast, goes to school, eats lunch, finishes school, does [her] homework, eats dinner, brushes [her] teeth, goes to bed</li> <li>Activities: playing computer games, reading, shopping, swimming, watching TV</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events</li> <li>Interact with a partner and group through dialogues and activities</li> <li>Practise the use of time</li> <li>Obtain information for a survey by interviewing family members</li> <li>Transfer information from one medium to another</li> <li>Recognise and use spelling conventions for plural words</li> <li>Differentiate between sounds</li> <li>Read a story both for general understanding and specific information</li> <li>Learn spellings using the 'Look, cover, write, check' method</li> <li>Develop basic presentation skills</li> <li>Develop independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Read and listen, read and match, read and write, read and complete, read and find</li> <li>Listen and match, listen and find</li> <li>Ask and answer</li> <li>Categorise words and create word webs about different topics</li> <li>Plan and write an email about daily activities</li> <li>Read a story</li> <li>Give a mini-presentation</li> <li>Do a project (a survey)</li> <li>Do a spelling test and/or dictation</li> <li>Review the unit</li> <li>Do self-evaluation</li> </ul>



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Unit 3	Students will learn how to:	Main language
<h2 data-bbox="121 387 316 517">Growing Up</h2>	<ul data-bbox="363 349 861 1158" style="list-style-type: none"> <li>• predict the content of a reading text</li> <li>• read and understand factual information about life cycles</li> <li>• talk about how living things change and grow</li> <li>• listen for general and specific information about abilities</li> <li>• understand and practise using 'can' and 'can't</li> <li>• write sentences about what people can and can't do</li> <li>• categorise activities</li> <li>• do a survey about what their friends can and can't do</li> <li>• give a mini-presentation</li> <li>• understand and use time sequence words</li> <li>• write a paragraph about what they do after school</li> <li>• plan and make an information page about an Omani animal (pair project)</li> <li>• categorise words according to long and short 'a' sounds</li> <li>• read and understand a narrative text about an Omani story</li> <li>• do self-evaluation</li> </ul>	<ul data-bbox="893 349 1337 909" style="list-style-type: none"> <li>• Time sequence words: (first, next, then, after that, finally)</li> <li>• Can a baby [sleep]?</li> <li>• Yes, a baby can [sleep].</li> <li>• Can a baby [use a computer]?</li> <li>• No, a baby can't [use a computer].</li> <li>• They can [fly] but they can't [swim].</li> <li>• Can you see with your [ears]? No, I can't.</li> <li>• Can you smell with your [nose]? Yes, I can.</li> <li>• We can't use this (these) to [taste], but we can use it (them) to [smell].</li> <li>• Ahmed can [play football].</li> <li>• Rose can't [play the guitar].</li> </ul>

Unit 4	Students will learn how to:	Main language
<h2 data-bbox="145 1408 296 1537">Going Places</h2>	<ul data-bbox="363 1369 861 2066" style="list-style-type: none"> <li>• read information from a tourist information website</li> <li>• ask and answer questions about plans for the week</li> <li>• listen for general and specific information about tourist activities</li> <li>• make and respond to suggestions</li> <li>• analyse the language of making, accepting and refusing suggestions</li> <li>• discuss things to do in their city, town or area</li> <li>• give a mini-presentation</li> <li>• analyse the structure of a paragraph</li> <li>• write a paragraph by following a format</li> <li>• add capital letters to proper nouns</li> <li>• spell words with double letters</li> <li>• design a webpage about a place in Oman (group project)</li> <li>• categorise words into short or long 'oo' sounds</li> <li>• read and understand a traditional folk tale</li> <li>• do self-evaluation</li> </ul>	<ul data-bbox="893 1369 1337 1884" style="list-style-type: none"> <li>• How do you spell [Wanneroo]?</li> <li>• Let's [play with the boomerang].</li> <li>• Oh, yes. That's a good idea.</li> <li>• Why don't we [go and see the snakes]?</li> <li>• Oh, no! I don't like [snakes].</li> <li>• How about [going to the beach]?</li> <li>• That's a great idea.</li> <li>• What do you want to do on [Monday]?</li> <li>• Welcome to [Rustaq].</li> <li>• [Rustaq] is famous for ...</li> <li>• In [Rustaq], you can see ...</li> <li>• If you visit [Rustaq], you have to .....</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>• Minibeasts: ants, bees, beetles, butterflies, caterpillars, snails, spiders, worms,</li> <li>• Life cycle of a butterfly: changes, eggs, grow, hole, lay, leaf</li> <li>• Life cycle of a turtle: cover, hatch, sand</li> <li>• Life cycle of a seed: fall, flower, ground, plant, root, shoot</li> <li>• Animals: Arabian camel, Arabian leopard, crocodile, eagle, fox, goat, hedgehog, kangaroo, oryx, penguin, scorpion, turtle, whale</li> <li>• Animal body parts: head, hoof, horn, leg, tail</li> <li>• The senses: eye, ear, hand, nose, tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a process (growth and change)</li> <li>• Sequence events</li> <li>• Interact with a partner through dialogues</li> <li>• Interact with a group or team through activities and playing games</li> <li>• Categorise activities through verbs</li> <li>• Interview classmates for a survey</li> <li>• Plan and write a paragraph using time sequence words</li> <li>• Read a story both for general understanding and specific information</li> <li>• Learn spellings using the 'Look, cover, write, check' method</li> <li>• Develop basic presentation skills</li> <li>• Develop independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen, read and match, read and write, read and complete, read and find</li> <li>• Listen and match, listen and find</li> <li>• Ask and answer</li> <li>• Do a puzzle and a riddle</li> <li>• Play a game</li> <li>• Write a paragraph</li> <li>• Read a story</li> <li>• Give a mini-presentation</li> <li>• Do a project (make an information page about an Omani animal)</li> <li>• Do a spelling test and/or dictation</li> <li>• Review the unit</li> <li>• Do self-evaluation</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>• Australia: Ayers Rock, barbecue, boomerang, cave, crocodile, kangaroo, koala, kookaburra, dingo, snake, wombat</li> <li>• Oman: blowhole, camel, castle, dhow, fort, Grand Mosque, mountain, ocean, souq</li> <li>• Tourism websites: beautiful, building, explore, information, located, special, traditional</li> <li>• Activities: camping, sailing, scuba diving, shopping, surfing, walking</li> <li>• Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen to texts for specific information</li> <li>• Read information from a website for general and specific detail</li> <li>• Create verb-noun collocations</li> <li>• Make, accept and refuse suggestions in a variety of ways</li> <li>• Interact with a partner through dialogues</li> <li>• Work with a group to design a tourist information website</li> <li>• Read a story for general understanding and specific information</li> <li>• Learn spellings using the 'Look, cover, write, check' method</li> <li>• Develop basic presentation skills</li> <li>• Develop independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen, read and match, read and write, read and complete, read and find</li> <li>• Listen and match, listen and find</li> <li>• Ask and answer</li> <li>• Complete a fact file</li> <li>• Order suggestions and pictures</li> <li>• Practise intonation</li> <li>• Plan and write a paragraph about a place in Oman</li> <li>• Read a story</li> <li>• Give a mini-presentation</li> <li>• Do a project (design a website about a place in Oman)</li> <li>• Do a spelling test and/or dictation</li> <li>• Review the unit</li> <li>• Do self-evaluation</li> </ul>

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Unit 5	Students will learn how to:	Main language
<h2>Friendship</h2>	<ul style="list-style-type: none"> <li>• talk about friendship and what makes a good friend</li> <li>• categorise positive and negative adjectives relating to friendship</li> <li>• use question words</li> <li>• practise asking and answering questions using question words</li> <li>• read and discuss stories</li> <li>• listen for general and specific information about friendship</li> <li>• find out information about a friend and give a mini-presentation</li> <li>• read and analyse a paragraph</li> <li>• find and correct errors in their own and a partner's work</li> <li>• plan and write a paragraph</li> <li>• make a poster about friendship rules (group project)</li> <li>• read and discuss a poem</li> <li>• practise working with syllables</li> <li>• read and understand a famous story about friendship</li> <li>• do self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Question words: What? Where? When? How? When? Who? Whose? Which?</li> <li>• Question words: How often? How long? How much? How many?</li> <li>• Who's your best friend?</li> <li>• Why do you like him/her?</li> <li>• Do you like [swimming]?</li> <li>• What's your favourite [colour]?</li> <li>• Can you play a musical instrument?</li> <li>• How do you come to school?</li> </ul>

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> <li>• The Hare With Many Friends: bull, chase, escape, goat, grass, horse, moral, popular, scared, sheep, sore</li> <li>• Adjectives: helpful, honest, hurtful, kind, loyal, selfish, uncaring, unkind</li> <li>• General: dangerous, friendship, kangaroo, pouch, rule, quiz, syllable</li> </ul>	<ul style="list-style-type: none"> <li>• read, think about and discuss statements</li> <li>• interact with a partner, group or team through activities and playing games</li> <li>• read stories both for general understanding and specific information</li> <li>• use question words accurately</li> <li>• identify and correct errors in a piece of writing</li> <li>• Interview a friend or family member to find out personal information</li> <li>• Write a paragraph about a friend of family member</li> <li>• Learn spellings using the 'Look, cover, write, check' method</li> <li>• Develop basic presentation skills</li> <li>• Develop independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen, read and match, read and write, read and complete, read and find, decide if statements are True or False</li> <li>• Listen and match, listen and find</li> <li>• Ask and answer</li> <li>• Discuss issues related to friendship and being a good friend</li> <li>• Do a quiz about friendship</li> <li>• Read and understand poems and stories</li> <li>• Do a chant</li> <li>• Give a mini-presentation</li> <li>• Do a project (make a poster)</li> <li>• Do a spelling test</li> <li>• Do self-evaluation</li> </ul>

# 1 The course

## 1.1 Description of the course

- *English for Me* Grade 5 is the first level of the new English curriculum for students in Cycle 2 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 *English for Me* Grades 1–4 to approaches suitable for slightly older students. As with Grades 1–4, the course is structured around a series of topics which provide opportunities for a multi-layered, task-based approach.
- In 2017, the materials in Grade 5 were revised and updated. There is one completely new unit, Unit 5, which has the topic of *Friendship*. Much of the material in other units has been replaced with new content and activities, and changes have been made to the layout, design and illustrations to give the books an attractive new look for students.
- For students of this age, motivation and interest are key considerations in the learning process. Therefore, the topics selected have been chosen for their interest and relevance to the age group rather than determined by language alone.
- Key areas of language in Grades 1–4 are recycled in Grade 5 to provide a firm foundation on which students can build in later grades. Wherever possible, students are encouraged to talk about their lives in Oman in English – for example, explaining about Omani life and culture – to friends from the International Kids' Club (the IKC). The children in the IKC also provide an opportunity for students to access information about students from 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 children. It is therefore very important that there remains an element of fun in 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:

- 1 to maintain students' interest and enjoyment in learning English.
- 2 to contribute to the development of students' linguistic, intellectual, social, emotional and physical skills.
- 3 to enable students to use English for a purpose, so they regard English as a means of communicating real information.
- 4 to raise students' awareness of how language operates as a rule-based system.
- 5 to encourage students to be actively involved in the learning process.
- 6 to encourage students to reflect on, and evaluate, their own progress through self-evaluation tasks.
- 7 to encourage students to develop independent learning strategies.
- 8 to encourage students to co-operate with their peers and help each other to learn.
- 9 to encourage students to develop an interest in their own and different cultures and peoples.
- 10 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 encourage 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. Sometimes, however, where it is thought to

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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 following activities.

- 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 students' different learning speeds and abilities.
- Throughout the course, basic grammatical terms are used. The ability to use these terms appropriately is important if students are to work out rules for themselves.

## Vocabulary

- Helping students to develop vocabulary is a major aim of the English curriculum. The vocabulary in the Grade 5 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 the texts and activities in the units.
- *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. As the course has progressed from Grades 1–4, there has been a greater 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 also 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 in the course, 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.
- In each unit, ten key words have been chosen for students to learn for a spelling test at the end of the unit. Teachers may choose to give these words in isolated form, or to incorporate them into a dictation (provided in the photocopiable pages at the back of this Teacher's Book). The Word Store section at the back of the Classbook is also a useful resource for students wanting to check their spelling of any key topic vocabulary.

## The Four Skills

- *English for Me* adopts a task-based, multi-layered approach to language learning where the four skills are systematically developed within an integrated framework. Skills are not taught in isolation, although there may be a focus on one particular skill in a given activity.

## Listening

- The listening material in *English for Me* Grades 1–4 exposed students to native speaker models of English spoken at a nearly natural pace. It provided students with authentic models of spoken English reflecting natural patterns of stress, rhythm and intonation. This approach continues in the Grade 5 listening material.
- Usually, the difficulty of a listening task is determined by the type of task rather than by the level of the text. It is essential that the teacher checks that students understand the nature of the task before they start to listen. The listening activities should be used to teach, not test.

## Getting ready for listening

- Pre-listening tasks help students prepare for the listening task before they hear the text. Encouraging students to predict what they are going to hear helps them prepare for the task ahead. 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 they hear.

## While listening

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

## After 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 a particular focus on giving and asking for personal information through interviews and surveys. 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 students 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 using the language for themselves.
- It is important that students understand that there is a purpose for speaking. All the speaking activities are presented within the framework of the unit topic and provide a reason 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.

## Mini-presentation

- As a new feature of the Grade 5 course, Lesson 6 of every Listening and Speaking unit ends with a mini-presentation, which is designed to give students some basic confidence in speaking in English before an audience. These mini-presentations should be very short; even one or two sentences are enough for less able students. It is up to teachers to plan the best way to organise the mini-presentations, especially as time will probably be short. However, suggestions as to how to organise them are given at the end of Lesson 6 in each unit of the Teacher's Book.
- It is important to 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.

## Working with Sounds

- There is a new section in Lesson 12 of each unit called *Working with Sounds* which focuses on phonics, sounds and spellings. Its aim is to make students feel more confident about reading and pronouncing words. The CD provides a useful model for teachers and students. It is recommended that teachers listen to the activities before playing them in class to make sure of the correct pronunciation.

## Reading

- *English for Me* Grade 5 continues to develop reading strategies through a variety of activity and text types. Text types include stories, songs, e-mails, dialogues, factual pieces of information, games and instructions.
- Students are exposed to longer reading texts in Grade 5, which build on the gradual development of reading skills. They 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 5 have

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been designed to provide students with real information, in order to 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.

- The teacher should 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 for 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 a listening task, it is important to spend time preparing students for a reading task. This should include drawing on their previous knowledge about the topic, using visuals to aid understanding and looking at key vocabulary to help predict the general content of a text. The detailed teaching notes very often suggest ways of arousing students' interest in the text before they begin reading.

## While reading

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

## After reading

- It is important to get students to respond to what they have read, rather than just answering questions. If it was a story, you can ask whether they enjoyed it, and to give their reasons. How many characters were there? Which character was their favourite? If the text was factual, what new information did they learn? What did they find interesting or strange?
- 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 texts 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 Grades 1–4 for specific purposes. But as students progress, they have to learn to read silently.

- In Grades 1–4, students were asked to listen to, track and read stories. However, as students get older and more confident, they enjoy demonstrating to their friends, and others – particularly parents – what they can do. In Grade 5, they are given opportunities in class to practise reading stories aloud in groups. This provides structured support for those who do want to be able to read the stories to their friends or parents. It also means that less confident students are not forced into a position of having to read aloud to the whole class – an intimidating task for many!

## Writing

- Lessons 7 and 8 of the new *English for Me* course focus on writing, and culminate in a task which students start in class and finish for homework. It is important that time is spent building up the language students need to do the writing task. The task is often in the form of a paragraph which relates to their own lives, and models are provided wherever possible.

Students are guided through the different writing stages so that they see the importance of planning, drafting, re-drafting and checking.

## Correction

- Students' written work will inevitably contain mistakes. Be sensitive in your correction and do not attempt to highlight and correct every error 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.
- In the Writing section of each unit, a section has been devoted to Spelling and Punctuation, where students are given a rule related to spelling or punctuation or both, followed by activities for practice.

## Spelling

- In each unit, ten key words have been selected for students to learn to spell, using the Look, Cover, Write, Check method. They should already be familiar with this method from Grades 3 and 4, but it is revised in Unit 1, Lesson 4. 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.

## 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 students' grip when holding their pen: 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.

### 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 further from the point. This allows them to see what they have written.
- If possible, sit the left-hander 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, students are required to use skills they have developed across the curriculum. For example, when doing 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 language learning. Each unit includes the use of a variety of strategies such as comparing,



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classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on.

- A summary of the cross-curricular links in this course can be found at the back of this Teacher's Book on page 158.

## 1.5 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 means that all students should find something of interest. Many activities allow them to respond at different levels of understanding. The pair and group work activities encourage students to 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.
- 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 optional and 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.

### ■ Signpost tasks

In some units, there is a 'signpost' to an extra task in the Classbook. These appear on pages 12, 24 and 60 and are 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.

### ■ Poster activities

There are a variety of additional poster activities included in the photocopiable pages at the back of this Teacher's Book (pages 164–169). 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 is organised around a central topic and provides enough material for twelve 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. At the end of each unit, there is a section called *Let's Read* which contains a story. The stories are intended to help students enjoy reading, and to encourage them to want to read beyond the classroom.
- Grade 5 is divided into five units per semester. It is important to teach a complete lesson and not to start the next 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 in the Teacher's Book 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 which tells you what equipment, posters etc will be required. Information is also given at the end of a lesson about things the teacher needs to do before the next one. It is recommended that as much material as possible is prepared in advance, and that teachers familiarise themselves thoroughly with each lesson.
- 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. From this information, teachers will be able to quickly see what the lesson will cover.
- The activities in each lesson have been divided into Tasks. There are usually four or five tasks in a lesson. The tasks have been further subdivided into Steps, which have been laid out simply and clearly for teachers to follow. Teachers should use their own judgement about timings, and how to prioritise activities. If time is short, some steps may be shortened or omitted, or students could be asked to complete them for homework. Teachers should allow enough time to check homework activities given in the previous lesson.

## 1.8 Project work

- Project work is introduced fully in Grade 5 of *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 projects are designed to give students an opportunity to carry out simple research, either individually, in pairs or groups, and to produce personalised work which encourages freer writing.

The projects in Grade 5A are as follows.

- Unit 1     Make a dictionary page
- Unit 2     Do a survey of family members and write up the results
- Unit 3     Make an information page about an Omani animal
- Unit 4     Design a webpage about your town, city or area
- Unit 5     Design a poster about friendship rules

- Teachers are encouraged to display students' projects, as well as writing work, in the classroom whenever possible.

## 1.9 Technology in Grade 5

- The revised version of Grade 5 contains a range of material related to different aspects of technology, for example, e-mail communication between members of the International Kids Club. In Unit 4 there is a detailed analysis of the structure of a webpage, and students are asked to design a webpage as a group project.
- Throughout the course, teachers should encourage students with access to the Internet to make use of online resources when researching topics, although never to copy material directly from the Internet.
- Students should also be encouraged to make use of cross-curricular links with other subjects, for example, Science or Social Studies, as mentioned in Section 1.4 of this Introduction.

## 2 Assessment and evaluation

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- *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 Grades 1-4. 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.

- **Evaluation** is the process of making a judgement about information collected through assessment in order to reflect between the present situation and what the situation ought to be.

- **Evaluation activities**

At the back of the Skills Book, there is a section called 'My learning record' which focuses on the particular objectives of each unit, and encourages students to think about the extent that they have achieved these objectives. This self-evaluation also provides useful feedback for the teacher when assessing students' progress.

### The Assessment Department

- 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 Assessment DG 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 DG for EE.

## 3 Activities

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- 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, in 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 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 team 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 students feel confident with the language they need for the game, 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 new vocabulary 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.

- The course contains a mixture of original stories, and adaptations. They have been designed to motivate students, and to provide opportunities to develop critical stages in the learning process. They achieve this in the following ways:
  - Stories expose students to language used in purposeful communication, in situations which students find interesting.
  - Stories present language in a context which students can relate to. This helps them to understand and memorise this language more easily.
  - Children's stories are a rich source of natural repetition. They contain patterns that are repeated throughout the narration. This natural repetition encourages students to participate actively either by joining in or by creating new sentences.
  - Stories help develop creativity. Students who listen to, or read, stories become more creative and imaginative than those without this opportunity.
- **Let's Read**

The *Let's Read* section at the end of each unit in the Classbook gives students the opportunity to practise reading silently by themselves. A number of activities have been provided to accompany each story, one or two in the Classbook and the rest in the *Let's Read* activity pages at the back of the Skills Book. The activities in the Classbook are designed to be done in class. It is up to the teacher to decide whether students should do any, some or all of the activities in the Skills Book.
- The lesson notes in the Teacher's Book for the *Let's Read* sections give detailed guidance for Before Reading, While Reading and After Reading. Teachers should encourage students to focus on the pictures which accompany each story, and ask questions about them to get students interested in the story. Before reading, students are also given three or four focus questions to give them a purpose for reading the story.

## 3.3 Songs, rhymes, chants and tongue twisters

- Grade 5 of *English for Me* contains songs, rhymes, chants and tongue twisters, which are all recorded on the CD. These play an important role in familiarising students with the sounds and rhythms of English. There are many ways of exploiting these in the classroom. Here are a few suggestions:
  - Talk about the pictures in the Classbook or Skills Book in English (or L1, if you feel it to be necessary). Students can try and guess what the song is about.
  - When introducing a song for the first time, let students listen to the music first and get them to move or clap to the rhythm.
  - Play the song again. It helps if you have learned the words and students can watch you singing or miming to the CD and doing the actions.
  - Don't expect students to sing the song line by line to start with. As they become more accustomed to the sounds of the words, they will join in.
  - Students can be divided into groups and given a part of the song to sing. Two groups could sing alternate verses, or one group could sing while the other group does the actions.
- Songs, rhymes, chants and tongue twisters can be used during the lesson to change the pace and give students more physical involvement before or after more passive parts of the lesson.

## 3.4 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

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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.

### 3.5 Total Physical Response (TPR) activities

- 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' activities in the Grade 5 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

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- The teacher's role in a modern classroom is as 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.
- 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 – always make sure students know exactly what they have to do before they start an activity. 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 teachers are not just teaching English, but teaching children.
- For general classroom management, it would be useful to think of gradually moving through the following stages:
  - 1 Use L1 and some English.
  - 2 Use English and some L1.
  - 3 Use English.
- It is better to start the course by speaking a little English in the class and to finish by speaking in English all the time, rather than to begin by speaking in English all the time and ending the school year by saying almost everything in L1. The rate at which you move through these stages with individual classes will, naturally, vary from class to class.
- By the time they reach Grade 5, students will have had four years of following instructions in English. You should therefore 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.
- Using English in classroom routines is a very good way of both introducing and recycling language. Use English as far as possible for organising activities and giving instructions, for playing games, and for giving support and praising your students. Students should gradually develop a passive understanding of the common expressions needed in class, and should be able to produce many of them by themselves.

## 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.

### 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.

For group work, ensure that students are facing one another and not spread out in a line, which makes communication very difficult.

- 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.
  - Organise students into 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.
  - Begin 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.

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- Although it can be more settling for students to work with a regular partner, it can also be useful 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 – students 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. Errors should be recognised as part of the learning

process. The following guidelines should be followed:

- Do not interrupt when a student is speaking. After they have finished, 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, mistakes are inevitable.

## 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 students' work can easily be displayed. For example, use the classroom walls or a corner of the classroom. 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 5 Semester A are as follows:

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

### 5.1 Classbook

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

### 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.
- At the end of each unit, there is a review section where students carry out a grammar and vocabulary activity, and a spelling test, before adding up their scores. This allows them to track their progress in relation to the material in the unit. There is also a self-evaluation section where students can see how well they can perform the main activities focused on in the unit.

### 5.3 Teacher's Book

- The Teacher's Book provides full support for the teacher in planning the programme for the semester. It provides step-by-step lesson notes for each unit, 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 page 32 of your Classbook.** Students' anticipated responses are also highlighted in bold. For example: **I went to visit my grandmother.** Suggested teacher and student language often includes square brackets [...]. This indicates that you should choose appropriate vocabulary from the target language. For example: **Can Pam [use a computer]? or Let's go and see [the snakes].**
- In addition, the Teacher's Book contains the following:
  - A Contents Map showing the main language content of the course.
  - What students will do in each unit, the main grammar and vocabulary and the skills developed
  - The materials needed for each lesson.
  - Scripts of the songs, rhymes, tongue twisters, stories, and all the other listening activities recorded on the CDs.
  - 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 two CDs for Grade 5A.



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## 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.

The Grade 5 Semester A pack contains:

- **Activity cards**

Classroom object dominoes (Unit 1)

- **Posters**

The posters are used to introduce the topic of each unit and to provide extra activities.

There is one poster for each unit, plus 'The Map of the World' poster.

- My Classroom (Unit 1)
- Time (Unit 2)
- The Life Cycle of a Butterfly (Unit 3)
- The Map of the World (Unit 2 and Unit 4)

- **Art supplies**

These are used for making displays and posters.

## Students will learn how to:

- talk about classroom objects and school subjects
- talk about what they and other people like and dislike doing
- make statements, ask and answer questions about past events
- read descriptions of past events
- listen for general and specific information about past events
- recognise and use past forms of regular and irregular verbs
- spell the past tenses of some key verbs
- differentiate between past verb ending sounds
- recognise and use alphabetical order using first, second and third letters
- plan their writing
- give a mini-presentation
- make a dictionary page
- read and understand a narrative text about an emergency
- do self-evaluation

## Main language

- I'm [Salima]. This is my friend [Nada].
- I like [English]. I don't like [Maths].
- When have we got [English]?
- What does [Sami] like doing?
- What do you like/don't you like doing?
- I like [helping my mum].
- I don't like [cleaning my room].
- Who [visited the funfair in Dubai]?
- Did Rose [collect sea shells]?
- Yes, he did/No, she didn't.
- What did you do in the holidays?
- I [visited my grandmother].
- What did Ali do [on Wednesday]?
- He [cleaned his dad's car].

## Vocabulary

- Classroom objects and instructions
- School subjects and a weekly timetable
- Days of the week
- Activities that children do in their holidays
- Past tenses of common regular and irregular verbs
- Punctuation: capital letters

## Skills and strategies

- Understand and use alphabetical sequence
- Interact with a partner through dialogues
- Interact with a group or team through activities and playing games
- Read stories both for general understanding and specific information
- Use visual clues to predict meaning in reading and listening
- Write a simple description
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

## Activities

- Play games
- Read and listen, read and match, read and write, read and complete, read and find
- Listen and match, listen and find
- Ask and answer
- Sing a song
- Read a story
- Do a chant
- Give a mini-presentation
- List words in alphabetical order
- Do a project (make a dictionary page)
- Do a spelling test and/or dictation
- Do self-evaluation

## Lesson 1

### Reading and Understanding

#### YOU WILL NEED:

- BALLS OR SOME NEWSPAPER ROLLED INTO BALLS

#### In this lesson, students will:

- play a name game
- introduce themselves and a friend
- revise the days of the week
- talk about likes and dislikes
- ask and answer questions about school subjects

#### Target language

- I'm [Salima] and this is my friend [Nada].
- Welcome to [Grade 5].
- I like [English]. I don't like [Maths].
- When have we got [English]?
- We've got [English] on Sunday.

**Note:** At the beginning of each lesson, ask students **What's the date today?**

Elicit the date, for example, **It's Sunday the 5th of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th September 2017.**

## Task 1

### Step 1

Tell students to **Look at page 2 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Read the title of the game, **Name Game.** Say **Let's play this game** and tell students to **Stand up.**

**Note:** As there will be a number of new students in your class, and you will also be new to your students (this being their first English lesson in Cycle 2) this game acts as a useful ice-breaker to help familiarise you and students with each others' names.

### Step 2

Demonstrate the Name Game. Take a ball (or rolled up newspaper), hold it in front of you and say **Hello/Hi, my name's [Khalsa].** Throw the ball to a student and ask **What's your name?** After the student has responded with **My name's [Maha],** tell them to throw the ball to another student and ask **What's your name?**

Divide students into groups of five or six. Give each group a ball or rolled up newspaper. Tell them to play the Name Game in their groups. If time allows, change students around so they get to play the game with new students. However, this should be a very quick activity.

### Optional Activity

If time allows, you can ask the student who catches the ball to introduce another student, for example, **My name's [Maha] and this is [Asma].**

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Give them time to look at the pictures, then ask questions, for example, **Where's this?** and elicit **A classroom.** Tell them to **Look at Picture 1** and ask **Are these girls friends or sisters?** Elicit **friends.** Say **Look at Picture 4** and ask **Who's this woman?** Elicit **A teacher.**

### Step 2

Tell students they are going to hear the dialogue on the CD and that they should follow the text as they listen. Play **Listening 1.1** straight through.

### Listening Transcript 1.1

**Nada:** Who's that girl?  
**Salima:** I don't know. Let's ask her.  
**Nada:** Hello. What's your name?  
**Huda:** Huda. I'm a new student.  
**Huda:** What about you? Are you new too?  
**Salima:** No, but we're new in Grade 5. I'm Salima and this is my friend Nada.  
**Nada:** Oh, here's our teacher. Stand up, Huda!  
**Teacher:** Good morning, everyone! Welcome to Grade 5!  
**Class:** Good morning, Teacher!  
**Teacher:** Sit down, class! Now. . . we have a new student today. Come here, please, Huda.  
**Teacher:** This is Huda.  
**Huda:** Hi, everyone!  
**Teacher:** Welcome to our school!  
**Huda:** Thanks!

### Step 3

Play **Listening 1.1** again. This time pause after the dialogue in each picture and ask students to repeat it. Focus on common useful phrases, for example:

- **What's your name?**
- **I'm . . .**
- **Welcome to [Grade 5].**

### Step 4

Divide the class into groups of four and get each group to read and act out the dialogue.

## Task 3

### Step 1

Tell students to **Look at page 3 of your Classbook** and to **Look at Activity 3** and read the rubric. Explain they are going to hear the days of the week on the CD and they should repeat them after they hear them. This should be a very quick revision activity. Play **Listening 1.2**.

### Listening Transcript 1.2

#### Days of the Week

Sunday Monday Tuesday Wednesday  
 Thursday Friday Saturday

### Step 2

Ask students if they can remember the names of any school subjects. Elicit **English, Maths, Science, Islamic Studies** and **Arabic**. Write the names on the board. Ask a few students **What's your favourite subject?**

### Step 3

Tell students to **Look at Activity 4** and read the rubric. Show them the picture and introduce the two boys as Salim and Nasser. Read the instruction text and the two questions under it. Check students' understanding of the task.

### Step 4

Tell students to read the dialogue and find the answers to the two questions. Get them to do this individually then check their answers with their group. Elicit the answers from volunteers.

### Answers

- .....
- 1 Art and Science
  - 2 Two (twice)

### Step 5

Ask a few more questions as a quick comprehension check, for example:

- **What day is Salim's favourite subject? (Wednesday)**
- **What subject doesn't Nasser like? (Art)**
- **What days have the boys got Science? (Thursday and Monday)**

## Task 4

### Step 1

Divide students into pairs. Tell them to **Look at Activity 5** and read the rubric and instruction text. Check their understanding of **timetable**.

### Step 2

Divide students into pairs. Show them the example dialogue, and explain they are going to ask and answer questions about the timetable. They should take it in turns to ask and answer the questions.

### Step 3

Ask a few confident pairs to perform their dialogues in front of the class.

#### Optional Activity

Give students copies of their own school timetable, or write it on the board. Get them to ask and answer questions about their timetable with a partner.

## Lesson 2

### Reading and Understanding

#### YOU WILL NEED:

- THE 'MY CLASSROOM' POSTER

#### In this lesson, students will:

- name classroom objects
- follow simple instructions relating to classroom objects
- say what different people like doing
- ask and answer questions about what they like and don't like doing
- write about what they like and don't like doing

#### Target language

- simple classroom instructions.
- What does [Sami] like doing?  
[playing football]
- What do you like doing?  
I like [helping my mum].
- What don't you like doing?  
I don't like [cleaning my room].

#### Before this lesson

Put the 'My Classroom' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

## Task 1

### Step 1

Tell students to **Look at the poster**. Ask **What's this?** and elicit **A classroom**. Point to a few objects on the poster and elicit their names.

### Step 2

Organise students into groups of four. Ask each group in turn to come up to the poster. Get them to find different things, for example, say **Find [a computer]**.

### Step 3

Make sure that students have their pencil cases on their desks and do a quick TPR activity. Give instructions involving classroom objects, for example, **Hold up your pencil case. Touch your nose with your ruler.**

## Task 2

### Step 1

Tell students to **Look at page 2 of your Skills Book** and to **Look at Activity 1** and read the rubric. Read the instruction text and check students' understanding of the task. Show them the circle at the bottom of each text where they should write the letter of the matching picture.

### Answers

1 B 2 E 3 C 4 D 5 A

### Step 2

Quickly ask the five comprehension questions below, one at a time. Pause after each question to give students time to read the relevant text and find the answer. Elicit the answers from volunteers.

### Questions

- 1 What does Sami like doing?  
(playing football)
- 2 What does Julie like doing?  
(going shopping)
- 3 What does Toshi like doing?  
(cooking with his mum)
- 4 What does Hans like doing?  
(playing basketball)
- 5 What does Siham like doing?  
(learning new words)

### Step 3

Divide students into groups. Tell them to **Look at Activity 2** and read the rubric and instruction text. Show them the table with the first line completed as an example. Explain that they are going to fill in the rest of the table by referring to information from Activity 1.

Give students time to complete the table. While they are doing this, draw the blank table on the board. Tell students to check their answers in their groups, then ask a volunteer from each group to give you the information to complete each section of the table.

### Answers

- 1 Sami, Oman, playing football (example)
- 2 Julie, France, going shopping
- 3 Siham, Oman, learning new words
- 4 Hans, Germany, playing basketball
- 5 Toshi, Japan, cooking with his mum

## Task 3

**Note:** There is no separate section of the revised Grade 5 course which deals with vocabulary. However, each **Reading and Understanding** section contains a section called **Working with Words** which focuses on vocabulary.

### Working with Words

Tell students to **Look at page 3 of your Skills Book** and to **Look at Activity 3** and read the rubric. Check students' understanding of the task and show them the example.

### Answers

- |                     |            |
|---------------------|------------|
| 1 running (example) | 2 swimming |
| 3 sailing           | 4 fishing  |
| 5 shopping          | 6 climbing |
| 7 camping           | 8 cycling  |

Extra word = walking

## Task 4

### Step 1

Get a student to ask another student **What do you like doing?** Encourage the other student to give an appropriate answer, for example, **I like playing basketball.** Get the first student to ask **What don't you like doing?** and encourage a suitable response, for example, **I don't like running.** Repeat with a few other students.

## Step 2

Organise students into pairs – Student **A** and Student **B**. Tell them to **Look at Activity 4** and read the rubric. Demonstrate the activity with a confident pair of students. Get them to read the dialogue in the book, then repeat it but this time substitute their own information about what they like and don't like doing. Students should take it in turns to ask the questions.

## Task 5

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Check they understand that they have to write one sentence about what they like doing and another sentence about what they don't like doing.

### Step 2

Write some example sentences on the board, then ask students to write their own sentences. Circulate around the classroom, giving guidance and support.

### Step 3

Get students to ask other students in their group **What do you like doing? What don't you like doing?** Ask a few students to read their sentences to the class.

**Note:** You can ask students to write their sentences for homework, but be sure to write the example sentences on the board in class to give them a model to follow. Remember to check their work in class at the beginning of the next lesson, or alternatively, take their books in for checking.

## For the next lesson

**Note:** This is for an optional activity.

Prepare two sets of flashcards – five of verbs in the past tense and five of verbs in the present tense. The verbs in the past tense should be different from those in the present tense.

## Lesson 3

### Grammar

#### YOU WILL NEED:

- TWO SETS OF FLASHCARDS – FIVE VERBS IN THE PAST TENSE AND FIVE VERBS IN THE PRESENT TENSE

**Note:** These are for an optional activity.

#### In this lesson, students will:

- revise regular and irregular verbs
- revise how to form verbs in the simple past
- do a chanting activity
- write sentences in the simple past
- read a story

#### Target language

- simple past forms of regular and irregular verbs

**Note:** Students did a lot of work on the simple past in Grade 4, so they should already be familiar with past tense verb forms for both regular and irregular verbs. This section is intended primarily as revision.

## Task 1

### Step 1

As a lead-in, choose a few regular and irregular verbs and mime them to the class one by one, for example:

**sing walk eat drink run see listen**

Ask students to name the verb you are miming. Indicate whether you want them to tell you the present or past tense. Demonstrate this by pointing downwards in front of you for the present tense, and behind you for the past tense.

### Step 2

Tell students to **Look at page 4 of your Skills Book** and show them the **Let's Look at Grammar** box. Go over the information with them. Ask if they remember how to form the simple past tense of regular verbs (add **-d** or **-ed**). Remind them that irregular verbs have different past tenses and give a few examples.

**Note:** Emphasise that apart from the verb **to be**, verb forms in the past tense are the same in English no matter who is doing the action (**I, you, he/she/it/we/they**). For example, **I looked, you looked, he/she/it looked, we looked, they looked**. This applies equally to regular and irregular verbs, for example, **I came, you came, he/she/it came, we came, they came**.

### Step 3

Do a chanting activity. Tell students to stand up and find a partner. Get a volunteer to be your own partner.

Point to yourself and say **I was**. Get students to repeat this while pointing to themselves. Point to your partner and say **You were**. Students repeat this while pointing to their own partners.

Point to a boy (girl) and say **He (she) was**. Students point and repeat. Point to an object and say **It was**. Students point and repeat. Then say **We were** while pointing to your partner and yourself. Students point to themselves and their own partners and repeat. Say **They were** and point to a pair of students. Students do the same.

Repeat the whole chant. As students become more familiar with it, it you may not have to give them the prompts.

## Task 2

### Step 1

Tell students to **Look at page 4 of your Classbook** and to **Look at Activity 1**. Show them the verbs in the stars and ask **Are these verbs in the past or present tense?** Establish that they are in **the past**. Ask volunteers to tell you which verbs are **regular** and which are **irregular**.



## Step 2

Tell students to read the rubric and instruction text. Check their understanding of the task. Tell them to write the past tense verbs next to the correct present tense verbs in the tables.

Get students to check their work with their group, then do a whole class check and elicit the answers from volunteers.

### Answers

.....

#### Regular verbs

- 1 brush – brushed
- 2 wash – washed
- 3 help – helped
- 4 cook – cooked
- 5 play – played

#### Irregular verbs

- 6 come – came
- 7 take – took
- 8 go – went
- 9 eat – ate
- 10 make – made

## Step 3

Tell students to **Look at Activity 2** and read the rubric. Read the instruction text. Explain that for this activity, students have to refer to the verbs in Activity 1. Establish that they have to write sentences beginning **Yesterday**. Ask

#### Is the verb going to be in the present or past?

Establish that it will be in the past because the sentence is about yesterday.

Show students Picture **A** and the example sentence **Saif washed his face**. Tell them they don't have to give the people in the pictures names when they write their own sentences, for example, they can write **The boy washed his face** or simply **He washed his face**. The important thing is that they remember to use the verb in the past tense.

## Step 4

Tell students to write their sentences into their exercise books. Remind them to begin each sentence with a capital letter and end it with a full stop. Circulate around the classroom, offering guidance and support.

Give students time to complete the activity then elicit answers from a few volunteers and write them on the board.

### Suggested answers:

.....

- 1 Yesterday Saif washed his face/the boy washed his face/he washed his face.  
(example)
- 2 Yesterday the girl/she brushed her teeth.
- 3 Yesterday the woman/my mother/ she cooked.
- 4 Yesterday the children/they went to school.
- 5 Yesterday the girl/she made a sandwich.
- 6 Yesterday the family/they ate dinner.

## Task 3

### Step 1

Tell students to **Look at page 5 of your Classbook** and to **Look at Activity 3** and read the rubric. Explain that they are going to read a story. Ask them what the title of the story is, and elicit **Tom and the Robot**. Make sure they understand **robot**.

Show students the picture and ask **Where's this?** Elicit **a kitchen**. Point to the robot and ask **What's this?** Establish that it is a **robot** and introduce him as **Binks**. Ask **What is Binks doing?** and elicit that he is **cooking (making food, making a cake)**.

Before reading the story, go over any vocabulary that students may not be familiar with, for example, **delicious**. Write the unknown vocabulary items on the board.

### Step 2

Tell students to **Read the first sentence of the story**. Ask **Is this story happening now or in the past?** Establish that it is **in the past** because **was** is the past tense. Tell them to **Read the second sentence**. Ask **Which word is the verb?** and elicit **made**.

Read the instruction text under the rubric. Tell students to read the story individually and, as they read, to list all the verbs in the past tense in their exercise books.

**Note:** If you feel that it is too much to ask students to list all the verbs in the past tense, ask them to list a specific number of verbs, for example, any number from five to ten, depending on the ability of your class.

### Step 3

Give students time to do the activity, then get them to check their work with their group. Elicit the answers from volunteers and write them on the board.

#### Answers

.....

was (line 1)

made (line 2)

said (lines 3, 4, 5)

said, went (line 7)

made, ate (line 8)

was (line 9)

said (line 10)

didn't stop, cooked, cooked (line 11)

was (line 12)

came, saw (line 13)

was (line 14)

said (line 15)

said, felt (line 16)

took, were (line 17)

helped, made (line 18)

was (line 19)

## Task 4

### Step 1

As a quick oral comprehension check, ask some questions about the story, for example:

**What was Tom good at? (Making things)**

**What did he make? (A robot)**

**Could Binks cook? (Yes, he could.)**

**Why was Tom's mum angry?**

**(Because the kitchen was full of food).**

### Step 2

Tell students to **Look at Activity 4** and read the rubric. Read the instruction text and check their understanding of the task. Tell them to read all three options for each answer carefully before choosing one. They should circle the correct answers.

#### Answers

1 c 2 b 3 a 4 c 5 c

#### Optional Activity

Divide the class into two teams. Hold up the five flashcards of past tense verbs that you have prepared, one by one, and ask students to call out the present tense. The first student to do so wins a point for their team.

Repeat with the five present tense flashcards and add up the teams' scores.

#### For the next lesson

**Note:** This is for an optional activity.

Prepare sets of twelve past tense verbs from the photocopiable pages at the back of this Teacher's Book (liked, took, saw, ate, went, collected, stayed, flew, climbed, was, visited, did). There are also twelve present tense verbs on the same page, but for the next lesson, you will need only the past tense verbs.

Cut the verbs up into sets – enough for one set per group for groups of six students.

## Lesson 4

### Grammar

#### YOU WILL NEED:

- PAST TENSE VERBS FROM THE PHOTOCOPIABLE PAGES FROM THE BACK OF THIS TEACHER'S BOOK (liked, took, saw, ate, went, collected, stayed, flew, climbed, was, visited, did). Verbs should be cut up into sets – enough for one set per group for groups of six students.

**Note:** These are for an optional activity.

#### In this lesson, students will:

- match text and pictures
- revise the simple past of regular and irregular verbs
- write answers to questions
- do a wordsearch

#### Target language

- simple past forms of regular and irregular verbs

## Task 1

### Step 1

Tell students to **Look at page 4 of your Skills Book** and to **Look at Activity 1**. Show them the four pictures and ask **What can you see?** Elicit as much key vocabulary as possible and write it on the board. Students should remember **camels, mountain, beach, volleyball, snow** and **sea shells** from previous grades, but may not be familiar with **coconut, funfair** and **candy floss**.

**Note:** The boy at the funfair in Picture **a** is eating candy floss. Write 'candy floss' on the board and explain that it is found at funfairs all over the world. It is a British English word and the word 'candy' is the American word for 'sweets.' Ask if anyone has eaten it, and if it is good for you. (No. It's all sugar!)

### Step 2

Tell students to **Look at Activity 1** and read the rubric and instruction text. Check students' understanding of the task. Tell them to write the number of each text onto the matching picture.

### Step 3

Write the numbers **1–4** down the board then do a whole class check. Elicit the answers and write each letter beside a number.

### Answers

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

### Step 4

Ask the five comprehension questions below, one at a time, as a quick oral check. Pause after each question to give students time to read the relevant text and find the answer. Elicit the answers from volunteers.

### Questions

- Who visited the funfair in Muscat? (Ahmed)
- Who liked the rain in Salalah? (Siham)
- Who played beach volleyball with her sister? (Rose)
- Who saw lots of camels and coconut trees? (Siham)
- Who climbed a mountain with his dad? (Toshi)

## Task 2

### Step 1

Tell students to **Look at page 5 of your Skills Book** and to **Look at Activity 2**. Ask them to read the rubric and instruction text. Ask a volunteer to read the twelve verbs in the box.

### Step 2

Write the headings **regular** and **irregular** on the board. Explain the meanings, using L1 if necessary.

**Note:** Students did a lot of work in Grade 4 on the past tense and sorting verbs into regular and irregular forms. This activity is primarily revision of the differences between regular and irregular verbs.

Read the instructions for the first part of the activity. Tell students to **Look at the verbs in the box**. Ask them to circle the regular verbs and underline the irregular verbs. Elicit the answers and write them on the board.

**Answers**  
.....

**Regular verbs**

like – liked; climb – climbed;  
collect – collected  
  
stay – stayed; visit – visited; play - played

**Irregular verbs**

go – went; is – was; take – took  
see – saw; fly – flew; eat – ate

**Step 3**

Read the instructions for the second part of the activity. Make sure students understand they have to refer to the four texts in Activity 1 on page 4 in order to find the past tenses of the verbs. Students should do the activity individually, then check their answers with their groups. Do a whole class check.

**Step 4**

While students are looking for the past tense verbs, list the twelve verbs from the box in Activity 2 on page 5 on the board. When students are ready, tell them you will say a verb from this list, and that they have to tell you the past tense. As students give you their answers, write each past tense verb beside the present tense verb on the board.

**Answers**  
.....

Present Tense	Past Tense
like	liked
go	went
climb	climbed
is	was
take	took
collect	collected
see	saw
fly	flew
stay	stayed
visit	visited
eat	ate
play	played

**Task 3**

**Step 1**

Tell students to **Look at Activity 3** and read the rubric and instruction text. Make sure they understand they have to refer to the four texts in Activity 1 on page 4. Remind them to begin each sentence with a capital letter and end it with a full stop.

**Step 2**

Circulate around the classroom, offering guidance and support. Elicit the answers from volunteers and write the sentences on the board.

**Answers**  
.....

- 1 She went to the sea. (example)
- 2 She collected (lots of) sea shells.
- 3 She stayed with her uncle.
- 4 He ate candy floss.
- 5 He climbed Mount Fuji.

**Task 4**

Tell students to **Look at Activity 4** and read the rubric. Read the instruction text and check students' understanding of the task. First, they have to read the verbs in the box on the left. Then they have to find the past tenses of these verbs in the wordsearch box. They should circle the verbs in the box, then list the past tense of each verb on a line on the right.

**Answers**  
.....

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

## Homework

Tell students that later in the unit you will be giving them a spelling test.

Write the following ten past tense verbs on the board.

**helped, went, listened, swam, cooked, washed, flew, saw, had, cleaned**

Tell students to copy the verbs into their exercise books and learn the spellings at home, using the **Look, cover, write, check** method. They should be familiar with this method from Grades 3 and 4, but here is a reminder of how it works.

- Students look at each word, read it and remember it.
- They cover the word, and write it into their exercise books.
- They uncover the word, check their spelling and make any necessary corrections.

You won't be testing these words until Lesson 12, but don't tell students this as they may decide it is too early to learn them!

**Note:** The following optional activity should be short and lively. It reinforces students' recognition of verbs in their past and present forms.

Don't forget to collect in the verb cards when the game has finished!

## Optional Activity

### Step 1

Organise students into groups of six. Give each group a set of the twelve past tense verb cards which you cut out from the photocopiable pages at the back of this Teacher's Book. Tell students to put their set of verb cards face down in the centre of their table and to take two cards each.

### Step 2

Explain that you are going to say a verb in the present tense and the student with the matching past tense should stand up, show their card and say the verb. The first student to do this scores a point for their group. Demonstrate the activity with one of the groups, then play the game with the whole class.

## Optional Dictation

Instead of, or as well as, testing the spellings of isolated verbs, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one of the dictations. Give each student a copy of the dictation about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take the papers in for checking.

## Lesson 5

### Listening and Speaking

#### YOU WILL NEED:

- THE 'MY CLASSROOM' POSTER

#### In this lesson, students will:

- revise the names of classroom objects
- listen to and carry out simple instructions
- do listen and match activities
- give instructions to and receive instructions from a partner

#### Target language

- simple instructions  
(Stand up. Sit down. Get into pairs.)

At the beginning of the lesson, ask students to look at the 'My Classroom' poster again. Elicit as much vocabulary as possible from the poster. Ask a volunteer to **Come to the front of the class**. Tell them to **Point to a computer**. Repeat with different objects.

### Task 1

Tell students to **Look at page 6 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Explain they are going to hear some instructions on the CD and they should do the activities as they listen. Play **Listening 1.3**.

#### Listening Transcript 1.3

- 1 Stand up.
- 2 Put your hands on your head.
- 3 Turn around.
- 4 Point to the window.
- 5 Get into pairs.
- 6 Stand on your right leg.
- 7 Sit down.
- 8 Hold up your pencil case.
- 9 Touch your nose with your ruler.
- 10 Open your book.

### Task 2

#### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. Tell them to point to each picture as they hear it described on the CD. Play **Listening 1.4**. Pause the CD after each instruction to give students time to find the correct picture.

#### Listening Transcript 1.4

- 1 Point to the animal word on the board.
- 2 Draw a picture of your friend.
- 3 Cut out the picture of the car.
- 4 Play a game with two friends.
- 5 Stand beside the map of the world.
- 6 Look at page 7 of your Classbook.
- 7 Show your book to your friend.
- 8 Write your name at the top of the page.

#### Step 2

Give students time to check their answers with their group, then do a whole class check.

#### Answers

.....

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

#### Step 3

Tell students to **Look at Activity 3** and read the rubric and instruction text. Tell them to read all three options for each sentence carefully before deciding on the correct one.

#### Answers

.....

1 b 2 c 3 a 4 b 5 a

### Task 3

#### Step 1

Tell students to **Look at page 7 of your Classbook** and to **Look at Activity 4** and read the rubric. Explain you are going to read out an instruction, and they have to point to the matching picture.

## Step 2

Read out the instructions one by one, but not in the order in which they appear in the Classbook. Pause after each instruction and ask a volunteer to tell you the number of the correct picture. Encourage them to tell you in L1 how they know what the pictures mean. For example, Picture 1 is a pen, so the answer is **Write**.

### Answers

- 1 Write.
- 2 Make.
- 3 Sing.
- 4 Look and listen.
- 5 Listen and match.
- 6 Play a game.
- 7 Read and colour.
- 8 Ask and answer.

## Task 4

Divide students into pairs. Tell students to **Look at Activity 5** and read the rubric and instruction text. Show them the pictures of Students **A** and **B**. Establish they are going to give their partner some instructions to follow. They should take turns in giving and following instructions.

Choose a volunteer to be your partner and demonstrate the activity.

**Note:** For fun, ask a few students to give YOU some instructions!

### Optional Activity

Play a game of **Salim Says** with students. This is the same as **Soot Says** which they are familiar with from Grade 1A, Unit 3, but using the name 'Salim' instead of 'Soot.'

Choose a few confident students to be 'Salim.'

### For the next lesson

Ask students to draw pictures or find photos of one or more activities they did in the holidays and to bring them to the next lesson. They are going to use their pictures and/or photos to give a mini-presentation to the class.

## Lesson 6

### Listening and Speaking

#### STUDENTS WILL NEED:

- SOME DRAWINGS AND/OR PHOTOS OF WHAT THEY DID IN THE HOLIDAYS

#### In this lesson, students will:

- listen to children talking about what they did in the holidays
- ask and answer questions about what they did in the holidays
- write sentences about what they did in the holidays
- give a mini-presentation

#### Target language

- What did you do in the holidays?
- I [visited my grandmother].
- I [went on a picnic with my family].

## Task 1

### Step 1

Tell students to **Look at page 6 of your Skills Book** and to **Look at the pictures in Activity 1**.

Ask **What can you see?** Elicit as much key vocabulary as possible and list it on the board. Students may remember **funfair** from Grade 5, Lesson 4 and **pyramids** from Grade 3B, supplementary unit.

### Step 2

Tell students to **Look at Activity 1** and read the rubric. Check their understanding of the task. They have to match each of the vocabulary items above the pictures with the correct picture, and write the letter of the picture beside the item.

### Answers

1 c (example) 2 e 3 c 4 f 5 d 6 b 7 a 8 e

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Read the instruction text. Explain that they are going to hear six children talking about their holidays. They have to refer to Activity 1, find the picture that matches each description and write its letter into the correct box in Activity 2.

### Step 2

Play **Listening 1.5**. Pause the CD after each description to give students time to find the picture and write its letter into the correct box.

#### Listening Transcript 1.5

- 1 I played computer games with my sister and her friend. I really liked it.
- 2 I played football with my friend and fell and hurt my knee.
- 3 I stayed with my aunt and uncle in Salalah. It rained a lot because it was the Khareef.
- 4 I went to the funfair in Muscat. It was great.
- 5 I went to Egypt with my family and saw the pyramids.
- 6 I went fishing with my cousin. We had lots of fun.

### Step 3

Do a whole class check and elicit the answers.

#### Answers

.....

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

## Task 3

### Step 1

Ask students **What did you do in the holidays?** Elicit some answers and write them on the board, for example:

- I went camping in the desert.
- I visited my uncle.
- I helped my mum in the kitchen.
- I rode my bike in the park.

### Step 2

Tell students to **Look at page 7 of your Skills Book** and to **Look at Activity 3** and read the rubric. Show them the dialogue between Students **A** and **B**. Explain they are going to hear the dialogue on the CD, and ask them to follow it in their books as they listen. Play **Listening 1.6**.

#### Listening Transcript 1.6

**Girl 1:** What did you do in the holidays?

**Girl 2:** I went on a picnic with my family. What did you do?

**Girl 1:** I visited my grandmother.

### Step 3

Divide the class into two parts, and get each half to turn and face the other half. Ask one half to repeat the first girl's part of the dialogue after the recording, and the other half to repeat the second girl's part. Play the dialogue again, pausing after the questions and answers so that students have time to repeat their part. Get students to change roles and play the dialogue again.

### Step 4

Ask a confident student **What did you do in the holidays?** Encourage the student to respond using the pattern practised in the dialogue. Get a pair of students to practise the dialogue across the class. Divide students into pairs and tell them to practise the dialogue with their partner.



## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. Go over the example sentences at the top. Tell students they must write three complete sentences, one on each of the three lines. Remind them to begin each sentence with a capital letter and end it with a full stop.

### Step 2

As students are writing their sentences, circulate around the classroom offering guidance and support. When they have finished, tell them to check their sentences with their group.

## Task 5

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Show them the presentation icon.

**Note:** The final task in each lesson of the Listening and Speaking sections throughout Grade 5 is a mini-presentation. These presentations should be very short; even one or two sentences are enough for less able students. The mini-presentations are designed to give students some basic confidence in speaking in English before an audience.

It is up to teachers to plan the best way to do the mini-presentations, especially as time will probably be short. Teachers may prefer to have the students in only one group present to the whole class in each unit, while other students in the class can give their presentations only to the members of their group.

### Step 2

Tell students to get out the drawings or photos they brought to show what they did in the holidays. Give them a few minutes to show these to their group.

### Step 3

Ask each student in turn to stand up and tell the class what they did in the holidays while showing their drawings or photos. **However, see the note above for other suggested ways of organising the presentations.**

**Note:** Students should introduce their mini-presentations with a short introductory phrase, for example, **Good morning** or **Good Afternoon**, and thank the audience at the end (for listening).

#### Example of a mini-presentation

While giving this mini-presentation, the student could show a picture of his or her family camping.

Good morning (afternoon).

This is my family. This is my dad, my mum and my brother Ahmed. In the holidays we went camping in the desert.

Thank you (for listening).

#### For the next lesson

**Note:** This is for an optional activity.

Prepare sets of twelve present tense verbs from the photocopiable pages at the back of this Teacher's Book:

**like, take, see, eat, go, collect, stay, fly, climb, is, visit, do**

There are also twelve past tense verbs on the same page, but for the next lesson, you will need **only the present tense verbs.**

Cut the verbs up into sets – enough for one set per group for groups of six students.

## Lesson 7

### Writing

#### YOU WILL NEED:

- PRESENT TENSE VERBS FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK

(like, take, see, eat, go, collect, stay, fly, climb, is, visit, do).

Verbs should be cut up into sets – enough for one set per group for groups of six students.

**Note:** These are for an optional activity.

#### In this lesson, students will:

- ask and answer questions about what someone did after school last week
- write sentences about what they did after school last week
- revise the use of capital letters and full stops
- correct spelling errors

#### Target language

- What did Ali do on [Wednesday]?
- He [cleaned his dad's car].

## Task 1

### Step 1

Ask students **What did you do after school last week?** Elicit a few answers from volunteers and write them on the board, for example:

- I watched TV.
- I played with my friends.
- I visited my grandmother.

### Step 2

Tell students to **Look at page 8 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them Ali's diary and ask **What is this?** Establish that it is a diary which shows what Ali did after school each day last week. Check that students understand **diary**.

### Step 3

Show students the days of the week to the left of the diary. Ask volunteers to read the sentence beside each day. Ask **Which is the verb?** in each sentence and elicit **played, took, went, cleaned, rode**. Ask **Are the verbs in the present or past?** Establish they are **in the past** because a diary is about the past.

### Step 4

Ask a volunteer to read the instruction text and check students' understanding of the task. Give them time to match each picture to the correct day. Do a whole class check and elicit the answers from volunteers.

Sunday – Picture **e**

Monday – Picture **c**

Tuesday – Picture **d**

Wednesday – Picture **a**

Thursday – Picture – **b**

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Explain that they are going to ask and answer questions about what Ali did after school each day last week.

### Step 2

Show students the pictures of Students **A** and **B**. Demonstrate the activity. Read the example question **What did Ali do on Wednesday?** and elicit **He cleaned his dad's car** from a volunteer. Get the volunteer to ask you a question, for example, **What did Ali do on Monday?** Answer **He took Hamad to the funfair**. Ask and answer more questions with different volunteers. Divide students into pairs and get them to practise the dialogue.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Show students the diary. Explain that they are going to write a sentence about what they did after school each day last week.

### Step 2

Refer students to **Ali's Diary** in Activity 1. Ask them to give you some examples from their own lives about what they did after school each day last week. Write them on the board. If students can't remember exactly what they did, they can make up an appropriate activity.

Remind students to begin each sentence with the capital letter 'I', end it with a full stop and put the verb into the simple past.

### Step 3

Give students time to write their sentences. As they are writing, circulate around the classroom offering guidance and support. When students have finished, ask a few volunteers to stand up and read out their sentences to the class.

## Task 4

**Note:** The **Writing** section of each unit of the revised Grade 5 course contains a section called **Spelling and Punctuation** which focuses on spelling, punctuation or both.

## Spelling and Punctuation

### Step 1

Write a few capital letters on the board and ask **What are these?** Elicit **capital letters**. Tell students to **Look at page 9 of your Classbook**. Show them the **Spelling and Punctuation** section at the top. Read the information text on the left aloud. Read the example sentences and show students the capital letter(s) in each.

### Step 2

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. Write the first sentence on the board as an example. Elicit where the capital letters and full stop should go, and add them in.

Last week, **S**alim played football with his friends.

### Step 3

Tell students to complete the task individually. Circulate around the classroom, offering guidance and support. Do a whole class check. Write the sentences on the board and elicit where the capital letters and full stops should go.

### Answers

- .....
- 1 Last week, **S**alim played football with his friends. (example)
  - 2 Fatma went to **E**gypt with her family.
  - 3 It was **A**li's birthday last **S**unday.
  - 4 **H**amad has a green boat.
  - 5 **M**y birthday is on 23rd **N**ovember.
  - 6 **A**hmed and **I** went to the funfair in **M**uscat.

## Task 5

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Read the information text and check students' understanding of the task. They have to rewrite the incorrectly spelt word in each sentence into the space provided, with the correct spelling.

### Step 2

Tell students to do the activity individually, then check the answers with their group. Elicit the correctly spelt words from volunteers.

### Answers

- .....
- 1 family
  - 2 went
  - 3 class
  - 4 cake
  - 5 played

## Optional Activity

### Step 1

Organise students into groups of six. Give each group a set of the twelve present tense verb cards which you cut out from the photocopiable pages at the back of this Teacher's Book. Tell students to sort the verbs into two groups – **regular** and **irregular**. Each student should take two verbs.

### Step 2

Write the words **regular** and **irregular** at opposite ends of the board. Say that you are going to call out a verb in the past tense. Students with the matching present tense should come quickly to the front and stand under the **regular** or **irregular** heading. Each correct answer scores a point for the group.

## For the next lesson

Tell students to bring their drawings and/or photos about what they did in the holidays that they used in their mini-presentations.

Prepare copies of the 'What I did in the holidays' page – one for each student – from the photocopiable pages at the back of this Teacher's Book.

## Lesson 8

## Writing

### STUDENTS WILL NEED:

- SOME DRAWINGS AND/OR PHOTOS OF WHAT THEY DID IN THE HOLIDAYS

### YOU WILL NEED:

- COPIES OF THE 'WHAT I DID IN THE HOLIDAYS' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

### In this lesson, students will:

- study an example of a mind map
- create their own mind map
- plan a short piece of writing based on their mind map
- write about what they did in their holidays

## Task 1

### Step 1

Tell students to **Look at page 8 of your Skills Book** and to **Look at Activity 1** and read the rubric. Read the instruction text. Explain that they are going to hear Siham talking about activities she did in the holidays. She has made a list of these activities and numbered them. Students should listen, find the picture in their books that matches each description and write its number into the box on the picture.

### Step 2

Play **Listening 1.7**. Pause the CD after the first description **I played with my little brother** and show students the example of picture **a** with number **1** in the box.

Play the rest of **Listening 1.7**. Pause after each sentence to give students time to find the correct picture and write the number of the activity into the box.

## Listening Transcript 1.7

Hi. My name's Siham. Here's a list of all the things I did in the holidays.

- 1 I played with my little brother.
- 2 I watched TV with my friends.
- 3 I rode my bike.
- 4 I went camping with my family.
- 5 I chatted with my grandmother.
- 6 I helped my mum in the kitchen.

I had a great time!

### Step 3

Tell students to check their answers with their group, then do a whole class check and elicit the answers.

### Answers

- .....
- a Picture a = 1 (example)
- b Picture b = 4
- c Picture c = 5
- d Picture d = 3
- e Picture e = 6
- f Picture f = 2

## Task 2

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text.

### Making a Mind Map

Explain to students that a piece of writing needs to be done in stages, the first of which is **planning**.

This is very important.

Making a mind map is an excellent way to plan. It is also helpful to discuss and share ideas with a partner at the planning stage.

Show students Siham's mind map with the six sections. Show them the two completed sections and tell them to fill in the other four. Make sure they understand they have to refer to the information in Activity 1 in order to complete the task.

Tell students it doesn't matter what order the information is in, but as in the two examples, they should write notes, not complete sentences. Remind them to put the verbs in the simple past.

## Task 3

### Step 1

Tell students to **Look at page 9 of your Skills Book** and to **Look at Activity 3** and read the rubric and instruction text. Explain that the text **What Siham did in the holidays** has been based on the information in her mind map in Activity 2. Show how the mind map provides a plan for the text.

### Step 2

Show students the words in the box at the top and check their understanding of the task. Explain that before trying to find each missing word, they should read through the whole text in order to get the sense of it. This will help them select the word that fits best.

### Step 3

Circulate around the classroom, offering guidance and support. Tell students to check their answers with their group, then do a whole class check.

### Answers:

- .....
- 1 brother
  - 2 kitchen
  - 3 rode
  - 4 watched
  - 5 grandmother
  - 6 camping

Extra word = cake

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to make a mind map like Siham's and include six activities they did in the holidays.

### Step 2

Ask a few volunteers **What did you do in the holidays?** Elicit some examples of answers and write them on the board. Students can also look back through the unit to get more ideas.

Remind students to write notes in their mind maps, not complete sentences, and to put the verbs in the simple past.

### Step 3

When students have completed their mind maps, ask a few volunteers to tell the rest of the class some of the things they wrote. Write a few of their ideas on the board.

## Task 5

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Explain that they are going to write about what they did in the holidays, using the information in the mind map they created in Activity 4. They can also refer to the text about what Siham did in the holidays in Activity 3.

### Step 2

Tell students that they are going to write a **draft** of their writing in class. As they write, circulate around the classroom offering guidance and support.

**Note:** Explain that writing a draft is the next stage after planning in producing a piece of writing. Make sure that students understand what a draft is – a piece of work that is not finalised.

### Step 3

#### Homework

Give each student a copy of the page with the heading **What I did in the holidays** from the photocopiable pages at the back of this Teacher's Book. Tell them to rewrite their draft on this page at home. They should incorporate any corrections, and add their photos or drawings. Remind them to write their name and the date in the appropriate places on the page.

#### For the next lesson

- 1 Tell students to bring their completed pages to the next lesson because you are going to display their pages on the classroom walls.
- 2 Bring some dictionaries to class (one for each group), or photocopied dictionary pages.

**Note:** Remind students to learn the ten past tense verbs you gave them in Lesson 4, using the **Look, cover, write, check** method.

**helped, went, listened, swam, cooked, washed, flew, saw, had, cleaned**

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

#### Reminder: Optional Dictation

Instead of, or as well as, testing the verbs in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one dictation. Give each student a copy of the dictation about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 9

### Project

**Note:** The project for Unit 1 is **making a dictionary page**. The material in Lessons 9 and 10 leads up to this project. It provides activities to revise the English alphabet and practise sorting words into alphabetical order.

#### YOU WILL NEED:

- DICTIONARIES (one for each group)  
If you are short of dictionaries, photocopy some dictionary pages

#### In this lesson, students will:

- listen to and join in with an alphabet song
- sort words beginning with the same letter into alphabetical order
- study an example of a dictionary page and a dictionary
- sort words into alphabetical order according to the second and third letters in a word

**Note:** Don't forget to take in students' completed 'What I did in the holidays' pages for display on the classroom walls.

### Task 1

#### Step 1

Do an alphabet chain around the class and elicit the letters of the English alphabet in order.

**Note:** Students should already be familiar with the concept of alphabetical order from previous grades.

#### Step 2

Tell students to **Look at page 10 of your Classbook** and **Look at Activity 1** and read the rubric and instruction text. Read through the **Alphabet Song** with the whole class. Say **a is for . . .** and then pause and elicit **apple**. Continue reading the song in the same way, pausing before each picture to elicit the word. As you read, get students to follow the words in their Classbooks.

#### Step 3

Tell students you are going to play the song straight through and they should join in where they can. Play **Listening 1.8**.

#### Listening Transcript 1.8

##### The Alphabet Song

**a** is for apple and **b** is for bear  
**c** is for cat, the one in the chair.  
**d** is for dog and **e** is for ear,  
**f** is for frog, there's one right here!  
**g** is for goat and **h** is for horse,  
**i** is for ice-cream, I'd like one of course!  
**j** is for jelly and **k** is for kite,  
**l** is for light that shines so bright.  
**m** is for monkey, and **n** is for nose,  
**o** is for orange, I've got one of those!  
**p** is for pizza and **q** is for queen,  
**r** is for rocket, mine's red and green!  
**s** is for sock and **t** is for train,  
**u** is for umbrella you use in the rain.  
**v** is for video and **w** is for wall,  
**x** is for x-ray when you have a fall.  
**Y** is for yo-yo and **z** is for zoo,  
This is the alphabet. I know it. Do you?

#### Step 4

Do another alphabet chain quickly around the class. Get a student to say **a is for.....** and use a different word from **apple**. Continue with other students until the rest of the alphabet is completed.

**Note:** You should prepare an example for each letter in advance to help students if they cannot think of a word for each letter.

## Task 2

### Step 1

Tell students to **Look at page 11 of your Classbook** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the text beside the rubric. Ask **What is Maha doing?** Establish that she is making a dictionary page based on words beginning with the letter **c** by making a list of the words in alphabetical order and drawing pictures to go with them.

### Step 2

Read the text beside the picture of Maha, **Drawing pictures helps you to remember words**, while students follow it in their books. Write the heading **Words beginning with c** on the board and list **cake, camel** and **car** underneath. Tell students to look at the last picture that Maha has drawn and ask **What's this?** Elicit **caterpillar**. Write **caterpillar** under **car** on the board.

### Step 3

Underline the first letter of each word and ask **What letter is this?** Elicit **c**. Ask **What's the second letter in each word?** and elicit **a**. Ask **What's the third letter?** Elicit **k** in **cake**, **m** in **camel** and **r** in **car**. Ask **Which letter comes first in the alphabet?** Elicit that it is **k**, then **m**, then **r**.

### Step 4

Show students how Maha has organised all her words beginning with the same letter onto one page, and then arranged all the words on that page into alphabetical order. Distribute the dictionaries you have brought to the class – one for each group or the photocopies of dictionary pages. Show students how dictionaries are arranged in alphabetical order. Give them time to look at the dictionaries.

**Note:** There are many examples of dictionary pages online which can be accessed by Googling 'sample dictionary pages'. This brings up a number of links, for example, the dictionary page at [www.educationworld.com](http://www.educationworld.com) and many others.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Read the two parts of the instruction text and check their understanding of the task. Explain that they are going to list these words in alphabetical order in their exercise books.

### Step 2

Ask students to **Look at the pictures** and name anything they recognise. This is all recycled vocabulary so they should be able to name **tiger, television, triangle, trousers, table, train, tent, turtle, tree** and **telephone**. Ask what letter these words begin with and elicit **t**.

### Step 3

Tell students to **Look at the words in the yellow pencil** and match each word with a picture. They can do this orally, or write the numbers and letters into their exercise books.

### Answers

.....

**a** tiger    **b** television    **c** trousers    **d** triangle  
**e** telephone    **f** turtle    **g** table    **h** tree  
**i** tent    **j** train

### Step 4

Ask a volunteer to read the heading at the top of the sheet of paper – **Words beginning with t**. Ask students how they are going to organise these words and elicit that it will be in alphabetical order. Remind them they will have to use the second, third, fourth or even fifth letters of some words to organise them.

### Step 5

While students are organising their words, circulate around the classroom offering guidance and support. Tell students to check their lists with their group, then do a whole class check. Elicit the words in alphabetical order and write them on the board.



## Answers

.....

- 1 table
- 2 telephone
- 3 television
- 4 tent
- 5 tiger
- 6 train
- 7 tree
- 8 triangle
- 9 trousers
- 10 turtle

## For the next lesson

- 1 Prepare copies of the 'Read and Sort page' from the photocopiable pages at the back of this Teacher's Book – one for each group.
- 2 Prepare copies of the 'My Dictionary Page' from the photocopiable pages at the back of this Teacher's Book – one for each student.

## Lesson 10

### Project

#### YOU WILL NEED:

- COPIES OF THE 'READ AND SORT' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each group)
- COPIES OF THE 'MY DICTIONARY PAGE' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

#### In this lesson, students will:

- sort words, including words beginning with the same letter, into alphabetical order
- make their own dictionary page

## Task 1

### Step 1

Distribute the 'Read and Sort' photocopied pages – one for each group. Tell students to read through the six groups of words and sort each group into alphabetical order. Remind them that when sorting words that begin with the same letter, they should look at the second or third letter and use that letter to sort the words.

**Note:** If you feel six groups of words will take too long for your students to do, ask groups of students to sort one or two groups of words only.

## Step 2

When students have finished, do a whole class check and elicit the answers.

### Answers

- .....
- 1 bag, book, calculator, computer, rubber, ruler
  - 2 cat, goat, lion, snake, tiger, turtle
  - 3 bread, cake, cheese, chocolate, coconut, pizza
  - 4 camping, climbing, fishing, running, sailing, swimming
  - 5 aunt, brother, father, mother, sister, uncle
  - 6 Arabic, Art, English, Maths, Science, Sport

## Task 2

### Step 1

Tell students that in this lesson, they will be starting a project. They will be doing a different project in every unit of the Grade 5 course, sometimes individually and sometimes in pairs or groups. Explain that the project in Unit 1 is **making a dictionary page**.

### Step 2

Tell students to **Look at Activity 4** and read the rubric. Establish that students are going to make their own dictionary page consisting of both words and pictures.

### Step 3

Allocate each student a letter of the alphabet. You will probably have to give some students the same letter, depending on the size of the class.

**Note:** Omit **q, x, z** and other letters for which it will be challenging to find words.

### Step 4

Explain the procedure for making a dictionary page, so that students are clear about what they have to do. Tell them to choose words for their letter and make a list of them in their exercise books. The minimum number of words is **five** and the maximum is **ten**.

## Step 4

Tell students to sort their words into alphabetical order. When they have finished, they should check their list with you to make sure it is in the correct order.

**Note:** It is very important that students should not start making their dictionary page until you have checked their words.

## Task 3

### Step 1

Give each student a copy of the 'My Dictionary Page' you have prepared. Tell them to write their name and the date at the top and complete the heading with their chosen letter, for example,

**Words beginning with [r].**

### Step 2

Show students how they should write their list of words in alphabetical order under the heading. They should draw pictures wherever possible as this will help them remember the word better. Refer them to Maha's dictionary page in Activity 2 on page 11 of the Classbook. Remind them to keep checking their spellings.

**Note:** Tell students they can choose verbs and adjectives as well as nouns, for example, **run** and **red**, but they should make sure they choose words it is easy to draw a picture for.

### Homework

Tell students to finish their dictionary pages at home and bring their completed pages to the next lesson because you are going to display them on the classroom walls.

# Lesson 11

## Let's Read

### In this lesson, students will:

- read a story independently
- do activities related to the story

**Note:** Don't forget to take in students' completed dictionary pages for display on the classroom walls.

**Note:** The **Let's Read** section of each unit gives students the opportunity to practise reading silently by themselves. It should be read primarily for enjoyment.

However, a number of activities related to the story have been provided, one on page 13 of the Classbook and the rest on page 56 at the back of the Skills Book.

The activity on page 13 of the Classbook should be done in class. The teacher can decide whether students should do any, some or all of the activities in the Skills Book, depending on the level of their class. These activities should be done as homework.

**Note:** The story **Khalid and the Coconut Tree** provides further practice with the simple past tense, the main grammar focus of this unit.

## Procedure for Let's Read

### 1 Before reading

Introduce students to the story by asking some pre-reading questions. Tell them to **Look at page 12 of the Classbook** and to **Look at the story and the pictures**.

Ask **What is the title of this story?** and elicit **Khalid and the Coconut Tree**. Point to the two boys in the first picture and introduce them as **Khalid** and **Salim**.

Tell students to look at the pictures in their groups and identify and name as many items as they can. Elicit the names from volunteers and write them on the board. Students should be able to tell you **sea, boat, beach, football, tree, picnic, coconut**.

Point to the fireman, fire engine and ladder in the picture in the bottom left of the page and ask **Who/what are these?** Students may not be familiar with this vocabulary, so add **fireman, fire engine** and **ladder** to the list of words on the board.

Point to different pictures and ask a few questions about the story, for example:

- **Where are the boys? (at the beach)**
- **What are they doing? (playing football)**
- **What are they eating? (sandwiches)**
- **Who is sleeping? (Salim)**
- **What is Khalid doing? (climbing a tree)**
- **Who can you see? (a fireman). What is he climbing? (a ladder)**
- **What do you think Khalid is saying? (Thank you!)**

Write the following questions on the board. Students do not have to write the answers down, but make sure they understand the questions.

**Note:** These four questions are focus questions. Finding the answers gives students a purpose for reading the story.

## Questions

.....

- 1 **Who swam in the sea?**
- 2 **What did Salim eat?**
- 3 **Why did Khalid climb the tree?**
- 4 **What does Khalid want to be?**

**Note:** Make sure that students understand that when they start reading the story, they should read it from left to right across the page. They should use the pictures as a guide.

## 2 While reading

Tell students to read the story silently and independently and find the answers to the four questions as they read. Circulate around the classroom, offering guidance and support. Students will probably need help understanding some vocabulary items such as **fell asleep** (picture 4), **stuck** (picture 5) and **rescued** (Picture 6).

## 3 After reading

### Task 1

Tell students to discuss the four questions and answers in their groups. Ask the questions one by one and elicit the answers.

#### Answers

- 1 Khalid and Salim.
- 2 A chicken sandwich.
- 3 To get a coconut.
- 4 A fireman.

### Task 2

#### Step 1

Tell students to **Look at page 13 of your Classbook** and to **Look at the pictures** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Tell them to match the pictures to the correct sentences and write the letters a–k into the boxes next to the sentences.

#### Step 2

Tell students to complete the activity individually then check the answers with their group. Do a whole class check.

#### Answers:

- 1 g   2 k   3 b   4 c   5 i   6 h  
7 d   8 j   9 a   10 f   11 e

#### Optional Activity

This activity gives further practice with the simple past tense.

Tell students to **Look at the first sentence of this story** and ask **Which is the verb?** Elicit that it is **visited**. If necessary, explain that this is the word that describes what Khalid and Salim are doing.

Ask students to underline the verbs in the rest of the story. Do a whole class check.

The answers are as follows:

**visited, lived, went, was, swam, played, sat, ate (x 3), wanted, wasn't, fell, had, saw, climbed, picked, woke, wasn't, looked, saw, couldn't (x 2), was, ran, telephoned, brought, rescued, thanked**

#### Optional Activity

Students who finish reading the story and doing the activities in this lesson or any previous lessons early, can follow the instructions on the signpost at the bottom right of page 12 of the Classbook. There are similar signposts throughout the other units of the Grade 5 Classbook.

#### Homework

You can ask students to complete some or all of the activities on the **Khalid and the Coconut Tree Activity Page** on page 56 of the Skills Book.

#### Answers

- 1   1 Right (example)  
2 Wrong  
3 Wrong  
4 Right  
5 Wrong  
6 I don't know
- 2   1 d (example)   2 f   3 a   4 e   5 c   6 b
- 3   1 LUNCH   2 COCONUT  
3 STUCK   4 LADDER

## Lesson 12

### Working with Sounds

#### Review

##### YOU WILL NEED:

- CARDS FOR THREE OF THE PAST TENSE VERBS 'LIKED' 'CLIMBED' AND 'VISITED'

##### The following are all for optional activities

- THE 'MY CLASSROOM' POSTER
- CLASSROOM OBJECTS DOMINO ACTIVITY CARDS (words and pictures – one set for each group)
- CLASSROOM OBJECTS PICTURE CHECK SHEETS (one for each group)
- CLASSROOM OBJECTS WORD CHECK SHEETS (one for each group)

##### In this lesson, students will:

- listen to /t/, /d/ and /id/ sounds and differentiate between them in past tense verb endings
- do a spelling test and/or dictation
- review the unit

#### Task 1

**Note:** In this lesson, students will do a lot of work on the differences between past tense ending sounds. When you do the activities, make sure that you pronounce the verb endings very clearly yourself to make it easier for students to differentiate between them.

#### For the next lesson

- 1 From the photocopiable pages at the back of this Teacher's Book, prepare cards with one of these past tense verbs - liked, visited and climbed.
- 2 Remind students about the ten verbs which you asked them to learn to spell for homework at the end of Lesson 4.

**visited, went, played, swam, climbed, stayed, flew, saw, had, liked**

Tell them you will be checking these spellings in the next lesson.

#### Optional Dictation

If you are planning to give students a dictation next lesson, make sure you have given them each a copy of the dictation from the photocopiable pages at the back of this Teacher's Book so that they can learn it in advance.

There are two dictations, but you will probably only have time to use one of them. Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

**Note:** The following activities are optional activities.

Prepare sets of the **Classroom Objects Domino Activity Cards**.

- a You will need one set of 15 **Domino Picture Cards** for each group in your class. You will also need to photocopy the **Classroom Objects Picture Check Sheet** from the photocopiable pages at the back of this Teacher's Book. You will need one Picture Check Sheet for each group.
- b Prepare one set of 15 **Domino Word Cards** for each group in your class. You will also need to photocopy the **Classroom Objects Word Check Sheet** from the photocopiable pages at the back of this Teacher's Book. You will need one Word Check Sheet for each group.

### Step 1

Organise students into groups of six. Give each group one of the three past tense verbs – **liked**, **climbed**, **visited** – that you have already prepared from the photocopiable verb sheet. Explain that you are going to say one of these verbs and that the group with that verb should stand up and show their verb when they hear it. Say each verb clearly.

### Step 2

Write the following three verbs on the board – **walked**, **played**, **wanted**. Explain that students are going to hear a recording of these three verbs. Ask them to listen carefully and tell you if all the verbs ended with the same sound. Play **Listening 1.9**.

#### Listening Transcript 1.9

walked  
played  
wanted

### Step 3

Remove the three verbs from the board. Play the first verb – **walked** – again, and repeat the word yourself, emphasising the **/t/** sound at the end. Get students to repeat it with you. Write **/t/** on the board and write **walked** under it.

Play the second verb – **played**. Repeat it yourself, emphasising the **/d/** sound at the end. Get students to repeat it with you. Write **/d/** on the board and write **played** under it.

Play the third verb – **wanted** – again, and repeat the word, emphasising the **/id/** sound at the end. Get students to repeat it with you. Write **/id/** on the board and write **wanted** under it.

Your board should now look like this:

<b>/t/</b>	<b>/d/</b>	<b>/id/</b>
walked	played	wanted

### Step 4

Tell groups to look at their verb card with **liked**, **climbed** or **visited** and decide what the end sound of their verb is. Point to one of the sounds on the board. If they think their verb ends with that sound, they should stand up, show their verb card and say the verb. If they are correct, write their verb under the heading.

### Answers

.....

<b>/t/</b>	<b>/d/</b>	<b>/id/</b>
walked	played	wanted
liked	climbed	visited

### Task 2

#### Step 1

Tell students to **Look at page 10 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Explain that students will hear a number of verbs. They have to decide if the ending sound is **/t/**, **/d/** or **/id/** for each verb and put a tick in the appropriate box.

#### Step 2

Play **Listening 1.10**, pausing after each verb to give students time to write their answers. They should be able to fill in the first three ending sounds as you covered these in Task 1.

#### Listening Transcript 1.10

played	//	played	//
liked	//	liked	//
wanted	//	wanted	//
thanked	//	thanked	//
visited	//	visited	//
climbed	//	climbed	//
started	//	started	//
picked	//	picked	//
stayed	//	stayed	//

#### Step 3

Tell students to compare their answers with a partner. As they do this, copy the chart below onto the board. Say the first word – **played** – and elicit an answer. If it is correct, put a tick in the appropriate column on the board. Repeat with all the verbs. If time allows, play the recording again so that students can check their work.

## Answers

.....

	/t/	/d/	/id/
played		✓	
liked	✓		
wanted			✓
thanked	✓		
visited			✓
climbed		✓	
started			✓
picked	✓		
stayed		✓	

## Step 4

Tell students to **Look at Activity 2** and read the rubric. Read the information text under the rubric and get students to follow it in their books as you read.

Tell students to read and complete the rules about sounds and past tense verbs. Get them to complete the sound rules individually, then discuss their answers with their group. Write the answers onto the board.

## Answers

.....

- **played, climbed** and **stayed**  
end with the sound /d/
- **liked, picked** and **thanked**  
end with the sound /t/
- **visited, wanted** and **started**  
end with the sound /id/

## Task 3

### Step 1

Tell students to **Look at page 11 of your Skills Book**. Read the heading, **Review**, and establish that this page focuses on some things they have covered in the unit.

Explain that students should complete Activities **1** and **2** individually and then you will give them a spelling test and/or dictation on the words you told them to learn.

### Step 2

Tell students to **Look at Activity 1**. Read the heading, **Grammar**, then the rubric and instruction text. Show students the example and check their understanding of the task.

### Step 3

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the sentences with them. Elicit the answers from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

.....

- 1 **made** (example)
- 2 gave
- 3 bought
- 4 did not go (didn't go)
- 5 visited
- 6 did not fly (didn't fly)
- 7 took
- 8 listened

### Step 4

Tell students to **Look at Activity 2**. Read the heading, **Vocabulary**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 5

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the words with them. Elicit the answers from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

### Answers

.....

- 1 Art (example)
- 2 Maths
- 3 English
- 4 Arabic
- 5 Science
- 6 Sport
- 7 Music
- 8 Islamic Studies

## Task 4

### Step 1

Tell students to **Look at Activity 3**. Explain that this is where they will write the words they have learned to spell in this unit. They should write each word on a separate line.

### Step 2

Read out the ten words in any order. Pause after each one to give students time to write it. Number the words as you read them to make checking them easier.

**visited, went, played, swam, climbed, stayed, flew, saw, had, liked**

### Step 3

Tell students to change their books with their partner. Elicit the spellings from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of **ten**. They should write their partner's score into the blank space in the box at the end of the activity.

## Step 4

Show students the box at the bottom right with the heading **How did you do?** Tell them to add up the scores from the three sections and write it into the blank space in the box under **Total score**. They should then return the book to their partner.

Tell students to look at their scores and to see which category they come into –

**Very good, OK or Not very good.**

**Note:** If you have chosen to give students a dictation instead of or in addition to testing isolated verbs, get them to write the dictation on a separate piece of paper so that you can take it in for checking. Remind them about the importance of capital letters and punctuation. As you give the dictation, make sure students cannot see the copy of the dictation they have learned from.

## Task 5

### Step 1

Tell students to turn to pages 52-53 of their Skills Book with the heading **My Learning Record**. Explain in **L1** the purpose of a learning record – so that they can see what they have covered and monitor their progress.

### Step 2

Tell students to **Look at Unit 1** and read the statements. Show them the five faces at the top of the page and say **Look at the faces**. Point to the words under each face and the number above. Show them the first statement for Unit 1 and ask **How well can you introduce yourself and your friend?**

Ask which face represents how they feel – **very, very well, well, OK, not sure, not very well**. Show students the number above each face and explain that they should write the number of the face that represents how they feel into the box at the end of the statement.



### Step 3

Read the rest of the statements aloud and check that students understand them. Tell them to read them silently again, think about the answers and write the appropriate numbers into the boxes. Circulate around the classroom, offering guidance and support.

**Note:** The following three activities are all optional activities, based on the Domino Picture Cards and Domino Word Cards. **However, you may not have time to do any of them. If this is the case, don't worry.**

### Optional Activity 1

#### Step 1

Give each group a copy of the **Classroom Objects Picture Check Sheet** and a set of **Domino Picture Cards**. Tell students to distribute the picture cards in their groups. Explain that on each card, there are pictures of two different classroom objects which match two classroom objects on the 'My Classroom' poster.

#### Step 2

Find the two objects on the picture card on the 'My Classroom' poster. Demonstrate writing the numbers of the two objects into the appropriate boxes on the Picture Check Sheet.

#### Step 3

Explain that this is a race, and each student must go to the poster with their picture cards, find the matching numbers on the poster and fill in the numbers in the correct places on their group's Picture Check Sheet. The first group to complete their Picture Check Sheet correctly, is the winner.

**Note:** Tell students that only one student from a group can go to the board at a time. The next student from that group cannot go until the previous student has returned.

### Optional Activity 2

This works in the same way as Optional Activity 1, but using the **Classroom Objects Word Check Sheet** and the **Domino Word Cards**.

### Optional Activity 3

#### Dominoes

##### Step 1

Distribute a full Domino Card set (15 picture cards and 15 word cards) to each group and tell students they are going to play a game of dominoes in their groups. Explain that they have to match the pictures and words.

##### Step 2

Go over the rules of the game:

- 1 Students mix all the cards together and put them face down on the table. Each student takes seven dominoes, leaving the rest face down at one side of the table.
- 2 One student begins by laying the first domino face up on the table. The next student tries to place one of their cards on either side of the first card, but they can only do this if they have a domino which matches one side of the first one. Dominoes must be matched by matching words with pictures so that they are matched **word-picture-word-picture** etc.
- 3 Students take turns to lay down dominoes. If a student has no matching card, they must take another card from the remaining cards on the table. They have to wait for their next turn before they can try to lay down another domino.
- 4 The first student to lay down all their domino cards is the winner.

## Students will learn how to:

- talk about children in other countries
- read short descriptions and emails
- transfer information onto a chart
- talk about their own and other children's likes and dislikes
- tell the time
- listen for general information about daily routines
- listen for specific information about time
- talk about daily routines using the present simple
- ask, answer and make statements about children's daily routines
- spell plural nouns: words ending in -x, -s, -ch, -sh
- write a description of their daily life
- organise words into categories
- plan and write an email with personal information
- categorise plural words according to the sound of their endings
- give a mini-presentation
- do a project (do a survey and write a paragraph)
- read and understand descriptive text about an Omani boy

## Main language

- Does [Maha] live in Oman? Yes, she does.
- Does [Roberto] like [drawing]? Yes, he does.
- What is [Steven's] favourite subject?
- Where does [Toshi] live?
- He likes/doesn't like [English].
- They like/don't like [Science].
- What time is it?
- What time does Huda [get up]?
- She prays at half past five.
- What time do you [eat breakfast]?
- Who is the email from/to?
- My favourite food is . . .
- My favourite subjects are . . .
- He [cleaned his dad's car].

## Vocabulary

- IKC: application form, computer, email, membership card
- Country names: Australia, Britain, France, Italy, Japan, Kenya, Mexico, Oman, Spain, Tanzania, USA
- Daily routine: gets up, prays, eats breakfast, goes to school, eats lunch, finishes school, does [her] homework, eats dinner, brushes [her] teeth, goes to bed
- Activities: playing computer games, reading, shopping, swimming, watching TV

## Skills and strategies

- Sequence events
- Interact with a partner and group through dialogues and activities
- Practise the use of time
- Obtain information for a survey by interviewing family members
- Transfer information from one medium to another
- Recognise and use spelling conventions for plural words
- Differentiate between sounds
- Read a story both for general understanding and specific information
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

## Activities

- Read and listen, read and match, read and write, read and complete, read and find
- Listen and match, listen and find
- Ask and answer
- Categorise words and create word webs about different topics
- Plan and write an email about daily activities
- Read a story
- Give a mini-presentation
- Do a project (a survey)
- Do a spelling test and/or dictation
- Review the unit
- Do self-evaluation

## Lesson 1

### Reading and Understanding

#### YOU WILL NEED:

- THE 'MAP OF THE WORLD' POSTER
- COUNTRY WORD CARDS FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (Oman, Britain, Italy, Kenya, USA, Japan, France, Australia)
- COPIES OF THE 'THINK AND COMPLETE' CHART FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each student

#### In this lesson, students will:

- revise the names of continents and countries
- follow simple instructions
- listen for specific information
- read for specific information
- write questions using question words and phrases
- transfer information in order to complete a chart
- ask and answer questions about likes and dislikes

#### Target Language

- Where does [Suzy] live?
- Hold up [your Classbook]. Put your [ruler] on [your head].
- Where... What...How many... How old
- Does [Maha] like pizza?

#### Before this lesson

Put the 'Map of the World' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 5th of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th September 2017.**

## Task 1

### Step 1

Point to 'The Map of the World' poster. Ask students if they can guess what the unit is going to be about. Ask a volunteer to come and point to Oman on the map. Ask students if they can remember what the names of the continents are. They may remember the names from Grade 4. If not, say the names yourself while pointing to the continents on the map.

The names of the continents are:

**Africa, Europe, Antarctica, South America, Asia, North America, Australia**

### Step 2

Ask students if they can remember the names of any countries. Elicit as many as possible. Point to the countries as students say the names, for example:

**Australia, Canada, China, France, Greece, India, Iraq, Japan, New Zealand, Nigeria, Oman, the UK, the USA, Brazil, Tunisia, Kenya, Egypt, Italy, Ireland, Poland, Africa, Greenland, Thailand, England, Kuwait, Qatar, Yemen, the UAE, Saudi Arabia, Bahrain**

## Task 2

### Step 1

Organise students into seven groups. Give each group a country word card, but keep the Oman card and stick it on the board. Tell students they are going to hear the names of the countries on the CD. When they hear the name of their group's country, that group should stand up and say the name. But when they hear **Oman**, all the students should stand up and point to the word **Oman** on the board. Play **Listening 2.1**, pausing after each country name.

### Listening Transcript 2.1

Japan // Britain // Italy // Kenya // the USA // Oman // France // Australia

### Step 2

Tell students that they are going to hear an instruction on the CD followed by the name of the country. If it is their group's country, they should follow the instruction. If they hear the word **Oman** they should all follow the instruction.

Play **Listening 2.2**. Remember to collect the country word cards after the activity.

### Listening Transcript 2.2

- Hold up your Classbook. Italy. //
- Put your ruler on your head. Japan. //
- Stand up and point to the board. Oman. //
- Hold up your pencil. The USA. //
- Stand up and point to the window. France. //
- Put your book on your chair. Australia. //
- Touch the floor. Kenya. //
- Stand up and point to the door. Britain. //

## Task 3

### Step 1

Ask students to **Look at page 14 of your Classbook**. Show them the title of the unit and ask if they can guess what the word **kids** means. Elicit **children**. Tell students to **Look at page 14 again**. Ask them if they recognise the characters in the pictures. They should know **Maha** from previous grades.

### Step 2

Ask students to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Students have to first read, and then listen to the conversation between Maha and Ahmed.

### Step 3

Tell students to read the conversation silently. Give them time to do this, then ask questions, for example, **Who is Maha writing to?** Elicit **Suzy**. Ask **Where does Suzy live?** and elicit **Britain**.

Point to Britain on the 'Map of the World' poster and say **Look. This is where Suzy lives – Britain**. Tell students that you are going to play the conversation between Maha and Ahmed on the CD and ask them to track it in their books as they listen. Play **Listening 2.3**.

### Listening Transcript 2.3

- Ahmed:** What are you doing?
- Maha:** I'm writing to my friend, Suzy.
- Ahmed:** Who's she?
- Maha:** She's a friend of mine.
- Ahmed:** Does she live in Oman?
- Maha:** No, she lives in Britain. She's a member of the IKC.
- Ahmed:** What's the IKC?
- Maha:** The International Kids' Club. There are IKC members all over the world.  
...in Kenya...  
[sfx. traditional Masai music]  
...in France...  
[sfx. French accordion music]  
...in Oman...  
[sfx. traditional Omani music]  
...in Japan...  
[sfx. traditional Japanese music]  
...and in the USA...  
[sfx. Stars and Stripes]
- Ahmed:** That's great! Can I join?
- Maha:** Yes, of course! Can you use computer?
- Ahmed:** Yes, I can.  
[sfx. sound of keyboard tapping]
- Maha:** Can you write in English?
- Ahmed:** Yes.
- Maha:** OK. Fill in the application form and give it to your teacher, or e-mail it to the IKC.

## Task 4

### Step 1

Ask students **What's the IKC?** Encourage them to respond with **The International Kids' Club**. Ask what they think the purpose of the IKC is. Tell them to **Look at page 14** and show them the sentence **There are IKC members all around the world**. Read this sentence aloud and ask students **Where?** Encourage them to read the names of the countries on page 14: **Kenya, France, Oman, Japan, the USA**.

**Note:** Take this opportunity to talk to the class about pen friends. Explain that many children write letters or e-mails to friends all over the world. Have a discussion with the class, in L1 if necessary, about whether they think this would be fun.

### Step 2

Ask students to **Look at the picture of France**. Show them the Eiffel Tower and say **This is a very famous building in France**. Ask **Can you think of any famous buildings in Oman?** They may suggest the Al Alam Palace in Muscat, the Sultan Qaboos Grand Mosque in Ghala, Nizwa fort, Jibreen fort (or indeed any fort), the Royal Opera House Muscat.

Point to Oman on the 'Map of the World' poster. Explain that people from Oman are called Omanis. Point to the USA and explain that the USA is a short way of saying the United States of America. People from the USA are called Americans. Point to Britain and explain that people who live in Britain are called British.

## Task 5

### Step 1

Tell students to **Look at page 15 of your Classbook**. Show them the pictures and ask **Who can you see in the pictures?** Establish these are different children (kids) from around the world. Ask them **How many children can you see? Who are they?** Help students to understand that these kids are members of the IKC and they are talking about themselves and their interests.

### Step 2

Ask students to **Look at Activity 2** and read the rubric and the instruction text to the right of the rubric. Tell them to read the five questions at the top of the page silently.

### Step 3

Tell students to work in pairs and find the answers to the five questions. Make sure they understand that they have to read all the information in the texts to find the answers. Get them to find the answers in their pairs, then check them with their group.

### Step 4

Do a whole class check and elicit the answers. Get a student from one group to ask a student from another group the first question. Repeat this procedure for all the questions.

#### Answers:

.....

- 1 Italy
- 2 10
- 3 reading stories in English and swimming
- 4 One (Suzy)
- 5 playing computer games

## Task 6

### Step 1

Tell students to **Look at Activity 2** again. Ask questions about the likes and dislikes of the children in the texts. For example, ask **Does David like riding a bike?** Elicit **Yes, he does**. Then ask **Does David like drawing?** and elicit **No, he doesn't**.

### Step 2

Ask students to **Look at Activity 3** and read the rubric. Check that students understand they have to complete the chart by referring to the four texts in Activity 2 to find the information. They have to put a tick (✓) or a cross (✗) in the chart under each child's name according to whether that child likes or dislikes the activity. Show them the example in the first row about Roberto.

### Step 3

Distribute copies of the 'Think and Complete' chart from the photocopiable pages at the back of this Teacher's Book – one for each student. Tell students to complete the chart in pairs. Explain that students

should only complete the information that they know. While they are doing this, draw the chart on the board.

### Step 4

Do a whole class check and elicit the answers from volunteers. Complete the chart on the board and tell students to check their own charts.

### Answers

	drawing	playing computer games	going shopping	reading stories or comics	playing football or volleyball	swimming	riding a bike
Roberto	✓		x		✓		
Suzy			✓	✓	x		
Maha		x		✓		✓	
David	x	✓					✓

When you have completed the chart on the board, elicit a few sentences about the four characters from different volunteers.

Examples

**Roberto doesn't like going shopping.**

**Suzy likes reading comics.**

**Maha likes swimming.**

**David doesn't like drawing.**

## Task 7

### Step 1

Tell students to **Look at Activity 4**. Show them the picture of the two girls. Ask a volunteer to read the question in the first set of speech bubbles, on the left – **Does Roberto like drawing?** Get another volunteer to read the answer – **Yes, he does**. Repeat the procedure for the questions and answers about Maha and Suzy.

### Step 2

Tell students to work in pairs asking and answering questions about the kids in the chart. Circulate around the classroom, offering guidance and support.

### For the next lesson

Prepare copies of the International Kids' Club Application Form from the photocopiable pages at the back of this Teacher's Book – one for each student.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- describe pictures of different children
- talk about children in other countries
- listen for specific information
- transfer information onto a chart
- find specific information in a reading text
- create word webs for different topics

#### Target Language

- He/she is 11 years old.
- He/she lives in [Tanzania].
- How old is [Manka]?
- Does Manka like [lions]?
- What is [Steven's] favourite [subject]?

## Task 1

### Step 1

Tell students they are going to learn about some children from different countries. Ask them to **Look at page 12 of your Skills Book** and to **Look at the pictures**. Ask **How many children can you see? (four)**.

Ask students to describe the pictures in as much detail as possible, using language they learned in Grades 1–4.

### Suggested Answers

- a A girl, wearing a dress and shoes, standing in front of a hut and mountains.
- b A boy, wearing a sweater, jeans and trainers and carrying roller skates.
- c Two boys, wearing dishdashas, caps and sandals, standing in front of a house. There are also trees and mountains. Students may suggest the boys live in Oman.

## Step 2

Direct students to the table below the texts.

Tell students that they are going to read the three texts very quickly (skimming) and they have to find information about each child's name, age and the country where he/she lives. Tell students to do the first text. Tell them that they don't have to understand every word.

Give students 2-3 minutes to read the texts. While they are doing this, draw a copy of the table on the board. Ask students to point to the picture of Manka. Elicit her name, age and country. Write this information onto the chart on the board and tell students to check their answers.

## Step 3

Tell students to read the other two texts and complete the chart by themselves. Do a whole class check and elicit the answers.

	Name	Age	Country
a	Manka	11	Tanzania
b	Steven	12	USA
c	Mohammed and Rashid	10	Oman

## Task 2

### Step 1

Tell students to **Look at page 13 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text.

Ask **Who is question 1 about?** Elicit **Manka**. Point to the name Manka in the chart on the board and in Text a in Activity 1 on page 12. Ask **Who is question 3 about?** Elicit **Steven**. Repeat the procedure with the questions about Mohammed and Rashid.

### Step 2

Divide students into pairs. Ask them to read the questions and find the answers in the texts. Get them to check the answers in their group, then write the answers on the lines. Tell them to write in complete sentences. Remind them to begin each sentence with a capital letter and end it with a full stop.

Do a whole class check. Elicit the answers and write them on the board.

## Answers

- 1 Manka is 11.
- 2 She walks three kilometres to get water.
- 3 He likes roller skating.
- 4 Ten people live in Mohammed and Rashid's house.
- 5 Mohammed's favourite subject is Science.

## Step 3

Ask some oral questions about the children. Tell students to find the answers in the texts on page 12. Give them time to find the information and elicit each answer. If you like, make this into a team game and award points for correct answers.

## Examples of questions

- 1 **Where does Manka live? (in Tanzania/in a hut)**
- 2 **What animals live near Manka? (elephants, lions and leopards)**
- 3 **Does Manka like lions? (No)**
- 4 **What city does Steven live in? (New York)**
- 5 **Who drives Steven to school? (his father)**
- 6 **Where does Steven go roller skating? (the park)**
- 7 **Who is Mohammed's twin brother? (Rashid)**
- 8 **How do Mohammed and Rashid go to school? (they walk)**
- 9 **Who likes chicken and rice? (Rashid)**

## Task 3

**Note:** There is no separate section of the revised Grade 5 course which deals with vocabulary. However, each **Reading and Understanding** section contains a section called **Working with Words** which focuses on vocabulary.

### Working with Words

#### Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Show them the shape that the words are organised around and ask **What is this?** Students may remember **spider's web** from previous grades. Establish that this is a **word web** which is based on the same shape as a spider's web. Tell students that drawing word webs like this is a very good way of helping them remember words.

#### Step 2

Ask students to look at the words around the web. Ask **What are these?** Establish they are the **names of animals**. Tell students to work in their groups to add three more animal words to the web. Tell them that, if they like, they can draw extra lines to write more words.

#### Step 3

Give students 2–3 minutes for this activity then elicit one or two animal names from each group. Write them on the board as you elicit them.

#### Step 4

Ask students if they can think of any other topics for word webs. They may suggest **clothes, food, families, school subjects, sports**.

## Task 4

#### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they have to create word webs like the one in Activity 3, but for **school subjects** and **daily activities**.

#### Step 2

Tell students to look at the first web - **school subjects**. Elicit the names of some subjects, then

ask students to work by themselves to complete the web. Tell them that they can draw extra lines into the web if they need to. When they have added all the school subjects they can remember, ask them to compare their web with the rest of their group. When all groups have finished, elicit some subject words and write them on the board.

**Note:** If there is not enough space on the page, tell students to make the word webs in their exercise books.

#### Step 3

Ask students to look at the word web with the topic of **daily activities**. Ask them to add words to the web in the same way as they did for school subjects.

#### Optional Activity

Students can draw more word webs, based round one or more topics elicited in Task 4, Step 4.

#### Homework

**Note:** This activity can be started in class and completed as homework.

Tell students that now they have discovered what fun it is to learn about children in other countries, you want them to complete an application form for the International Kids Club (IKC).

Distribute copies of the **International Kids' Club Application Form** from the photocopiable pages at the back of this Teacher's Book. Tell students to read the instruction text and the different sections of the form.

Ask students to complete the form and check it with a partner. Circulate around the classroom, offering guidance and support.

Tell students to finish completing their forms at home. They should add a picture of themselves and bring their completed forms to the next lesson, because you are going to display them on the classroom walls.

Tell students to write sentences about themselves in their exercise books, based on the information in the form. For example,  
**My name is Salim. I live in Muscat. I like playing football. I don't like pizza.**



## Lesson 3

### Grammar

#### In this lesson, students will:

- answer questions using information in a chart
- ask and answer Yes, No questions with Does
- talk about children in different countries
- find specific information in a table

#### Target Language

- Does [Beth] live in [the USA]?
- Yes, he does. No, he/she doesn't.
- Where does [Toshi] live?
- He likes (doesn't like) English.
- They like (don't like) Science.

**Note:** Don't forget to take in students' completed International Kids' Club Application Forms for display on the classroom walls.

#### Homework check

Do a whole class check of the sentences which students did for homework at the end of Lesson 2. Ask a few volunteers to give you their sentences orally and write them on the board.

## Task 1

### Step 1

Tell students to **Look at page 16 of your Classbook** and to **Look at Activity 1** and read the rubric. Check students' understanding of the task. Tell them to look at the two pictures and read the sentences under the pictures silently.

### Step 2

Ask **Does Suzy live in Britain?** and elicit **Yes, she does.** Ask **Does Ahmed live in France?** and elicit **No, he doesn't.** Get one or two pairs of students to ask and answer these questions across the class.

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Point to the maze and say **This is a maze.** Show them the pictures of the six children around the maze and ask if they know any of them. They may be able to remember **Toshi** from Unit 1, page 2 of the Skills Book and **Roberto** and **David** from Unit 2, page 15.

### Step 2

Ask students if they can guess what they have to do. Establish that they have to follow the path from each child through the maze to find the country that child comes from.

Make sure students understand that after they have found the countries, they have to write the name of the appropriate country beside each child's name in the chart. Tell them to do the maze and complete the chart.

### Step 3

Tell students that they are going to hear the answers on the CD. **Play Listening 2.4**, pausing after each statement to give students time to check their work.

#### Listening Transcript 2.4

- 1 Rose lives in Kenya.
- 2 Toshi lives in Japan.
- 3 Beth lives in the USA.
- 4 David lives in Australia.
- 5 Roberto lives in Italy.
- 6 Natalie lives in France.

## Task 3

### Step 1

Ask students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task.

### Step 2

Read the first example question aloud: **Does Beth live in the USA?** Hold up your Classbook and show students that you are getting the answer from the small chart in Activity 2. Elicit **Yes, she does**.

Repeat the procedure with the second question: **Does Toshi live in France?** and elicit **No, he doesn't**. Ask **Where does Toshi live?** and elicit **He lives in Japan**.

### Step 3

Ask students to complete the answers to questions 1 to 4, then check their answers with the rest of their group.

### Step 4

Do a whole class check. Get a student from one group to ask a student from another group the first question, **Does David live in Australia?** Check all the questions and answers in this way.

#### Answers

- .....
- 1 Yes, he does.
  - 2 No, he doesn't.
  - 3 No, she doesn't.
  - 4 Yes, he does.

## Task 4

### Step 1

Ask students **What is your favourite school subject?** and elicit answers from volunteers.

### Step 2

Tell students to **Look at page 17 of your Classbook** and to **Look at Activity 4** and read the rubric. Ask a volunteer to read the first part of the instruction text (above the chart). Show students the chart and explain that it is about some kids from the International Kids Club and the school subjects they like and do not like.

### Step 3

Tell students to read the information in the chart carefully. Ask questions, for example, **Does Huda like Music?** and elicit **Yes, she does**. Ask more questions, for example, **Who likes Science?** and elicit **Sami, Huda and Maha**. Organise students into pairs, and get them to ask and answer questions about the chart with their partner.

### Step 4

Read the second part of the instruction text (under the chart). Check their understanding of the task. Explain that they have to read the chart carefully in order to do the activity. Go over the example with students and show how they have to read the chart carefully in order to find the answer.

If you feel it is helpful to students, do the first statement with them. Say **She likes P.E. and Science**. Ask **Who is it?** Give students time to check the chart and then elicit the answer - **Maha**. Ask students to explain how they get the answer. Now ask students to do the activity with their partner. Make sure students understand they should write the names next to their matching descriptions. Circulate around the classroom, offering guidance and support.

#### Answers

- .....
- 1 Maha
  - 2 Sami
  - 3 Huda
  - 4 Toshi
  - 5 Huda, David, Maha and Roberto
  - 6 Huda, Maha and Roberto

## Lesson 4

### Grammar

#### In this lesson, students will:

- revise the use of the present simple
- talk about their own and other students' likes and dislikes
- do a survey and complete a chart
- make statements using the information on the chart
- write statements about their own and other students' likes and dislikes

#### Target Language

- I like [pizza]. He likes [cheese].
- They like [bananas]. It likes [milk].
- What do you like? I like .....
- What does he like? He likes...
- Do you like [spiders]? Yes, I do. No, I don't.
- Does Hanan like [spiders]? Yes, she does.
- Ahmed likes [cats]. Maha doesn't like [snakes].

## Task 1

### Step 1

Tell students to **Look at page 14 of your Skills Book**. Explain that most of the information students have learned so far in this unit is about things they do every day or regular activities.

Ask students to **Look at the Let's Look at Grammar box** and read the information text at the top of the box – **We use the present simple to talk about daily activities and things which are true**. Read the instruction text, then ask students to read the five sentences silently, and look at the picture beside each sentence.

### Step 2

While students are reading the sentences, quickly write them on the board. Underline the words as shown below:

I like pizza.

He likes cheese

She likes apples.

It likes milk.

They like bananas.

Point to each sentence and get students to read it with you. Point to **like** or **likes** and explain that this is the verb in each sentence. Point to the underlined words as you read them.

### Step 3

Show students the sentence with words missing under the box. Ask students to complete the sentence in their groups. Students should be able to see that the sentences which contain the verb **like** with an **s** on the end are the sentences that begin with **He**, **she** and **it**. Ask a volunteer to read the completed rule: **Verbs in the present simple end in '-s' for he, she and it.**

### Step 4

Go back to the board and tell students We say **I like pizza** and **They like bananas**. Point to the words **I like** and **They like** as you read them. Then say But we say **He likes cheese**, **She likes apples** and **It likes milk**. Point to the words **He likes**, **She likes** and **It likes** as you read them.

## Task 2

### Step 1

Tell students to **Look at Activity 1** and read the rubric. Check their understanding of the task. They have to complete the sentences, putting the verbs into the correct form and writing what they like depending on the pictures shown for each character.

### Step 2

Tell students to **Look at question 1**. Encourage a confident student to ask you **What do you like?** Reply stating what you like (You can write your sentence on the board). Encourage a student to ask another student the same question. Repeat with two or three more students asking and answering questions about their likes.

### Step 3

Ask students to complete sentence **1** about themselves, then draw the thing they like at the end of the sentence. Get students to read their sentences to their group.

### Step 4

Ask students to **Look at question 2**. Ask a confident student **What does he like?** Encourage the student to look at the picture at the end of the sentence and respond with **He likes football**. Elicit the complete sentence, write it on the board and underline **He** and the **s** in likes. Ask students to copy the completed sentence onto the appropriate line in their Skills Books. Remind them to end it with a full stop. Tell them to complete the other sentences.

### Step 5

Remind students about the rule they wrote at the end of the **Let's Look at Grammar** box before repeating the procedure with the next three sentences. Get students to check their sentences with the rest of the group, then do a whole class check. Elicit the completed sentences for questions 3, 4 and 5 from different groups. Write the completed sentences on the board.

### Answers

.....

- 1 I like (open answers).
- 2 He likes football.
- 3 She likes computer games.
- 4 It likes meat.
- 5 They like maths.

## Task 3

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text under the rubric and check students' understanding of the task.

### Step 2

Show students the two questions – **When do we use do? When do we use does?** Tell them to look at the rule under the sentences with the two missing words and ask them to try and complete it in their groups.

**Note:** As with Activity 1, this is not a complex grammatical analysis but a simple identification activity. This activity raises students' awareness of the patterns that we use in English.

### Step 3

Ask a group to volunteer to read the completed sentence – We use **'do'** for **I, you, we, they**. We use **'does'** for **he, she, it**.

## Task 4

### Step 1

Ask a volunteer **Do you like [cheese]?** Elicit **Yes, I do/No, I don't**. Ask another two volunteers about animals and school subjects. Tell students to work with a partner. Get them to ask and answer questions about their likes and dislikes concerning food, animals and school subjects.

### Step 2

Tell students to **Look at page 15 of your Skills Book** and to **Look at Activity 3** and read the rubric. Tell students that this is a **survey** and explain what a survey is.

### Step 3

Divide students into groups of four. Tell them to write the names of the three other students in their group in the boxes on the left side of the chart, and their own name in the box at the bottom. Tell them they are going to interview the three other students friends about their likes and dislikes, then complete the chart with the information.

### Step 4

Get students to read the dialogues on each side of the chart silently. Then get a pair of confident students to demonstrate the activity. One student asks another student a question from the chart, for example, **Do you like [spiders]?** The student responds with a truthful answer about themselves – **Yes, I do** or **No, I don't**. The student asking the question puts a tick (✓) or a cross (✗) into the correct space on the chart.

### Step 5

Tell students to fill in the fourth row of the chart with information about themselves. Circulate around the classroom, offering guidance and support.

## Step 6

Demonstrate the next part of the activity. Sit with one of the groups and use one student's chart as an example. Ask the students in the group about the student sitting next to you - **Does [Hanan] like spiders?** Get the other students to find the information on their chart and respond with **Yes, she does** or **No, she doesn't**. Then ask whether the same student likes camels, snakes and cats. Demonstrate that [Hanan] should ask questions about the student sitting next to her. The group continues in this way until they have asked questions about all the students.

### Optional Activity

Draw the following chart on the board:

	Spiders	Camels	Snakes	Cats
✓				
x				

Ask each group **How many students in your group like spiders?** Students count the number of ticks in the spider column and tell you the total. Elicit the number for each group, keep a record on the board, and ask students to count the total. For example, you may have 3+2+2+0+1+3+2. Give students time to count up the numbers and elicit **13**. Say, **Yes, 13 students in our class like spiders.** Write the number 13 on the chart in the row with the tick, under the spider heading.

Now ask each group **How many students in your group don't like spiders?** Elicit the number for each group, and ask students to count up the total in the same way. Write the total number on the chart in the row with the cross, under the spider heading. Continue in this way until you have completed the whole chart.

Get students to help you summarise orally the information on the chart. Point to the heading **Spiders** and elicit **[13] children in our class like spiders.** Then point to the heading **Camels** and elicit **[17] children in our class don't like camels.** Continue until all the information has been summarised.

## Task 5

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task.

### Step 2

Refer students to the information in the chart in Activity 3. Show them the example sentence in Activity 4 – **Ahmed likes cats.** Ask a confident student to give you an example of a similar statement about one of their friends. Give them an example of a negative sentence - **Maha doesn't like snakes** and elicit a negative sentence from a student. Elicit some more sentences from students orally and then tell them to write their sentences on the appropriate lines in their Skills Books.

### Step 3

When students have finished, tell them to show their work to a friend. Ask them to check each other's work for spelling, punctuation (capital letters, full stops, and apostrophes) and whether the grammar is correct (likes/doesn't like, etc.).

## Task 6

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task.

### Step 2

Show students the small pictures down the left side of the activity and ask them to tell you what topic each pair of sentences is about. Elicit **food, animals** and **school subjects**. Give students two example sentences about yourself. For example, say **I like [cheese]. I don't like [Maths].** Write the sentences on the board.

### Step 3

Ask students to write two sentences about each topic – one about something they like, and one about something they don't like. If they want to use vocabulary not included in their Skills Book, they can ask you by saying **How do you spell ... ?** When students have finished, ask a few volunteers to read their sentences of the class.

## Homework

Write the following ten words on the board.

**like, drawing, shopping, reading, games, football, camel, snake, science, art**

Tell students to copy the words into their exercise books and learn the spellings at home. Remind them of the **Look, cover, write, check** method and encourage them to use it.

Tell students that you will check these spellings later in the unit and they should practise spelling the words in their spare time. You won't be testing them until Lesson 12, but don't tell students this as they may decide it is too early to learn them!

## Optional Dictation

Instead of, or as well as, testing the spellings of isolated words, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one of the dictations. Give each student a copy about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 5

### Listening and Speaking

#### YOU WILL NEED:

- THE 'TIME' POSTER

#### In this lesson, students will:

- identify different times
- listen for specific information and put events into a correct time sequence
- listen for specific information and draw the correct time
- ask and answer questions about the time with a partner

#### Target Language

- What time is it ?
- What time does Huda [get up]?
- Huda gets up at twenty past five.
- She prays at half past five.

#### Before this lesson

Put the 'Time' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

#### Homework check

Ask students to get out the sentences about their likes and dislikes which they wrote for homework. Ask a few volunteers to read out one of their likes and one of their dislikes.

## Task 1

### Step 1

Ask **What's the time?** Elicit the correct time. Point to the 'Time' poster on the wall. Use the large clock in the centre of the poster to show the time. If necessary, do a quick revision of telling the time using the clocks on the poster or use a real clock.

### Step 2

Ask students **What can you see in the poster?** They should be able to name **a calendar, a diary, a watch, clocks, the days of the week and the months of the year.** Tell students to use the 'Time' poster as a reference when they need help with spelling any time words.

## Task 2

### Step 1

Tell students to **Look at page 18 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text.

### Step 2

Show students the clocks and check their understanding of the task. For each clock, they have to circle the right time from the three options given.

### Answers

1 a   2 b   3 c   4 a   5 c   6 b

## Task 3

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask them to **Look at the pictures** and ask **What can you see?** Elicit from them as much vocabulary as possible and write it on the board.

### Step 2

Ask a volunteer to read the instruction text and check students' understanding of the task. They are going to listen to a description of Huda's day. As they listen, they have to put the pictures into the correct order according to what they hear.

### Step 3

Explain that, as they listen, they should order the pictures in the correct sequence by writing the numbers in the circles at the bottom of each picture. Play **Listening 2.5**, pausing after each sentence to give students time to find the correct picture.

### Listening Transcript 2.5

Huda is eleven years old. She gets up at twenty past five. She brushes her teeth. Then she prays at half past five. She eats breakfast at six o'clock. After that she goes to school at quarter to seven. She finishes school at quarter to two and goes back home. Then she eats lunch at ten past three and has a rest. After that she does her homework at ten past four. Later, at about eight o'clock she watches television. She goes to bed at nine o'clock.

### Step 4

Write the numbers **1 – 8** on the board. Do a whole class check and elicit the order of the pictures from volunteers. Write each letter on the board beside the correct number.

### Answers

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

## Task 4

### Step 1

Draw a few clocks on the board with different times. Ask **What's the time?** Elicit the correct times from volunteers.

Practice the time phrases **quarter to** and **quarter past**.

Ask two or three students to come to the front of the class. Draw times on clocks on the board for students to guess.

**Note:** If you like, divide the class into teams and make this activity into a team game. Say some times, and award points if students draw that time correctly. Alternatively, get a student from one team to come to the board and draw a time for the other team to say correctly (or get a student from one team to say a time for a student from the other team to draw).

### Step 2

Tell students to **Look at page 16 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Explain they are going to listen to some statements from Huda's day. As they listen, they should draw the time for each action onto each clock. Play **Listening 2.6** pausing after each sentence to allow students to draw the time.

#### Listening Transcript 2.6

- 1 She gets up at twenty past five.
- 2 She eats breakfast at six o'clock.
- 3 She goes to school at quarter to seven.
- 4 She eats lunch at ten past three.
- 5 She does her homework at ten past four.
- 6 She watches television at eight o'clock.

### Step 3

Go over the answers with students. Ask volunteers to come in front of the class and draw clocks with the correct time.

## Task 5

### Step 1

Ask students to **Look at Activity 2** and read the rubric. Show them the picture of the two girls talking on the left. Get a pair of volunteers to read their conversation.

Organise students into pairs. Tell them to practise asking and answering questions with their partner about the different times shown in the clocks and watches.

### Step 2

Before students begin, ask a pair of confident students to demonstrate the activity to the rest of the class. Circulate around the classroom, offering guidance and support.



## Lesson 6

### Listening and Speaking

#### YOU WILL NEED:

- THE 'TIME' POSTER

#### In this lesson, students will:

- practise phrases with time
- listen for specific information
- ask and answer questions about their own daily activities
- give a mini-presentation

#### Target Language

- It is [half past two].
- What time does Ali [go to bed]?
- Ali gets up at [twenty past five].
- I do my homework at [quarter past seven].
- What time do you [eat breakfast]?

#### Before this lesson

Put the 'Time' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

### Task 1

#### Step 1

Tell students to **Look at page 17 of your Skills Book** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text.

#### Step 2

Check students' understanding of the task. Tell them they are going to hear Ali talking about himself, choose the correct option for each statement and shade in the appropriate bubble. Tell them to do this in pencil in case they want to change their answers later. Play **Listening 2.7**. Repeat if necessary.

#### Listening Transcript 2.7

Hello. My name is Ali. I live in Muscat. I'm eleven years old. I'm a student in Grade five. Every day I get up at quarter past five. I brush my teeth and go to pray with my father. Then I have breakfast at six o'clock and get ready for my school. I go to school by bus. I enjoy my time at school. When I come back home, I eat lunch at half past two. Then I watch television with my brother. At four-thirty I play football with my friends. In the evening, at about half past seven, I have dinner with my family. Before I go to bed, I brush my teeth.

#### Step 3

Do a whole class check. Elicit the answers from volunteers and write them on the board.

#### Answers

.....

- |            |        |                     |
|------------|--------|---------------------|
| 1 Muscat   | 2 5.15 | 3 by bus            |
| 4 watch TV | 5 7.30 | 6 brushes his teeth |

### Task 2

#### Step 1

Tell students to **Look at page 19 of your Classbook** and to **Look at Activity 3**. Show them the pictures and the activities. Ask a pair of students to read the dialogue between the two boys in the picture at the top right of the page.

#### Step 2

Demonstrate the activity by asking a few volunteers about the actions, for example:

- **What time do you get up, Khalid?**
- **What about you, Suleiman? What time do you have lunch?**

#### Step 3

Get a pair of confident students to demonstrate the activity to the rest of the class. Organise students into pairs and tell them to practise the questions and answers. Refer them to the times in previous activities in the unit. Circulate around the classroom, offering guidance and support.

## Task 3

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Show them the picture of the girl presenting.

**Note:** The final task in each lesson of the Listening and Speaking sections throughout Grade 5 is a mini-presentation. These presentations should be very short; even one or two sentences are enough for less able students. The mini-presentations are designed to give students some basic confidence in speaking in English before an audience.

It is up to teachers to plan the best way to do the mini-presentations, especially as time will probably be short. Teachers may prefer to have the students in only one group present to the whole class in each unit, and for the other students in the class to give their presentations to the members of their group.

### Step 2

Explain that students are going to give a mini-presentation to the class about things they do every day, and the times they do them. **They should just select two or three activities.** Tell them to prepare some notes to help them in their speaking and give them time to do this.

### Step 3

Ask each student in turn to stand up and tell the class about their daily activities. **However, see the note above for other suggested ways of organizing the presentations.**

**Note:** Students should introduce their presentations with a short introductory phrase, for example, **Good morning** or **good afternoon**, and thank the audience at the end (for listening).

#### Example of a mini-presentation

Good morning (afternoon).  
I'm going to tell you about my day.  
I do my homework at half past seven.  
I go to bed at nine o'clock.  
Thank you (for listening).

## Lesson 7

### Writing

#### YOU WILL NEED:

- THE 'MAP OF THE WORLD' POSTER

#### In this lesson, students will:

- read for specific information
- answer questions about personal information
- revise singulars and plurals
- rewrite sentences with the correct punctuation

#### Target Language

- Who is the e-mail from? Who is it to?
- Where does [Carlos] live?
- Where is [Ahmed] from?
- What is Ahmed's e-mail address?

## Task 1

### Step 1

Tell students to **Look at page 20 of your Classbook** and to **Look at Activity 1**. Hold up your book and point to the e-mail at the top left of the page. Remind students that an e-mail is a letter sent from one computer to another computer. Ask students if they have ever sent or received an e-mail.

### Step 2

Tell students to read the rubric. Ask a volunteer to read the information and instruction text. Tell students to look at the e-mail quickly. Ask questions and elicit the answers, for example:

- **Who is the e-mail from? (Carlos)**
- **Where does Carlos live? (Mexico)**

Point to Mexico on the 'Map of the World' poster. Ask **What is Carlos' e-mail address?** and elicit **carlos at ikc dot com**. Repeat the procedure with questions about Ahmed. Elicit that he is from **Oman** and again show students where it is on the map. Ask **What is Ahmed's e-mail address?** and elicit **ahmed at ikc dot com**.

### Step 3

Check students' understanding of the task. Tell them to do this activity in pairs. They should work with their partner to read the e-mail from Carlos, then answer the questions in the box on the right. While they are doing the activity, circulate around the classroom offering guidance and support.

**Note:** Decide whether to ask students to give short answers or answer in complete sentences. If you want them to answer in complete sentences, remind them to begin each sentence with a capital letter and end it with a full stop.

### Step 4

Do a whole class check and elicit the answers from volunteers. Write them on the board.

### Answers

.....

- 1 He is from Mexico.
- 2 He is eleven.
- 3 He has two brothers and one sister.
- 4 He lives in a house
- 5 His favourite subjects are Maths and Science.

### Step 5

Tell students to look at the attachments under Carlos' e-mail (the pictures and text). Ask a different volunteer to read each text to the class.

Ask questions, for example:

- **What time does Carlos get up?**
- **How does he get to school?**
- **What does he do at break time?**

### Optional Activity

Organise the class into two teams. Get a student in Team **A** to ask a student in Team **B** a question related to Carlos' day, using the information in the attachments. Repeat the procedure with a student from Team **B** asking the question.

Students from the two teams take it in turns to ask and answer questions. Award points for correct questions and answers.

## Task 2

**Note:** The **Writing** section of each unit of the revised Grade 5 course contains a section called **Spelling and Punctuation** which focuses on spelling, punctuation or both.

## Spelling and Punctuation

### Step 1

Tell students to **Look at page 21 of your Classbook**. Show them the **Spelling and Punctuation** section at the top. Tell them they are going to learn more about spelling plural words in English. Read the information texts about **Singulars and Plurals** aloud – **Singular means only one. Plural means more than one**.

**Note:** Students have learned the concept of singular and plural in Grades 1–4 but they may have forgotten the terminology.

### Step 2

Read the instruction text, and ask students to read the five sentences below silently. Tell them that they are going to listen to these sentences on the CD and they should repeat each sentence after they hear it. Play the CD, pausing to give students time to repeat each one.

### Listening Transcript 2.8

We say one cap but three caps.  
 We say one fox but two foxes.  
 We say one branch but two branches.  
 We say one dress but three dresses.  
 We say one brush but four brushes.

**Note:** This listening activity raises students' awareness of the /iz/ ending of these 'es' plural words.

### Step 3

Draw a line down the centre of the board and write the heading **Singular** on the left hand side and **Plural** on the right hand side. Ask a volunteer to read the first sentence aloud. When the student reads the words **one cap** write **1 cap** under the heading **Singular**. When the student reads the words **three caps** write **3 caps** under the heading **Plural**. Underline the letter **s**.

Ask another student to read the next sentence and follow the same procedure for **fox** and **foxes**. Underline the letters **x** and **es**. Continue with this procedure for all the sentences, until your board contains this information:

Singular	Plural
1 cap	3 caps
1 fox	2 foxes
1 branch	2 branches
1 dress	3 dresses
1 brush	4 brushes

### Step 4

Point to the letter **p** in the word **cap** and then point to the letter **s** in the word **caps** and say **When a word ends in 'p' we make it plural by adding 's'**. Tell the class that most nouns in English are made plural by just adding an 's'. Now point to the letter **x** in the word **fox** and then the letters **es** in the word **foxes** and say **But some words add 'es'**. **When a word ends in the letter 'x' we make it plural by adding 'es'**. Continue with this procedure for **branch**, **dress** and **brush**.

### Step 5

Tell students to complete the sentence in their groups. Then ask a volunteer to read the completed rule:

**When a word ends in -x, -s, -ch or -sh we add 'es'.**

### Task 3

#### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text aloud. Check students' understanding of the task. Students should do this activity in pairs. Remind them to look at the rule they have just written about plural endings. They should realise that they have to add **es** to the singular word in each sentence.

#### Step 2

Ask volunteers to read their completed sentences to the class. As they read, write the **singular** and **plural** words on the board. Add them to the singular and plural columns and underline the end letters, as follows:

Singular	Plural
1 box <u>x</u>	2 box <u>es</u>
1 dish <u>h</u>	5 dish <u>es</u>
1 watch <u>ch</u>	4 watch <u>es</u>
1 glass <u>ss</u>	3 glass <u>es</u>

#### Step 3

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they have to write the plurals of the words into their exercise books.

Refer them to the spelling rule that they completed at the end of Activity 1. Give them time to do the activity, then do a whole class check and elicit the answers.

### Answers

- .....
- branch – branches (example)
  - cake – cakes
  - sock – socks
  - glass – glasses
  - fox – foxes
  - dish – dishes
  - hat – hats
  - tree – trees

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Make sure they understand they should write each sentence into their exercise books and add capital letters, full stops and question marks as appropriate. Circulate around the classroom, offering guidance and support. Do a whole class check. Write the sentences on the board and elicit the correct punctuation from volunteers.

### Answers

.....

- 1 Sami likes playing computer games.
- 2 Does Maha live in Oman? Yes, she does.
- 3 I like reading English stories.

### Homework

**Note:** Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

**like, drawing, shopping, reading, games, football, camel, snake, science, art**

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

### Reminder: Optional Dictation

Instead of, or as well as, testing the verbs in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one dictation. Give each student a copy about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

### For the next lesson

Prepare copies of the 'Email to a New Friend' page – one for each student – from the photocopiable pages at the back of this Teacher's Book.

## Lesson 8

### Writing

#### YOU WILL NEED:

- COPIES OF THE 'EMAIL TO A NEW FRIEND' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

#### In this lesson, students will:

- write a description of their own life
- plan and write an e-mail with personal information

#### Target language

- My name is . . . I live in . . .
- My favourite food is . . .
- My favourite subjects are . . .
- My best friend is . . .

### Task 1

#### Step 1

Tell students to **Look at page 18 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text.

#### Step 2

Hold up your Skills Books and show students the text and pictures about Carlos' life. Say **Look. Carlos has written some information and drawn some pictures about his life.**

#### Step 3

Ask volunteers to read the different sentences about Carlos' life. Ask questions to check understanding, for example:

- **How many people live in Carlos' house?**
- **What is Carlos favourite food / animals / school subjects / colour?**
- **Who is his best friend?**
- **What colour is his hair / eyes?**
- **How tall is Carlos?**

#### Step 4

Point to the section on the right of the page with the heading **My life**. Explain that students are going to write sentences and draw pictures about their own lives. using the information Carlos has written about himself to help them. They should use the same topics and sentence structure as Carlos has used, but substitute information about themselves. Tell them to write their information on the lines provided and draw their picture in the empty space in the top right corner.

#### Step 5

Tell students to work individually to plan their ideas and then talk about what they are going to write with a friend. When they have finished, get them to show their work to their friend. Their friend should check for any mistakes in spelling and punctuation. While they are writing, circulate around the classroom offering guidance and support.

### Task 2

#### Step 1

Tell students to to **Look at page 19 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text.

#### Step 2

Make sure students understand what they have to do. Tell them to read the phrases in the box on the right. Go over these phrases and ask questions about the times students do these activities, for example:

- **What time do you pray?**
- **What time do you go to school?**

Show students the example sentence: **I get up at five o'clock.**

#### Step 3

Students have to think about their own lives and write the ten sentences in the order in which they do the activities. They also have to add the time they do each activity. For example: **I pray at half past five. I have breakfast at six o'clock.**

## Step 4

Students can either write their completed sentences on the writing lines in their Skills Books, or, if you prefer, ask them to write them on a separate piece of paper. If they don't have enough time to do the activity in class, they can do it as homework.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Explain that they are going to write an e-mail to a friend in the IKC, using the information on page 18 of their Skills Book (about their lives) and the sentences they wrote about daily routines in Activity 2 on page 19.

**Note:** Students should choose the name of their new friend in the IKC and write it in the **To** section at the top of their e-mail, for example: **sally@ikc.com**. They should write their own name in the second line down, for example, **maha@ikc.com**. They should write their new friend's name after **Dear** at the top of the e-mail and write their own name under **Bye** at the bottom.

### Step 2

Encourage students to plan what they are going to write. Remind them about the e-mail format which appears in their Skills Book where they are supposed to write their e-mail. Also remind students that the first part will be about their personal information and the second part will be about their daily routine and the third part closing the e-mail.

### Step 3

Tell students that they are going to write a **draft** of their writing in class. They should do this in their Skills Books. As they write, circulate around the classroom, offering guidance and support.

**Note:** Explain that writing a **draft** is the next stage after planning in producing a piece of writing. Make sure that students understand what a draft is – a piece of work that is not finalised.

## Step 4

### Homework

Give each student a copy of the page with the heading 'Email to a New Friend' page from the photocopiable pages at the back of this Teacher's Book. Tell them to re-write their draft on this page at home. They should incorporate any corrections, and draw a picture of one of the activities in their day in the box at the top. Remind them to write their name and the date in the appropriate places on the page.

### For the next lesson

- 1 Tell students to bring their completed pages to the next lesson because you are going to display their pages on the classroom walls.
- 2 Cut up copies of the 'Think and Talk' chart from the photocopiable pages at the back of this Teacher's Book – one for each student.

## Lesson 9

### Project

**Note:** The project for Unit 2 is **doing a survey**. The material in Lessons 9 and 10 leads up to this project.

#### YOU WILL NEED:

- COPIES OF THE 'THINK AND TALK' CHART FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each student

#### In this lesson, students will:

- ask and answer questions about food they like and don't like
- make lists of words about sport, school subjects and daily activities
- practice asking and answering questions about likes and dislikes (Do you like [swimming]?)

**Note:** Don't forget to take in students' completed 'E-mail to a New Friend' pages for display on the classroom walls.

## Task 1

### Step 1

Tell students to **Look at page 22 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the pictures of the different types of food and elicit the names. Write the names on the board.

#### Types of food

apple, cake, sandwich, orange, chocolate, pizza, chip, chicken, jelly, ice-cream, cheese

### Step 2

Point to a picture and ask **What's this?** Establish that it is, for example, **cheese**. Ask students **Do you like cheese?** and elicit **Yes, I do** or **No, I don't**.

**Note:** **Cheese** is an uncountable noun, and therefore we would ask **Do you like cheese?** not **Do you like cheeses?** (It is possible to use it in the plural, for example, 'French and Italian cheeses are excellent' but students at Grade 5 level do not need to know this.) **Chicken** is also used as an uncountable noun in this context, and we would ask **Do you like chicken?** not **Do you like chickens?** Similarly with **ice-cream, pizza** and **jelly**.

### Step 3

Ask a volunteer to read the instruction text and check students' understanding of the task. Tell them to think about the types of food, and categorise it according to the food they **like** and the food they **don't like**.

### Step 4

Demonstrate the activity with a couple of students. One student chooses a food items and asks their partner whether they like it. Tell students to work in pairs and practise asking and answering questions about the food items with their partner. This task should be done orally. Circulate around the classroom, offering guidance and support.

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text.

### Step 2

Show students the table with the three different categories, **Sport, School subjects** and **Daily activities**. Direct them to the example **Tennis** in the column under Sports. Ask **What other sports do you know?** Elicit some examples and write them on the board.



### Step 3

Distribute copies of the 'Think and Talk' chart from the photocopiable pages at the back of this Teacher's Book – one chart for each student. Tell students to complete the chart. Alternatively, they can complete the chart in their Classbook. While they are doing this, quickly draw the chart on the board.

### Step 4

Ask a few volunteers what he/she listed under Sports. Write their answers into the chart on the board. Repeat the same procedure with the other categories, school subjects and daily activities.

## Task 3

### Step 1

Tell students to look at **Look at Activity 3** and read the rubric. Show them the picture of the two girls and tell them to read the dialogue silently to themselves.

### Step 2

Ask a volunteer about one of the sports you listed on the board, for example, **Do you like tennis?** and elicit the answer **Yes, I do** or **No, I don't**. Demonstrate this with a few more students and ask questions about items in the other two categories. Organise students into pairs, and get them to ask and answer more questions about what they like / don't like.

### Homework

**Note:** Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

**like, drawing, shopping, reading, games, football, camel, snake, science, art**

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

### Reminder: Optional Dictation

Instead of, or as well as, testing the words in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one dictation. Give each student a copy about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

### For the next lesson

Prepare copies of the page with the heading **My Family Survey** – one for each student – from the photocopiable pages at the back of this Teacher's Book.

## Lesson 10

### Project

#### YOU WILL NEED:

- COPIES OF THE 'MY FAMILY SURVEY' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each student

#### In this lesson, students will:

- design a chart for a survey
- practise doing the survey with their classmates
- do a survey about what their family members likes/dislikes
- write a paragraph about the survey.

### Task 1

#### Step 1

Tell students to **Look at page 23 of your Classbook** and to **Look at Activity 4** and read the rubric and instruction text. Show them the chart and ask different volunteers to read the activities along the top. Explain to students that they are going to complete the table by asking their family members questions.

#### Step 2

Encourage students to think about their family members' likes and dislikes. For example, ask **Who likes (doesn't like) playing football in your family?** Elicit answers from different volunteers, for example, **My brother likes playing football** or **My brother doesn't like playing football.**

#### Step 3

Tell students to **Look at Activity 5** and read the rubric and instruction text. Explain that they are going to do a survey of their family members' likes and dislikes based on the chart in Activity 4. They are going to do this survey at home.

#### Step 4

Get students to practise asking their friends in class the questions in the survey.

Make sure students understand that at home, they should select a few family members (minimum of four) and write their names down the left hand side of their survey. They should ask each person about each activity, and put a tick (✓) if the family member likes the activity and a cross (✗) if he/she doesn't like it.

**Note:** Refer students to Unit 2, Activity 3, page 15 of the Skills Book to remind them what a survey is and how to do one.

### Task 2

#### Step 1

Tell students to **Look at Activity 6** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Explain that once they have completed the chart about their family members they are going to write a short text about the results of their surveys.

#### Step 2

Show students the example text under the rubric and instruction text. Explain that they can use this text as a model. Read the text aloud. Show how it summarises the survey by giving one sentence with information about each of the activities.

#### Step 3

Tell students **Look at Activity 7** and read the rubric. Ask a volunteer to read the instruction text. Show students the completed survey and text. Distribute copies of the 'My Family Survey' page that you have prepared. Make sure that students understand that after they have done the survey at home with their family members, they should write the text under the survey.

**Note:** Ask students if possible to choose family members with a range of ages for their survey.

Tell students to bring their completed 'My Family Survey' pages to the next lesson because you are going to display them on the classroom walls.

# Lesson 11

## Let's Read

### In this lesson, students will:

- read a story independently
- do activities related to the story

**Note:** Don't forget to collect in students' 'My Family Survey' completed pages and display them on the walls around the classroom.

**Note:** The Let's Read section of each unit gives students the opportunity to practise reading silently by themselves. It should be read primarily for enjoyment.

However, a number of activities related to the story have been provided, two on page 25 of the Classbook and the rest on page 57 at the back of the Skills Book.

The activities on page 25 of the Classbook should be done in class. The teacher can decide whether students should do any, some or all of the activities in the Skills Book, depending on the level of their class. These activities should be done as homework.

## Procedure for Let's Read

### 1 Before reading

Introduce students to the story by asking some pre-reading questions. Tell them to **Look at page 24 of the Classbook** and to **Look at the story and the pictures**.

Ask **What is the title of this story?** and elicit **Majid and his Friends**.

Write the following questions on the board. Students do not have to write the answers down, but make sure they understand the questions.

**Note:** These three questions are focus questions. Finding the answers gives students a purpose for reading the story.

## Questions

- 1 What does Majid like at school?
- 2 Which countries do Majid's friends live in?
- 3 What does Majid like doing after school?

## 2 While reading

Tell students to read the story silently and independently and find the answers to the three questions as they read. Circulate around the classroom, offering guidance and support.

## 3 After reading

### Task 1

Tell students to discuss the three questions and answers in their groups. Ask the questions one by one and elicit the answers.

### Answers

- .....
- 1 Music, playing the violin, learning English, using the computer in the Learning Resource Centre
  - 2 Japan, Oman, Brazil, and Britain
  - 3 Playing football with his friends

### Task 2

#### Step 1

Tell students to **Look at page 25 of your Classbook** and **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Tell them to read the sentences and choose the correct answer and complete the sentences.

### Answers:

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

#### Step 3

Tell students to **Look at Activity 2** and read the rubric. Tell them to read the sentences and refer to the information in the story to decide what the correct option is. They should circle the correct words.

## Answers

- .....
- 1 breakfast
  - 2 late
  - 3 not good
  - 4 scared
  - 5 friends and football

**Note:** This story also includes past continuous verbs e.g. were sitting, was watching. If students have questions about these, you can answer them, but do not include them in the activity.

## Optional Activity

Students who finish reading the story and doing the activities in the lesson or any previous lessons early, can follow the instructions on the signpost at the bottom right of page 24 of the Classbook. There are similar signposts throughout the other units of the Grade 5 Classbook.

## Homework

You can ask students to complete some or all of the activities on the Majid and his Friends Activity Page on page 57 of the Skills Book.

## Answers

- .....
- 1 1 c 2 b 3 a 4 b 5 c
  - 2 1 scared 2 sat 3 sends  
4 goes 5 fish
  - 3 1 T 2 T 3 F 4 F 5 F

## For the next lesson

Remind students about the ten words which you asked them to learn to spell for homework at the end of Lesson 4.

**like, drawing, shopping, reading, games,  
football, camel, snake, science, art**

Tell them you will be checking these spellings in the next lesson.

## Optional Dictation

If you are planning to give students a dictation next lesson, make sure you have given them each a copy of the dictation from the photocopiable pages at the back of this Teacher's Book so that they can learn it in advance.

There are two dictations, but you will probably only have time to use one of them. Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 12

### Working with Sounds

#### Review

##### YOU WILL NEED:

- TWO SETS OF WORD CARDS CUT UP (THE SAME WORD CARDS AS YOU USED FOR THE OPTIONAL ACTIVITY AT THE END OF LESSON 2)

**Note:** This is for an optional activity

##### In this lesson, students will:

- listen to plural words with /s/, /z/ and /iz/ endings and identify the different sounds
- do a spelling test and/or dictation
- review the unit

#### Task 1

##### Step 1

Ask students **Do you remember what kind of words we practised spelling in this unit?** Elicit **plural words**. Then ask **Can you remember any of the plural words?** Elicit any words students remember and write them on the board.

**Note:** If students did not remember the words **caps**, **trees** and **foxes** write these words on the board.

##### Step 2

Say the word **caps** and ask, **What sound can you hear at the end of the word?** Elicit /s/. Ask students to put their hands on their throats and make a /s/ sound. Then ask them to say the word **caps**, with their fingers on their throats.

Say the word **trees**. Ask students to say **trees** with their fingers on their throats. Ask **Can you feel a difference?** Elicit that you can feel vibrations. Practise making the sounds /s/ and /z/ so students can feel the difference between the voiced and unvoiced sounds. Then ask **What sound can you hear at the end of trees?** Elicit /z/.

Say the word **foxes** and ask **What sound can you hear at the end of foxes?** Elicit /iz/.

##### Step 3

Write the sounds /s/, /z/ and /iz/ on the board in three columns (you will need this table in Task 2). Explain that the /s/ in plurals can be pronounced in these three ways. Ask students to say some of the other plural words they remembered and tell you which sound they end in. Remind them to put their fingers on their throat to help them feel the difference in sounds.

#### Task 2

##### Step 1

Tell students to **Look at page 20 of your Skills Book** and to **Look at Activity 1**. Read the rubric together. Tell students they are going to hear the words on the CD. **Play Listening 2.9** and ask students to listen and repeat the words.

##### Listening Transcript 2.9

boxes	dishes
cakes	classes
dogs	books
foxes	subjects
snakes	brothers
drums	kids
schools	dresses

Choose students to say a selection of words to check their pronunciation.

##### Step 2

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Explain that students should say the words from Activity 1, decide if they end with a /s/, /z/ or /iz/ sound and write the words into the correct column.

Say the words **books**, **dogs** and **boxes**. Write them on the board under the correct heading of the column that you drew in Task 1, Step 3.

Point to the word **cakes** in Activity 1. Ask students to say the word and decide what sound it ends in. Elicit that it ends in /s/ and write it in the /s/ column. Do one or two more examples and then ask students to complete the task in pairs.

### Step 3

Go through the words and ask volunteers to come to the board and write them into the correct column.

### Answers

.....

/s/	/z/	/iz/
books	dogs	boxes
cakes	drums	foxes
snakes	schools	dishes
subjects	brothers	classes
	kids	dresses

### Optional Activity

Ask students to think of more plural words they know or have encountered in this unit. Elicit what sound they end with and add them to the table on the board.

## Task 3

### Step 1

Tell students to **Look at Activity 3**. Read the rubric and ask students if they know what a tongue twister is. Elicit or establish that it is words or sentences that are difficult to say quickly.

### Step 2

Read the tongue twister under the rubric **Kids saw foxes in boxes and snakes in lakes**. Tell students they are going to hear the tongue twister on the CD and to follow it in their books as they listen. Play **Listening 2.10**.

### Listening Transcript 2.10

Kids saw foxes in boxes and snakes in lakes.

### Step 3

Tell students you are going to play the CD again and that this time they should say the tongue twister along with the recording. Then ask them to read the tongue twister in groups and encourage them to say it faster and faster. Ask volunteer groups to say it to the rest of the class.

## Task 4

### Step 1

Tell students to **Look at page 21 of your Skills Book**. Read the heading, **Review**, and establish that this page focuses on some things they have covered in the unit.

Explain that students should complete Activities **1** and **2** individually and then you will give them a spelling test and/or dictation on the words you told them to learn.

### Step 2

Tell students to **Look at Activity 1**. Read the heading, **Grammar**, then the rubric and instruction text. Show them the example.

### Step 3

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the sentences with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

### Answers

.....

- 1 like (example)
- 2 doesn't
- 3 do
- 4 likes
- 5 Does
- 6 they
- 7 like

### Step 4

Tell students to **Look at Activity 2**. Read the heading, **Vocabulary**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 5

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the words with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

### Answers

.....

- 1 get up (example)
- 2 finishes
- 3 eats
- 4 brush
- 5 play
- 6 pray
- 7 do
- 8 watch

## Task 5

### Step 1

Tell students to **Look at Activity 3**. Explain that this is where they will write the words they have learned to spell in this unit. They should write each word on a separate line.

### Step 2

Read out the ten words in any order. Pause after each one to give students time to write it. Number the words as you read them to make checking them easier.

**like, drawing, shopping, reading, games, football, camel, snake, science, art**

**Note:** The words 'like' and 'snake' appear on pages 20 and 21 of the Skills Book. If you think your students might copy these words in the spelling test, tell them to close their Skills Books and do the test in their exercise books instead.

### Step 3

Tell students to change their books with their partner. Elicit the spellings from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **ten**. They should write their partner's score into the blank space in the box at the end of the activity.

## Step 4

Show students the box at the bottom right with the heading **How did you do?** Tell them to add up the scores from the three sections and write it into the blank space in the box under **Total score**. They should then return the book to their partner.

Tell students to look at their scores and to see which category they come into – **Very good, OK** or **Not very good**.

**Note:** If you have chosen to give students a dictation instead of or in addition to testing isolated words, get them to write the dictation on a separate piece of paper so that you can take it in for checking. Remind them about the importance of capital letters and punctuation. As you give the dictation, make sure students cannot see the copy of the dictation they have learned from.

## Task 6

### Step 1

Tell students to turn to pages 52-53 of their Skills Book with the heading **My Learning Record**. Explain in L1 the purpose of a learning record – so that they can see what they have covered and monitor their progress.

### Step 2

Tell students to **Look at Unit 2** and read the statements. Show them the five faces at the top of the page and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement for Unit 2 and ask **How well can you understand and talk about likes and dislikes?**

Ask which face represents how they feel – **very, very well, very well, OK, not sure, not very well**. Show students the number above each face and explain that they should write the number of the face that represents how they feel into the box at the end of the statement.

### Step 3

Read the rest of the statements aloud and check that students understand them. Tell them to read them silently again, think about the answers and write the appropriate numbers into the boxes. Circulate around the classroom, offering guidance and support.

### Students will learn how to:

- predict the content of a reading text
- read and understand factual information about life cycles
- talk about how living things change and grow
- listen for general and specific information about abilities
- understand and practise using 'can' and 'can't'
- write sentences about what people can and can't do
- categorise activities
- do a survey about what their friends can and can't do
- give a mini-presentation
- understand and use time sequence words
- write a paragraph about what they do after school
- plan and make an information page about an Omani animal (pair project)
- categorise words according to long and short 'a' sounds
- read and understand a narrative text about an Omani story
- do self-evaluation

### Main language

- Time sequence words: (first, next, then, after that, finally)
- Can a baby [sleep]?
- Yes, a baby can [sleep].
- Can a baby [use a computer]?
- No, a baby can't [use a computer].
- They can [fly] but they can't [swim].
- Can you see with your [ears]? No, I can't.
- Can you smell with your [nose]? Yes, I can.
- We can't use this (these) to [taste], but we can use it (them) to [smell].
- Ahmed can [play football].
- Rose can't [play the guitar].

### Vocabulary

- Minibeasts: ants, bees, beetles, butterflies, caterpillars, snails, spiders, worms,
- Life cycle of a butterfly: changes, eggs, grow, hole, lay, leaf
- Life cycle of a turtle: cover, hatch, sand
- Life cycle of a seed: fall, flower, ground, plant, root, shoot
- Animals: Arabian camel, Arabian leopard, crocodile, eagle, fox, goat, hedgehog, kangaroo, oryx, penguin, scorpion, turtle, whale
- Animal body parts: head, hoof, horn, leg, tail
- The senses: eye, ear, hand, nose, tongue

### Skills and strategies

- Understand a process (growth and change)
- Sequence events
- Interact with a partner through dialogues
- Interact with a group or team through activities and playing games
- Categorise activities through verbs
- Interview classmates for a survey
- Plan and write a paragraph using time sequence words
- Read a story both for general understanding and specific information
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

### Activities

- Read and listen, read and match, read and write, read and complete, read and find
- Listen and match, listen and find
- Ask and answer
- Do a puzzle and a riddle
- Play a game
- Write a paragraph
- Read a story
- Give a mini-presentation
- Do a project (make an information page about an Omani animal)
- Do a spelling test and/or dictation
- Review the unit
- Do self-evaluation



## Lesson 1

### Reading and Understanding

#### YOU WILL NEED:

- THE 'THE LIFE CYCLE OF A BUTTERFLY' POSTER
- MINIBEAST WORD CARDS (one set photocopied and cut up – one card for each group in your class)

**Note:** These are for an optional activity.

#### In this lesson, students will:

- predict the content of a reading text
- read for specific information
- identify pictures from a listening text
- practise giving short answers to questions

#### Target language

- Time sequence words: first, after, next, then, finally
- Names of minibeasts

#### Before this lesson

Put the 'The Life Cycle of a Butterfly' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

Prepare a set of **Minibeast Word Cards** from the photocopiable pages at the back of this Teacher's Book. Cut up one set of the words cards – enough to give one to each group in your class.

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 5th of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th September 2017.**

## Task 1

### Step 1

Tell students to **Look at page 26 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Show them the pictures of Nina and Maha, and the flags. Establish that Nina lives in France and Maha lives in Oman.

### Step 2

Show students the section at the top of the first e-mail (Nina's e-mail to Maha) which lists the sender, receiver and the subject. Ask **Who is this e-mail to?** Teach students the correct way to say an e-mail address – i.e. you say maha@ikc.com as 'maha at ikc dot com'. Show them the second e-mail (Maha's e-mail to Nina) and repeat the procedure.

### Step 3

Write a few e-mail addresses on the board and ask volunteers to read them aloud. Ask students to say their own e-mail address, if they have one.

### Step 4

Ask different volunteers to read the four questions under the rubric. Tell students to read the two e-mails and find the answers. This can be done orally. Elicit the answers and write them on the board.

- 1 Nina (or 'nina at ikc dot com')
- 2 Turtles
- 3 Maha (or 'maha at ikc dot com')
- 4 Ras Al Hadd

### Step 5

Tell students to **Look at Activity 2** and read the rubric and instruction text. Show them the example. Make sure they understand their answers should be short. Remind them to use capital letters and full stops. Elicit the answers and write them on the board.

### Answers

- .....
- 1 Yes, she is. (example)
  - 2 No, it isn't.
  - 3 Yes, it is.
  - 4 No, she doesn't.
  - 5 Yes, she can.

## Task 2

### Step 1

Tell students to **Look at page 27 of your Classbook** and to **Look at the pictures**. Explain that these are the pictures which Maha has sent to Nina.

Ask **What can you see in Picture 1?** and elicit a **turtle**. Ask more questions, for example, **What can you see in Picture 3 (a turtle and eggs)** and **What can you see in Picture 7? (baby turtles)**. **Where are the baby turtles going? (to the sea)**.

Ask some general questions about turtles, for example, **Where do turtles live? (In the sea)**. Ask **Have you ever seen a turtle?** If students answer **yes**, elicit when and where.

### Step 2

Tell students to **Look at Activity 3** and read the rubric. Tell them to look at the pictures again and ask if they can predict what the text will be about. Establish that it will be about how turtles are born and grow. Tell students to read the information under the pictures silently.

**Note:** Explain to students that the turtle is referred to as 'she' and not 'it' throughout this text because if we know the sex of an animal, we refer to it as 'he' or 'she'.

**Note:** This reading activity should not take long as the text is short, there is lots of recycled language and the pictures provide strong visual support. If you think that your students do not need to listen to the text as well, you can omit Step 3.

## Background Information

### Turtles in Oman

There are seven species of turtles in the world, five of which can be found in Oman. Oman plays an important role in the global conservation of turtles.

The five turtle species are:

- **the Green Turtle** – found on most Omani beaches especially in Ras Al Hadd, Ras Al Jinz, Masirah Island and the Diymaniyat Islands
- **the Loggerhead Turtle** – nests on Masirah Island, the shores of Dhofar and the Diymaniyat Islands
- **the Hawksbill Turtle** – nests on the shores of Muscat and the Diymaniyat Islands
- **the Olive Ridley Turtle** – nests on Masirah Island
- **the Leatherback Turtle** – found in the sea around Oman but doesn't nest on land

The Turtle Reserve Centre at Ras Al Jinz is an ecotourism project, set up in 2008. It cannot control natural threats, such as birds and foxes eating the eggs and baby turtles, but it aims to protect the turtles from damaging human behaviour, including:

- killing turtles for meat and shells
- throwing rubbish such as plastic bags, bottles and fishing lines, into the sea or on the beach
- driving vehicles on the beach
- disturbing the turtles while nesting

[www.tourismoman.com](http://www.tourismoman.com)

### Step 3 (optional)

Give students time to read the information, then play **Listening 3.1**. Tell students to follow the text in their books as they listen.

#### Listening Transcript 3.1

- Turtles live in the sea.
- The female turtle comes out of the water to lay her eggs on the beach.
- First, she digs a hole in the sand.
- Then, she lays her eggs.
- Next, she uses her back feet to cover the eggs with sand.
- Then, she goes back to the sea.
- After eight weeks, tiny turtles hatch out of the eggs.
- Finally, the baby turtles run into the sea where they live and grow.

### Step 4

Tell students they are going to hear the information again but this time, the sentences will be in the wrong order. Ask them to listen and point to the picture which each sentence describes. Play **Listening 3.2**.

Pause after the first sentence to give students time to find the correct picture and point to it. Elicit the number of the picture from a volunteer. Then play the answer so that students can check if they got it right. Repeat with the other sentences.

#### Listening Transcript 3.2

- Next, she uses her back feet to cover the eggs with sand // (picture 4)
- Then, she lays her eggs // (picture 3)
- The female turtle comes out of the water to lay her eggs on the beach // (picture 1)
- After eight weeks, tiny turtles hatch out of the eggs // (picture 6)
- First, she digs a hole in the sand // (picture 2)
- Finally, the baby turtles run into the sea where they live and grow // (picture 7)
- Then, she goes back to the sea // (picture 5)

## Task 3

### Step 1

Ask questions about the pictures to check students' understanding, for example, **What does the female turtle do first (after she comes out of the water)?**

Give students time to refer to the information and check the answer with their group.

Elicit the answer – **First, she digs a hole in the sand.**

### Step 2

Ask questions to elicit more details, for example, **What does she cover the eggs with? (Sand). How long is it before the eggs hatch? (Eight weeks).**

**Note:** This should be a quick activity as students are looking for specific information. Do not ask different students to repeat the answers as this will take up too much time.

## Task 4

### Step 1

Ask students **What is a minibeast?** and establish that it is **a very small animal**. Elicit the names of some common minibeasts, and list them on the board.

**Note:** Students should already be familiar with the concept of minibeasts from Grade 3A, Unit 5, but you can find some background information about them on the next page.

### Step 2

Point to the 'The Life Cycle of a Butterfly' poster and ask students to **Look at the poster**. Point to a few items and minibeasts and elicit their names.

### Step 3

Organise students into groups of four. Ask each group in turn to come up to the poster. Get them to find different items on the poster, for example, **Find a [tree]**. Get students to identify the minibeasts in the frieze round the edge, for example, **a [spider]**.

**Note:** Many of the items on the poster are recycled words from previous grades. Students should be able to identify **butterflies, caterpillars, frogs, spiders, birds, bees, beetles, worms, eggs, leaves, tree, web.**

Point to the picture of the birds and the frogs and ask **Are birds minibeasts? Are frogs minibeasts?** Elicit the answer **No.** Ask **Why not?** Establish that birds and frogs are too big to be minibeasts.

### Optional Activity

Give each group one of the photocopiable **Minibeast word cards** from the back of this Teacher's Book (**butterflies, ants, spiders, bees, caterpillars, snails, worms, beetles**). Ask each group in turn to **Stand up and say your name.**

Do a quick TPR activity. Tell students you are going to give them some instructions, and if the instruction is for their group, they should perform the action. For example, **Touch your toes. Worms. Put your book on your head. Spiders.** As this should be a short lively activity, only give one or two instructions to each group.

**Note:** Say the name of the minibeast group **AFTER** you have given the instruction to make sure that all the students listen, not just the group who have to follow the instruction! The rest of the class should watch the group performing the action and check that they are doing it correctly.

## Background Information

### Minibeasts

Minibeasts are very small animals which live in many different places – on plants, in water, under the ground. ('Mini' means 'small').

Insects are minibeasts, for example, ants, bees and butterflies. Spiders, snails and centipedes are also minibeasts. Minibeasts come out of eggs.

Some minibeasts are helpful to humans, for example, bees make honey and other minibeasts eat old food and help to keep gardens clean. Other minibeasts are harmful, for example, wasps and scorpions can sting you, and flies and cockroaches carry germs.

You can catch minibeasts to look at, but they are not pets. Students should not try and catch minibeasts which can sting!

## Lesson 2

### Reading and Understanding

#### YOU WILL NEED:

- THE 'THE LIFE CYCLE OF A BUTTERFLY' POSTER

#### In this lesson, students will:

- match sentences to pictures
- understand and practise using time sequencers
- complete gaps in a text
- do a puzzle

#### Target language

- Time sequence words: first, after, next, then, finally

### Task 1

#### Step 1

Tell students to **Look at page 22 of your Skills Book** and to **Look at Activity 1**. Ask **What can you see in the pictures?** and establish **The life of a turtle**. Establish that although turtles live in the sea for most of the time, they come to the land to lay their eggs.

**Note:** These are the same pictures as in Classbook, page 27, Activity 3 so students will be familiar with them from the previous lesson.

#### Step 2

Tell students to read the rubric and instruction text **A** under the rubric. Show them the sentences **a – g**. Check their understanding of the task and show them the example of a matching picture and sentence. Tell them to do the activity and refer to the information about turtles on page 27 of the Classbook for help.

### Step 3

Tell students to check their work with the rest of their group. While they are doing this, write the letters **a – g** down the board. Elicit the answers from different groups.

#### Answers

.....  
1 e (example) 2 d 3 g  
4 f 5 a 6 c 7 b

### Task 2

**Note:** The following activity checks students' understanding of the text and raises awareness of time sequence words. It is not the first time that students have encountered time sequence words as they were introduced in Grade 3A, Skills Book, page 41, Activities 1 and 2.

#### Step 1

Tell students to look at the words in the six turtles at the top right of the page – **First, Then, Next, Then, After, Finally**.

Ask a volunteer to read instruction text **B** and check their understanding of the task. Tell them to work with a partner and complete each sentence in Activity 1 with an appropriate word.

#### Step 2

Tell students to check their work with their groups then do a whole class feedback. Ask a volunteer from each group to read out a completed sentence. As they do this, write the missing word beside the letter of each sentence on the board.

#### Answers

.....  
a Then b Finally c After  
d First e – f Next g Then

## Task 3

### Working with Words

**Note:** There is no separate section of the revised Grade 5 course which deals with vocabulary. However, each **Reading and Understanding** section contains a section called **Working with Words** which focuses on vocabulary.

### Step 1

Tell students to **Look at page 23 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Show students the words in the box at the top of the text and check that they understand that these are the words they should use to complete the gaps.

**Note:** Although at first sight the text in this task may seem challenging, it is from the 'The Life Cycle of a Butterfly' poster which should be on the wall of your classroom wall. During the activity, students come up to the poster to find the words.

### Step 2

Show students the example – **eggs**. Tell them to read the text in their groups. Help them with difficult vocabulary such as **chrysalis**. Ask them if they can guess what the missing words are, using the words in the box, and to write them into the gaps in pencil. They should be very careful to copy each word with the correct spelling.

### Step 3

Ask students where they can find information about the life cycle of a butterfly and elicit **the poster**. Explain that students from different groups will take it in turns to come up to the poster and find one of the missing words. They will then return to their group and tell them what the word is so that the other students in the group can check their work.

### Step 4

Give students time to do the activity, then do a whole class check. Read the text again and elicit the answers from different groups. Elicit the spelling of each word and write it on the board.

- 1 eggs (example)    2 leaf    3 days    4 hole  
5 changes    6 grows    7 butterfly    8 fly

## Task 4

Tell students to **Look at Activity 3** and read the rubric. Explain that all the words in the puzzle are the names of minibeasts.

**Note:** The minibeast names in the puzzle are on the poster, with the exception of **ant** and **snail**. However, these are on the Minibeast word cards used in the Optional Activity in the previous lesson. If you didn't do this activity, teach them **ant** and **snail** before they do the puzzle. The same word cards will be used for an optional activity in the next lesson.

## Answers

.....

### Across

- 2 beetle  
5 spider  
6 butterfly  
7 snail

### Down

- 1 caterpillar  
2 bee  
3 worm  
4 ant

## For the next lesson

**Note:** This is for an optional activity.

Prepare a set of **Minibeast Word Cards** from the photocopiable pages at the back of this Teacher's Book. Cut up one set of the words cards – enough to give one to each group in your class.

## Lesson 3

### Grammar

#### YOU WILL NEED:

- MINIBEAST WORD CARDS  
(one set photocopied and cut up – one card for each group in your class)

**Note:** These are for an optional activity

#### In this lesson, students will:

- understand and practise using 'can' and 'can't'
- ask and answer questions about what a baby can and can't do
- solve riddles

#### Target language

- Can a baby [sleep]?  
Yes, a baby can [sleep].
- Can a baby [use a computer]?  
No, a baby can't [use a computer].
- They can [fly] but they can't [swim].

#### Optional Activity

At the beginning of the lesson, give each group one of the photocopiable **Minibeast word cards** from the back of this Teacher's Book (**butterflies, ants, spiders, bees, caterpillars, snails, worms, beetles**). Ask each group in turn to **Stand up and say your name.**

Do a quick TPR activity. Tell students you are going to give them some instructions, and if the instruction is for their group, they should perform the action. For example, **Point to the window. Ants. Put your bag under your chair. Snails.** As this should be a short lively activity, only give one or two instructions to each group.

## Task 1

### Step 1

As a lead-in, ask a student **Can you swim?** and elicit **Yes, I can** or **No, I can't**. Ask more questions, for example, **Can you run? Can you walk? Can you fly?**

### Step 2

Tell students to **Look at page 28 of your Classbook** and to **Look at Activity 1** and read the rubric. Say **Look at the pictures** and ask **What can you see?** Students may suggest **babies** or things that the babies are doing. Explain that they are going to hear the activities being described but they will not be in the same order as in the pictures. Tell students to point to each activity as they hear it described.

### Step 3

Play **Listening 3.3**. Pause after each phrase to give students time to find the correct picture and point to it. Elicit the number of the picture from a volunteer. Then play the answer so that students can check if they got it right.

#### Listening Transcript 3.3

read a book	//	picture 4
cry	//	picture 6
ride a bike	//	picture 2
play with toys	//	picture 8
use a phone	//	picture 5
drink milk	//	picture 3
use a computer	//	picture 7
sleep	//	picture 1

## Step 4

Tell students to **Look at picture 1**. Ask **Can a baby sleep?** and elicit **Yes** or **No**. Repeat the question, substituting the activities in the other pictures. Vary the order of the pictures.

### Answers

.....  
 1 Yes    2 No    3 Yes    4 No  
 5 No    6 Yes    7 No    8 Yes

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Show them the dialogue between the two girls on the left. Explain they are going to hear a recording of the dialogue, and they should follow it in their books as they listen.

Play **Listening 3.4**.

#### Listening Transcript 3.4

**Girl 1:** Can a baby cry?

**Girl 2:** Yes, a baby can cry.

### Step 2

Repeat the procedure with the dialogue between the boys on the right. Play **Listening 3.5**.

#### Listening Transcript 3.5

**Boy 1:** Can a baby ride a bike?

**Boy 2:** No, a baby can't ride a bike.

### Step 2

Ask a pair of volunteers to read the girls' dialogue, then another pair to read the boys' dialogue. Then ask a confident student to ask another student a question about an activity shown in the pictures in Activity 1. For example, **Can a baby play with toys?** Help the student to respond with **Yes, a baby can play with toys**. Repeat with a question about something a baby can't do, for example, **Can a baby use a computer?** and elicit **No, a baby can't use a computer**.

## Step 3

Organise students into pairs. Tell them to ask and answer questions about what a baby can and can't do, based on the pictures in Activity 1. Circulate around the classroom, offering guidance and support.

## Task 3

### Step 1

Tell students to **Look at page 29 of your Classbook** and to **Look at Activity 3** and read the rubric. Show them the pictures and ask **What animals can you see?** They should be able to name **a kangaroo, penguins, a crocodile, parrots** as this is all recycled language from previous grades.

### Step 2

Tell students to think carefully about what the animal(s) in each picture **can** and **can't do**. Ask volunteers to read the four sentences under the pictures aloud. Check that students understand they have to match each sentence to a picture. Tell them to write each letter in the circle next to its correct sentence.

### Answers

1 d    2 b    3 a    4 c

## Task 4

### Step 1

Tell students to **Look at Activity 4**. Show them the pictures in the bottom left of the page and ask **What can you see?** Elicit **a plane, a rainbow, a butterfly, a penguin** (all recycled vocabulary). Write **plane, rainbow** and **penguin** on the board.

### Step 2

Tell students to **Look at the three texts**. Explain that these are three **riddles**. Riddles are descriptions of things not easy to understand, so you have to think very carefully about what they mean. They are often found in children's comics along with jokes and cartoons. Ask students if they know any riddles in Arabic.



### Step 3

Tell students they are going to hear the three riddles on the CD and they should follow them in their books as they listen. Say that each riddle describes one of the items on the board.

**Note:** One of the pictures in Activity 4 (the butterfly) is a 'distractor' – i.e. it is not an answer to any of the three riddles. But don't tell students which one it is!

**Note:** Listening to the riddles gives students the opportunity to become familiar with the vocabulary before moving on to the more difficult stage of trying to interpret the meanings.

Play **Listening 3.6**. Pause after each riddle to give students time to try and guess the answer.

#### Listening Transcript 3.6

- 1 It has wings.  
But it can't fly.  
It lives on the ice,  
Not in the sky.  
What is it?
- 2 You can see it,  
But you can't touch it.  
It adds colour to the sky.  
But it can't fly.  
What is it?
- 3 It can move but it can't walk.  
It can fly but it can't talk.  
It carries people but they can't carry it.  
It's not a bird, so what is it?

### Step 4

Do a whole class check. Ask different volunteers to read each riddle aloud, with your help, and say which item it is.

#### Answers

.....

- 1 Penguin    2 Rainbow    3 Plane

#### Homework

Write the following ten words on the board.

**caterpillar, butterfly, bee, ant, worm,  
spider, beetle, snail, bird, frog**

Tell students to copy the words into their exercise books and learn the spellings at home. Remind them of the **Look, cover, write, check** method and encourage them to use it.

Tell students that you will check these spellings later in the unit and they should practise spelling the words in their spare time. You won't be testing them until Lesson 12, but don't tell students this as they may decide it is too early to learn them!

#### Optional Dictation

Instead of, or as well as, testing the spellings of isolated words, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one of the dictations. Give each student a copy of the dictation about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 4

### Grammar

#### YOU WILL NEED:

- do further practice with 'can' and 'can't'
- revise the five senses
- write sentences about what people can and can't do
- sort activities by verb categories (play, speak, use, ride)

#### Target language

- Can you see with your [ears]?  
No, I can't.
- Can you smell with your [nose]?  
Yes, I can.
- Ahmed can [play football].
- Rose can't [play the guitar].

## Task 1

### Step 1

Tell students to **Look at page 24 of your Skills Book**. Show them the **Let's Look at Grammar** box and the first group of nine sentences – the sentences with can. Ask different volunteers to read the sentences aloud. Ask **Does the word 'can' change in each sentence?** and elicit the answer **No**. Tell students to complete the sentence (rule) under the group of sentences: **We use can for I, you, he, she, it, we, they.**

### Step 2

Repeat the procedure with the second group of nine sentences – the **can't** sentences. Ask **Does the word 'can't' change in each sentence?** and elicit the answer **No**. Tell students to complete the sentence (rule) under this second group of sentences: **We use can't for I, you, he, she, it, we, they.** Remind students that **can't** is a short form of **cannot**.

**Note:** This activity helps to make students aware that not all verbs follow the same form in English. Many verbs add '-s' to the third person singular, but 'can' and 'can't' remain the same.

## Task 2

Tell students to **Look at Activity 1** and read the rubric and the instruction text. Show them the title and ask **Can you name the five senses?** They should be familiar with **see, hear, touch, taste, feel** from **Grade 2B, Unit 3**. Write these words on the board.

Show students the example question and answer. Tell them to read each question, look at the picture and write a short answer on the line after the question – **Yes, I can** or **No, I can't**. Do a whole class check and elicit the answers.

### Answers

.....

- 1 No, I can't. (example)
- 2 Yes, I can.
- 3 No, I can't.
- 4 No, I can't.
- 5 Yes, I can.

Get students to make up similar questions about the five senses and ask and answer questions with a partner, eliciting the answer **Yes, I can** or **No, I can't**.

## Task 3

### Step 1

Tell students to **Look at page 25 of your Skills Book** and to **Look at Activity 2** and read the rubric. Show them the chart and explain that this gives information about the activities of a boy (Ahmed) and a girl (Rose). Show students the pictures and activities at the top of the chart. Ask different volunteers to read the activities aloud.

## Step 2

Tell students to **Look at the information about Ahmed**. Show them the tick in the box under the first activity, **play football**. Refer them to sentence **1** about Ahmed under the chart - **Ahmed can play football**. Go back to the chart and show students the cross in the box under **ride a horse**. Refer them to sentence **2** about Ahmed – **Ahmed can't ride a horse**. Go back to the chart and elicit what the next sentence about Ahmed will be – **Ahmed can speak English**.

## Step 3

Show students the information about Rose and elicit sentences in the same way. Tell them to write sentences about Ahmed and Rose using the information in the chart. Remind them to begin each sentence with a capital letter and end it with a full stop. Circulate around the classroom, offering guidance and support.

## Step 4

When students have finished, elicit the sentences from different volunteers and write them on the board.

Ahmed	Rose
<b>1</b> Ahmed can play football.	<b>1</b> Rose can't play football.
<b>2</b> Ahmed can't ride a horse.	<b>2</b> Rose can ride a horse.
<b>3</b> Ahmed can speak English.	<b>3</b> Rose can speak English.
<b>4</b> Ahmed can't play the guitar.	<b>4</b> Rose can't play the guitar.
<b>5</b> Ahmed can use a computer	<b>5</b> Rose can use a computer.

## Task 4

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Show them the pictures around the chart and ask different volunteers to read the names of the items. Ask other volunteers to read the verbs at the top of the four columns – **play, speak, use, ride**.

## Step 2

Explain how the chart should be filled in, according to which items go with which verbs. Show them the example **basketball** in the first column under **play**. Say **You play basketball. What other things can you play?** Elicit **football** and **the drums**. Show students where they should write these words into the first column. Point to the next verb **speak**. Ask **What can you speak?** and elicit the names of the three languages around the chart – **Arabic, English, Japanese**.

## Step 3

Tell students to work in their groups to complete the chart. While they are doing this, quickly draw the blank chart on the board. Do a whole class check and elicit the answers to go into each column. Write each answer into the chart.

## Answers

play	speak	use	ride
basketball	Arabic	a computer	a camel
football	English	a calculator	a horse
the drums	Japanese	a phone	a bike

### Homework

Show students the signpost at the bottom right of the page. Ask volunteers to read the two sentences. Check students' understanding of the task. They have to write three sentences about things they can do, and three sentences about things they can't do. They should write their sentences into their exercise books and bring them to the next lesson.

## For the next lesson

Prepare copies of the **Butterfly Game Question Sheet** from the photocopiable pages at the back of this Teacher's Book – one for each group. Prepare enough dice (one for each group) and counters (one for each student).

## Lesson 5

### Listening and Speaking

**YOU WILL NEED:**

- BUTTERFLY GAME QUESTION SHEET – one copy for each group
- DICE – one for each group
- COUNTERS – one for each student

**In this lesson, students will:**

- listen to children talking about what they can and can't do
- ask and answer questions about what children can and can't do
- play a game

**Target language**

- Brian can [ride a bike].
- Pam can't [play basketball].
- Can Pam [use a computer]?  
Yes, she can.
- Can Brian [play the piano]?  
No, he can't.

At the beginning of the lesson, get students to show their group the sentences they wrote for homework about things they can and can't do. Go round the groups, eliciting sentences from volunteers. Write a few sentences on the board.

### Task 1

#### Step 1

Tell students to **Look at page 30 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Explain that students are going to hear two children, Omar and Laila, talking about activities they can do. Students should listen to each sentence and identify the picture it describes. They should write the letters A–L in the circles under the pictures.

### Step 2

Before playing the recording, give students time to look at the pictures. Play **Listening 3.7**. Pause after each sentence and elicit the number of the picture it describes.

#### Listening Transcript 3.7

- Omar:** A I can play football.  
**Laila:** B I can use a calculator.  
**Omar:** C I can ride a bike.  
**Omar:** D I can play the drums.  
**Laila:** E I can use a phone.  
**Laila:** F I can play volleyball.  
**Omar:** G I can ride a horse.  
**Laila:** H I can play the piano.  
**Omar:** I I can ride a camel.  
**Laila:** J I can play table tennis.  
**Laila:** K I can use a computer.  
**Omar:** L I can play the guitar.

#### Answers

- .....  
 1 Picture D  
 2 Picture K  
 3 Picture C  
 4 Picture F  
 5 Picture I  
 6 Picture A  
 7 Picture E  
 8 Picture H  
 9 Picture L  
 10 Picture J  
 11 Picture G  
 12 Picture B

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Show them the two boys on the left and the two girls on the right. Explain they are going to hear a recording of the dialogues, and they should follow these in their books as they listen.

Play **Listening 3.8**.

#### Listening Transcript 3.8

**Boy 1:** Can you play the piano?

**Boy 2:** Yes, I can.

**Girl 1:** Can you ride a horse?

**Girl 2:** No, I can't.

### Step 2

Refer students to the pictures in Activity 1. Write some of the activities on the board (they are listed in the answers for Task 1, Step 2). Choose one of the activities and ask a confident student a question about it, for example, **Can you ride a horse?** Elicit **Yes, I can or No, I can't**. Get a student in one group to choose an activity and ask a student in another group about it. Repeat with a few other students.

### Step 3

Organise students into pairs. Get them to ask and answer questions about what they can and can't do, based on the pictures in Activity 1. Circulate around the classroom, offering guidance and support.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Read the instruction text and show students the chart at the bottom left. Quickly draw the chart onto the board, then ask different volunteers to read the activities.

### Step 2

Show students the names **Pam** and **Brian** at the top of the chart. (Pam is a girl and Brian is a boy). Explain that Pam is asking Brian questions for a **survey**, and students are going to hear them talking about things they can and can't do. Write **survey** on the board and check that students understand the meaning. They should already be familiar with it from Grade 5, Unit 2.

**Note:** Students will be doing their own survey in Lesson 6.

### Step 3

Tell students to listen and fill in the chart by putting a tick or a cross in the appropriate box under the name **Pam** or **Brian**. Play **Listening 3.9** straight through, then repeat as necessary.

#### Listening Transcript 3.9

**Pam:** Brian, can I ask you some questions for a survey?

**Brian:** Yes, OK.

**Pam:** Can you play basketball?

**Brian:** Yes, I can. Can you?

**Pam:** Me? No, I can't. But I can ride a bike. Can you?

**Brian:** Yes, I can.

**Pam:** OK. Umm. Can you play the piano?

**Brian:** No, I can't. Can you?

**Pam:** Yes, I can. I love playing the piano! And I love using the computer. Can you use a computer?

**Brian:** Yes, I can.

**Pam:** OK, last question. Can you speak Arabic?

**Brian:** Arabic! No, I can't. Can you?

**Pam:** Yes, I can. I'm learning it with my friend, Maha.

**Brian:** Wow. How do you say 'hello' in Arabic?

**Pam:** Ahlan.

### Step 4

Do a whole class check. Ask a question, for example, **Can Pam speak Arabic?** Elicit **Yes, she can** and put a tick into the appropriate box onto the chart you have drawn on the board. Ask a student from one group to ask a student from another group a question about Pam or Brian's abilities until the chart is completed. It should look like this:

	Pam	Brian
play basketball	✗	✓
ride a bike	✓	✓
play the piano	✓	✗
use a computer	✓	✓
speak Arabic	✓	✗

## Task 4

### Step 1

Show students the boy at the bottom right of the page. Ask a volunteer to read the sentence about Pam. Make sure students understand how the information is obtained from the chart.

### Step 2

Show students two things Brian can do and help students express the idea. For example, point to **ride a bike** and **play basketball** and elicit **Brian can play basketball and ride a bike**. Point to something that Pam can't do, and elicit, for example, **Pam can't play basketball**. Ask students in their groups to make statements about some of the things that Brian and Pam can and can't do. Elicit one or two statements from each group and write them on the board.

## Task 5

### Butterfly Game

**Note:** You will probably not have time to complete the game in this lesson. At the end of the lesson, you can put the photocopiable sheets, dice and counters somewhere where students have easy access, so they can continue playing it during their breaks if they want.

### Step 1

Tell students to **Look at page 31 of your Classbook** and to **Look at Activity 4** and read the rubric. Ask them **What's the name of this game?** and elicit **The Butterfly Game**.

### Step 2

Give each group a copy of the Butterfly Game Question Sheet and a dice. Give each student a counter.

### Step 3

Explain how to play the game. While students are playing, circulate around the classroom offering guidance and support.

#### RULES FOR THE BUTTERFLY GAME

- Students put their counters on START.
- Students take it in turns to throw the dice and move their counter the number of times shown on the dice.
- When they land on a space, they must look at the number on that space and find the question with that number on the Butterfly Game Question Sheet. They should answer the question and demonstrate they can do what is required. For example, if a student lands on space 4 (Can you say the alphabet?) they should answer Yes, I can and then say it. The other students in their group should check the answer to see if it is correct.
- If the student answers the question correctly, they stay on that space and wait for their next throw of the dice. If they answer incorrectly, they move back one space but don't answer a question.
- If a student says they can't do something, they miss a turn.
- The first student to reach FINISH is the winner.

## Lesson 6

### Listening and Speaking

#### In this lesson, students will:

- do a listen and match activity
- do a survey about what their friends can and can't do
- give a mini-presentation

#### Target language

- We can't use this (these) to [taste], but we can use it (them) to [smell].
- Nadia can [use a computer].
- Ahmed can't [swim].

### Task 1

#### Step 1

Tell students to **Look at page 26 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the first instruction text under the rubric. Tell students to **Look at the pictures** and ask **What can you see?** Elicit **eyes, ears, nose, hands, tongue**. Ask what each of these is used for and elicit **to see, hear, smell, touch, taste**.

#### Step 2

Read the second part of the instruction text under the pictures, and check students' understanding of the task. Draw a bubble on the board and demonstrate how students should shade it in.

#### Step 3

Play **Listening 3.10**. Do the first text with students as an example. Play the text, then pause to give students time to find the answer and shade in the bubble. Do a whole class check and elicit the answer. Repeat with the other four texts, pausing after each one.

**Note:** Tell students to use pencil to shade in the bubble, in case they change their minds about the answer.

### Listening Transcript 3.10

- 1 We can't use this to taste, but we can use it to smell.
- 2 We can't use these to see, but we can use them to touch.
- 3 We can't use these to hear, but we can use them to see.
- 4 We can't use these to touch, but we can use them to hear.
- 5 We can't use this to smell, but we can use it to taste.

### Answers

.....  
1 C    2 D    3 A    4 B    5 E

### Task 2

#### Step 1

Tell students to **Look at page 27 of your Skills Book** and to **Look at Activity 2** and read the rubric. They should already be familiar with the meaning of **survey** from the previous lesson.

#### Step 2

Tell students to **Look at the pictures of the activities**. Elicit the names of the activities.

#### Step 3

Quickly copy the blank chart onto the board. Explain that students are going to do a survey about things they and their friends can and can't do. Organise them into groups of four. Tell them to write the names of the three other students in their group into the column on the left of the chart under **Names**, and their own name in the bottom line. Demonstrate this on the chart you have drawn on the board.

#### Step 4

Tell groups to choose four activities they want to ask each other about, and write the names of the activities at the top of the chart, one in each column. Demonstrate this on the chart you have drawn on the board.

**Note:** Students can look back through the unit for ideas or think of activities by themselves. The six pictures of activities are only intended as a guide.

## Step 5

Get a confident student to ask another student in their group about an activity. For example, **Ali, can you play volleyball?** The other student should answer honestly with **Yes, I can** or **No, I can't**.

Demonstrate on your chart on the board that if the student answers **Yes, I can**, the student asking the question should put a tick in the appropriate box beside that student's name. If the student answers **No, I can't**, they should record a cross. Tell students not to forget to add the information about themselves in the bottom line of the chart. Circulate around the classroom, offering guidance and support.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Show them the pairs of students and tell them to read the dialogues silently.

### Step 2

Choose one group and ask a student a question about one of the other students in that group. For example, **Can Hassan play football?** Demonstrate that the student who is asked this question should refer to the chart they have completed in Activity 2 and find the answer – **Yes, he can** or **No, he can't**. Get them to ask more questions about things their friends in the group can or can't do.

**Note:** It is important that students don't ask their friends directly – i.e. not **Ahmed, can you play football?** but to ask another student, **Can Ahmed play football?**

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Show them the presentation icon.

**Note:** The final task in each lesson of the Listening and Speaking sections throughout Grade 5 is a mini-presentation. These presentations should be very short; even one or two sentences are enough for less able students. The mini-presentations are designed to give students some basic confidence in speaking in English before an audience.

It is up to teachers to plan the best way to do the mini-presentations, especially as time will probably be short. Teachers may prefer to have the students in only one group present to the whole class in each unit, while other students in the class can give their presentations only to their group.

### Step 2

Ask each student in turn to stand up and tell the class about what their friends can and can't do (one activity only for each friend). **However, see the note above for other suggested ways of organising the presentations.**

**Note:** Students should introduce their mini-presentations with a short introductory phrase, for example, **Good morning** or **Good afternoon**, and thank the audience at the end (for listening).

### Homework

Tell students to write sentences into their exercise books about what their friends can and can't do and bring their sentences to the next lesson.

### For the next lesson

**Note:** This is for an optional activity.

Prepare photocopies of **The Life Cycle of a Butterfly** questions from the photocopiable pages at the back of this Teacher's Book – one for each group. Cut the photocopies up separately into Parts **A** and **B** as you may not have time to use both parts.



## Lesson 7

### Writing

#### YOU WILL NEED:

- PHOTOCOPIES OF THE LIFE CYCLE OF A BUTTERFLY (cut up separately into Parts **A** and **B** - one set for each group)

**Note:** This is for an optional activity.

#### In this lesson, students will:

- match text with pictures
- practise the use of time sequence words: first, next, then, finally
- revise the use of commas
- revise regular and irregular spellings of plurals

#### Target language

- Time sequence words: first, next, then, finally

At the beginning of the lesson, get students to show the sentences they wrote for homework to their group. Go round the groups, eliciting sentences from volunteers. Write a few sentences on the board.

### Task 1

#### Step 1

Tell students to **Look at page 32 of your Classbook** and to **Look at Activity 1** and read the rubric. Show students the pictures on the left of the page. Ask 'What can you see?' and elicit as much vocabulary as possible, for example, **seed, ground, worm, beetle, plant, ant, leaf, flower, bee, bird**. Teach students **root** and **shoot**.

#### Step 2

Ask a volunteer to read the title at the top of page 32 – **The Life Cycle of a Seed**. Explain the meaning of 'life cycle' and help students understand it describes how a seed grows. Ask them where they can see another example of a life cycle. Encourage them to point to the poster you have put on the classroom wall which shows **The Life Cycle of a Butterfly**.

#### Step 3

Ask a volunteer to read the instruction text under the rubric. Check students' understanding of the task and show them the example. They should draw lines to match each picture to its correct text. Tell them to do the activity individually, then check their answers with their group.

#### Step 4

Circulate around the classroom, offering guidance and support. Elicit the answers from volunteers. Ask each volunteer to read the sentence that matches the picture, not just say the letter.

#### Answers

.....

1 e (example) 2 f 3 a 4 g 5 c 6 b 7 d

### Task 2

#### Step 1

Write the words **First, Next, Then, Finally** on the board. Explain that these are time sequence words that establish the order in which things happened. You can also add **After that....** as students will come across this phrase in Lesson 8. Explain that time sequence words are used for describing a process or telling a story with a beginning, middle and end.

**Note:** Students should be familiar with these words as they have come across them in previous grades.

#### Step 2

Ask questions about the text in Activity 1 and elicit answers using time sequence words. For example:

- **What happens first?**  
(The seed grows a white root.)
- **What happens then?**  
(Then, the seed grows a shoot).
- **What happens next?**  
(Next, leaves grow from the shoot.)
- **What happens finally?**  
(Finally, the flowers grow seeds, which fall on the ground).

## Task 3

**Note:** The **Writing** section of each unit of the revised Grade 5 course contains a section called **Spelling and Punctuation** which focuses on spelling or punctuation or both.

### Spelling and Punctuation

#### Step 1

Tell students to **Look at page 33 of your Classbook**. Show them the Spelling and Punctuation box at the top and read the information text aloud. Read the example sentences and show how commas are used in each type of sentence – to take a little rest in the sentence or to separate things in a list.

#### Step 2

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. Write the first sentence on the board as an example. Elicit where the capital letters, full stops and commas should go and add them in.

#### Answer

.....

Laila enjoys swimming, tennis and going shopping.

**Note:** Students revised the use of capital letters and full stops in Unit 1.

#### Step 3

Tell students to write each sentence into their exercise books and add the capital letters, full stops and commas. Circulate around the classroom, offering guidance and support. Do a whole class check. Write the sentences on the board and elicit the correct punctuation from volunteers.

#### Answers

.....

- 2 My family is planning to visit **S**alalah, **N**izwa and **M**uscat.
- 3 **A**li eats bread, cheese, honey and eggs for breakfast.
- 4 **W**e go to school on **S**unday, **M**onday, **T**uesday, **W**ednesday and **T**hursday.

## Task 4

### Step 1

Tell students they are going to practise spelling plurals in English. Draw a line down the centre of the board. Write **singular** at the top of one side of the line and **plural** at the top of the other.

Establish that **singular** means **one** and **plural** means **more than one**. Write a few examples into the 'singular' column of nouns which have regular plurals, for example, **boy, snake, plant**. Elicit the spellings of the plurals and write them into the 'plural' column.

### Step 2

Remind students that there are different spelling rules in English. For example, when a noun ends in **-s, -x, -ch** or **-sh** we add **-es** in the plural.

Remind students of another rule – when a word ends in **-y** we change the **y** to **i** and add **-es**. Write an example into the 'singular' column, for example, **diary**. Elicit the spelling of the plural - **diaries** - and write it into the 'plural' column.

### Step 3

Tell students to **Look at Activity 3** and read the rubric. Read the instruction text and check students' understanding of the task.

Show them the examples at the top of each list. Point out that the words follow different spelling rules, so they have to be careful.

### Step 4

Give students time to do the activity, then do a whole class check and elicit the answers from volunteers. Get them to spell the words aloud and write the plurals and singulars on the board.

## Answers

### List A

- |                     |               |
|---------------------|---------------|
| 1 diaries (example) | 4 buses       |
| 2 boxes             | 5 watches     |
| 3 flies             | 6 butterflies |

### List B

- |                        |         |
|------------------------|---------|
| 1 strawberry (example) | 4 baby  |
| 2 brush                | 5 fox   |
| 3 dress                | 6 lolly |

## Optional Activity

### Step 1

Organise students into groups of six. Give each group a photocopied page of Part **A** only of **The Life Cycle of a Butterfly** from the back of this Teacher's Book. Do not hand out Part **B** yet as you may not have time to do this.

### Step 2

Explain that this is a race. Allocate the numbers **1 – 6** to the students in each group. Tell them they have to read the questions **1 – 6** and find the answer to the question corresponding to their number. Students come to the poster and find the answer. They go back to their group and write the answer beside the question. Only one student from each group must come to the poster at the same time. The first group to complete the questions with the correct answers is the winner.

### Step 3

If time allows, repeat the race with the questions in Part **B**.

## For the next lesson

Prepare copies of the 'What I do after school' page – one for each student – from the photocopiable pages at the back of this Teacher's Book.

## Lesson 8

## Writing

### YOU WILL NEED:

- COPIES OF THE 'WHAT I DO AFTER SCHOOL' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

### In this lesson, students will:

- order words and pictures
- write sentences using time sequence words
- listen and complete a text
- write a paragraph about what they do after school

### Target language

- Time sequence words: first, next, then, finally

## Task 1

### Step 1

Tell students to **Look at page 28 of your Skills Book** and to **Look at Activity 1** and read the rubric. Direct students to the example sentence and check their understanding of the task. Show them how to use the capital letters and full stops as clues to which words are at the beginning and end of each sentence.

### Step 2

Give students time to do the activity and circulate around the classroom offering guidance and support. Elicit the correct sentences from different volunteers and write them on the board.

## Answers

.....

- 1 First, seeds fall to the ground. (example)
- 2 Next, a plant grows.
- 3 The plant needs water and light.
- 4 Then, a flower grows.
- 5 The flower grows seeds.
- 6 Finally, the seeds fall to the ground.

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask **What can you see in the pictures?** Elicit **eggs, nest, (baby) birds**.

### Step 2

Ask a volunteer to read the first instruction text. Check students' understanding of the task. They have to order the pictures and write a number onto each picture.

## Answers

.....

**A** 2    **B** 4    **C** 1 (example)    **D** 3

### Step 3

Ask a volunteer to read the second instruction text under the pictures and check students' understanding of the task. Show them the words in the egg shape on the right and make sure they understand **lay** and **hatch** (both these words were in the text in *Classbook*, page 27, *Activity 3* and *Skills Book*, page 22, *Activity 1*). Elicit the verb that goes with each picture.

### Step 4

Give students time to do the activity. Remind them to use capital letters and full stops. Elicit sentences from different volunteers and write them on the board.

## Suggested answers

.....

(but there can be slight variations)

- 1 First, the birds make a nest. (example)
- 2 Next, they lay some eggs (in the nest).
- 3 Then, the baby birds hatch.
- 4 Finally, the (young) birds fly away from (leave) the nest.

**Note:** Tell students that 'Next' and 'Then' are interchangeable. It doesn't matter which one is used first when describing a sequence of events.

## Task 3

### Step 1

Tell students to **Look at page 29 of your Skills Book** and to **Look at Activity 3** and read the rubric. Check their understanding of the task. They have to write the number **1** into the box to the left of the picture which comes first in the sequence, the number **2** beside the second picture and so on.

Read the instruction text under the pictures. Ask **Which picture is first?** Elicit **a baby** and write the letter **c** on the board. Ask a volunteer to tell you why this should be the first picture. You may need to allow students to respond in L1 for this. Hopefully they will say it is because the baby is the youngest. Tell students to write **a baby** on the line under picture **c**. Continue until all the pictures have been sequenced. Write the order on the board.

**c - b - d - a**

### Step 2

Ask students if they can guess how old a teenager might be. If they don't know, write the numbers **13 - 19** down the board. Point to **13** and say **What number is this?** Elicit **thirteen** and write the word next to the number. Underline **teen**. Repeat with the other teen numbers. Say **Children aged 13 to 19 are called teenagers**. Ask students **Which picture shows a teenager?** and elicit **b**. Tell them to write **a teenager** on the line under picture **b**.

### Step 3

Tell students to look at the words **an adult**. Point to yourself and say **I am an adult**. Establish that an adult is a fully grown person. Ask **Which picture shows an adult?** and elicit **d**. Tell students to write **an adult** on the line under picture **d**. Ask **Which picture shows an old man?** Elicit **a** and tell students to write **an old man** on the line underneath.

## Step 4

Go back to the sequence of letters on the board and say, **Look. This is how people grow and change. First, we are babies. Then we grow into teenagers. Next, we grow into adults. Finally, we grow into old men and women.**

### Optional Activity

Write the heading 'How people grow and change' on the board. Tell students to copy it into their exercise books. Give students the text in Task 3, Step 4 as a dictation. When they have finished, tell them to swap their books with a partner. Write the text on the board for students to check.

## Task 4

### Step 1

As a lead-in to Activity 4, ask students **What do you do after school?** Elicit a few examples of after school activities and write them on the board. Ask about the order in which they do these things, for example, **First I do my homework. Then I watch TV. Next I have my dinner. Finally I go to bed.**

### Step 2

Tell students to **Look at Activity 4** and read the rubric. Explain they are going to hear Asma talking about what she does after school. Ask a volunteer to read the instruction text. Check that students understand that as they listen, they have to fill in each gap with a word from the box.

### Step 3

Give students time to read through the text to give them an idea of what it is about. Play **Listening 3.11** then check the answers.

### Listening Transcript 3.11

**Voice 1:** What Asma does after school.

**Voice 2:** When I get home from school, first, I have a glass of milk and a sandwich. Next, I play with my little brother and sister. After that, I do my homework. Then, I have dinner with my family. Finally, I go to bed.

## Answers

- 1 milk      2 brother      3 homework  
4 dinner    5 family      6 bed

## Task 5

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. They are going to write a paragraph of their own about what they do after school, using the time sequence words **First, Next, After that, Then, Finally.**

### Step 2

Refer students to the example paragraph in Activity 4 about what Asma does after school, but tell them they should think of some after school activities of their own. Tell them to discuss these with a partner. Elicit some sentences from volunteers. Ask **What do you do first? What do you do next?** Write a few examples on the board.

### Step 3

Tell students that they are going to write a **draft** of their paragraph in class onto the lines in Activity 5. As they write, circulate around the classroom offering guidance and support.

### Step 4

#### Homework

Give each student a copy of the page with the heading What I do after school from the photocopyable pages at the back of this Teacher's Book. Tell them to rewrite their draft on this page at home. They should incorporate any corrections. They should also draw pictures of themselves doing the activities into the appropriate spaces on the page. Remind them to write their name and the date in the appropriate place on the page.

### For the next lesson

Tell students to bring their completed pages to the next lesson because you are going to display their pages on the classroom walls.

## Lesson 9

### Project

**Note:** The project for Unit 3 is **working with a partner to make an information page about an Omani animal**. The material in Lessons 9 and 10 leads up to this project.

#### In this lesson, students will:

- look at an example of an information page about an Omani animal (the Arabian oryx)
- consider the different parts of an information page
- consider some different animals in Oman and match names to pictures
- choose an animal to make an information page about

### Task 1

#### Step 1

Tell students to **Look at page 34 of your Classbook** and read the rubric. Ask a volunteer to read the information and instruction text. Establish that Salima and Nada are the same Grade 5 students in Classbook, page 2, Activity 2.

#### Step 2

Show students Salima and Nada's information page. Spend time going over the different parts of the page. Ask **What is the title of this project?** and establish it is **The Arabian Oryx**. Ask **What can you see?** Discuss the layout of the page in detail. Show the picture with labels, and the four information boxes, each describing a different aspect of the Arabian oryx.

#### Step 3

Ask different volunteers to read the information in the boxes, then ask a few quick questions to check students' understanding, for example:

- **Where does the oryx live?**
- **What colour is it?**

Make sure students understand the more challenging vocabulary items such as **herds, straight, horns, roots, shoots, facts, fresh**.

**Note:** **Herds** is explained within the text.

Students will be able to see the meaning of **horns** from the labelled picture. They should be familiar with **roots** and **shoots** from the text in Classbook, page 32, Activity 1.

### Task 2

Tell students to **Look at page 35 of your Classbook** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Check that students understand they have to refer back to Salima and Nada's information page in Activity 1, and find each of the four sections. This should be a quick oral activity.

#### Answers

- .....
- 1 title of project
  - 2 names of authors
  - 3 labels for body parts
  - 4 information boxes

### Task 3

#### Step 1

Ask students **What animals in Oman do you know?** Elicit some examples, and write them on the board.

**Note:** The term 'animal' is used loosely to include birds, fish, snakes and other creatures.

#### Step 2

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Do the first picture with them as an example (Arabian camel). Show students that they should write the letter A in the circle next to 5 Arabian camel. Ask students to complete the activity individually or in pairs.

## Answers

- .....
- A 5 (Arabian camel)  
B 6 (eagle)  
C 2 (goat)  
D 8 (Arabian leopard)  
E 3 (dolphin)  
F 1 (scorpion)  
G 4 (fox)  
H 7 (hedgehog)

## Task 4

### Step 1

Divide students into pairs and explain that for this project, they and their partner are going to work together. They are going to make an information page about an Omani animal, using Salima and Nada's information page on page 34 as a model. As a first step, they and their partner should choose one of the animals in Activity 3 that they would both like to do their project about.

### Step 2

Circulate around the classroom, helping students choose their animal. Make sure that not all students choose the same animal! Do not allow them to choose the Arabian oryx, as this has already been focused on.

**Note:** If students want to do their project about an Omani animal other than those featured in Activity 3, that's fine. However, make sure it is an animal which it is easy to find information about.

## Homework

- 1 Tell students to look for information and drawings or pictures about their animal at home, and bring their information and pictures to the next lesson.

Help students to think about where they can find information about their chosen animal. Write some suggestions on the board. These may include:

- the Learning Resource Centre
- friends and family
- other school subjects
- the Internet

**Note:** If students use the Internet, make sure they understand that the information should be written in their own words, and NOT just copied and pasted from websites.

- 2 Remind students to learn the ten words you gave them in Lesson 3, using the **Look, cover, write, check** method.

**caterpillar, butterfly, bee, ant, worm, spider, beetle, snail, bird, frog**

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

### Reminder:

### Optional Dictation

Instead of, or as well as, testing the words in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one dictation. Give each student a copy of the dictation about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## For the next lesson

- 1 Prepare copies of the page with the heading **Project: An Omani Animal** – one for each student – from the photocopiable pages at the back of this Teacher's Book.

If you prefer, you can enlarge the page from A4 size to A3 size on the photocopier. If you do this, prepare one page for each pair of students.

Alternatively, if you think your students do not need to work from a template for their projects, give them some blank A3 sized paper. However, they should still follow the same format as given in the model information page – i.e. a labelled picture of the animal and four information boxes.

- 2 Bring pictures or information books about any animals (not just those found in Oman).

## Lesson 10

### Project

#### YOU WILL NEED:

- PHOTOCOPIED PAGES WITH THE HEADING PROJECT: **AN OMANI ANIMAL** FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – ONE FOR EACH STUDENT. IF YOU PREFER, ENLARGE THE PAGES FROM A4 TO A3 SIZE - one page for each pair of students
- ALTERNATIVELY, BLANK A3 SIZED PAPER – one page for each pair of students
- PICTURES OR INFORMATION BOOKS ABOUT ANY ANIMALS (NOT JUST THOSE FOUND IN OMAN)

#### STUDENTS WILL NEED:

- INFORMATION, DRAWINGS AND PICTURES THEY HAVE FOUND ABOUT THEIR OMANI ANIMAL

#### In this lesson, students will:

- consider specific features of different animals
- learn vocabulary related to different animals
- plan and make an information page about an Omani animal with their partner

## Task 1

### Step 1

Show students the pictures or information books about animals that you have brought. Discuss any specific features of these animals – for example, a turtle has a shell, a bird has wings, an elephant has a trunk.



## Step 2

Refer to the pictures of animals in Classbook, page 35, Activity 3. Elicit or teach any specific vocabulary that may be helpful to students when writing about the animal they have chosen, for example:

- A Arabian camel - hump
- B eagle – wings, feathers
- C goat – horns, hooves
- D Arabian leopard – fur, spots
- E dolphin - fins
- F scorpion - pincers
- G fox - fur
- H hedgehog - spikes

### Optional Activity

Write a list of the specific features on the board and ask students to discuss in their groups if they know any other animals which have them. For example, a cat has fur, a fish has fins and a butterfly has wings. Go round the groups, elicit the animals and list them beside the appropriate feature.

### Homework

Give each student a page with the heading **Project: An Omani Animal** from the photocopiable pages at the back of this Teacher's Book, or the A3 size paper you have prepared. Tell them to write their information on this page at home and attach any photographs or drawings. They should write their name and the date in the appropriate places on the page.

**Note:** This project is suitable for students of all abilities. Students of higher ability should be encouraged to write complete sentences about their chosen animal, whereas students of lower level can write just one or two simple phrases or words. For example: **Where it [the dolphin] lives** Students of higher ability can write **The dolphin lives in the sea** whereas lower ability students can simply write **Sea**.

### For the next lesson

Tell students to bring their completed information pages to the next lesson because you are going to display them on the classroom walls.

## Task 2

### Step 1

Tell students to get out the information they and their partner found about their animal for homework. Tell them to plan and discuss with their partner what they are going to write about their animal.

### Step 2

Refer students to Salima and Nada's information page in Classbook, page 34, Activity 1. Show them the four information boxes again, and explain how they should categorise their own information to fit into these information boxes.

### Step 3

Tell students to draw four information boxes (or write the four headings) into their exercise books. They should discuss the information they are going to put into each box (or under each heading) with their partner, and make notes. As students are discussing and making notes, circulate around the classroom offering guidance and support.

## Lesson 11

### Let's Read

#### In this lesson, students will:

- read a text independently
- do activities related to the text

**Note:** Don't forget to collect in students' completed information pages and display them on the walls around the classroom.

**Note:** The Let's Read section of each unit gives students the opportunity to practise reading silently by themselves. It should be read primarily for enjoyment.

However, a number of activities related to the story have been provided, two on page 37 of the Classbook and the rest on photocopiable page 58 at the back of the Skills Book.

The activity on page 37 of the Classbook should be done in class. The teacher can decide whether students should do any, some or all of the activities from the Teacher's Book, depending on the level of their class. These activities should be done as homework.

### Procedure for Let's Read

#### 1 Before reading

Introduce students to the story by asking some pre-reading questions. Tell them to **Look at page 36 of your Classbook** and to **Look at the story and the pictures**.

Ask **What is the title of this story?** and elicit **Muscat Tom**. Ask **What can you see in the picture?** and establish **a whale**. Ask students if they can guess the connection between the picture and the title. Introduce the whale as **Muscat Tom** and explain that he was a very famous whale who lived in Oman a long time ago.

Ask students if they, or anyone they know, has ever seen a whale. Do they think whales are interesting? Why/why not?

**Note:** Although students will probably not have seen a whale themselves, they may know something about them from TV or books about wildlife.

Ask more questions, such as:

- **Are there whales in Oman?**
- **What do they look like?**
- **What do they eat?**

### Background Information Whales in Oman

Whales visit the sea around Oman from time to time, especially the governorates of A'Sharqiyah, Al Wasta and Dhofar. Several different types of whales come to Oman, including the Blue Whale, the Humpback Whale, the Killer Whale, the False Killer Whale and several others.

The Environment Society of Oman (ESO) has an ongoing project (Renaissance Whale and Dolphin Project) whereby research into whales and dolphins is being carried out with a view to their protection and conservation. The ESO asks members of the public to help by sending in photos of whales and dolphins seen in Oman, and reporting incidents of any whales and dolphins in distress, as well as information about any dead whales and dolphins. Further details of this project can be found on ESO's website [www.eso.org.om](http://www.eso.org.om)

Write the following questions on the board. Students do not have to write the answers down, but make sure they understand the questions.

**Note:** These three questions are focus questions. Finding the answers gives students a purpose for reading the text.

## Questions

- 1 **When did Muscat Tom live?**
- 2 **Who named him?**
- 3 **Why did people love Muscat Tom?**

## 2 While reading

Tell students to read the story silently and independently and find the answers to the questions as they read. Circulate around the classroom, offering guidance and support. Students will probably need help understanding some vocabulary items, for example, **creature**.

## 3 After reading

### Task 1

Tell students to discuss the three questions and answers in their groups. Ask the questions one by one and elicit the answers.

### Answers

- 1 Almost two hundred years ago.
- 2 Sailors (on ships visiting Muscat).
- 3 Because he chased and killed the sharks.

### Task 2

#### Step 1

Tell students to **Look at page 37 of your Classbook** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Tell them to circle the correct option in each sentence.

### Answers

- 1 whale
- 2 blue
- 3 fast
- 4 sharks
- 5 female
- 6 almost

## Step 2

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Check that students understand they have to refer back to the text about **Muscat Tom** on page 36 in order to find the information to complete the chart.

### Answers

Age	up to <b>90</b> years old
Weight	up to <b>70,000</b> kgs
Length (of female)	up to <b>27</b> metres
Swimming speed	up to <b>37</b> kms per hour

### Homework

You can ask students to complete some or all of the activities on the Muscat Tom Activity Page on page 58 of the Skills Book.

### Answers

- 1 1 F 2 F 3 T 4 F 5 F 6 T
- 1 whale  
2 sea  
3 years  
4 loved  
5 chased  
6 sharks
- 3 1 e (example) 2 a 3 d 4 b 5 c

### For the next lesson

- 1 Remind students about the ten words which you asked them to learn to spell for homework at the end of Lesson 3. Tell them you will be checking these spellings in the next lesson.

**caterpillar, butterfly, bee, ant, worm, spider, beetle, snail, bird, frog**

### Optional Dictation

If you are planning to give students a dictation next lesson, make sure you have given them each a copy of the dictation from the photocopiable pages at the back of this Teacher's Book so that they can learn it in advance.

There are two dictations, but you will probably only have time to give students one of them. Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

- 2 **Note:** This is for an optional activity.

Prepare copies of the Butterfly Game Question Sheet from the photocopiable pages at the back of this Teacher's Book – one for each group. Prepare enough dice (one for each group) and counters (one for each student).

## Lesson 12

### Working with Sounds

#### Review

##### YOU WILL NEED:

- BUTTERFLY GAME QUESTION SHEET – one copy for each group
- DICE – one for each group
- COUNTERS – one for each student

**This is for an optional activity.**

##### In this lesson, students will:

- categorise words according to long and short 'a' sounds
- say a tongue twister
- do a self-evaluation task
- do a spelling test and/or dictation
- review the unit

## Task 1

### Step 1

Tell students to **Look at page 30 of your Skills Book** and to **Look at Activity 1** and read the rubric. Tell them they are going to hear two words on the CD and to listen carefully to the letter 'a' sound in each word. Play **Listening 3.12**.

#### Listening Transcript 3.12

hand  
cake

### Step 2

Ask students if the 'a' sound is the same in both words and elicit **no**. Say the two words yourself, making sure you use the short 'a' sound for **hand** and the long 'a' sound for **cake**. Play **Listening 3.12** again. Get students to repeat the two words, making sure they use the appropriate 'a' sound for each word.

### Step 3

Tell students to **Look at the other pictures and words**. Say that they will hear these words on the CD. Tell them to point to the picture that goes with each word and repeat the word, using the same **a** sounds they hear on the CD. Play **Listening 3.13**.

#### Listening Transcript 3.13

hand  
cake  
snail  
man  
whale  
cat  
map  
rain

### Step 4

Tell students to **Look at Activity 2** and read the rubric. Show them the two shapes and ask **What are these?** Establish **a hand** and **a cake**. Say the two words, emphasizing the short 'a' sound in **hand** and the long 'a' sound in **cake**. Get students to repeat them after you.

### Step 5

Ask a volunteer to read the instruction text. Draw an outline of a hand and a cake on the board. Say each word in Activity 1. Pause after you say the word and ask a volunteer to tell you which shape it should go into – the hand or the cake. Write it into the correct shape on the board, and tell students to copy it into the corresponding shape in their Skills Books.

### Answers

#### In the hand

hand  
man  
cat  
map

#### In the cake

cake  
snail  
whale  
rain

## Task 2

### Step 1

Tell students to **Look at Activity 3**. Ask **What can you see in the pictures?** and elicit as much vocabulary as possible. Students may remember **clown, cooker, girl, cakes** as this is all recycled vocabulary from previous grades.

### Step 2

Read the rubric and ask students if they know what a tongue twister is. Explain the meanings of **tongue** and **twist**. Tell students that tongue twisters are words or sentences that are very difficult to say quickly.

### Step 3

Read the tongue twister under the rubric – **Jack the clever clown can cook cakes. Kate cannot**. Tell students they are going to hear the tongue twister on the CD and to follow it in their books as they listen. Play **Listening 3.14**.

#### Listening Transcript 3.14

Jack the clever clown can cook cakes.  
Kate cannot.

### Step 4

Tell students you are going to play the CD again and that this time, they should say the tongue twister along with the recording. Warn them it will get faster each time. Get them to read the tongue twister in their groups and encourage them to say it faster and faster. Ask volunteer groups to say it to the rest of the class.

## Task 3

### Step 1

Tell students to **Look at page 31 of your Skills Book**. Read the heading, **Review**, and establish that this page focuses on some things they have covered in the unit.

Explain that students should complete Activities **1** and **2** individually and then you will give them a spelling test and/or dictation on the words you told them to learn.

## Step 2

Tell students to Look at **Activity 1**. Read the heading, **Grammar**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 3

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the sentences with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

- 1 can ride (example)
- 2 can play
- 3 can use
- 4 can speak
- 5 can play
- 6 can use
- 7 can ride
- 8 can play

## Step 4

Tell students to **Look at Activity 2**. Read the heading, **Vocabulary**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 5

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the words with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

**Note:** Ask students why the word they have selected in each group as the odd one out does not fit in with the other words.

## Answers

- 1 turtle (example). A turtle is an animal, not a person.
- 2 nest. A nest is not part of a plant.
- 3 whale. The other animals live on land.
- 4 book. A book is not part of the body.
- 5 school. School is not a family member.
- 6 yellow. Yellow is a colour, not a measurement of time.
- 7 building. A building is not a type of terrain.
- 8 March is a month, not a day of the week.

## Task 5

### Step 1

Tell students to **Look at Activity 3**. Explain that this is where they will write the words they have learned to spell in this unit. They should write each word on a separate line.

### Step 2

Read out the ten words in any order. Pause after each one to give students time to write it. Number the words as you read them to make checking them easier.

**caterpillar, butterfly, bee, ant, worm,  
spider, beetle, snail, bird, frog**

### Step 3

Tell students to change their books with their partner. Elicit the spellings from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of ten. They should write their partner's score into the blank space in the box at the end of the activity.

### Step 4

Show students the box at the bottom right with the heading **How did you do?** Tell them to add up the scores from the three sections and write it into the blank space in the box under total score. They should then return the book to their partner.

Tell students to look at their scores and to see which category they come into – **Very good, OK** or **Not very good**.

**Note:** If you have chosen to give students a dictation instead of or in addition to testing isolated words, get them to write the dictation on a separate piece of paper so that you can take it in for checking. Remind them about the importance of capital letters and punctuation. As you give the dictation, make sure students cannot see the copy of the dictation they have learned from.

### Optional Activity

If there is time, students can play the Butterfly Game in their groups. They have already played this game earlier in the unit, but if there is time, they might like to play it again. Refer to the teaching guide for Unit 3, Lesson 5 so you can remind students of the rules.

## Task 6

### Step 1

Tell students to turn to pages 52-53 of their Skills Book with the heading **My Learning Record**. Explain in L1 the purpose of a learning record – so that they can see what they have covered and monitor their progress.

### Step 2

Tell students to **Look at Unit 3** and read the statements. Show them the five faces at the top of page 52 and say **Look at the faces**. Point to the words under each face and the number above. Show them the first statement for Unit 3 and ask **How well can you understand and talk about how living things change and grow?**

Ask which face represents how they feel – **very, very well, very well, OK, not sure, not very well**. Show students the number above each face and explain that they should write the number of the face that represents how they feel into the box at the end of the statement.

### Step 3

Read the rest of the statements aloud and check that students understand them. Tell them to read them silently again, think about the answers and write the appropriate numbers into the boxes. Circulate around the classroom, offering guidance and support.

### Students will learn how to:

- read information from a tourist information website
- ask and answer questions about plans for the week
- listen for general and specific information about tourist activities
- make and respond to suggestions
- analyse the language of making, accepting and refusing suggestions
- discuss things to do in their city, town or area
- give a mini-presentation
- analyse the structure of a paragraph
- write a paragraph by following a format
- add capital letters to proper nouns
- spell words with double letters
- design a webpage about a place in Oman (group project)
- categorise words into short or long 'oo' sounds
- read and understand a traditional folk tale
- do self-evaluation

### Main language

- How do you spell [Wanneroo]?
- Let's [play with the boomerang].
- Oh, yes. That's a good idea.
- Why don't we [go and see the snakes]?
- Oh, no! I don't like [snakes].
- How about [going to the beach]?
- That's a great idea.
- What do you want to do on [Monday]?
- Welcome to [Rustaq].
- [Rustaq] is famous for ...
- In [Rustaq], you can see ...
- If you visit [Rustaq], you have to .....

### Vocabulary

- Australia: Ayers Rock, barbecue, boomerang, cave, crocodile, kangaroo, koala, kookaburra, snake, wombat

- Oman: blowhole, camel, castle, dhow, fort, Grand Mosque, mountain, ocean, souq
- Tourism websites: beautiful, building, explore, information, located, special, traditional
- Activities: camping, sailing, scuba diving, shopping, surfing, walking
- Days of the week

### Skills and strategies

- Read and listen to texts for specific information
- Read information from a website for general and specific detail
- Create verb-noun collocations
- Make, accept and refuse suggestions in a variety of ways
- Interact with a partner through dialogues
- Work with a group to design a tourist information website
- Read a story for general understanding and specific information
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

### Activities

- Read and listen, read and match, read and write, read and complete, read and find
- Listen and match, listen and find
- Ask and answer
- Complete a fact file
- Order suggestions and pictures
- Practise intonation
- Plan and write a paragraph about a place in Oman
- Read a story
- Give a mini-presentation
- Do a project (design a website about a place in Oman)
- Do a spelling test and/or dictation
- Review the unit
- Do self-evaluation



# Lesson 1

## Reading and Understanding

### YOU WILL NEED:

- THE 'MAP OF THE WORLD' POSTER

### In this lesson, students will:

- listen to a dialogue between two children
- read information from a website for general and specific detail
- complete a fact file
- talk about Australia

### Target language

- Welcome to (Australia)
- How do you spell...?
- Vocabulary related to Australia: Ayers Rock, boomerang, kangaroo, koala, kookaburra
- Introduction to language for suggestions

### Before this lesson

Put the 'Map of the World' poster on your classroom wall. You should put it in a place where students can see it easily, at a height where they can stand in front of it and identify words and objects.

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 5th of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th September 2017.**

## Task 1

### Step 1

Ask students **What do you know about Australia?** Elicit as much information as you can. Students may remember that Australia is a continent, and they may know the names of some animals and places.

### Step 2

Tell students to **Look at pages 38 and 39 of your Classbook.** Ask **What can you see?** Establish the **International Kids Club (IKC) Australia website.** Ask students to point to the map of Australia on the website.

### Step 3

Point to the 'Map of the World' poster on the classroom wall and ask **Can you see Australia?** Ask a volunteer to come and find Australia on the map.

### Step 4

Tell students to **Look at page 38** and to **Look at Activity 1** and read the rubric and instruction text. Show students the website address (at the top of the website) and ask if they can read it aloud. Elicit **w-w-w dot I K C dot com slash Australia.** Ask students if they can name any of the animals shown on the map. Finally, ask them to try reading some of the place names.

### Step 5

Tell students to **Look at Activity 2.** Point to the two boys and ask if students can remember their names. Elicit **Ahmed** and **David.** Ask a volunteer to read the rubric and instruction text.

Tell students they are going to hear the two boys talking. Play **Listening 4.1** straight through.

### Listening Transcript 4.1

**David:** Hi, Ahmed! Welcome to Australia.

**Ahmed:** Hi, David! Thanks. It's great to be here.

**David:** This is my town. It's called Wanneroo.

**Ahmed:** That's a strange name. How do you spell it?

**David:** W - A - double N - E - R - double O.

## Step 6

Ask students, **Where is Ahmed?** Elicit **Australia**. Ask **What's the name of David's town?** Establish **Wanneroo**. Ask students to point to Wanneroo on the map of Australia on page 39. Ask **What question did Ahmed ask?** Establish that he asked **How do you spell it?** (If students did not hear the question, play the listening again and pause after the question). Ask volunteers to try spelling **Wanneroo**.

Ask students to guess what the funny noise was before the boys started talking. (It is a **didgeridoo**, a traditional musical instrument from Australia).

## Task 2

### Step 1

Tell students to **Look at page 39** and to **Look at Activity 3**. Read the rubric and the instruction text below.

### Step 2

Show students the IKC website and the boxes numbered **1–5** on pages 38–39. Point to the pictures and elicit what they show.

Tell students to quickly read the information in the boxes.

**Note:** For this activity, students do not need to read each text in detail. They can look at the pictures and scan the texts for the general idea.

### Step 3

Explain that the headings for the suggestions in the boxes **1–5** are incomplete. Explain that students should match the sentence halves to complete the suggestions about things to do in Australia.

Ask students to write the letters **a–e** into the circles to complete the suggestions.

## Step 4

While students are doing this, write the incomplete suggestions (**1–5**) on the board. Elicit the answers and write them on the board.

### Answers

.....

- 1 Let's visit Australia.
- 2 How about learning about Australian animals?
- 3 Let's play with a boomerang.
- 4 Why don't you visit Ayers Rock?
- 5 How about going to a beach?

## Task 3

### Step 1

Ask students to tell you any interesting information or facts they read on the IKC website about Australia.

### Step 2

Tell students to **Look at Activity 4**. Show them the **Australian Fact File**.

**Note:** A fact file summarises key information about a topic, often in list or table form.

Tell students to read the rubric and the instruction text. Check students understand that they should read the information in the boxes on the IKC website again and find the correct information to complete the fact file.

### Step 3

Tell students to complete the activity in pairs, then check their answers with their group. Draw the fact file on the board. Ask one student from each group to come to the board and complete one fact in the table on the board.

### Answers

.....

- 1 24.5 million people
- 2 English
- 3 Aborigines
- 4 kangaroo, koala, kookaburra
- 5 boomerang
- 6 more than 10,000

### Optional Activity

Ask each group to find one more interesting fact from the texts in the information boxes on the IKC website to share with the class.

### For the next lesson

**Note:** This is for an optional activity.

Copy and cut up one set of the word cards – one for each group - from the photocopiable pages at the back of this Teacher's Book.

## Lesson 2

### Reading and Understanding

#### YOU WILL NEED:

- WORD CARDS FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK CUT UP INTO SETS – one set for each group

**Note:** This is for an optional activity

#### In this lesson, students will:

- revise animal body parts
- read about and name Australian animals
- create verb – noun collocations
- ask and answer questions about plans for the week

#### Target language

- Animal body parts
- Verb – noun collocations with go and see, visit, have, play, learn, go

## Task 1

### Step 1

Tell students that they are going to learn more about Australian animals. Ask them to name any animal body parts they can remember from Unit 3.

### Step 2

Tell students to **Look at page 32 of your Skills Book** and to **Look at Activity 1**. Ask **What can you see in the pictures?** and ask them to name the animals.

### Step 3

Tell students to read the rubric and instruction text. Check that they understand they have to read the four texts under the pictures and match each text to one of the pictures.

Encourage students to underline, in pencil, key words in the texts that may help them to match the animals and descriptions. Physical characteristics are the most obvious clues, for example, the kookaburra has a white head and neck.

### Step 4

Tell students to check their answers in their groups. Then ask a volunteer from each group to give you an answer.

### Answers

- .....
- |   |            |   |          |
|---|------------|---|----------|
| 1 | koala      | 2 | wombat   |
| 3 | kookaburra | 4 | kangaroo |

### Optional Activity

Play the **Yes/ No game**.

Choose one of the four Australian animals in the pictures. Tell students you are thinking about an animal. Students should try and guess which animal by asking questions, but you can only answer **Yes** or **No**. Elicit or establish that this means students will have to ask questions with **Is**, **Can** or **Does**. For example **Is this animal a bird? Is this animal tall? Does this animal have a pouch? Can this animal fly?**

Encourage students to ask questions to guess the animal. Once they have guessed correctly, choose another animal and continue the game, or ask students to play in pairs or small groups.

## Task 2

**Note:** There is no separate section of the revised Grade 5 course which deals with vocabulary. However, each **Reading and Understanding** section contains a section called **Working with Words** which focuses on vocabulary.

## Working with Words

### Step 1

Tell students to **Look at page 33 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task.

Refer students to pages 38 and 39 of the Classbook and explain that they can use the text on these pages to help them match the verbs to the correct nouns. Do the first one together. Ask students

**Can you see a verb that we can use with Australia?** Elicit **visit**. Tell students to complete the activity individually.

### Step 2

Write the numbers **1 – 6** on the board. Choose volunteers to write one answer on the board each. Ask the other students if the answer is correct.

### Answers

- .....
- |   |       |   |            |
|---|-------|---|------------|
| 1 | visit | 4 | play       |
| 2 | learn | 5 | go and see |
| 3 | go    | 6 | have       |

### Step 3

Ask students if they can think of any other nouns that could be used with these verbs. Discuss ideas with the whole class and write them on the board. Ask students to add the nouns to Activity 2.

**Note:** Some of the nouns can be matched with other verbs. These have been included and underlined in the suggested answers below.

### Suggested answers

- .....
- visit** – Sydney, the cave paintings, the museum, the zoo, Melbourne
  - learn** – about surfing, about boomerangs, about kangaroos
  - go** – to Australia, to Ayers Rock, swimming, to the park, to a restaurant
  - play** – tennis, volleyball, computer games
  - go and see** – the kangaroos
  - have** – a party, dinner

## Task 3

### Step 1

Tell students to **Look at Activity 3**. Point to the first picture in Box **B** and ask **What can you see?** Elicit **Ayers Rock**. Ask **What verb can we use with Ayers Rock?** Elicit **visit (visit Ayers Rock)**.

Repeat the procedure for the other pictures in Box **A** and Box **B**.

### Step 2

Read the rubric and the instruction text. Organise students into pairs. One student is **Student A**, the other is **Student B**.

Explain that **Student A** should ask the question **What do you want to do on (day)?** **Student B** should answer using one of the pictures and a phrase from Activity 2.

Ask two confident students to perform the dialogue to the class. Then tell students to complete the activities in pairs.

### Step 3

Choose pairs of students to perform one question and answer each.

#### Optional Activity

Give each group a set of word cards that you have copied from the photocopiable pages at the back of this Teacher's Book.

Ask students to look at the cards and find the cards with the verbs – **go, go and see, visit, explore**.

Explain that students should match the other cards with these verb cards to make as many phrases as possible.

Several of the cards can be matched with more than one verb.

After students have completed the activity, elicit some of the phrases they have made.

## Lesson 3

### Grammar

#### In this lesson, students will:

- listen to and complete a diary
- listen to suggestions
- analyse language for making suggestions
- note verb forms in different suggestions

#### Target language

- Language for making and responding to suggestions
- Verb – noun collocations

## Task 1

### Step 1

Tell students to **Look at page 40 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the pictures of David and Ahmed and ask **Who are these boys?** Show them the information and establish that it is a page from Ahmed's diary. Ask **What are Ahmed and David going to do on Monday?** and elicit **They are going to go and see the koalas**.

### Step 2

Ask a volunteer to read the instruction text and check students' understanding of the task. Establish that they are going to hear Ahmed and David talking about their plans for the week and complete the diary.

**Note:** If you think it will take your students too long to copy the diary, make photocopies of this page for them.

### Step 3

Tell students to listen to the diary and read it as they listen, but not write anything into their diary yet, as they will hear the dialogue twice.

Play **Listening 4.2**.

### Listening Transcript 4.2

- Ahmed:** It's great that I can stay the whole week with you.
- David:** Yeah. It'll be fun.
- Ahmed:** What shall we do for the rest of the week?
- David:** Hmm. Let's visit Ayers Rock on Tuesday.
- Ahmed:** Oh, yes. That's a good idea.
- David:** OK. Umm. Why don't we go and see the crocodiles on Wednesday?
- Ahmed:** Urgh, no! I don't like crocodiles.
- David:** OK. Well, let's go and see the kangaroos on Wednesday.
- Ahmed:** Oh, yes. I like kangaroos.
- David:** OK. How about having a barbecue at the beach on Thursday? Let's go surfing too.
- Ahmed:** Oh, that sounds great. I love barbecues.
- David:** Great, then on Friday we'll go to Sydney.

### Step 4

Ask students if they can remember any of David's suggestions about where the boys could go and what they could do. Elicit their ideas then play **Listening 4.2** again. Pause after each day to give students time to write the answer into their exercise books.

### Step 5

Draw the diary on the board. Ask **What are Ahmed and David going to do on Tuesday?** and elicit **(They're going to) visit Ayers Rock**. Write the answer on the board, or choose a volunteer to write it. Repeat this procedure for Wednesday, Thursday and Friday. Help students with the spelling of **Sydney**.

### Answers

.....

**Tuesday** - visit Ayers Rock

**Wednesday** - go and see the kangaroos

**Thursday** - having a barbecue

**Friday** - go to Sydney

## Task 2

### Step 1

Tell students to **Look at Activity 2** and to **Look at the pictures of David and Ahmed**. Explain that the boys are trying to decide what they want to do today. Ask students to read the conversations silently. Tell them they are going to hear them on the CD and ask them to track them as they listen. Play **Listening 4.3** straight through.

### Listening Transcript 4.3

- David:** Let's play with the boomerang.
- Ahmed:** Oh, yes. That's a good idea.
- David:** Why don't we go and see the snakes?
- Ahmed:** Oh no! I don't like snakes.
- David:** How about going to the beach?
- Ahmed:** That's a great idea! I love the beach.
- David:** Let's go to the history museum.
- Ahmed:** Oh no! That's boring.

### Step 2

Ask **Does Ahmed want to play with the boomerang?** Elicit **Yes**. Then ask, **Does Ahmed want to go and see the snakes?** Elicit **No**. Ask **Why doesn't Ahmed want to see the snakes?** Elicit **Because he doesn't like snakes**. Then, ask **Does Ahmed want to go to the beach?** Elicit **Yes**. Finally ask, **Does Ahmed want to go to the history museum?** Elicit **No**. Ask **Why doesn't Ahmed want to go to the history museum?** Elicit **Because he thinks it's boring**.

### Step 3

Organise students into pairs, **Student A** and **Student B**. Student A is Ahmed and Student B is David. Get them to practise the dialogues in Activity 2. Circulate around the classroom, offering guidance and support.

## Task 3

### Step 1

Ask students to look at the dialogues in Activity 2 again. Elicit the four different suggestions in the dialogues and write them on the board.

- **Let's play with the boomerang.**
- **Why don't we go and see the snakes?**
- **How about going to the beach?**
- **Let's go to the history museum.**

### Step 2

Point to the first suggestion **Let's play with the boomerang**. Ask **How does the suggestion start?** Elicit **Let's** and underline it. Ask **Can you see the verb in this suggestion?** Elicit **play** and circle it.

Let's **play** with the boomerang.

Repeat this procedure for the other two suggestions.

Why don't we **go and see** the snakes?

How about **going** to the beach?

Let's **go** to the history museum.

### Step 3

Point to the third suggestion and ask **What do you notice about the verb?** Elicit or establish that it ends with **-ing**.

Point to the second and third suggestions and ask **What do you notice about these?** Point to the question marks at the end of the suggestions and elicit **They are questions**.

### Step 4

Tell students to **Look at page 34 of your Skills Book** and show them the **Let's Look at Grammar** box. Go over the information about suggestions with them.

## Lesson 4

### Grammar

#### In this lesson, students will:

- read and complete suggestions
- identify phrases for accepting and refusing suggestions
- order words in sentences
- practise making and responding to suggestions

#### Target language

- Let's / Why don't we... + verb
- How about... + verb - ing
- Responses to suggestions e.g.  
Oh yes! That's a good idea.  
Oh no, that sounds boring.

## Task 1

### Step 1

Ask students **How can we make a suggestion?** Elicit any language students recall from the previous lesson. Then tell them to **Look at the 'Let's look at Grammar' box**, at the top of page 34 of the Skills Book. Briefly review the language from the previous lesson.

### Step 2

Tell students to **Look at page 34 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task.

Point to picture 1. Ask students **What do you think this suggestion is about?** Elicit **Going to the beach**. Read the suggestion with students and write it on the board. Ask **How does the suggestion begin?** Elicit **How about**. Ask **Will the verb be with -ing?** and elicit **Yes**.

Tell students to complete the activity in pairs. Remind them that they can refer to the **Grammar Box** to check their answers. Elicit the answers from different volunteers.

**Answers**

.....

- 1 going
- 2 have
- 3 go and see
- 4 visiting

**Task 2****Step 1**

Tell students to **Look at Activity 2** and read the rubric and instruction text. Make sure they understand they should refer to Activity 2 on page 40 of the Classbook in order to find two ways of accepting and refusing a suggestion.

Give students time to find and write the answers, then do a whole class check. Elicit the answers and write them on the board.

**Answers**

.....

**Accepting suggestions:**

- 1 Oh, yes. That's a good idea.
- 2 That's a great idea! I love ...

**Refusing suggestions:**

- 1 Oh no! I don't like...
- 2 Oh no! That's boring.

**Step 2**

Practise using the expressions for accepting and refusing suggestions. Choose a volunteer and make a suggestion, for example **Let's watch a movie.**

Ask the student either to accept or refuse your suggestion, using one of the expressions. Repeat this procedure with other students.

**Task 3****Step 1**

Ask students to **Look at page 35 of your Skills Book** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Show students the example suggestion and response, and check their understanding of the task.

**Step 2**

Ask students to complete the sentences individually, then compare their work with a partner. Do a whole class check and elicit the answers. Write them on the board.

**Answers**

.....

- 1 (example) Let's see the kangaroos on Wednesday.  
Oh yes. I like kangaroos!
- 2 How about going surfing?  
Oh no! I don't like the sea.
- 3 Why don't we go to the zoo?  
That's a great idea! I love animals.
- 4 Let's play football.  
Oh, no! That's boring.
- 5 How about watching a movie on Thursday?  
Oh yes. That sounds great.

**Task 4****Step 1**

Ask students to **Look at page 41 of your Classbook** and to **Look at Activity 3** and read the rubric. Show them the pictures and explain that these show activities to make suggestions about. Point to Picture 1 and ask **What will this suggestion will be about?** Elicit **Playing computer games.**

**Step 2**

Show students the example dialogue between the two girls at the top right of the page. Ask a pair of confident students to read it. Read the instruction text for the activity. Check that students understand they should use the pictures and verbs to make suggestions. Show them the verb above each picture.



### Step 3

Elicit different ways of making suggestions and write them on the board.

- **Let's...**
- **Why don't we...?**
- **How about...(verb+ ing)?**

Ask **Can you think of a suggestion for Picture 2?** Elicit ideas from volunteers and write them on the board.

Organise students into pairs, **Student A** and **Student B**. Student A looks at a picture and makes a suggestion, and Student B accepts or refuses it. Students swap roles and continue the activity.

### Step 4

Choose different pairs of volunteers to perform a dialogue to the rest of the class.

#### Homework

Write the following ten words on the board.

**crocodile, kangaroo, boomerang, explore, fort, rock, museum, boring, famous, suggestion.**

Tell students to copy the words into their exercise books and learn the spellings at home. Remind them of the **Look, cover, write, check** method and encourage them to use it.

Tell students that you will check these spellings later in the unit and they should practise spelling the words in their spare time. You won't be testing them until Lesson 12, but don't tell students this as they may decide it is too early to learn them!

#### Optional Dictation

Instead of, or as well as, testing the spellings of isolated words, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one of the dictations. Give each student a copy about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 5

### Listening and Speaking

#### In this lesson, students will:

- listen to two children talking about Oman
- order suggestions and pictures and decide if suggestions are accepted or refused
- listen to how intonation can communicate different feelings
- practise using intonation to respond to suggestions

#### Target language

- Let's / Why don't we... + verb
- How about... + verb - ing
- Responses to suggestions e.g.  
Oh yes. That's a good idea.  
Oh no! That sounds boring.

## Task 1

### Step 1

Ask students **What places in Oman would you recommend a tourist to visit?** Discuss some ideas and write them on the board.

**Note:** Keep these ideas on the board as you will use them in Task 4.

### Step 2

Tell students to **Look at page 36 of your Skills Book.** Point to the pictures and **Can you see any of your ideas here?** Elicit the names of any places that students have mentioned. Point to the pictures that were not mentioned and establish what they show.

### Step 3

Tell students to **Look at Activity 1** and read the rubric. Point to the picture of the two boys at the top. Ask **Who are these boys?** and elicit that they are **Ahmed and David.** Establish that David is going to visit Oman and that David and Ahmed are chatting online about ideas for David's trip.

Read the instruction text and check students' understanding of the task. Explain that they are going to hear David and Ahmed discussing places and activities in Oman. They have to number them in the order in which they hear them mentioned. Show them the example of the first picture (the blowholes in Dhofar) with the number **1** in the top left circle. Explain that this is the first item students will hear mentioned.

**Note:** Students should write each number into the circle at the top left of each picture. They should ignore the circles in the bottom right for now, as these are part of the next activity.

Play **Listening 4.4**, pausing after each item mentioned to allow students time to find the matching picture and write its number into the top left circle.

## Listening Transcript 4.4

- David:** Hi Ahmed! I can't wait to visit you in Oman.
- Ahmed:** Hi David! Great! Oman is an amazing country, I'm sure you will enjoy your visit. Oman is quite large and there are many interesting places. So I have some suggestions for your trip.
- David:** Great. I have some ideas too.
- Ahmed:** How about flying to Salalah to see the blowholes in Dhofar?
- David:** Wow, yes that sounds interesting!
- Ahmed:** Okay. Let's sail on the dhows, a kind of boat, in Musandam.
- David:** Oh, no. I don't like boats.
- Ahmed:** Okay, no problem. Why don't we go camping in the desert in Sharqiyah?
- David:** That sounds great! I love camping. Can we go and see the Grand Mosque in Muscat?
- Ahmed:** Oh yes, that's a great idea. Why don't we go and watch some camel racing in Dakhiliya too?
- David:** Mmmm, I'm not sure. I don't really like camels.
- Ahmed:** Really? I'm sure you will like Omani camels. Let's also go to the natural spring in Batinah.
- David:** Okay, that sounds great!

## Step 4

Go over the answers with students, and write them on the board in the correct order. Leave them on the board for the next activity.

## Answers

- .....
- 1 The blowholes in Dhofar (example)
  - 2 The dhows in Musandam
  - 3 Camping in Sharqiyah
  - 4 The Grand Mosque in Muscat
  - 5 Camel racing
  - 6 The natural spring in Batinah

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Read the instruction text and check students' understanding of the task. Explain that they are going to listen to the conversation between David and Ahmed again. This time they should decide whether they accept or refuse each other's suggestions.

Point to Picture 1 (the example). Show students the tick in the circle in the bottom right. Check that they understand they should put a tick (✓) for suggestions that are accepted and a cross (✗) for suggestions that are refused.

### Step 2

Play **Listening 4.4** again, pausing after each activity to give students time to write a tick or a cross into each circle.

### Step 3

Go over the answers together. Use the list of activities you wrote on the board in Activity 1, and put a tick or a cross next to each activity.

## Answers

- .....
- 1 ✓
  - 2 ✗
  - 3 ✓
  - 4 ✓
  - 5 ✗
  - 6 ✓

## Task 3

### Step 1

Say the word **happy** and ask students to show you a happy face. Draw a happy face with a smile on the board. Repeat for the words **sad** (draw a sad face) and **OK** (draw a face with the mouth in a straight line). Say the words a few times and ask students to show you the correct face.

### Step 2

Tell students to **Look at page 42 of your Classbook** and to **Look at Activity 1** and read the rubric. Explain that they are going to hear David responding to suggestions. Read the instruction text and check students' understanding of the task. Students should listen to the tone of David's voice to decide how he feels about each suggestion and draw a happy, okay or sad face into the circles next to the suggestions.

### Step 3

Play **Listening 4.5** straight through. While students are listening, draw four numbered faces (with eyes but no mouths) on the board.

#### Listening Transcript 4.5

**Ahmed:** Let's go to Toowoomba.

**David:** Mmm. (OK)

**Ahmed:** Why don't we watch television?

**David:** Mmm. (negative)

**Ahmed:** Let's play football.

**David:** Mmm. (enthusiastic)

**Ahmed:** Let's play with boomerang.

**David:** Mmm. (enthusiastic)

### Step 4

Play the first suggestion again. Ask a volunteer to come to the board and draw the correct face. Ask the rest of the class if they agree. Make the suggestion yourself and elicit the response David gave **Mmm** (okay- neither interested nor disinterested). Repeat this procedure for the other answers.

## Answers

.....

1 ☹️

2 ☹️

3 😊

4 😊

### Step 5

Practise using intonation to convey meaning. Make a few suggestions and ask students to respond with **Mmm** but use intonation to show how they feel.

## Task 4

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Show students the picture of the two girls and ask two volunteers to read the example dialogue. Encourage the second student to use intonation to show enthusiasm.

Check that students understand that they should take turns making suggestions and accepting or refusing them. They should use the language from this unit and practise using intonation to show how they feel.

### Step 2

Point to the suggestions that you wrote on the board in **Task 1, Step 1**. Explain that students can also use their own ideas. Ask a pair of confident students to demonstrate the activity, then tell students to do the activities in pairs. Circulate around the classroom, offering guidance and support, and helping students with their intonation.

### Step 3

Choose a few pairs of students to perform their dialogues in front of the class.

### For the next lesson

In the next lesson students are going to give a mini-presentation to the class about their town, city or area. Ask them if possible to find photos, pictures, leaflets or other information about their town, city or area and bring these to the next lesson to show during their presentation.

## Lesson 6

### Listening and Speaking

#### STUDENTS WILL NEED:

- PHOTOS, PICTURES, LEAFLETS OR OTHER INFORMATION ABOUT THEIR TOWN, CITY OR AREA

#### In this lesson, students will:

- listen to information about a city in Oman
- match sentence halves
- discuss things to do in their town, city or area
- give a mini-presentation

#### Target language

- [Rustaq] is famous for...
- In [Rustaq] you can see ...
- If you visit [Rustaq], you can....
- There is/are ...

### Task 1

#### Step 1

Tell students to **Look at page 37 of your Skills Book** and to **Look at Activity 3** and read the rubric. Explain that David has arrived in Oman. Tell students they are going to hear the dialogue in Activity 3 and they should track it in their books as they listen. Play **Listening 4.6**.

#### Listening Transcript 4.6

- Ahmed:** Hi David! Welcome to Oman.
- David:** Hello Ahmed! It's great to be here.
- Ahmed:** There are lots of things to do here in Rustaq, my city. Why don't we look at the tourist information website?
- David:** Oh yes, that's a good idea.

### Step 2

Ask students **Where does Ahmed live?** and elicit **Rustaq**. Then ask **How does Ahmed suggest David learns more about Rustaq?** Elicit **Look at the Rustaq tourist information website**. Ask students if they have ever visited Rustaq.

### Task 2

#### Step 1

Tell students to **Look at Activity 4**. Show them the picture of the website and ask **What is this?** Elicit that it is **A tourist information website for Rustaq**. Ask **Do you know any of the places in the pictures?** Elicit or explain that the pictures show **The hot spring, Rustaq Fort and Al Hazm Castle**. Ask students to practise reading the website address (**www dot rustaq underscore tourist underscore information dot com**).

#### Step 2

Tell students to read the rubric and instruction text. Show them the sentences under the picture and read the first half of the sentences (**1 – 5**) together. Then read the second half (**a – e**). Check students understand that they should match the beginning of each sentence in the **1 – 5** group with one of the endings in the **a – e** group.

Tell students to complete the activity individually, then compare their answers with a partner.

#### Step 3

Explain that David is listening to some information about Rustaq from the website as suggested by Ahmed. Tell students to listen to the information and check their answers as they listen. Play **Listening 4.7** straight through.

#### Listening Transcript 4.7

Welcome to the Rustaq tourist information website.

Rustaq is famous for its hot spring. In Rustaq you can also see one of the largest forts in Oman. The souq in Rustaq is one of Oman's oldest markets. If you visit Rustaq, you have to try some Omani honey. There are also interesting places nearby, like Hazm Castle and Wadi Sahtan.

## Step 4

Go over the answers with students. Ask volunteers to read the complete sentences. Ask the rest of the class if they agree.

### Answers

- 1 (d) Rustaq is famous for its hot spring.
- 2 (a) In Rustaq, you can also see one of the largest forts in Oman.
- 3 (e) There are interesting places nearby, like Al Hazm Castle and Wadi Sahtan.
- 4 (b) If you visit Rustaq, you have to try some Omani honey.
- 5 (c) The souq in Rustaq is one of Oman's oldest markets.

## Task 3

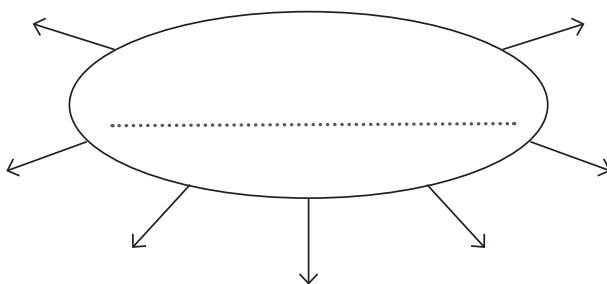
### Step 1

Tell students to **Look at page 43 of your Classbook** and to **Look at Activity 3** and read the rubric and instruction text. Explain that students are going to discuss with their group things that tourists can see or do in their own area.

**Note:** If students live in a very small place, they may want to choose the nearest town or city to talk about.

### Step 2

Copy the diagram below onto the board. Write the name of your town, city or area into the centre of the diagram.



## Step 3

Ask students what tourists can do in their town, city or area. Elicit a couple of suggestions and add them to the diagram. Tell students to continue discussing in groups what tourists can do in their area. They should make notes about their ideas.

### Step 4

Elicit ideas from each group and add them to the diagram on the board.

## Task 3

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Check students' understanding of the task. Explain that students are going to talk about things you can do in their town, city or area using their ideas from Activity 3.

Show students the pictures and ask **What can you see?** Establish they are pictures of Salalah and the Dhofar area.

Ask volunteers to read one sentence each from what the student is saying in the speech bubble.

Point to the **Useful Language** box. Read the phrases together with students. Practise making two or three sentences together. Then ask students to continue the activity in groups. Circulate around the classroom, offering guidance and support.

### Step 2

Ask each group to tell you one or two things that you can do in their town, city or area. Write their ideas (full sentences) on the board.

### Step 3

Tell students to write two sentences about their town, city or region into their exercise books. Remind them to begin each with a capital letter and end it with a full stop. Circulate around the classroom, offering guidance and support.

## Task 4

### Step 1

Tell students to **Look at Activity 5** and read the rubric. Show them the presentation icon.

**Note:** The final task in each lesson of the Listening and Speaking sections throughout Grade 5 is a mini-presentation. These presentations should be very short; even one or two sentences are enough for less able students. The mini-presentations are designed to give students some basic confidence in speaking in English before an audience.

It is up to teachers to plan the best way to do the mini-presentations, especially as time will probably be short. Teachers may prefer to have the students in only one group present to the whole class in each unit, and for the other students in the class to give their presentations to the members of their group.

### Step 2

Tell students to get out their photos, pictures, leaflets or other information about their town, city or area. Give them a few minutes to show these to their group.

### Step 3

Ask each student in turn to stand up and tell the class about things you can do in their town, city and area while showing their photos or other information. **However, see the note above for other suggested ways of organising the presentations.**

**Note:** Students should introduce their presentations with a short introductory phrase, for example, **Good morning** or **Good afternoon**, and thank the audience at the end (for listening).

### Example of a mini-presentation

While giving this mini-presentation, the student could show their photos, leaflets or other information about their town, city or area.

Good morning (afternoon).

I'm going to tell about something you can do in Muscat.

If you visit Muscat you can go shopping in Muttrah Souk. Then you can go and see the National Museum.

Thank you (for listening).

### For the next lesson

**Note:** This is for an optional activity.

If you would like to give students extra practice with using capital letters for proper nouns, prepare copies of the 'Places to Visit' page – one for each student - from the photocopiable pages at the back of this Teacher's Book.

## Lesson 7

### Writing

#### YOU WILL NEED:

- COPIES OF THE 'PLACES TO VISIT' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

**Note:** This is for an optional activity

#### In this lesson, students will:

- match verbs and nouns to make phrases about activities in Oman
- revise language for suggestions
- identify and practise spelling words with double letters
- learn about proper nouns and add capital letters to proper nouns

#### Target language

- Making suggestions
- How do you spell [kangaroo]? (K-A-N-G-A-R-double O)

### Task 1

#### Step 1

Tell students to **Look at page 44 of your Classbook** and to **Look at Activity 1**. Show them the pictures and ask questions, for example, **What can you see in Picture 4?** and elicit **the Grand Mosque**.

#### Step 2

Tell students to read the rubric and the instruction text. Check their understanding of the task. They should match the words in the box at the top to the pictures to create phrases about things you can do in Oman.

Tell students to write the numbers **1 – 8** into their exercise books. Do number **1** with them as an example. Then tell them to complete the activity individually and compare their work with a partner. While they are doing this, write the first part of the phrases on the board.

### Step 3

Do a whole class check and elicit the complete phrases from volunteers.

#### Answers

- .....
- go shopping in the souk (example)
  - eat traditional Omani food
  - ride a camel
  - visit the Grand Mosque
  - go off road driving
  - take a boat trip
  - explore Jebel Shams
  - go and see the turtles

### Task 2

#### Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Make sure they understand that they should write a suggestion about each picture using the verb provided. They should do this in their exercise books.

Revise the language of suggestions. Ask students, **What language can we use to make suggestions?** and elicit **Let's... Why don't we...? How about....?** Write these phrases on the board.

#### Step 2

Go over the example together, then tell students to write their suggestions for the other four activities into their exercise books.

#### Step 3

Ask a few volunteers to read their suggestions to the class. Then get students to make their suggestions to a partner. Their partner should practise accepting or refusing the suggestions.



## Task 3

**Note:** The **Writing** section of each unit of the revised Grade 5 course contains a section called **Spelling and Punctuation** which focuses on spelling, punctuation or both.

### Spelling and Punctuation

#### Step 1

Tell students to **Look at page 45 of your Classbook**. Show them the **Spelling and Punctuation** section at the top. Read the information text aloud. Read the example sentences and show students the capital letter(s) in each example.

#### Step 2

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check students understand that they should find and circle the proper nouns in the list of words. Do two or three together and draw students' attention to the capital letter(s) in the proper nouns. Then ask them to complete the activity in pairs.

#### Step 3

While students are doing this, write all the words in Activity 3 on the board. Give students time to complete the activity, then ask volunteers to come to the board and put a tick beside a proper noun.

#### Answers

.....	
Muscat	✓
television	
goat	
Ahmed	✓
pencil	
Sohar Fort	✓
Ras Al Hadd	✓
camel	
Australia	✓
Hamad	✓
dhow	
Ayers Rock	✓

## Task 4

#### Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check that students understand they should correct the sentences to include capital letters for proper nouns.

Write sentence **1** on the board (uncorrected). Elicit which words are proper nouns (David, Wannaroo) and where the capital letters should go.

#### Step 2

Tell students to complete the activity individually. While they are doing this, write the other uncorrected sentences on the board. Choose volunteers to come to the board and correct the sentences by adding capital letters to the proper nouns.

#### Answers

- .....
- 1 David lives in Wannaroo (example).
  - 2 Ahmed visited the Sydney Opera House.
  - 3 Hamed, Ali and Tom went to Nizwa Souk.
  - 4 Wadi Shab is in Oman.

## Task 5

#### Step 1

Ask students to **Look at pages 38 and 39 of your Classbook**. Show them the map of Australia and ask **Do you remember where David lives?** Elicit **Wannaroo**. Ask students to point to it on the map.

Play **Listening 4.1** again (**Listening Transcript 4.1** is on page 96 of this Teacher's Book). Ask students to listen for the question Ahmed asks. Pause the CD and elicit **How do you spell Wannaroo?** Write it on the board. Play the CD again, so students can hear David spelling **Wannaroo**. Then ask a volunteer to spell **Wannaroo**. Write Wannaroo on the board and point out the double 'o' and double 'n'.

#### Step 2

Ask students if they can see any other words with double letters on the map and information boxes on pages 38-39. Elicit two or three words. Ask students to keep looking and to write all the words they find into their exercise books.

## Examples of words

### On the map:

Toowoomba, Wagga Wagga, Canberra

### In the information boxes:

kookaburra, kangaroo, boomerang, wood, million, middle, letter, cannot

## Step 3

Organise students into pairs. Get them to ask their partner how to spell a word from the words they have written into their exercise books, for example,

**How do you spell kangaroo?** Their partner should answer **k - a - n - g - a - r - double o.**

**Note:** You could make this spelling activity into a class team game. Divide the class into Teams A and B. Get a student in Team A to ask a student in Team B how to spell a word. Award points for correct answers.

## Optional Activity

If you would like to give students more practice with using capital letters for proper nouns, give them each a copy of the 'Places to Visit' page from the photocopiable pages at the back of this Teacher's Book.

Tell students to rewrite the sentences to include capital letters for proper nouns. This activity could be given for homework.

### Answers

- 1 Why don't we go to **A**ustralia?
- 2 Let's go to **O**man.
- 3 How about exploring **A**l **H**azam **C**astle in **R**ustaq?
- 4 Let's go and see the blowholes in **D**hofar.
- 5 Why don't we go camping at **A**yers **R**ock?
- 6 How about eating traditional **O**mani food?
- 7 Why don't we visit **D**avid in **W**agga **W**agga?
- 8 Let's go and see the turtles at **R**as **A**l **H**add.

## For the next lesson

For the next lesson, prepare copies of the 'A Place in Oman' page from the photocopiable pages at the back of this Teacher's Book (one for each student).

## Lesson 8

### Writing

#### STUDENTS WILL NEED:

- COPIES OF THE 'A PLACE IN OMAN' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each student)

#### In this lesson, students will:

- complete a paragraph
- identify different parts of a paragraph
- order a paragraph
- plan and write a short paragraph about a place in Oman

#### Target language

- Language of suggestions
- Welcome to (Musandam), (Musandam) is famous for..., If you visit (Musandam), you can...

### Task 1

#### Step 1

Tell students to **Look at page 38 of your Skills Book**. Point to the picture on your left and ask **Do you know this place?** Elicit or establish that it is **Nakhla Fort**.

Tell students to read the rubric and instruction text. Show them the box on the right of the paragraph. Check they understand they should complete each gap in the paragraph with one of the words in the box. Show them the example.

#### Step 2

Ask volunteers to read the words in the box. Read the paragraph aloud to the class (say **blank** for the missing words) and ask students to track it in their books as they listen.

### Step 3

Tell students to complete the activity individually or in pairs. Do a whole class check and elicit the answers.

#### Answers

- Welcome (example)
- town
- for
- visit / explore
- explore / visit
- about
- grow
- do

### Task 2

#### Step 1

Tell students to **Look at Activity 2**. Explain that this activity is designed to help them understand how to organise and write a paragraph about where they live.

Point to the picture at the top left and ask **Do you know where this is?** Elicit **Musandam**. Read the title together – **Let's visit Musandam**. Read the paragraph aloud or ask volunteers to read one line each.

#### Step 2

Write the different parts of the paragraph (from the list on the right) on the board. Read through them and check that students understand them.

**Note:** You don't have to write out the items in full. You can just write, for example, **Interesting fact; Title/topic; Main body; Topic sentence; Final sentence.**

### Step 3

Point to the first section in the paragraph, shown by **(1) [Let's visit Musandam]**.

Ask students **Which part of the paragraph is this?**

Elicit **Title / topic of the paragraph** and write number **1** next to this phrase on the board. Tell students to write the number **1** into the corresponding box in their Skills Books.

Repeat this procedure for the other parts of the paragraph, giving help and support to students when necessary. Do a whole class check to make sure that students have completed the boxes in their Skills Books correctly.

### Answers

.....

- 1 Title/ topic of the paragraph
- 2 Topic sentence (introducing the place)
- 3 Interesting fact about the place
- 4 Main body of the paragraph (specific information for tourists about the place)
- 5 Final sentence of the paragraph

**Note:** Keep this information on the board for the next task.

## Task 3

### Step 1

Tell students to **Look at page 39 of your Skills Book** and to **Look at Activity 3**. Point to the two pictures and ask **What can you see?** Read the title under the pictures and establish that the pictures show Bar Al Hikman.

### Step 2

Tell students to read the rubric and instruction text. Check their understanding of the task. Establish they should put the sentences under the pictures into the correct order to make a paragraph. Go over the different parts of a paragraph (which you have written on the board in the previous activity).

### Step 3

Ask different volunteers to read each of the five sentences. Then give students time to order the sentences in pairs and write a number **1 – 5** in each box. Ask students to do this in pencil, in case they want to change their answers later. While they are ordering their sentences, write them on the board.

### Step 4

Ask **What is the title?** and elicit **Bar Al Hikman**. Ask **What comes after the title?** Refer students to the list of items on the board and elicit **Topic sentence**. Ask **Can you see a topic sentence?** Elicit **Bar Al Hikman is a beautiful place in Oman**. Write number **1** next to this sentence on the board. Tell students to check they have written number 1 into the appropriate box in their Skills Books.

### Step 5

Repeat this procedure for the other sentences.

**Note:** If students are confused between the order of 3 and 4, draw their attention to the word **also** in number 4, and explain that this shows we are adding additional information to the previous sentence.

### Answers

.....

- 1 Bar Al Hikman is a beautiful place in Oman. (example)
- 2 It is very flat and you can see flamingoes there.
- 3 If you visit, you can go bird watching in the village of Film.
- 4 You can also explore the salt flats. Or how about camping on the white sandy beaches?
- 5 Bar Al Hikman is an interesting and unusual place to visit.

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that they are going to write a paragraph about a place in Oman.

**Note:** Students can write about their own town or city, a place nearby or another place in Oman that they have visited or know about.

## Step 2

Before asking students to do the task individually, write an example paragraph together as a class. Copy the items in the list on the left of Activity 4 onto the board.

## Step 3

Tell students that, as an example, you are going to make a plan for writing a paragraph about **Jebel Shams**. Write this on the board beside the Title / topic. Go through each step in the plan and complete the information on the board.

**Topic sentence** - this should be a sentence which gives an overall idea about the paragraph, for example, **Jebel Shams is the tallest mountain in Oman.**

**Interesting Fact** - for example, **It is 3009m high.**

**Specific information/ things to do** - elicit two or three ideas from students and help them put them into sentences, using the language from this unit if possible. For example,

- **If you visit Jebel Shams you can take photos of the view.**
- **Or how about going hiking?**

**Final sentence** - ask students to think of a suitable sentence to end the paragraph. This can be something like, **Jebel Shams is a beautiful place to visit.**

## Step 4

Give students a few minutes to decide what place they would like to write about. Ask them to discuss their ideas with a partner. Get a few volunteers to share their ideas with the class.

Tell students to write their plan in their Skills Books in class. Circulate around the classroom, offering guidance and support.

## Step 5

### Homework

Tell students to **Look at Activity 5**. Read the rubric and the instruction text. Explain that students are going to write a paragraph about a place in Oman, based on their plan in Activity 4.

Give each student a copy of the page with the heading **A Place in Oman** from the photocopiable pages at the back of this Teacher's Book. Tell them to write their paragraph on this page at home. They should incorporate any corrections you have made to their plan in class, and add their photos or drawings. Remind them to write their name and the date in the appropriate places on the page.

### For the next lesson

- 1 Tell students to bring their completed pages to the next lesson because you are going to display their pages on the classroom walls.
- 2 Prepare copies of the **Project Planner Page** from the photocopiable pages from the back of this Teacher's Book - one for each group.
- 3 **Note:** This is for an optional activity.

If you have equipment to show websites in your classroom, you may want to show students a couple of examples of websites about Oman. Before the next lesson, select two or three suitable websites to show them.

## Lesson 9

### Project

#### YOU WILL NEED:

- COPIES OF THE 'PROJECT PLANNER PAGE' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (one for each group)

#### In this lesson, students will:

- analyse features of a webpage (website address, webpage title, information on page)
- read about children planning and making suggestions about a project
- plan their own webpage project

**Note:** The project for Unit 4 is **making a webpage design for a place in Oman in groups**. This will be done as a poster. The material in Lessons 9 and 10 leads up to this project. Students can also use the writing they have produced earlier in the unit.

#### Before the lesson

#### Optional Activity

If your classroom has a smartboard or projector, you may want to show students some examples of tourist information websites.

Show the website you have selected and talk about it together. Ask questions, for example,

- **Where is this website about?**
- **What is the address?**
- **What pictures are there?**
- **What information is there?**

**Note:** Don't forget to take in students' completed 'A Place in Oman' pages for display on the classroom walls.

## Task 1

### Step 1

Tell students to **Look at page 46 of your Classbook** and to **Look at Activity 1**. Point to the large picture and ask **What can you see?** Elicit **A website**.

Ask questions, for example:

- **What kind of website it is?**
- **Do you think it looks interesting (attractive)?**
- **What is it about?**
- **What kind of information is on the website?**
- **What places are mentioned?**

### Step 2

Read the rubric and instruction text. Explain that students are going to work in groups to create their own website page design for a place in Oman. Organise them into project groups of three or four students.

## Task 2

### Step 1

Tell students to **Look at page 47 of your Classbook** and to **Look at Activity 2** and read the rubric.

Ask a volunteer to read the instruction text and check students' understanding of the task.

Tell them to work in their groups. They have to refer to the website in Activity 1 in order to label the different features of the website listed in Activity 2.

### Step 2

Do a whole class check and elicit the answers. When you reach the part about the website address, ask students to read it (**www dot visit underscore Muscat dot com**). When you reach the part about the introduction paragraph, draw students' attention to how it is similar to the paragraphs they wrote for homework after Lesson 8. When you reach the part about the three suggestions, elicit the language used for making suggestions.

## Answers

.....

- a 2
- b 4
- c 1 (example)
- d 3
- e 5

## Task 3

### Step 1

Tell students to **Look at page 47 of your Classbook** and to **Look at Activity 3** and read the rubric and instruction text. Show students the pictures, then organise them into pairs and get them to practise reading the dialogues.

### Step 2

On the board write **Where? Website name and address and Three suggestions**. Ask students to work in their groups and decide where their website will be about and what three suggestions about that place they will include.

Encourage students to discuss their ideas in English, using the language for making, accepting and refusing suggestions wherever possible. Circulate around the classroom, offering guidance and support. Check that each group decides on the place they are going to write about for their website, and that not all groups are going to write about the same place!

## Step 3

### (Optional/homework)

**Note:** You may want to start this in this lesson if you have time. Alternatively you can ask students to do their research for homework, or allocate time in the next lesson. If you have access to a Learning Resource Centre, you may want to send students there to do their research.

Give each group of students a copy of the **Project Planner Page** from the photocopiable pages at the back of this Teacher's Book. Show them how they can use this page to help them plan their own web page by completing the information in relation to their own page.

Explain that students have to do the following things:

- Decide on a website address
- Decide on a webpage title
- Write an introductory paragraph about their place
- Give three suggestions about places to visit or things to do
- Include pictures

Students can also include other features or information if they would like.

**Note:** Less able students can reuse the paragraph they wrote in Lesson 8 to reduce the demands on the task. Encourage more able students to write a new paragraph and more detailed information for their suggestions.

Tell students to decide in their groups which members of the group will research and write which parts of the webpage. If students are going to do their research at home, tell them to complete it as homework and to bring any information and pictures they will need to the next lesson.

## For the next lesson

Prepare copies of the page with the heading

**Project: Website Template** – one for each student  
- from the photocopiable pages at the back of this Teacher's Book.

If you prefer, you can enlarge the page from A4 size to A3 size on the photocopier if you would like a larger version for students to work on. If you do this, prepare one page for each group of students.

Alternatively, if you think your students do not need to work from a template for their projects, give them some blank A3 sized paper. However, they should still follow the same format as given in the project planner page – i.e. an introductory paragraph and three suggestions for things to do with pictures and descriptions.

**Note:** Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

**crocodile, kangaroo, boomerang,  
explore, fort, rock, museum, boring,  
famous, suggestion.**

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

### Reminder: Optional Dictation

Instead of, or as well as, testing the words in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to use one dictation. Give each student a copy about a week before you plan to give it in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.



## Lesson 10

### Project

#### YOU WILL NEED:

- COPIES OF THE 'PROJECT: WEBSITE TEMPLATE' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK

#### STUDENTS WILL NEED:

- RESEARCH AND PICTURES THEY HAVE COLLECTED

#### In this lesson, students will:

- plan and create their webpage
- show their website pages to their classmates

**Note:** During this lesson, students may need access to the Learning Resource Centre to continue their research or print pictures.

## Task 2

When the groups have completed their website pages, ask them to share them with the rest of the class. You can either ask each group to present their website page, or you can display them on the classroom walls and ask students to walk around and look at them.

### For the next lesson

**Note:** This is for an optional activity.

You can prepare some props for students to use when acting out the **Let's Read** story. Suggested props include a boomerang made of cardboard, a small soft toy for the kangaroo's baby, an apron. You could also make ears and a tail for the kangaroo.

## Task 1

### Step 1

Tell students to share any information or pictures they have collected for the project with their group.

### Step 2

If students have not yet completed their **Project Planner Page** from the photocopiable pages section of this book, tell them to work as a group to finish it.

If they have already completed the **Project Planner Page**, check their writing and help them correct any mistakes.

Distribute copies of the **Website Template** page from the photocopiable pages at the back of this Teacher's Book (or the blank A3 sized paper if you are using that). Ask students to produce their final website page.

## Lesson 11

### Let's Read

#### In this lesson, students will:

- read a story independently
- do activities related to the story

**Note:** The **Let's Read** section of each unit gives students the opportunity to practise reading silently by themselves. It should be read primarily for enjoyment.

However, a number of activities related to the story have been provided, one on page 49 of the Classbook and the rest on page 59 at the back of the Skills Book.

The activity on page 49 of the Classbook should be done in class. The teacher can decide whether students should do any, some or all of the activities in the Skills Book, depending on the level of their class. These activities should be done as homework.

### Procedure for Let's Read

#### 1 Before reading

Introduce students to the story by asking some pre-reading questions. Tell them to **Look at page 48 of the Classbook** and to **Look at the story and the pictures**.

Ask **What is the title of this story?** and elicit **How the kangaroo got its pouch**. Point to the picture at the top right of page 48 and ask **What animal can you see?** Elicit **a kangaroo**. Ask students to describe it and elicit **It has a long tail and big ears. Its arms are short**. Ask **What can you see by the kangaroo's feet?** Elicit **a baby kangaroo**.

Point to the picture at the bottom right of the page and ask **What animal is this?** Elicit or establish **a wombat**. Ask students to describe the wombat and elicit **Wombats have short legs and small ears**. Ask **Does the wombat look happy or sad?** Elicit **sad** and ask **Why do you think it is sad?** Let students make some predictions.

Tell students to **Look at the pictures on page 49**. Tell them to work in their groups and identify as many things as they can. Elicit the names from volunteers and write them on the board. Student should know words such as **kangaroo, wombat, tail, baby, river, grass, cave, boomerang**.

Write the following questions on the board. Students do not have to write the answers down, but make sure they understand the questions.

**Note:** These four questions are focus questions. Finding the answers gives students a purpose for reading the story.

#### Questions

.....

- 1 Who was crying?
- 2 Who chased the kangaroo and the wombat?
- 3 How did the kangaroo help the wombat? (Name two things)
- 4 What was the wombat really?

#### 2 While reading

Tell students to read the story silently and independently and find the answers to the four questions as they read. Circulate around the classroom, offering guidance and support. Help students with any unknown vocabulary items.

#### 3 After reading

#### Task 1

Tell students to discuss the four questions and answers in their groups. Ask the questions one by one and elicit the answers.

#### Answers

.....

- 1 The wombat.
- 2 A hunter.
- 3 She took him to delicious grass and saved him from the hunter.
- 4 A good spirit.

## Task 2

### Step 1

Tell students to **Look at page 49 of your Classbook** and to **Look at the pictures** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Tell them to order the pictures by writing the numbers **1 to 9** into the boxes at the top of each picture.

### Step 2

Tell students to complete the activity individually then check the answers with their group. Do a whole class check.

### Answers:

.....  
1 d 2 b 3 f 4 g 5 a 6 c 7 i 8 h 9 e

### Optional Activity

You can ask students to act out the story. Choose three students and allocate the characters of the **kangaroo, the wombat** and **the hunter**.

You may want to provide some props e.g. a boomerang made of cardboard, a small soft toy for the kangaroo's baby, an apron, ears and a tail.

Read the story aloud, or ask volunteers to read parts of the story. Ask the students playing the characters to act out the story as you read.

Choose other students and repeat this procedure.

### Homework

You can ask students to complete some or all of the activities on the **How the kangaroo got its pouch Activity Page** on page 59 of the Skills Book.

### Answers

.....

- 1 1 sad
- 2 tail
- 3 boomerang
- 4 in a cave
- 5 wombat

2 1 K 2 W 3 K 4 K 5 W

### 3 Regular past tense verbs

looked, remembered, noticed, jumped, screamed, started, waited, wanted, turned.

### Irregular past tense verbs

was/were, heard, said, saw, could, had, ran, hid, found, gave, put, would.

**Note:** This story also includes past continuous verbs e.g. were sitting, was watching. If students have questions about these, you can answer them, but do not include them in the activity.

**Note:** Remind students about the ten words which you asked them to learn to spell for homework at the end of Lesson 4.

**crocodile, kangaroo, boomerang, explore, fort, rock, museum, boring, famous, suggestion**

Tell them you will be checking these spellings in the next lesson.

### Optional Dictation

If you are planning to give students a dictation next lesson, make sure you have given them each a copy of the dictation from the photocopiable pages at the back of this Teacher's Book so that they can learn it in advance.

There are two dictations, but you will probably only have time to use one of them. Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

### For the next lesson

**Note:** This is for an optional activity.

Copy and cut up two sets of word cards from the photocopiable pages at the back of this Teacher's Book. These are the same word cards as you used for the optional activity at the end of Lesson 2.

## Lesson 12

### Working with Sounds

#### Review

##### YOU WILL NEED:

- TWO SETS OF WORD CARDS CUT UP (THE SAME WORD CARDS AS YOU USED FOR THE OPTIONAL ACTIVITY AT THE END OF LESSON 2)

**Note:** This is for an optional activity

##### In this lesson, students will:

- listen to words that contain 'oo' sounds and differentiate between short and long 'oo' sounds
- do a dictation and/or spelling test
- review the unit

## Task 1

### Step 1

Ask students **Do you remember what kind of words we practised spelling in this unit? Elicit words with double letters.** Then ask **Can you remember any words that have a double 'oo'?** Elicit any words students remember and write them on the board, for example, **kangaroo, boomerang.**

### Step 2

Tell students to **Look at page 40 of your Skills Book** and to **Look at Activity 1** and read the rubric. Tell them to **Look at the pictures and the words.** Explain that they are going to hear the words on the CD. Tell them to repeat each word and point to the picture that goes with it. Play **Listening 4.8.**

### Listening Transcript 4.8

book  
balloon  
boomerang  
look  
foot  
moon  
kangaroo

### Step 3

Tell students to **Look at Activity 2** and read the rubric and instruction text. Point to the two outlines and ask **What are these?** Elicit **a book and a balloon**. Say the words book and balloon slowly and ask students to read them with you. Then ask **Can you hear a difference between the 'oo' in book and the 'oo' in balloon?** Establish that the 'oo' in book is a short sound and the 'oo' in balloon is a long sound.

### Step 4

Ask a volunteer to read the instruction text. Draw an outline of a book and a balloon on the board. Say each word from Activity 1. Ask students to repeat the word and tell you if it has a short or long 'oo' sound. Write it into the correct shape, and tell students to copy it into the corresponding outlines in their Skills Book.

### Answers

.....

#### In the book

(short 'oo')

book  
look  
foot

#### In the balloon

(long 'oo')

balloon  
boomerang  
moon  
kangaroo

**Note:** As extra words, you can ask students to categorise 'good' (short 'oo' sound) and zoo (long 'oo' sound).

## Task 2

### Step 1

Tell students to **Look at Activity 3**. Ask **What can you see in the pictures?** Elicit as much vocabulary as possible. Students may remember **cook, book, kangaroo**.

### Step 2

Read the rubric and ask students if they remember what a tongue twister is. (They encountered a tongue twister in Unit 3, Skills Book, page 30, Activity 3). Remind them it is words or sentences that are very difficult to say quickly.

### Step 3

Read the tongue twister under the rubric- **Look! A cook with a book and a kangaroo in Wannaroo**. Tell students they are going to hear the tongue twister on the CD and to follow it in their books as they listen. **Play Listening 4.9**.

### Listening Transcript 4.9

Look! A cook with a book and a kangaroo in Wannaroo.

### Step 4

Tell students you are going to play the CD again and that this time they should say the tongue twister along with the recording. Then ask them to read the tongue twister in groups and encourage them to say it faster and faster. Ask volunteer groups to say it to the rest of the class.

## Task 3

### Step 1

Tell students to **Look at page 41 of your Skills Book**. Read the heading, **Review**, and establish that this page focuses on some things they have covered in the unit.

Explain that students should complete Activities **1** and **2** individually and then you will give them a spelling test and/or dictation on the words you told them to learn.

## Step 2

Tell students to **Look at Activity 1**. Read the heading, **Grammar**, then the rubric and instruction text. Show students the example and check their understanding of the task.

### Step 3

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the sentences with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of seven. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

- 1 visit (example)
- 2 going
- 3 eat
- 4 exploring
- 5 have
- 6 go
- 7 go and see
- 8 shopping

## Step 4

Tell students to **Look at Activity 2**. Read the heading, **Vocabulary**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 5

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the words with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

- 1 go and see (example)
- 2 play
- 3 visit
- 4 have
- 5 go
- 6 take
- 7 explore
- 8 learn

## Task 4

### Step 1

Tell students to **Look at Activity 3**. Explain that this is where they will write the words they have learned to spell in this unit. They should write each word on a separate line.

### Step 2

Read out the ten words in any order. Pause after each one to give students time to write it. Number the words as you read them to make checking them easier.

**crocodile, kangaroo, boomerang, explore, fort, rock, museum, boring, famous, suggestion**

**Important Note:** Several of the words in this spelling test can be found on pages 40 and 41 of the Skills Book, so some students might just copy them. Teachers are advised to tell students to close their Skills Books and do the test in their exercise books.

### Step 3

Tell students to change their books with their partner. Elicit the spellings from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of ten. They should write their partner's score into the blank space in the box at the end of the activity.

### Step 4

Show students the box at the bottom right with the heading **How did you do?** Tell them to add up the scores from the three sections and write it into the blank space in the box under **Total score**. They should then return the book to their partner.

Tell students to look at their scores and to see which category they come into –

**Very good, OK or Not very good.**

**Note:** If you have chosen to give students a dictation instead of or in addition to testing isolated words, get them to write the dictation on a separate piece of paper so that you can take it in for checking. Remind them about the importance of capital letters and punctuation. As you give the dictation, make sure students cannot see the copy of the dictation they have learned from.

### Optional Activity

#### Where is my group?

Give each student a word card. Explain that if their word card is a verb, they need to find students with word cards that match their verb. If they have one of the other word cards they need to find a student with a verb that matches their word card. They should end up in groups of 3 or 4.

Demonstrate the activity once. Distribute the word cards and ask students to find their groups.

## Task 5

### Step 1

Tell students to turn to pages 52-53 of their Skills Book with the heading **My Learning Record**. Explain in L1 the purpose of a learning record – so that they can see what they have covered and monitor their progress.

### Step 2

Tell students to **Look at Unit 4** and read the statements. Show them the five faces at the top of the page and say **Look at the faces**. Point to the words under each face and the number above.

Show them the first statement for Unit 4 and ask

**How well can you make suggestions?**

Ask which face represents how they feel –

**very, very well, very well, OK, not sure,**

**not very well.** Show students the number above each face and explain that they should write the number of the face that represents how they feel into the box at the end of the statement.

### Step 3

Read the rest of the statements aloud and check that students understand them. Tell them to read them silently again, think about the answers and write the appropriate numbers into the boxes.

Circulate around the classroom, offering guidance and support.

### Students will learn how to:

- talk about friendship and what makes a good friend
- categorise positive and negative adjectives relating to friendship
- use question words
- practise asking and answering questions using question words
- read and discuss stories
- listen for general and specific information about friendship
- find out information about a friend and give a mini-presentation
- read and analyse a paragraph
- find and correct errors in their own and a partner's work
- plan and write a paragraph
- make a poster about friendship rules (group project)
- read and discuss a poem
- practise working with syllables
- read and understand a famous story about friendship
- do self-evaluation

### Main language

- Question words: What? Where? When? How? Why? Who? Whose? Which?
- Question words: How often? How long? How much? How many?
- Who's your best friend?
- Why do you like him/her?
- Do you like [swimming]?
- What's your favourite [colour]?
- Can you play a musical instrument?
- How do you come to school?

### Vocabulary

- The Hare With Many Friends: bull, chase, escape, goat, grass, horse, moral, popular, scared, sheep, sore

- Adjectives: helpful, honest, hurtful, kind, loyal, mean, selfish, uncaring
- General: dangerous, friendship, rule, quiz, syllable

### Skills and strategies

- read, think about and discuss statements
- interact with a partner, group or team through activities and playing games
- read stories both for general understanding and specific information
- use question words accurately
- identify and correct errors in a piece of writing
- Interview a friend or family member to find out personal information
- Write a paragraph about a friend or family member
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

### Activities

- Read and listen, read and match, read and write, read and complete, read and find, decide if statements are True or False
- Listen and match, listen and find
- Ask and answer
- Discuss issues related to friendship and being a good friend
- Do a quiz about friendship
- Read and understand poems and stories
- Do a chant
- Give a mini-presentation
- Do a project (make a poster)
- Do a spelling test
- Do self-evaluation



## Lesson 1

### Reading and Understanding

#### In this lesson, students will:

- talk about what makes a good friend
- read and discuss a story
- match pictures and text
- answer questions about the story

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 5th of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th September 2017.**

### Task 1

#### Step 1

As a lead-in, talk about friendship with students. Ask them why friends are important, and to think about their friends and why they like them. Ask what makes a good friend, and if they think they are a good friend, and why.

#### Step 2

Tell students to **Look at page 50 of your Classbook** and to **Look at Activity 1** and read the rubric. Point to the picture to the right of the sentences. Ask students **Are these children friends?** and to give reasons for their answers.

#### Step 3

Ask a volunteer to read the instruction text. Show students the sentences in the boxes. Ask a different volunteer to read each one. Explain any challenging vocabulary items.

#### Step 4

Tell students to discuss the sentences in their groups, and decide if they agree or disagree with each one. Read out the statements again. Ask students to give you a 'thumbs up' or 'thumbs down' after each one, depending on whether or not they agree with it.

### Task 2

#### Step 1

Tell students to **Look at Activity 2** and read the rubric and the instruction text. Explain that they are going to read a story, which has a moral. Explain the meaning of **moral**.

**Moral:** A practical lesson about what to do, or how to behave, which you learn from a story.

**Note:** This story is one of Aesop's fables (stories). All Aesop's stories have morals. Students read another of Aesop's stories, *The Tortoise and the Hare*, in Grade 2B, Classbook, pages 17 – 20.

#### Background Information

##### Aesop's Fables

Aesop is the man accredited with writing a famous collection of fables. Fables are stories which illustrate a particular moral, or message in the narrative, and teach a lesson. Aesop's characters are usually animals which act and talk like people, but at the same time retain their animal characteristics. This makes the stories very attractive for children. They are still widely read today.

Many things about Aesop are uncertain. It is believed he lived from about 620 – 560 BC. Although it is generally thought he was Greek, some people believe he was from Ethiopia.

<http://www.taleswithmorals.com>

#### Step 2

Ask students what the title of the story is, and elicit **The Hare with Many Friends**. Make sure they understand **hare**. They have already encountered this animal in *The Tortoise and the Hare* (see the Note under Step 1).

### Background Information

#### Hares in Oman

Hares are found in many areas of Oman, but they are not often seen. They are very shy. They are most active in the early morning and the late afternoon. They spend a lot of time hiding in thick vegetation from predators such as foxes and eagles.

### Step 3

Show students the picture and ask **What animals are these?** Elicit a **hare** and a **horse**. Ask **What do you think the hare is saying?** Establish that the hare is asking the horse for help.

Ask a volunteer to read the instruction text and the two questions above the story. Tell students to think about the answers to the questions as they read the story.

### Step 4

Before asking students to read the story, pre-teach any vocabulary they may not be familiar with, such as **popular, chase, scared, bull, escape**.

Tell students to read the story individually. If you think it would be helpful for your students, play **Listening 5.1** and ask them to track the story in their books as they listen.

### Listening Transcript 5.1 (optional)

#### The Hare with Many Friends

There was once a Hare who thought she was very popular with the other animals.

'I'm very lucky,' she said. 'I have so many good friends.'

One day, some big dogs started to chase the Hare. She was very scared and ran to her friend, the Horse, for help.

'Please can I jump on your back,' she said. 'Then you can carry me away from the dogs.'

'Sorry,' said the Horse. 'I've got some important work to do. Go and ask the Bull.'

So the Hare ran to the Bull. 'The dogs are chasing me,' she said. 'Please can you scare them away.'

'Sorry,' said the Bull. 'I haven't got time. Why don't you ask the Goat?'

So the Hare ran to the Goat. 'The dogs are chasing me,' she said. 'Please can I jump on your back?'

'Sorry,' said the Goat. 'My back hurts. Go and ask the Sheep.'

So the Hare ran to the Sheep. The Sheep was eating grass.

'Please can you help me?' asked the Hare. 'I'm very scared of the dogs.'

'Sorry,' said the Sheep. 'Can't you see I'm busy? I'm having my lunch.'

By this time, the dogs were very near.

The Hare ran away as fast as she could, and escaped from the dogs all by herself.

## Step 5

When students have finished reading, discuss Questions 1 and 2. For Question 1, elicit that the Hare learned she could not depend on her friends to help her, and therefore they were not true friends.

Regarding Question 2, the moral is **Someone who has many friends, has no friends**. Write this statement on the board. Ask students whether they agree or disagree, and encourage them to give their reasons.

Encourage students to think more deeply about the story. Ask them if they think it is more important to be popular, or have friends who truly care about you and whose help you can depend on. Establish that being popular, and having real friends, is not always the same thing.

## Task 3

### Step 1

Tell students to **Look at page 51** and to **Look at Activity 3**. Ask a volunteer to read the rubric and check their understanding of the task.

### Step 2

Show students the five pictures. Tell them to match each picture to one of the questions underneath and write its letter into the correct box.

### Answers

.....

1 B   2 E   3 A   4 C   5 D

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they have to write the answers to the questions into their exercise books.

Tell students to write in complete sentences and remind them to use a capital letter at the beginning of each sentence, and for the name of each animal, and a full stop at the end of each sentence.

## Answers

.....

- 1 The Hare asked four animals for help.
- 2 She asked the Bull to scare the dogs away.
- 3 The Goat didn't help because his back hurt.
- 4 The Sheep was busy eating.
- 5 None of the animals helped the Hare.

## Step 2

After you have checked students' answers, tell them to look at the questions again and elicit the question word or phrase in each one. This will help to prepare them for the Grammar section of this unit which focuses on question words.

### Question words or phrases

- 1 How many?
- 2 What?
- 3 Why?
- 4 Which?
- 5 Who?

### Optional Activity

Divide students into groups of six and tell them to read the story of **The Hare with Many Friends** aloud in their groups, with one student being the narrator and the others each taking the part of one of the five animals. You can ask one or two groups to act out the story in front of the class.

### Optional Activity

Ask students if they know any other Aesop's Fables and can tell the stories. Ask too if they can name any fables in general, or traditional Arabic fables or stories.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- do a quiz
- discuss how good a friend they are
- categorise adjectives

#### Target language

- Adjectives describing positive and negative qualities for friends

**Note:** The first activity in this lesson is a quiz. Before they look at it, prepare your students by explaining what a quiz is and making sure they understand the concept. It is up to you to judge whether it is best for your students to do the quiz individually or in pairs or groups.

### Task 1

#### Step 1

Tell students that they are going to do a quiz. Explain the concept of a quiz, as mentioned in the Note above. Ask if your students have done a quiz before. Reassure them that the quiz they are going to do in the lesson is not a test and there are no right or wrong answers. Its purpose is to make them think more about a topic – in this case, what makes a good friend.

#### Step 2

Tell students to **Look at page 42 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Show students the quiz and the heading at the top. Help them to pronounce the word **Quiz**. Ask **What is the title of the quiz?** and establish it is **Are You a Good Friend?**

#### Step 3

Go over the quiz questions one by one and make sure that students understand the meaning of each one. Emphasise that there is no right or wrong answer, but it is up to students to decide on the best answer for them.

#### Step 4

Read the instruction text again and demonstrate on the board how students should circle the letter of the answer they decide is best for them. Circling the letters **a**, **b** or **c** will help them when they add up their scores at the end. Tell students to use pencil when they circle the letters, in case they change their mind about their answers.

**Note:** You could ask students to do the quiz individually, then discuss their answers with a partner or their group.

#### Step 5

Give students time to do the quiz. Circle around the classroom offering guidance and support. When students have finished, go over the quiz with them and ask them for their answers. Stop and ask students to give their reasons for choosing one answer and rejecting the others.

### Task 2

#### Step 1

Tell students to **Look at page 43** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read instruction text **1 – Add up your points and find your score**. Show students the score chart, and demonstrate how they should work out their score for each answer. Point out that the letters **a**, **b** and **c** have different values for each answer.

#### Step 2

Circulate around the classroom, offering guidance and support. Tell students to add up their scores, and write the number into the box at the end of the score chart.

#### Step 3

Read out instruction text **2** under the chart. Tell students to find the information relating to their score and find out how good a friend they are. Ask them if they agree or disagree about this. If they have a low score, ask them to think about how they can become a better friend.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. This is the **Working with Words** section which focuses on vocabulary development. Ask a volunteer to read the instruction text and check students' understanding of the task.

### Step 2

Go over the words in the box above the table and explain the meanings of the more challenging words, such as **loyal**, **honest** and **mean**. **Mean** is a good example of a word that is used in completely different ways, even though the spelling is the same. Students will already know **mean** as a verb but it is unlikely they will have come across it as an adjective. It is however a word commonly used by children and young people.

### Step 3

Tell students to complete the activity either individually or in pairs, and check their answers with their group. Do a whole class check and elicit the answers.

**Note:** It doesn't matter which order they list the adjectives in.

A Good Friend	A Bad Friend
loyal	hurtful
helpful	selfish
honest	uncaring
kind	mean

## Lesson 3

### Grammar

In this lesson, students will:

- revise eight question words and their use
- practise asking and answering questions with a friend
- match questions and answers

Target language

- **Question words:**  
What? Where? When? How? Why?  
Who? Whose? Which?

## Task 1

### Step 1

Tell students to **Look at page 52 of your Classbook** and read the rubric. Ask a volunteer to read the instruction text. Show students the pictures of Zainab and Nawal and check their understanding of the task. Explain that they are going to hear a conversation between the two girls.

### Step 2

Play **Listening 5.2**. Ask students to track Zainab's questions in their book, and listen carefully to Nawal's answers.

### Listening Transcript 5.2

- Zainab:** Hello.  
**Nawal:** Hi.  
**Zainab:** What's your name?  
**Nawal:** Nawal.  
**Zainab:** How old are you?  
**Nawal:** Eleven.  
**Zainab:** Where do you live?  
**Nawal:** Rustaq.  
**Zainab:** When's your birthday?  
**Nawal:** 25th June.  
**Zainab:** Who's your best friend?  
**Nawal:** Aneesa.

### Step 3

Tell students to read through Zainab's part of the dialogue in the Classbook and ask **Which words are the question words?** Elicit **What, How, Where, When and Who**. Make sure they understand the contractions (**What's = What is**) and explain that these are common in informal conversation.

### Step 4

Ask a couple of confident students to demonstrate the dialogue to the class. The student taking Nawal's part answers the questions with information about themselves. Divide the class into pairs and tell them to practise the dialogue, taking it in turns to be Zainab and Nawal. After students have had time to practise, ask a few pairs to say the dialogue in front of the class. If students are able, encourage them to say the dialogue without referring to the Classbook.

## Task 2

### Step 1

Tell students to **Look at page 44 of your Skills Book**. Show them the **Let's Look at Grammar** box and ask a volunteer to read the title. Show students the eight boxes and ask different volunteers to read the information in each box aloud. Go over the information with them and explain any challenging vocabulary, for example, **location** (in the **Where?** box).

### Step 2

Direct students to the **Which?** box. Explain that **Which** and **What** have similar meanings. However, **What** is generally used when a range of answers is possible, for example: **What's your favourite fruit?** **Which** is used when the choice of answers is limited, for example, **Which fruit do you prefer – bananas or apples?**

Direct students to the **Whose?** box. Spend time explaining this as students will probably not have encountered it before. Give some examples, and tell them to be careful not to confuse **Whose?** with **Who's? (Who is?)** Write a few questions on the board to illustrate the difference, for example: **Whose book is this? Who's there?**

### Step 3

Read the information text under the boxes. Make sure that students understand that not every question contains one of the six question words focused on in the boxes. Questions are very often formed by using an auxiliary verb such as **do, did** or **can**. Elicit a few more examples of questions with auxiliary verbs and write them on the board.

**Note:** The Grammar section in Unit 2 of this book focused on questions.

### Step 4

Tell students to read the text in the circle on the right. Remind them that when writing questions, we have to begin the question with a capital letter and end it with a question mark.

## Task 3

### Step 1

Tell students to **Look at page 52 of your Classbook** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text, and check students' understanding of the task.

### Step 2

Tell students to write the question numbers into the boxes under the answers. Get them to check their answers with their group, then elicit the answers.

**Note:** If you feel that eight questions and answers are too many, divide students into groups and ask each group to do two each.

## Answers

.....

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

## Task 4

### Step 1

Tell students to **Look at page 53 of your Classbook** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Show students the words in the box and check their understanding of the task. Tell them to complete the gaps with the correct question words.

### Step 2

Explain that it is very important to read both the question and the answer, because more than one question word can be used for some questions. However, the correct question word is made clear by the answer.

### Step 3

Give students time to do the activity, then tell them to check their answers with their group. Do a whole class check and elicit the answers.

- |   |                |   |       |
|---|----------------|---|-------|
| 1 | When (example) | 2 | How   |
| 3 | Why            | 4 | Who   |
| 5 | Which          | 6 | What  |
| 7 | Where          | 8 | Whose |

### Homework

Write the following ten words on the board.  
Tell students to copy them into their exercise books and learn the spellings at home.

**kind, honest, helpful, nice, friendly, selfish, hurtful, mean, uncaring, rude**

Remind students of the **Look, cover, write, check** method and encourage them to use it.

Tell students that you will check these spellings later in the unit and they should practise spelling the words in their spare time. You won't be testing them until Lesson 12, but don't tell students this as they may decide it is too early to learn the words.

### Optional Dictation

Instead of, or as well as, testing the spellings of isolated words, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to give students one dictation. Give each student a copy about a week before you plan to give the dictation in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 4

### Grammar

#### In this lesson, students will:

- do further revision of question words
- order words in questions
- identify correct question words
- read a poem and answer questions about it

#### Target language

- The same question words as in Lesson 3 plus **How much?**  
**How many? How often? How long?**

## Task 1

### Step 1

Tell students to **Look at page 44 of your Skills Book** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Direct them to the example question. Show them the word **What**. Ask **Why does it have a capital letter?** and elicit this is because **What** is the first word in the question.

### Step 2

Tell students to put the words in the other questions into the correct order and to write each one on the line provided. Remind them to add a question mark at the end. Give students time to do the activity and circulate around the classroom offering guidance and support. Elicit the correct sentences from different volunteers and write them on the board.

#### Answers

- 1 What colour is your new bag? (example)
- 2 When are you going to the souq?
- 3 Why are you tired today?
- 4 Who is your new teacher?
- 5 Where does your friend live?
- 6 How do you come to school?

## Task 2

### Step 1

Tell students to **Look at page 45 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check their understanding of the task. Go over the phrases in the box at the top, and explain the differences between them. Establish that **How much** and **How many** relate to quantity, **How often** relates to frequency, and **How long** relates to time.

**Note:** **How long** can also relate to physical measurement, as in **How long is the swimming pool?** but in this unit the focus is on time.

### Step 2

Write some questions with each phrase on the board to show how they are used, for example:

- How much is that book, please?
- How many countries are there in the world?
- How often do you have English?
- How long did you wait for me?

### Step 3

Give students time to do the activity, then do a whole class check and elicit the answers.

#### Answers

- |   |           |   |          |
|---|-----------|---|----------|
| 1 | How often | 2 | How long |
| 3 | How many  | 4 | How much |

## Task 3

### Step 1

Tell students to **Look at Activity 3** and to read the rubric. Show them the picture of Maha. Explain that she is writing an e-mail to a new member of the IKC, Sally. The purpose of her e-mail is to introduce herself and ask questions in order to find out information about Sally.



## Step 2

Show students the part at the top left of the e-mail which lists the sender, receiver and the subject. Ask questions **Who is the e-mail to?** and revise the correct way to say an e-mail address – i.e. you say sally@ikc.com as 'sally **at** ikc **dot** com'. Ask **Who is the e-mail from?** and elicit Maha's e-mail address – maha@ikc.com which should be said as 'maha **at** ikc **dot** com. Ask **What is the subject?** and elicit **Hello from Oman!**

## Step 3

Tell students to do the activity in pairs, then check the answers with their group. Do a whole class check and elicit the answers.

- |   |          |   |       |   |     |
|---|----------|---|-------|---|-----|
| 1 | How      | 2 | Where | 3 | How |
| 4 | How many | 5 | What  | 6 | Who |
| 7 | Why      | 8 | When  |   |     |

## Task 4

### Step 1

Tell students to **Look at page 53 of your Classbook** and to **Look at Activity 4** and read the rubric and instruction text. Tell them that in this activity, they are going to read a short poem and answer questions about it.

Teach the word **poem** and make sure that students understand the concept of a poem. Ask them if they know any poems in Arabic.

**Note:** This poem has been adapted from the first part of a poem by Rudyard Kipling about 'Six Honest Serving-Men'. In the adaptation, the word 'serving-men' has been changed to 'helpers' as students will find this easier to understand.

**Note:** A good way to remember the six question words focused on in the poem is to get students to learn the poem and chant it together.

## Background Information

### Rudyard Kipling

Rudyard Kipling (1865-1936) was an English poet, novelist and short story writer. He was the first English language writer to receive the Nobel Prize for Literature. Kipling was born in India, and spent his early childhood there. Many of his stories and poems are about India. One of his most famous stories is the children's classic, *The Jungle Book*, which has been made into movies several times.

## Step 2

Tell students to read the poem silently. They have already encountered **honest** earlier in Unit 5 in Lesson 2 (Skills Book, page 43, Activity 3). Remind them that **taught** is the past of '**teach**'.

Read the poem or play **Listening 5.3**.

Tell students to follow the poem in their books as they listen.

## Listening Transcript 5.3

### The Six Helpers

I have six honest helpers,  
They taught me all I knew,  
Their names are  
What and Why and When  
And How and Where and Who.

After students have listened, ask them if they like the poem and to give their reasons.

## Step 3

Ask a volunteer to read Question 1 under the poem and elicit the answer.

### Answer to Question 1

.....  
What, Why, When, How, Where, Why

Ask another volunteer to read Question 2 and discuss possible answers with students. Help them to understand how the question words help the writer.

## Answer to Question 2

The six question words help the writer gain information. By using them to ask questions, he learns about a lot of new things. These words are therefore his 'helpers'.

For teachers' interest, here is the original poem:

### Six Honest Serving-Men

I keep six honest serving-men  
They taught me all I knew,  
Their names are What and Why and When  
And How and Where and Who.  
I send them over land and sea,  
I send them east and west,  
But after they have worked for me,  
I give them all a rest.  
I let them rest from nine till five,  
For I am busy then,  
As well as breakfast, lunch, and tea,  
For they are hungry men.  
But different folk have different views;  
I know a person small\*  
She keeps ten million serving-men,  
Who get no rest at all!  
She sends 'em abroad on her own affairs,  
From the second she opens her eyes  
One million Hows, Two million Wheres,  
And seven million Whys!

*Rudyard Kipling*

*\*This is a reference to Kipling's young daughter, who tragically died from illness at the age of 6.*

### Homework

Tell students to learn the poem **Six Honest Helpers** (Classbook, page 53, Activity 4) at home.

### For the next lesson

Prepare six large word cards, each with one of the question words, What, Why, When, How, Where, Who.

## Lesson 5

### Listening and Speaking

#### YOU WILL NEED:

- SIX LARGE WORD CARDS (WHAT, WHY, WHEN, HOW, WHERE, WHO)

#### In this lesson, students will:

- do a chant
- match statements to pictures
- ask and answer questions about best friends
- decide if statements are True or False
- read and discuss a story

#### Target language

- Who's your best friend?
- Why do you like him/her?

## Task 1

### Step 1

As a lead-in, get students to chant the poem **Six Honest Helpers** which they learned for homework. Do this a couple of times as a whole class chant, then divide students into six groups.

Take out the six word cards, each with a question word, that you have already prepared. Give each group a different word card. Get the class to chant the poem again. When each group hears their question word, they should hold up their word card. You will need to do the chant quite slowly in order to give students time to hold up their card before it is the next group's turn.

### Step 2

Tell students to **Look at page 54 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the pictures and ask **What can you see?** Elicit that the pictures show friends doing different activities.

### Step 3

Ask a volunteer to read the instruction text and check students' understanding of the task. They have to match each of the statements they hear to a picture and write its number into the correct box.

### Step 4

Play **Listening 5.4**, then do a whole class check and elicit the answers.

#### Listening Transcript 5.4

- 1 I like Ahmed because we both love playing football.
- 2 I like Maryam because she stops me feeling sad.
- 3 I like Omar because we fly our kites together.
- 4 I like Maha because we both like riding and talking about horses.
- 5 I like Khalsa because I can tell her all my secrets.
- 6 I like Salim because he helps me understand things.

### Answers

.....  
1 F 2 E 3 A 4 C 5 B 6 D

## Task 2

### Step 1

Ask a student **Who's your best friend?** Then ask **Why do you like him/her?** Elicit an appropriate answer, for example, **Because we both like playing basketball.** Ask a few other students the same question. Elicit a suitable response, and write some examples on the board.

### Step 2

Organise students into pairs – Student **A** and Student **B**. Tell them to **Look at Activity 2** and read the rubric, then show them the example dialogue and go over it with them. Tell them to ask and answer questions about their best friends. Students should take it in turns to ask the questions. When students have had time to practise, ask a few pairs to perform their dialogues in front of the class.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text, and check students' understanding of the task.

### Step 2

Give students a few minutes to read the five statements. Tell them they are going to hear five listening texts. They have to decide if each statement is **True** or **False**, and write **T** or **F** into the boxes next to the statements.

### Step 3

Play **Listening 5.5**. Pause the CD after each text to give students time to decide if the statement is **True** or **False**. Do a whole class check and elicit the answers.

**Note:** Each statement is repeated in order to give students more time to work out the answers.

#### Listening Transcript 5.5

- 1 Maha has two best friends, Maryam and Asma. Maha and Maryam are both eleven, but Asma is ten. (x 2)
- 2 Ahmed and Salim like playing football. They also like going to the park, but they never play football there. (x 2)
- 3 Hassan loves flying kites. One of his kites is red. The other one is blue. (x 2)
- 4 Sally invited twelve of her friends to her party. Two friends didn't come. (x 2)
- 5 Ali and his friends love fishing. They usually go on Fridays, but sometimes they go on Saturdays. (x 2)

### Answers

.....  
1 T 2 F 3 T 4 T 5 F

## Task 4

**Note:** In the following activity, students are asked to think about and discuss a situation which arises with a friend. It presents the idea that sometimes friends can lead us astray.

### Step 1

Ask students if they have ever been in a situation where a friend succeeded in persuading them to do something they didn't want to do, or got them into trouble as a result. Ask them to share their experience with the class.

### Step 2

Tell students to **Look at page 55 of your Classbook** and to **Look at Activity 4** and read the rubric. They are going to read a story about two boys, Mike and Tom. Tell them to think carefully about the story and say you will discuss it with them afterwards.

### Step 3

Give students time to read the story individually. If you think it would be helpful for them, play **Listening 5.6** and ask them to track the story in their books as they listen.

#### Listening Transcript 5.6 (optional)

**Narrator:** Mike and Tom are riding their bikes.  
**Mike:** Let's ride our bikes in the park.  
**Tom:** But there are too many people.  
**Narrator:** The boys go into the park.  
**Mike:** This is boring. Let's have a race.  
**Tom:** That's not a good idea. It's dangerous.  
**Mike:** Don't be a baby. Racing is fun.  
**Tom:** Well.....OK, then. *(to himself)* I don't like this.  
**Narrator:** Mike and Tom race.  
**Man:** Look where you're going!  
**Old lady:** Please be careful!  
**Man:** Stop those boys!

#### cont. Listening Transcript 5.6 (optional)

**Narrator:** They hit an old lady.  
**Tom:** Oh no! Are you OK?  
**Old lady:** My leg hurts. I don't think I can walk.  
**Narrator:** A man points to a notice.  
**Man:** Can't you read? No bikes in the park.  
**Mike:** It was all HIS idea.

Ask a few quick questions to check understanding, using some of the question words practised earlier in the unit, for example:

- **Who are Mike and Tom? (Two friends).**
- **Where do they ride their bikes? (The park)**
- **What does Mike want to do? (Have a race)**
- **Why doesn't Tom want to race? (Because it's dangerous)**
- **Who do they hit? (An old lady)**

### Step 4

Discuss the question under the story with students. Go over the different choices and ask them what they think Tom will say and do now. Will he accept the blame, or will he try and defend himself? Ask students what they would do if they were Tom.

### Step 5

Discuss the story further. What do students think will happen next? Divide them into groups of five and allocate parts – the narrator, Mike, Tom, the old lady, the angry man. Get them to read the story together in their groups and if possible, to act it out.

#### Optional Activity

Students of higher ability can work together in their groups to create a further dialogue to continue the story. They can act it out in front of the class.

## Lesson 6

### Listening and Speaking

#### In this lesson, students will:

- listen to information and fill in a table
- ask their friends questions to find out information about them
- give a mini-presentation about a friend

#### Target language

- Do you like [swimming]?
- Do you [play a musical instrument]?
- What's your favourite [colour]?

### Task 1

#### Step 1

Tell students to **Look at page 46 of your Skills Book** and to **Look at Activity 1** and read the rubric. Show them the pictures of the three children **A**, **B** and **C** and the table underneath. Ask a volunteer to read the instruction text and check students' understanding of the task. Students have to fill in the chart with the required information.

#### Step 2

Ask students to read the text in the boxes on the left side of the chart. Establish that in each case, the text helps them identify what kind of information they should listen for in each person's recording. For example:

- 1 A name
- 2 A time period
- 3 A reason

#### Step 3

Play **Listening 5.7**. Pause after each person has spoken to give students time to fill in the chart. Make sure they understand they should write notes, not complete sentences. When the chart has been completed, go over the answers.

The answers are given in **Bold** in the Listening Transcript at the top of the next column.

### Listening Transcript 5.7

**Voice 1:** **A** My best friend's name is **Nasser**. I've known him **for five years**. I like him because **we play football together**.

**Voice 2:** **B** I've got lots of friends, but my best friend is **Pam**. I've known her **for three years**. Why do I like her? Because **we have a lot of fun together**.

**Voice 3:** **C** My best friend is called **Zainab**. Her family live next door. I've known her **for more than ten years**. **I tell her all my secrets**. That's why I like her.

### Task 2

**Note:** This activity prepares students for Activity 3 (**Find a friend who...**) on the next page. It also gives practice in making questions both of the **Do you.....?** type, and questions beginning with question words.

#### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the first instruction text. Show students the two example questions and ask another volunteer to read them.

Make sure that students understand what they are going to do in this activity. Explain that they are going to ask their friends (classmates) some questions in order to complete the eight information boxes in Activity 2.

#### Step 2

Ask a student the first question **Do you like camping?** and elicit an answer. Repeat with the second question, **What's your favourite subject?** Make sure students understand how the form of these questions is different. The first one elicits the answer **Yes** or **No** but the second one, which begins with the question word, elicits specific information.

### Step 3

Elicit a few more questions from volunteers and write them on the board. Encourage students to make up both types of questions – the **Do you...?** kind and the kind beginning with a question word. Encourage them to use a variety of question words, for example, **Where do you live? Who's your best friend? When do you get up?**

### Step 4

Tell students to write three questions on the lines under the first two. Remind them to begin each question with a question word, and end it with a question mark. Circulate around the classroom, offering guidance and support.

### Step 5

Give students time to write their questions, then elicit a few examples and write them on the board. Ask a volunteer to read the second instruction text and check students' understanding of the task. Tell students to work with a partner and take it in turns to ask and answer the questions.

## Task 3

### Step 1

Tell students to **Look at page 47 of your Skills Book** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the title of the activity – **Find a friend who...** – and read the instruction text. Check students' understanding of the task. Students are going to make a question about each of the statements in the boxes, then find a friend (classmate) who it applies to and write that person's name in the box.

### Step 2

Go over the statements and elicit questions from different volunteers. Write the questions on the board. Some of the questions can be asked in different ways. Practise the different ways with students.

Examples of questions are given at the top of the next column.

- 1 **Do you like drawing?**
- 2 **What's your favourite colour?**  
OR  
**Is your favourite colour blue?**
- 3 **What's your favourite meat?**  
OR  
**Is your favourite meat chicken?**
- 4 **Do you have a pet?**
- 5 **Do you have an older brother?**
- 6 **Can you play a musical instrument?**
- 7 **Can you swim?**
- 8 **How do you come to school?**  
OR  
**Do you come to school by bus?**

### Step 3

When students are confident about the questions, tell them to go round their classmates, asking the questions and finding someone whose name they can fit in the box. This will involve moving around the classroom. They should only ask their question to one person at a time, and if that person's answer does not enable them to write their name in the box, they should move on to the next person.

**Note:** Students could begin by asking the other members of their own group the questions.

## Task 4

Tell students to **Look at Activity 4** and read the rubric. Show them the presentation icon.

**Note:** The final task in each lesson of the Listening and Speaking sections throughout Grade 5 is a mini-presentation. These presentations should be very short; even one or two sentences are enough for less able students. They are designed to give students some basic confidence in standing up and presenting their ideas in English to an audience.

It is up to teachers to plan the best way to do the mini-presentations, especially as time will be short. Teachers may prefer to have the students in only one group present to the whole class in each unit, while other students in the class can give their presentations only to the members of their group.

## Step 1

Tell each student to choose one or two of the boxes in Activity 3. Explain they are going to tell the class about that person, but they should add a couple more details.

For example:

- **Ali has an older brother. His name is Salim. He's thirteen. He likes playing basketball.**
- **Laila can swim. She goes swimming every weekend in the pool.**

## Step 2

Show students the examples of mini-presentations at the bottom of the page.

- **Maha can play a musical instrument. She plays the piano.**
- **Laila has a pet bird. It's a parrot.**

## Step 3

Give students time to choose one of the boxes, and think what questions they are going to ask to find out more details about that person. Tell them to write down their questions, then ask them and find out the answers. They can then prepare a mini-presentation.

**Note:** Students should introduce their mini-presentations with a short introductory phrase, for example, **Good morning** or **Good afternoon**, and thank the audience at the end (for listening).

### Example of a mini-presentation

Good morning (afternoon).

I'm going to tell you about Ali.

Ali has an older brother. His name is Salim and he's thirteen. He likes playing basketball.

Thank you (for listening).

## For the next lesson (optional)

Prepare photocopies of the **My Best Friend Nasser** error correction text (where the same text appears twice on the page) from the photocopiable pages at the back of this Teacher's Book. Cut up the page so there is one text for each student.

**Note:** Students may also do the activity by copying the text from their Skills Book into their exercise books, but it will save time if you can give them photocopies of the text as suggested above instead of getting them to copy it out.

## Lesson 7

### Writing

#### YOU WILL NEED (optional):

- PHOTOCOPIES OF THE 'MY BEST FRIEND NASSER' ERROR CORRECTION TEXT FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK (cut up so there is one text for each student)

#### In this lesson, students will:

- read and analyse a paragraph
- familiarize themselves with an error correction checklist
- find errors in a paragraph and rewrite it correctly
- ask and answer questions with a partner

## Task 1

### Step 1

Tell students to **Look at page 56 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the diagram (a Venn diagram) and ask **Who are these girls?** Establish they are **Nada and Salima** and that they are best friends. Students should remember the two girls from Classbook, Unit 1, page 2.

### Step 2

Ask a volunteer to read the instruction text. Discuss the information in the diagrams with students. Make sure that students understand that the information in the central part relates to both girls. Elicit how Nada and Salima are similar and how they are different.

Ask students what the questions would be to elicit the information in the diagram, for example, **How old is Nada?**

### Step 3

Draw a diagram on the board similar to the diagram in Activity 1. Choose two students and write their names at the top of each circle. Ask them questions, for example

- **How old are you?**
- **How many brothers and sisters have you got?**
- **Have you got a pet?**
- **What's your favourite colour?**
- **What do you like doing?**

As you elicit answers, write them into the appropriate circle. If students have things in common, write them into the part of the diagram where the two circles overlap.

## Task 2

### Step 1

Tell students to **Look at Activity 2** and to read the rubric. Ask a volunteer to read the instruction text. Establish that this is a paragraph written by Nada about her best friend Salima. It is based on the information in the diagram in Activity 1. Remind students that a paragraph is made up of a number of sentences.

### Step 2

Tell students to read the paragraph. Make sure they understand that it contains information about (a) how Salima and Nada are different, and (b) how they are the same. Explain what the phrase **next door** means.

Ask a few quick questions to check understanding, for example:

- **Do Nada and Salima go to the same school?**
- **Do they have the same pets?**

Discuss the questions to the right of the paragraph and elicit the answers.

### Answers

- .....
- 1 My Best Friend.
  - 2 Nine.
  - 3 My best friend is Salima.



**Note:** You can refer students to the Writing section in Unit 4 Classbook and Skills Book, where they analysed a paragraph and then wrote their own. Make sure students understand that a paragraph does not have to consist of nine sentences. It has no fixed number of sentences, but should consist of more than one or two sentences.

## Optional Activity

### Step 1

Tell students to rewrite the paragraph in Activity 2 into their exercise books, but changing the information so that the paragraph is about Nada not Salima.

### Step 2

Give students time to rewrite the paragraph, then tell them to check it with their group. Elicit the sentences where the information needs changing and write them on the board.

#### **My Best Friend** by Salima

My best friend is Nada. She lives next door and we go to the same school. Some things about us are the same, but some are different. I am ten years old, and Nada is a year older. I have three older sisters but Nada has two younger brothers. We both have pets, but she has a bird and I have a rabbit. Our favourite colour is pink. We enjoy doing the same things too. We both like drawing and going on picnics with our families.

## Task 3

### Step 1

Tell students to **Look at page 57 of your Classbook.** Show them the **Spelling and Punctuation** box at the top and the **Error Correction Checklist.** This revises material covered in the previous four units in the book.

### Step 2

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Read the information in the box, and point out the different types of errors and the number of each type. Students should correct the mistakes in the paragraph.

**Note:** If you have prepared photocopies of the 'My Best Friend Nasser' error correction text from the photocopiable pages at the back of this Teacher's Book, give a text to each student.

### Step 3

Tell students to work with a partner and find the errors. Circulate around the classroom, offering guidance and support. When students have finished, do a whole class check and elicit the answers.

#### Errors

**Capital letters:** Muttrah (line 2)  
We (line 3)  
Nasser (line 6)

**Full stops:** after 'football' (line 4)  
after 'swimming' (line 5)

**Spellings:** too (line 2).  
Should be **two**.  
beech (line 4).  
Should be **beach**.  
rideing (line 5).  
Should be **riding**.  
homewok (line 6).  
Should be **homework**.

## Task 4

Divide students into pairs. Tell them to **Look at Activity 4** and read the rubric. Explain that they are going to ask and answer questions about Salim and Nasser, based on the information in the paragraph in Activity 3.

### For the next lesson

Prepare copies of the 'My Best Friend' writing page – one for each student – from the photocopiable pages at the back of this Teacher's Book.

## Lesson 8

### Writing

#### YOU WILL NEED:

- COPIES OF THE 'MY BEST FRIEND' WRITING PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each student –

#### In this lesson, students will:

- study a paragraph
- ask a friend questions and write information about them
- transfer information to build up a paragraph
- check another student's work for spelling and punctuation errors
- write a paragraph about a friend or member of their family

## Task 1

### Step 1

Tell students to **Look at page 48 of your Skills Book** and to **Look at Activity 1** and read the rubric. Show students the picture of Sally and ask a volunteer to read the instruction text. Ask a different volunteer or volunteers to read the paragraph to the class.

### Step 2

Ask questions about the structure of the paragraph, for example:

- **How many sentences does it have?**
- **What is the topic sentence?**
- **What is the final sentence?**

### Step 3

Elicit questions about Sally from the class and write them on the board. Encourage students to use different question forms, for example:

- **How old is Sally?**
- **What's her favourite animal?**
- **Does she like reading?**
- **Why does Sally's friend like her?**

Get students to spend a few minutes asking and answering questions about Sally with a partner. They should take it in turns to ask and answer the questions.

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Show students the information about David in the box under the picture and tell them to read it. Make sure they understand they should use the information in the box under the picture to complete the paragraph.

### Step 2

Tell students to complete the paragraph, then check it with their group. Ask a spokesperson from one group to read out the paragraph to the class. The answers are given in **Bold** in the text below.

### Answers

.....  
This is my friend, **David**. He is **eleven (11)** years old. He has got **blond** hair and **blue** eyes. His favourite colour is **yellow** and his favourite animal is the **kangaroo**. He likes **pizza and ice-cream**. He also likes **playing football** but he doesn't like **swimming**. I like David because we have fun together.

## Task 3

### Step 1

Tell students to **Look at page 49 of your Skills Book** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Explain that they are going to ask a friend in the class questions in order to find out information about him/her and write it on the appropriate lines in the box.

### Step 2

Go over the questions that students will need to ask to find out the information. Tell them to write their friend's name on the line at the top of the box. Show them the two examples of questions to find out the information to answer questions **1** and **2**. Elicit the other questions from students and write them on the board.

- 1 How old are you?**
- 2 What colour is your hair?**
- 3 What colour are your eyes?**
- 4 What's your favourite colour?**
- 5 What's your favourite animal?**
- 6 What food(s) do you like?**
- 7 What do you like doing?**
- 8 What don't you like doing?**

**Note:** With questions **2** and **3**, although the student asking the questions can see what colour their friend's hair and eyes are, it gives them practice with forming the questions, and their friend practice in answering with a colour.

### Step 3

Tell students that when they have found out the information, they should also complete the sentence at the end of the box, beginning **I like [Ahmed] because.....** Help them to do this by discussing some possible ideas with them. They can also refer to earlier sections of the unit. For example,

- **I like [Ali] because he shares things with me.**
- **I like [Maha] because we enjoy doing the same things.**
- **I like [Tariq] because we play football together.**
- **I like [Sara] because she always helps me.**

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Make sure they understand they should complete the paragraph by transferring the information they have written down about their friend in Activity 3.

### Step 2

Give students time to complete the paragraph. While they are doing this, circulate around the classroom offering guidance and support.

### Step 3

Tell students to **Look at Activity 5** and read the rubric. Read the instruction text and explain that students are going to exchange their book with a partner for checking. Their partner will look for spelling and punctuation errors and make any necessary corrections.

### Step 4

Tell students to hand their partner's book back to them, and show them any errors they have found. If they are not sure whether something is an error or not, they should check it with you.

### Homework

- || Tell students to **Look at Activity 6** and read the rubric and instruction text. Check their understanding of the task.
- || Give each student a copy of the photocopiable page
- || **My Friend** \_\_\_\_\_ from the back of this Teacher's Book. Tell them that for homework, they have to find another friend and ask them questions in order to complete the information in the box at the top of the page. They should then write a paragraph about that person, using the information in the box.

**Note:** Students of a lower level can complete the box on the photocopiable page with the information they have already found out about their friend in Activity 3 of this section. They can rewrite their corrected paragraph in Activity 4. High flying students can choose a different friend, and find out new information and create a new paragraph, using the paragraph in Activity 4 as a model.

**Note:** If students prefer, they can ask a family member the questions. In that case, they should write the relationship on the line at the top, for example, **My Sister [Huda]**.

Ask students to find a picture or do a drawing of the person they are writing about, and stick into the appropriate box on the page.

Remind students to use capital letters and full stops when writing their paragraph.

## Lesson 9

### Project

**Note:** The project for Unit 5 is **making a poster about Friendship Rules.**

#### In this lesson, students will:

- think about what being a good friend means
- discuss what a good friend does
- do a listening activity about good and bad friendship behaviour
- work with other students to make short sentences related to friendship

### Task 1

#### Step 1

Tell students to **Look at page 58 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and the statement, and check students' understanding of the task.

#### Step 2

Discuss the two questions under the statement. Encourage students to think more deeply about what it means to be a good friend.

#### Suggested answers:

- 1 A good friendship works both ways. Having a friend is also about how to be a friend.
- 2 Encourage students to understand that a friendship should not be one-sided. Ask them to think about how they can be a good friend. Elicit their ideas and write a list on the board. Suggestions could include:
  - Listen to your friend.
  - Help your friend.
  - Be pleasant and not rude to your friend.
  - Praise your friend when they do something well.

- Congratulate your friend when something nice happens to them.
- Give back things you have borrowed from your friend.
- Don't hurt your friend's feelings.

### Task 2

#### Step 1

Tell students to **Look at Activity 2** and read the rubric. Show them Maha's ideas about how a good friend behaves, and ask a volunteer to read the instruction text.

#### Step 2

Tell students to discuss Maha's ideas in groups. While they are doing this, write a list of the items on the board. Open out the discussion into a whole class discussion, and go through the items on the list one by one. Put a tick or a cross beside each item and ask the class if they can think of any other items to be added to the list.

### Task 3

#### Step 1

Tell students to **Look at page 59 of your Classbook** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they are going to hear some short dialogues, and they have to decide whether each one relates to good or bad friendship behaviour.

#### Step 2

Write the letters **A – E** on the board. Explain that as students listen they should write **Good** or **Bad** beside each letter.

#### Step 3

Play **Listening 5.8**. Pause after the first dialogue and show students Example **A**. Make sure they understand why it relates to good friendship behaviour, i.e. because it illustrates how friends share things with each other.

### Listening Transcript 5.8

- A** **Voice 1:** I forgot to bring my lunch to school today.
- Voice 2:** Don't worry. Would you like to share my sandwiches?
- Voice 1:** Yes, please! That's great.
- B** **Voice 1:** Can I be on your football team, Ali?
- Voice 2:** No, you're too fat. You can't run fast enough to score goals.
- Voice 1:** Oh.
- C** **Voice 1:** Why are you looking so sad?
- Voice 2:** I didn't do very well in the English test yesterday.
- Voice 1:** That's because you're not very smart.
- D** **Voice 1:** This maths homework is very difficult. I can't understand it.
- Voice 2:** Don't worry. I'll show you how to do it.
- Voice 1:** Really? Thank you very much.
- E** **Voice 1:** Are you going to Sara's party on Saturday?
- Voice 2:** Yes, I am. What about you?
- Voice 1:** No, she didn't invite me. And if you go, I won't be your friend any more.

### Step 4

Go over the answers, and ask students to give their reasons why each one is good or bad friendship behaviour. In the case of each dialogue that relates to bad behaviour, ask them what the children could have said to make it into good behaviour.

### Answers

.....

- A** good (example)    **B** bad    **C** bad  
**D** good    **E** bad

## Task 4

### Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Show students the letters **FRIENDS** written vertically and check their understanding of the task.

In groups, they have to think of a short sentence relating to friendship beginning with each of the letters. Show them the example – **Friends help you.**

### Step 2

Give students time to discuss their sentences. Tell them to write their sentences as a continuation of each letter. Remind students to end each of their sentences with a full stop.

### Step 3

Circulate around the classroom, offering guidance and support. Help students by making suggestions (see the example list at the end of this step). When students have had enough time to do the activity, elicit sentences from different groups and write them on the board.

**Note:** This is a very challenging activity. Tell students that if they can't complete every line, it's OK. The sentences should be very short, and can relate to any aspect of friendship. They can be activities that friends do together, for example, for **R**, they could write 'Read with me.' The sentences don't have to follow the same grammatical structure or pattern but they should be complete sentences.

#### Examples:

**Friends help you.** (example)

**Respect** your friends.

**I love** my friends.

**Every friend** is important.

**Never say bad things** about your friends.

**Don't be rude** to your friends.

**Share things** with your friends.

## For the next lesson

Prepare pieces of A3 card or paper, one for each group to write their Friendship Rules on.

**Note:** Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

**kind, honest, helpful, nice, friendly, selfish, hurtful, mean, uncaring, rude**

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

### Reminder: Optional Dictation

Instead of, or as well as, testing the words in a list, teachers may choose to give students a dictation at the end of the unit.

Giving students a dictation not only tests spelling but gives valuable practice in using capital letters and punctuation correctly.

You can find two dictations on the photocopiable pages at the back of this Teacher's Book. However, you will probably only have time to give students one dictation. Give each student a copy about a week before you plan to give the dictation in class.

Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 10

### Project

#### YOU WILL NEED:

- A3 PAPER OR CARD FOR STUDENTS TO WRITE THEIR FRIENDSHIP RULES ON – one for each group

### Task 1

#### Step 1

Tell students to **Look at page 59 of your Classbook** and to **Look at Activity 5** and read the rubric. Read the instruction text and check students' understanding of the task. Explain that they are going to do a project about Friendship Rules.

#### Step 2

Show students the poster and elicit or establish the meaning of **rule**. Ask what other rules they know. They could suggest, for example, school rules, and rules relating to road safety. Tell them that rules can also apply to friendship, and show them each example of a **DO** and **DON'T** rule on the poster in Activity 5.

#### Step 3

Explain that in their groups, students are going to discuss friendship rules and agree on five rules beginning with **Do** and five with **Don't**. They have to agree with their group what the most important rules are, and should make a list of their selected rules in their Classbooks.

**Note:** The rules can be very short, for example 'Be kind.' However, students of higher ability can make up more complex rules.

#### Step 4

While students are discussing their rules, circulate around the classroom offering guidance and support. Get students to show their lists to another group for checking. When students have had enough time, elicit a few rules from different groups and write them on the board.

## Task 2

When students have finalised their rules, give each group a piece of A3 card or paper. Tell them to write the heading **Friendship Rules** at the top, and the sub-headings **DO** and **DON'T** underneath, in the same way as the poster in Activity 5. They should write their rules under the sub-headings (five of each), and write their names at the bottom of the poster. They can also illustrate their poster if they have time.

**Note:** Check that everyone in each group shares responsibility in producing their Friendship Rules, and shares equally in making up the rules. Each member of the group should write a rule onto the poster. You can display the posters around the walls of your classroom.

## Lesson 11

### Let's Read

**In this lesson, students will:**

- read a story independently
- do activities related to the story

**Note:** The **Let's Read** section of each unit gives students the opportunity to practise reading silently by themselves. It should be read primarily for enjoyment.

However, a number of activities related to the story have been provided, two on page 61 of the Classbook and the rest on page 60 of the Skills Book.

The activities on page 61 of the Classbook should be done in class. The teacher can decide whether students should do any, some or all of the activities in the Skills Book, depending on the level of their class. These activities should be done as homework.

**Note:** The story **The Bell of Atri** provides further opportunities to ask questions using the question words focused on earlier in this unit.

## Procedure for Let's Read

### 1 Before reading

Introduce students to the story by asking some pre-reading questions. Tell them to **Look at page 60 of the Classbook** and to **Look at the story and the pictures**.

Ask **What is the title of this story?** and elicit **The Bell of Atri**. Check that students understand the meaning of **bell**. Point to the picture of the horse and ask **What can you see?** Elicit some adjectives to describe the horse, for example, **old, thin, sad**. Ask **What is in the other picture?** and elicit or establish **snow, hill, tower, houses**.



Write the following questions on the board. Students do not have to write the answers down, but make sure they understand the questions.

**Note:** These four questions are focus questions. Finding the answers gives students a purpose for reading the story.

## Questions

- 1 What was at the top of the hill?
- 2 Where did the rich lord live?
- 3 Why did the rich lord send the old horse away?
- 4 Why were the people in the town surprised?

## 2 While reading

Tell students to read the story silently and independently and find the answers to the four questions as they read. Circulate around the classroom, offering guidance and support. Students will probably need help understanding some vocabulary items such as **silent, lord, served, ashamed, hay**.

## 3 After reading

### Task 1

Tell students to discuss the four questions and answers in their groups. Ask the questions one by one and elicit the answers.

### Answers

- 1 A tower with a bell.
- 2 In a castle near the town.
- 3 Because it cost too much to feed him.
- 4 Because someone rang the bell.

### Task 2

Tell students to **Look at page 61 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Tell students to match the vocabulary items with the pictures, and write the correct numbers into the circles above the pictures. Do a whole class check.

### Answers:

1 C    2 E    3 A    4 F    5 D    6 B

### Task 3

Tell students to **Look at Activity 2** and to read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. They have to read the question words in the snowflakes and complete each question with one of the words. Do a whole class check.

**Note:** It is important for students to read the answers as well as the questions in order to identify the correct question word.

### Answers

- |       |        |         |
|-------|--------|---------|
| 1 Who | 2 What | 3 Where |
| 4 How | 5 When | 6 Why   |

### Optional Activity

Students who finish reading the story and doing the activities in this lesson early can look at the extra activities on the signpost at the bottom right of page 60 of the Classbook. Tell them to write the lists of adjectives and verbs in the simple past tense into their exercise books.

### Homework

You can ask students to complete some or all of the activities on the The Bell of Atri Activity Page on page 60 of the Skills Book.

## Answers

- 1 1 friend (example)  
 2 old  
 3 sent  
 4 feed  
 5 town  
 6 winter
- 2 1 d (example) 2 f 3 e 4 b 5 c 6 a
- 3 **Across**  
 1 Winter 2 Castle 3 Ashamed  
 4 Silent 5 Hay

### Down

Italy

## For the next lesson

Remind students about the ten words which you asked them to learn to spell for homework at the end of Lesson 4.

**kind, honest, helpful, nice, friendly, selfish, hurtful, mean, uncaring, rude.**

## Optional Dictation

If you are planning to give students a dictation next lesson, make sure you have given them each a copy of the dictation from the photocopiable pages at the back of this Teacher's Book so that they can learn it in advance.

There are two dictations, but you will probably only have time to give students one of them. Students should write their dictation onto a separate piece of paper so that you can take it in for checking.

## Lesson 12

## Working with Sounds

### Review

#### In this lesson, students will:

- learn about syllables
- do a dictation and a spelling test
- review the unit

## Task 1

### Step 1

Tell students to **Look at page 50 of your Skills Book** and to **Look at Activity 1** and read the rubric.

Remind them of the meaning of **poem** from the Grammar section of this unit (Classbook, page 53, Activity 4).

### Step 2

Ask a volunteer to read the instruction text. Tell students you are going to play the poem on the CD and they should listen and read the words silently. Play **Listening 5.9** straight through.

## Listening Transcript 5.9

### To My Friend

A friend is so important,  
 You mean so much to me,  
 Sharing, caring, having fun,  
 Playing games when school is done,  
 Always together,  
 Best friends forever,  
 Thank you for being my friend.

**Note:** If you think it would be helpful for your students, write the poem on the board so they can all see it easily. Explain that 'done' in the fourth line means 'over, finished'.

### Step 3

Read the first line of the poem, clapping the syllables as you read it. Each word is one syllable. Repeat the line, this time getting the students to clap with you. Go through the poem line by line, clapping the syllables and getting students to join in with the clapping.

### Step 4

Read the whole poem and get the class to join in with the reading and clapping. Alternatively, get different groups to join in with reading and clapping different lines.

#### Words with 1 syllable

a, friend, is, so, you, mean, much, to, me, fun, games, when, school, done, best, friends, thank, for, my

#### Words with 2 syllables

sharing, caring, having, playing, always, being

#### Words with 3 syllables

important, together, forever

## Task 2

### Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task and tell them to do it in their groups. Get them to read the words aloud and clap the syllables in each word.

### Step 2

Do a quick whole class check. Ask different groups to read one of the words aloud, clap the syllables and say how many there are.

### Answers

- .....
- |   |           |   |         |
|---|-----------|---|---------|
| 1 | friend    | = | 1 clap  |
| 2 | school    | = | 1 clap  |
| 3 | sharing   | = | 2 claps |
| 4 | always    | = | 2 claps |
| 5 | important | = | 3 claps |
| 6 | together  | = | 3 claps |

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Read the information text aloud and make sure they understand what a **syllable** is. Write a word to demonstrate this, for example, **butterfly**. Say the word aloud, emphasizing the syllables and putting in vertical lines to divide them.

but // ter // fly

Read the word again, clapping the syllables (3 claps). Get students to read it with you and clap the syllables.

### Step 2

Read the instruction text aloud and check students' understanding of the task. They have to read the six words in Activity 3 and put vertical lines between the syllables, in the same way as you did for 'butterfly.' Circulate around the classroom, offering guidance and support.

### Step 3

When students have finished, play the words on the CD for students to check their answers. Ask students to listen for the number of syllables and clap along. Play **Listening 5.10**.

#### Listening Transcript 5.10

1	sandwich	sand // wich	(2 claps)
2	kite	kite	(1 clap)
3	banana	ban // an // a	(3 claps)
4	horse	horse	(1 clap)
5	kangaroo	kan // gar // oo	(3 claps)
6	football	foot // ball	(2 claps)

## Task 4

### Step 1

Tell students to **Look at page 51 of your Skills Book**. Read the heading, **Review**, and establish that this page focuses on some things they have covered in the unit.

Explain that students should complete Activities **1** and **2** individually and then you will give them a spelling test and/or dictation on the words you told them to learn.

## Step 2

Tell students to **Look at Activity 1**. Read the heading, **Grammar**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 3

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the sentences with them. Elicit the answers from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

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

## Step 4

Tell students to **Look at Activity 2**. Read the heading, **Vocabulary**, then the rubric and instruction text. Show students the example and check their understanding of the task.

## Step 5

Give students a time limit to complete the task. Tell them to change their books with a partner. Go over the words with them. Elicit the answers from volunteers and write them on the board. Tell students to check their partner's work and give them a score out of **seven**. They should write their partner's score into the blank space in the box at the end of the activity. They should then return the book to their partner.

## Answers

- .....
- 1 smile (example)
  - 2 share
  - 3 care
  - 4 help
  - 5 listen
  - 6 talk
  - 7 play
  - 8 have fun

## Task 5

### Step 1

Tell students to **Look at Activity 3**. Explain that this is where they will write the words they have learned to spell in this unit. They should write each word on a separate line.

### Step 2

Read out the ten words in any order. Pause after each one to give students time to write it. Number the words as you read them to make checking them easier.

**kind, honest, helpful, nice, friendly, selfish, hurtful, mean, uncaring, rude**

### Step 3

Tell students to change their books with their partner. Elicit the spellings from volunteers and write them onto the board. Tell students to check their partner's work and give them a score out of **ten**. They should write their partner's score into the blank space in the box at the end of the activity.

### Step 4

Show students the box at the bottom right with the heading **How did you do?** Tell them to add up the scores from the three sections and write it into the blank space in the box under total score. They should then return the book to their partner.

Tell students to look at their scores and to see which category they come into – **Very good, OK** or **Not very good**.

**Note:** If you have chosen to give students a dictation instead of or in addition to testing isolated words, get them to write the dictation on a separate piece of paper so that you can take it in for checking. Remind them about the importance of capital letters and punctuation. As you give the dictation, make sure students cannot see the copy of the dictation they have learned from.

## Task 6

### Step 1

Tell students to turn to pages 52-53 of their Skills Book with the heading **My Learning Record**. Explain in L1 the purpose of a learning record – so that they can see what they have covered and monitor their progress.

### Step 2

Tell students to **Look at Unit 5** and read the statements. Show them the five faces at the top of page 52 and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement for Unit 5 and ask **How well can you talk about good and bad friendship behaviour?**

Ask which face represents how they feel – **very, very well, very well, OK, not sure, not very well**. Show students the number above each face and explain that they should write the number of the face that represents how they feel into the box at the end of the statement.

### Step 3

Read the rest of the statements aloud and check that students understand them. Tell them to read them silently again, think about the answers and write the appropriate numbers into the boxes. Circulate around the classroom, offering guidance and support.

## 1. Oral/aural language: receptive skills

- To follow instructions and suggestions given by the teacher and other students in English
- To extract information from a variety of aural texts and transfer it to another medium
- To understand the general meaning of longer, more complex texts
- 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 use a wider range of English in controlled communicative situations
- To use English to ask for and impart factual information
- To give a short presentation of a topic
- To reproduce the phonemes, stress, rhythm and intonation patterns of English using the models provided

## 3. Reading skills

- To read a variety of short written texts and dialogues for specific information
- To read longer, more complex texts for general understanding
- To extract specific information from a variety of texts and transfer it to charts and tables
- To recognise word order and the sequence of events
- To read a story independently

## 4. Writing skills

- To create sentences and short written texts independently
- To create paragraphs following models provided
- To plan and organise different types of written work
- To check their own and others' written work for errors
- To recognise and use correct punctuation and spellings

## 5. Learning and social skills

- To co-operate with others in pair, group and team work
- To work independently
- To apply prior knowledge to a topic
- To compare information
- To categorise information
- To reason deductively
- To present a topic to the class
- To evaluate their own learning

# Cross-curricular Links

In addition to the specific linguistic objectives in the course, *English for Me* reinforces the following areas across the curriculum:

## Unit 1 Welcome Back to English!

applying prior knowledge  
sequencing  
categorising  
planning  
presenting  
doing a project

### Social Skills

following the rules of a game  
turn-taking  
discussing  
interacting with a partner  
co-operating with a group

## Unit 2 Kids Like Us

applying prior knowledge  
sequencing  
transferring information  
categorising  
presenting  
doing a survey

### Information Technology

computers, email and the Internet

### Social Sciences

geography, knowledge of other cultures  
Social Skills  
co-operating with a partner or group

## Unit 3 Growing Up

applying prior knowledge  
sequencing  
categorising  
transferring information  
planning  
presenting  
doing a project with a partner

### Science

life cycles of animals and plants

### Social Skills

following the rules of a game  
turn-taking  
discussing  
co-operating with a partner or group

## Unit 4 Going Places

applying prior knowledge  
sequencing  
categorising  
analysing  
planning  
presenting  
doing a group project

### Science

animals

### Social Sciences

geography, knowledge of other cultures

### Information Technology

online chatting  
website design

## Unit 5 Friendship

applying prior knowledge  
categorising  
analysing  
transferring information  
planning  
presenting  
doing a group project

### Social sciences

relationships

### Social Skills

discussing  
interviewing  
interacting with a partner  
co-operating with a group

# Photocopiable Pages

**Dictations** page 160

## UNIT 1

Past tense verbs/Present tense verbs page 161  
What I did in the holidays page 162  
Read and Sort page 163  
My Dictionary Page page 164  
Classroom Objects - Picture Check Sheet page 165  
Classroom Objects - Word Check Sheet page 166

## UNIT 2

Country Word Cards page 167  
Think and Complete page 168  
International Kids Club Application Form page 169  
E-mail to a New Friend page 170  
Think and Talk page 171  
My Family Survey page 172

## UNIT 3

Minibeast Word Cards page 173  
Butterfly Game Question Sheet page 174  
The Life Cycle of a Butterfly page 175  
What I do after school page 176  
Project: An Omani Animal page 177

## UNIT 4

Word Cards page 178  
Places to Visit page 179  
A Place in Oman page 180  
Project Planner Page page 181  
Project: Website Template page 182

## UNIT 5

My Best Friend Nasser page 183  
My Friend... page 184

**Additional Poster Activities** pages 185 to 187



# Dictations

.....

## Unit 1

- 1 Ali **flew** to Salalah with his family. They **went** to the beach and **swam** in the sea. They **saw** lots of camels. They **had** a great time.
  - 2 Huda **washed** her hands. She **helped** her mum and they **cooked** dinner. Then she **cleaned** her room and **listened** to music.
- .....

## Unit 2

- 1 I **like** playing computer **games**. My friend, Ali, likes **reading**, **drawing** and playing **football**.
  - 2 My name is Huda. I like **art** and **science**. At the weekend, I like going **shopping** and visiting the zoo. I like watching **snakes** and **camels**.
- .....

## Unit 3

- 1 Maha went into the garden. First, she found a **caterpillar** and a **worm**. Next, she found a **spider** and a **beetle**. Then she saw an **ant**.
  - 2 A **frog** can swim but a **butterfly** can't swim. A **bee** and a **bird** can fly. A **snail** can't fly and it can't run fast.
- .....

## Unit 4

- 1 I have a **suggestion**. Let's **explore** the fort and the **museum**. Oh no! That sounds **boring**.
  - 2 Let's go and see the **crocodiles** and **kangaroos** on Monday, and on Tuesday we can visit Ayers **Rock**. On Wednesday, we can play with a **boomerang**, a **famous** object from Australia.
- .....

## Unit 5

- 1 A good friend is **kind** and **honest**. A good friend is always **nice** and **friendly** and never says **hurtful** things.
  - 2 A good friend is never **selfish** or **mean**. A good friend is always **helpful** and never **uncaring** or **rude**.
- .....

**Past tense verbs**

liked	took	saw
ate	went	collected
stayed	flew	climbed
was	visited	did

**Present tense verbs**

like	take	see
eat	go	collect
stay	fly	climb
is	visit	do

Name: .....

Date: .....

## What I did in the holidays

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....


.....



# Read and Sort

Read the words in each group below and sort them into alphabetical order. Remember, when you are sorting words that begin with the same letter, look at the **second** or **third** letter. Use that letter to sort the words.

**1**



computer .....

ruler .....


book .....

calculator .....

bag .....

rubber .....

**2**



goat .....

tiger .....


cat .....

turtle .....

lion .....

snake .....

**3**



pizza .....

chocolate .....


cake .....

coconut .....

bread .....

cheese .....

**4**



swimming .....

running .....


sailing .....

climbing .....

camping .....

fishing .....

**5**



brother .....

mother .....


aunt .....

sister .....

uncle .....

father .....

**6**



Maths .....

Arabic .....

Sport .....

Art .....

English .....

Science .....

Name: .....

Date: .....

### My Dictionary Page

Words beginning with

.....

.....

.....

.....








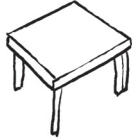


















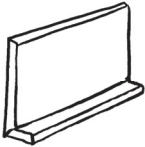



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.....

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## Classroom Objects

### Picture Check Sheet

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

## Classroom Objects

### Word Check Sheet

a bag

counters

a rubber

a bin

a cupboard

a ruler

a blackboard

a desk

scissors

a board rubber

a dice

sellotape

a book

a door

string

a calculator

glue

a tape recorder

a chair

a pen

a television

chalk

a pencil

a video recorder

a clock

a pencil case

a whiteboard

a computer

a poster

a window

## Country Word Cards

Oman	Britain	Italy
Kenya	USA	Japan
France	Australia	Spain
Tanzania	Mexico	



Oman	Britain	Italy
Kenya	USA	Japan
France	Australia	Spain
Tanzania	Mexico	



## Think and Complete

### Classbook, Activity 3, page 15

	drawing	playing computer games	going shopping	reading stories or comics	playing football or volleyball	swimming	riding a bike
Roberto	✓		x		✓		
Suzy							
Maha							
David							



## Think and Complete

### Classbook, Activity 3, page 15

	drawing	playing computer games	going shopping	reading stories or comics	playing football or volleyball	swimming	riding a bike
Roberto	✓		x		✓		
Suzy							
Maha							
David							



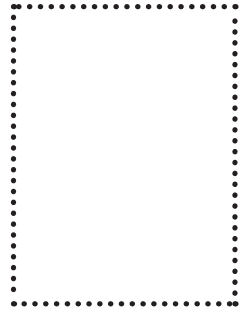
# International Kids Club

## Application Form

**Name:** .....

**Age:** .....

**Country:** .....



**Likes:** .....

.....

**Dislikes:** .....

.....



**E-mail:** .....

Name: .....

Date: .....

## E-mail to a New Friend

Imagine that you are writing to a new friend in the IKC. Write about your life. Describe what you do every day. Draw a picture about your day in the box at the top to show your new friend what your life is like.

To:	.....	
From:	.....	
Subject:	Hello!	
Dear	.....	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Bye,	.....	

## Think and Talk

Classbook, Activity 2, page 22  
 Make more words for each of these topics.

Sports	School subjects	Daily activities
tennis	Arabic	watching TV



## Think and Talk

Classbook, Activity 2, page 22  
 Make more words for each of these topics.

Sports	School subjects	Daily activities
tennis	Arabic	watching TV



## Think and Talk

Classbook, Activity 2, page 22  
 Make more words for each of these topics.

Sports	School subjects	Daily activities
tennis	Arabic	watching TV

# My Family Survey

Name	swimming	computer games	watching TV	shopping	reading

In my family, .....

.....

.....

.....

.....

.....

.....

## Minibeast Word Cards

butterflies	ants
spiders	bees
caterpillars	snails
worms	beetles



butterflies	ants
spiders	bees
caterpillars	snails
worms	beetles

## Butterfly Game Question Sheet

1 Can you say this time?

2 Can you name 5 colours?

3 Can you say the past tense of this word? **see**

4 Can you say the alphabeth?

5 Can you spell this word?



6 Can you say 3 things you like?

7 Can you say this time?



8 Can you name 5 countries?

9 Can you say the past tense of this word? **look**

10 Can you say the days of the week?

11 Can you spell this word?



12 Can you name 5 animals?

13 Can you say this time?



14 Can you say 3 things you did last week?

15 Can you say the past tense of this word? **go**

16 Can you count from 10 to 20?

17 Can you spell this word?



18 Can you name 5 classroom objects?

19 Can you say the past tense of this word? **walk**

20 Can you say 3 things you can do?

21 Can you spell this word?



22 Can you name 3 school subjects?

23 Can you say this time?



24 Can you say 3 things you don't like?

25 Can you say the past tense of this word? **swim**

26 Can you name 4 clothes?

27 Can you spell this word?



28 Can you name 5 foods?

29 Can you say this time?



30 Can you name 4 adjectives?

31 Can you say the past tense of this word? **play**

32 Can you spell your name?

## The Life Cycle of a Butterfly

### Part A

- 1 How many frogs are in the pond?
- 2 How many spiders are in the web?
- 3 How many worms are in the ground?
- 4 How many beetles are under the log?
- 5 How many bees are on top of the beehive?
- 6 How many birds are on the tree?

### Part B

Look at the small pictures around the poster.

- 1 How many red and black bees are there?
- 2 How many blue and orange butterflies are there?
- 3 How many green spiders are there?
- 4 How many blue and yellow beetles are there?
- 5 How many pink worms are there?
- 6 How many orange and green caterpillars are there?

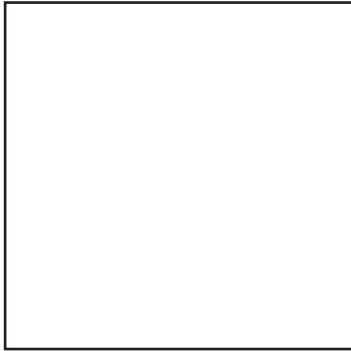


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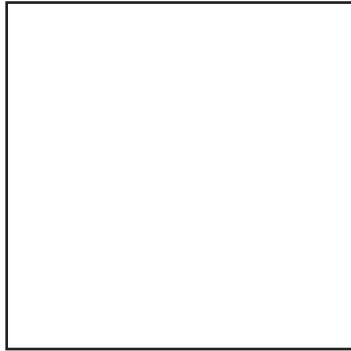
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### What I do after school

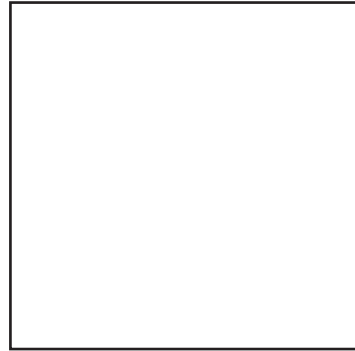
1



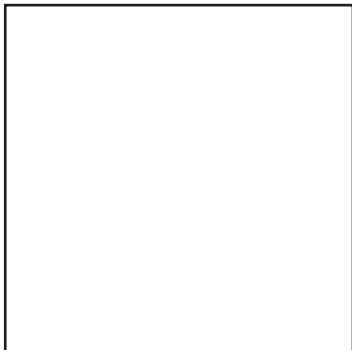
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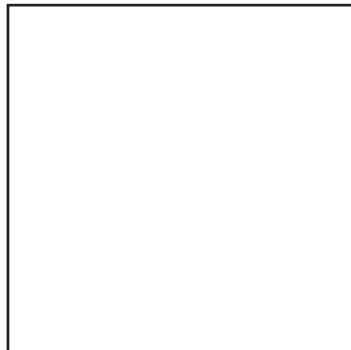
3



4



5



When I come home from school...

.....

.....

.....

.....

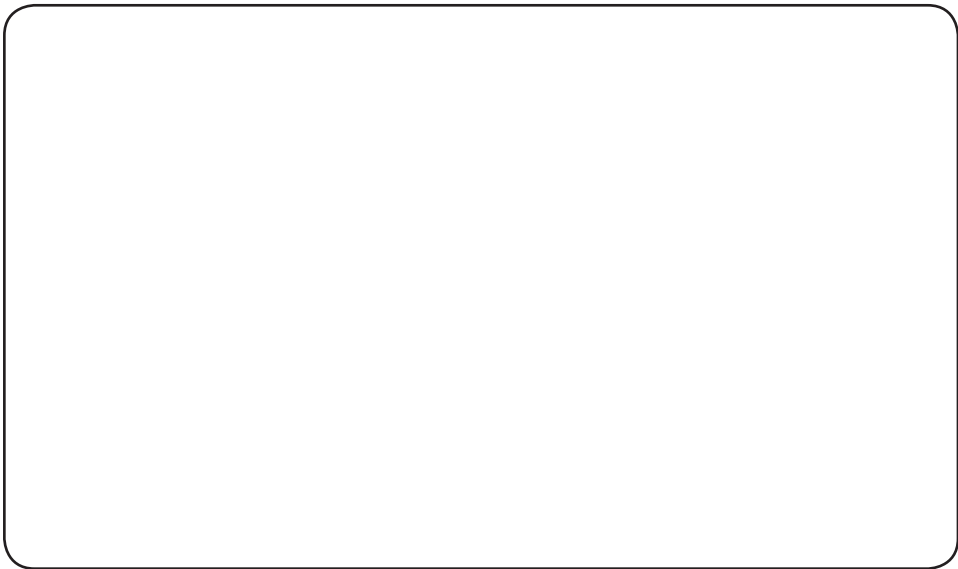
.....

# Project: An Omani Animal

Date: .....

**The**

By ..... and .....



**Where it lives**

.....  
.....  
.....  
.....  
.....

**What it eats**

.....  
.....  
.....  
.....  
.....

**What it looks like**

.....  
.....  
.....  
.....  
.....

**Other interesting facts**

.....  
.....  
.....  
.....  
.....

### Word Cards

**go**

**go and see**

**visit**

**explore**

Muscat

camping

shopping

hiking

the crocodiles

the turtles

the kangaroos

the camels

the souq

the museum

to the wadi

to the beach

Rustaq Fort

Jibreen Castle

Jebel Shams

Ayers Rock

## Places to Visit

Look at this information about places to visit.

Write the sentences using capital letters for the proper nouns.

1 Why don't we go to australia?

.....

2 Let's go to oman?

.....

3 How about exploring al hazam castle in rustaq?

.....

4 Let's go and see the blowholes in dhofar?

.....

5 Why don't we go camping at ayers rock?

.....

6 How about eating traditional omani food?

.....

7 Why don't we visit david in wagga wagga?

.....

8 Let's go and see the turtles at ras al hadd?

.....

Name: .....

Date: .....

## A Place in Oman

(Title)

(Picture)

.....  
.....  
.....  
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.....  
.....  
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.....  
.....  
.....  
.....  
.....

# Project Planner Page

The screenshot shows a web browser window with the address `www.visit_muscat.com`. The page title is "Welcome to Muscat". The main content includes an introductory paragraph about Muscat, a large image of the city, and three smaller sections: "Muttrah", "The Grand Mosque", and "Dimaniyat Islands". Annotations with arrows point from labels to these elements: "Website address" points to the browser's address bar, "Web page title" points to the main heading, and "Introductory paragraph" points to the first text block. A large dotted box surrounds the introductory paragraph and the three smaller sections, with an arrow pointing to a large text area below.

**Website address**  
.....

**Web page title**  
.....

**Other features/information**  
.....  
.....

**Introductory paragraph**  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

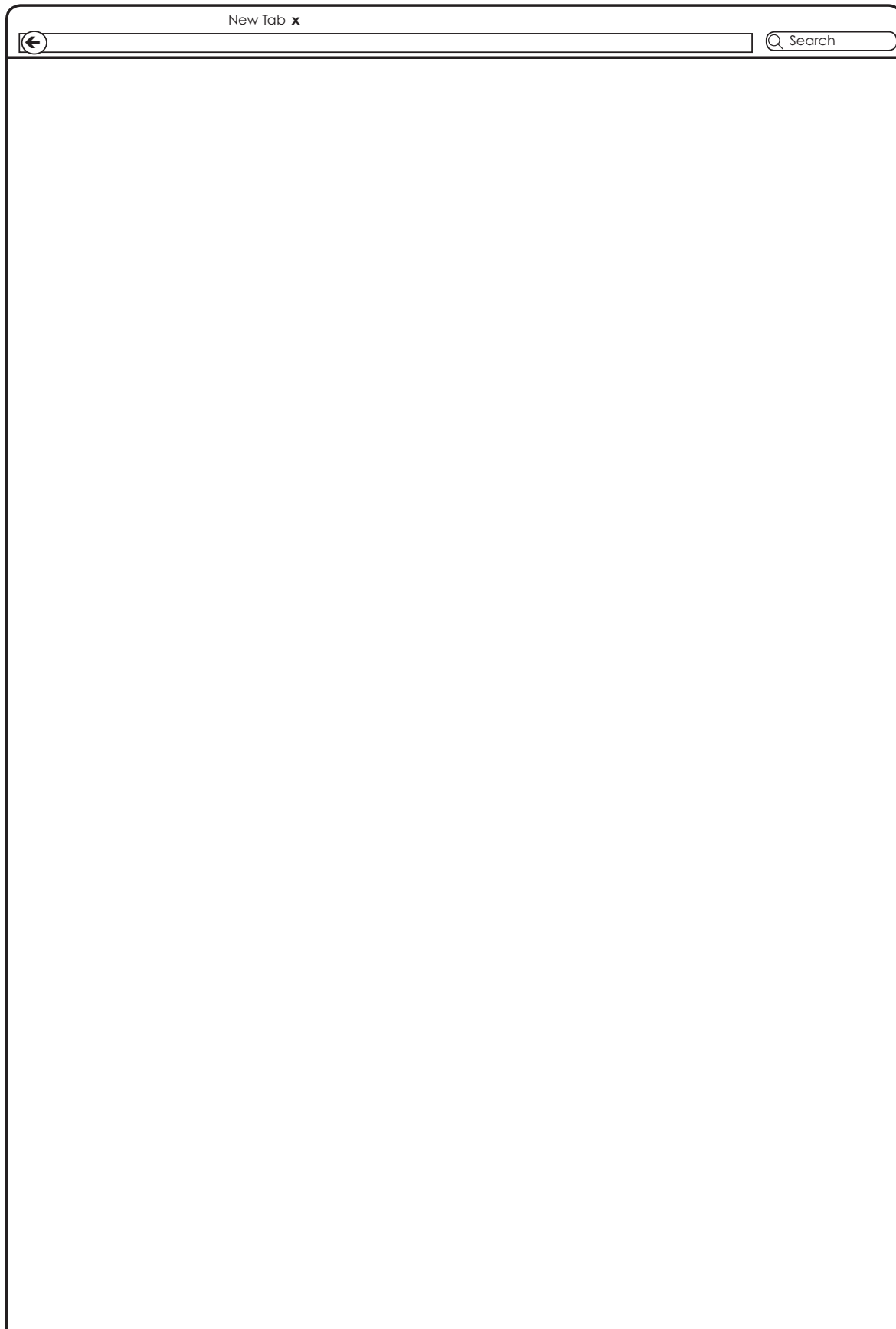
**Specific things to see and do**

<b>Picture</b>
.....
<b>Information</b>
.....
.....
.....
.....
.....

<b>Picture</b>
.....
<b>Information</b>
.....
.....
.....
.....
.....

<b>Picture</b>
.....
<b>Information</b>
.....
.....
.....
.....
.....

# Project: Website Template



## My Best Friend Nasser

Correct the mistakes in the text below.

**Note: Capital letters = 3 mistakes Full stops = 2 mistakes Spellings = 4 mistakes**

My best friend is called Nasser. We are both eleven years old and we live in muttrah. Nasser has three brothers and too sisters and I have three sisters and one brother. we enjoy doing many things together. At the weekends we go to the beech to fly our kites and play football We also like rideing our bikes and swimming Sometimes we do our homewirk together. I like nasser because we have a lot of fun.



## My Best Friend Nasser

Correct the mistakes in the text below.

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Name: .....

Date: .....

## My Friend .....

Age: ..... Favourite animal: .....

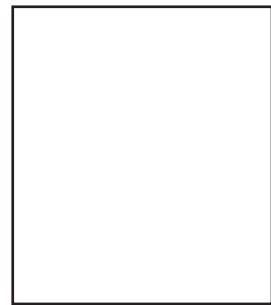
Colour of hair: ..... Likes (food): .....

Colour of eyes: ..... Favourite colour: .....

Activity he/she likes doing: .....

Activity he/she doesn't like doing: .....

I like ..... because .....

My Friend .....	
.....	
.....	
.....	
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.....	
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.....	
.....	
.....	
.....	
.....	

These additional poster activities can be used by students who finish faster than others. You can do them in any order. Photocopy and put the activities on the wall close to the poster at a height where students can read them, or alternatively, give them to groups to do as group work. Students 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.



### The Map of the World

**1 How many flags are red, blue and white?**

Write the names of their countries.

**2 How many flags are red and white?**

Write the names of their countries.

**3 How many flags are red and yellow?**

Write the names of their countries.

**4 How many flags have stars on them?**

Write the names of their countries.

Look at these jumbled letters. What country is it?

**U - T - A - R - I - S - A - L - A**

**Can you find a country for each letter of the alphabet?**

Make a list and write them in alphabetical order.

### My Classroom

How many geckoes are there in the poster?  
What are they doing?

- 1 How many pencil cases are there in the poster?
- 2 How many blue pencils are there?
- 3 How many pairs of orange scissors are there?
- 4 How many red counters are there?
- 5 How many blue rulers are there?
- 6 How many pink rulers are there?
- 7 How many green and white dice are there?

How many things can you see in the poster beginning with the letter 'p' ?

What are they?

Can you find something in the poster for every letter of the alphabet?

Make a list and write them in alphabetical order.

# Time

What times do these clocks show?

**b      f      h      j**

Complete these days of the week:

**T - u - sday**

**S - - d - y**

**We - - - sda -**

**Tu - s - ay**

- 1 How many days are there in July?
- 2 Look at the animal calendar. What animals can you see on the poster for these months?

**July**

**November**

**January**

**April**

**Can you complete these sentences?**

- 1 The fifth month of the year is .....
- 2 The third letter in **Thursday** is .....
- 3 The seventh letter in **February** is .....
- 4 The eighth month of the year is .....
- 5 The first letter in **April** is .....

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