



SULTANATE OF OMAN
MINISTRY OF EDUCATION

5 B

English for Me

TEACHER'S BOOK

2020



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

English for Me

Grade 5B 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.

© Ministry of Education, Sultanate of Oman
All rights reserved, 2019

Contents

Contents Map	ii
Introduction	vii
1 The course	vii
2 Assessment and evaluation	xiv
3 Activities	xiv
4 Classroom management	xvi
5 Course components	xix
Detailed Teaching Notes	
Unit 1 Having Fun!	1
Unit 2 Food and Health	33
Unit 3 Our Wonderful World	61
Unit 4 Inventions	91
Unit 5 Technology	123
Specific Objectives for Grade 5	153
Cross-curricular Links	154
Photocopiable Pages	155
Additional Poster Activities	171

Contents Map

Unit 1	Students will learn how to:	Main language
<h2>Having Fun!</h2>	<ul style="list-style-type: none"> • talk about activities they and their friends enjoy • read and understand information about activities people enjoy doing • talk about things they have in common with each other • listen for general and specific information about free-time activities • use gerund verbs • correctly spell gerund verbs • give a mini-presentation about hobbies • write about activities they and their friends like doing • use an information table to plan a paragraph • design a poster about a friend's hobbies • read and understand a narrative text about a summer camp • recognise silent letters b, k, w and pronounce words containing silent letters • do self-evaluation 	<ul style="list-style-type: none"> • I love/ like/ enjoy [playing computer games]. • I hate/ don't like [watching TV]. • Do you like [playing football]? • Yes, I do. No, I don't. I don't mind. • Does Brian like [playing basketball]? • Yes, he does. No, he doesn't. • I like/ don't like/ don't mind [using the computer]. • He likes [playing football]. • So do I/ neither do I/ I don't. • [Hamad] likes playing [computer games]. • [Salim] doesn't like [watching television]. • He/she/it likes/doesn't like [reading comics].
Unit 2	Students will learn how to:	Main language
<h2>Food and Health</h2>	<ul style="list-style-type: none"> • talk about healthy and unhealthy diets • transfer information into a diagram • categorise food into food groups • describe how food is packaged • use countable and uncountable nouns • listen for general information about food and healthy eating • listen for specific information in surveys and descriptions • give advice about healthy eating and give a mini-presentation • write a food diary • write a paragraph using information recorded in food diaries • spell plural words with -s and -es • design a healthy lunchbox • read and understand recipes • pronounce words spelt with 'ee' and 'ea' • do self-evaluation 	<ul style="list-style-type: none"> • Are [cakes] good for you? No, they aren't. • Is [fish] good for you? Yes, it is. • [Sweets] are bad for you. • [Fish] is good for you. • I try to [eat healthy snacks]. I recommend [only eating junk food occasionally]. I always [eat five servings of vegetables a day]. • It's important to..., You should..., Why don't you...? • Do you eat [two or more servings of fruit a day]? • On [Monday] I ate... For breakfast I ate... • This week my diet was [balanced]. • I think I should eat more/less... • There is +uncountable nouns /There are + countable nouns

	Vocabulary	Skills and strategies	Activities
	<ul style="list-style-type: none"> • Hobbies: doing karate, drawing, fishing, gardening, hiking, ice skating, making jewellery, making models, playing basketball, playing chess, playing computer games, playing football, riding a bike, reading, swimming, taking photos, watching TV • Preference verbs: don't like, enjoy, hate, like, love • Subjects: Art, English, Geography, Maths Science • General: animals, birthday, camping, cinema, fun, necklace, summer 	<ul style="list-style-type: none"> • Apply prior knowledge • Read texts for general and specific information • Listen to a variety of text types for specific information • Interact with a partner through dialogues • Interact with a group through activities and playing games • Recognise and use the gerund form of verbs • Do a survey and record the information in a chart • Transfer information from one medium to another • Write simple sentences • Plan and write a paragraph • Learn spellings using the 'Look, cover, write, check' method • Develop basic presentation skills • Develop independent learning skills 	<ul style="list-style-type: none"> • Read and match, read and write, read and complete, read and transfer • Listen and match, listen and complete, listen and answer • Ask and answer • Play a game • Do a survey • Give a mini-presentation • Write a paragraph • Do a project (make a poster about a friend's hobbies) • Read a story • Practise pronouncing words with 'silent' letters • Do spelling test and/or dictation • Review the unit • Do self-evaluation
	Vocabulary	Skills and strategies	Activities
	<ul style="list-style-type: none"> • Food vocabulary: apple, banana, beef, bread, burger, butter, cake, carrot, cheese, chicken, cucumber, egg, fish, ice cream, lettuce, nuts, orange, pasta, pizza, potato, rice, sweets, tomato, yoghurt • Drinks: cola, milk, orange juice, tea, water • Food groups: carbohydrates, dairy, fats and sugar, fruit and vegetables, protein • Food packaging: bag, bottle, can, carton, jar, tin • Meals: breakfast, dinner, lunch, snacks • Eating habits: healthy, unhealthy, balanced, servings 	<ul style="list-style-type: none"> • Understand food groups • Read factual texts both for general understanding and specific information • Interact with a partner through dialogues • Listen for specific information • Categorise countable and uncountable food words • Interview classmates for a quiz • Keep records of eating habits • Pronounce words with an 'ee' sound spelt ee/ea • Learn spellings using the 'Look, cover, write, check' method • Develop basic presentation skills • Develop independent learning skills 	<ul style="list-style-type: none"> • Read and match, read and answer, read and complete, read and sort, read and transfer • Listen and match, listen and read, listen and complete, listen and tick • Ask and answer • Do a quiz • Give advice about healthy eating • Keep a food diary • Read recipes • Give a mini-presentation • Write a paragraph • Do a project (design a healthy lunch box) • Do a spelling test and/or dictation • Review the unit • Do self-evaluation

Contents Map

Unit 3	Students will learn how to:	Main language
<h2 style="text-align: center;">Our Wonderful World</h2>	<ul style="list-style-type: none"> • talk about countries, places and animals • write sentences comparing different animals and different places • read for main ideas and specific information in fact files and descriptions • listen for general information and specific information in facts files and descriptions • use comparatives and superlatives • use different units of measurement • differentiate between hard 'c' and soft 'c' sounds in common words • give a mini-presentation • write a paragraph comparing two places • create an information leaflet • read and understand an informative text about a cruise • do self-evaluation 	<ul style="list-style-type: none"> • Where's the [Sultan Qaboos Grand Mosque]? • What's the capital of [England]? • [The mouse] is smaller than [the cat]. [The spider] is the smallest. • [The crocodile] is [3 metres long]. • How much do [giraffes] weigh? • The [Moon] Tower is taller than the [Sky] Tower, but the [Sun] Tower is the tallest. • How [tall] is [the fort]? It's 40 metres tall. • What is [the biggest desert] in the world? • The blue whale is the biggest animal in the world. • The Indian elephant is shorter than the African elephant.
Unit 4	Students will learn how to:	Main language
<h2 style="text-align: center;">Inventions</h2>	<ul style="list-style-type: none"> • talk about inventions and inventors, and life today and life in the past • read for main ideas and specific information in longer factual texts, reports and fact files • use the past passive tense with 'invented' and 'made' • use Wh-questions in the past • listen for general and specific information in descriptions and informative texts • give a mini-presentation about the most useful invention in their life • differentiate between words which are spelt with f and words spelt with ph • write about an invention • design a robot • read and understand an informative text about an inventor • differentiate between numbers and dates • do self-evaluation 	<ul style="list-style-type: none"> • Who invented the [first globe]? • Where was the [sun clock] invented? • When was the [car] invented? • What did [Charles Babbage] invent? • The [bike] was invented in [Scotland] in [1839]. • Where was [paper] made? • What do you think, [Ali]? • Do you agree, [Maha]? • I think that..... • I don't think so. • I agree. • I'm sorry, I don't agree.

	Vocabulary	Skills and strategies	Activities
	<ul style="list-style-type: none"> Places in the world: building, capital city, city, desert, mosque, mountain, pyramid, rainforest, river, safari park, tower, waterfall Animals: cheetah, chimpanzee, crocodile, elephant, frog, giraffe, hummingbird, lion, monkey, ostrich, whale Adjectives, comparatives and superlatives: big/bigger/biggest, dirty/dirtier/dirtiest, fast/faster/fastest, hairy/hairier/hairiest, heavy/heavier/heaviest, high/higher/highest, large/larger/largest, long/longer/longest, short/shorter/shortest, slow/slower/slowest, small/smaller/smallest, strong/stronger/strongest, tall/taller/tallest, thin/thinner/thinnest, wide/wider/widest Measurements: centimetres, height, gramme, kilogramme, kilometre, length, metre, weight Question words: How, What, When, Where, Which, Who, Why General: climate, comparison, country, flag, food, language, map, population 	<ul style="list-style-type: none"> Apply prior knowledge Identify the main ideas in a reading text Read longer, more complex texts for general understanding and specific information Read and listen to a variety of short, factual texts for specific information Make predictions using pictures Use comparative and superlative forms of verbs Write short, factual descriptions of places Write statements comparing places, animals, or things using comparative and superlatives forms of adjectives Correctly spell comparatives and superlatives Categorise words according to their 'c' sound Learn spelling using 'Look, cover, write, check' method Develop basic presentation skills Develop independent learning skills 	<ul style="list-style-type: none"> Read and listen, read and match, read and write, read and find, read and complete Listen and match, listen and complete Ask and answer Do a quiz in groups Form comparatives and superlatives Compare heights and weights Write simple sentences Write a paragraph Give a mini-presentation Do a project (make a leaflet about a country) Do a spelling test and/or dictation Review the unit Do self-evaluation
	Vocabulary	Skills and strategies	Activities
	<ul style="list-style-type: none"> Inventions: aeroplane, air conditioning, bike, biro, CD player, computer, cooker, fridge, globe, kite, light bulb, match, mobile phone, paper, pencil, radio, robot, sun clock, telephone, telescope, television, washing machine, windmill Countries: America, China, Holland, Persia, Scotland General: electricity, hall of fame, horseless carriage, inventor, journalist, junkyard, library, museum, oil, tractor, wise 	<ul style="list-style-type: none"> Read and listen to texts for specific information Practise skimming and scanning skills Transfer information from texts to a table Predict the content of text from pictures Interact with a partner through dialogues Research information Work with a group to design a robot 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 	<ul style="list-style-type: none"> Read and listen, read and match, read and write, read and complete, read and answer, read and find Listen and match, listen and find, listen and complete Ask and answer Do a wordsearch Make an information page about an invention Read a story Give a mini-presentation Do a project (plan and design a robot) Do a spelling test and/or dictation Review the unit Do self-evaluation

Contents Map

Unit 5	Students will learn how to:	Main language
<h2>Technology</h2>	<ul style="list-style-type: none"> • use vocabulary related to computers • read and understand texts about technology • use the future tense with 'will' and 'won't' • talk about inventions of the future • listen for general and specific information in quizzes, descriptions and an interview • give a mini-presentation about their life in 20 years' time • use contracted forms of verbs • write about a dream house of the future • design a phone • spell different hard 'c' sounds and differentiate between different pronunciations of the 'ch' sound • read and understand a narrative text adapted from a famous novel • do self-evaluation 	<ul style="list-style-type: none"> • What do you think about [desktop computers]? • Do you think [cars will have wings]? • Yes, I think they [will]. • No, I don't think so. • In the future, people will [travel to other planets]. • Perhaps we'll [live on the moon]. • Children will not [go to school]. • We won't [live in cities like today]. • I will [live in a big house]. • I'll [have robots to help me]. • Contracted forms of verbs (I've, he's, she's, they've, hasn't, haven't)

Vocabulary	Skills and strategies	Activities
<ul style="list-style-type: none"> • Computers: desktop, keyboard, laptop, microchip, modem, monitor, mouse, network, pointer, printer, tablet, tower • Space: astronaut, planet, satellite, spaceship, star • Phones: app, calculator, calendar, camera, case, charger, e-mail, headphone, Internet, keypad, maps, microphone, mobile, on-off button, screen, smartphone, socket, touchscreen • Grammar: apostrophe, contraction • General: connect, laboratory, lever, process, robot, tower, treatment, wire 	<ul style="list-style-type: none"> • Use pictures and sub-headings to find specific information in a reading text • Interact with a partner, group or team through activities and quizzes • Listen for gist and specific information • Do research into topics such as space technology • Identify and correct errors in a piece of writing • Write about their dream house of the future • Learn spellings using the 'Look, cover, write, check' method • Develop basic presentation skills • Develop independent learning skills 	<ul style="list-style-type: none"> • Read and listen, read and match, read and write, read and complete, read and find, decide if statements are True or False, rewrite sentences correctly • Listen and order, listen and find, listen and match • Ask and answer • Discuss issues related to aspects of life in the future • Do a quiz about space travel • Give a mini-presentation • Do a project (design a phone) and present it to the class • Do a spelling test • Do self-evaluation

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 *Technology*. 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.

Introduction

Sometimes, however, where it is thought to be more appropriate, a deductive reasoning approach is adopted. In these instances, students are given a brief description of a rule and asked to apply it in 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.

Introduction

- 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 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, 4 and 5A but it is revised in Grade 5B, 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.

Introduction

- 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, 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.
- 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.

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.

■ Signpost tasks

In some units, there is a 'signpost' to an extra task in the Classbook. These appear on pages 12, 24, 36, 48 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 173–176). 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 5B are as follows.
 - Unit 1 Make a poster about a friend's hobbies
 - Unit 2 Design a healthy lunch box
 - Unit 3 Make an information leaflet about a country
 - Unit 4 Design a robot
 - Unit 5 Design a phone of the future
- 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 and the theme of unit 5 is Technology.
- 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

- *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

- 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

Introduction

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

- 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.

Introduction

- 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 B 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 monitor 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 is one CD for Grade 5B.

Introduction

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 B pack contains:

- **Activity cards**

Free Time activity cards (Unit 1)
Inventions activity cards (Unit 4)

- **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.

- Free Time (Unit 1)
- Food and Drink (Unit 2)
- Our Wonderful World (Unit 3)
- Inventions (Unit 4)

- **Art supplies**

These are used for making displays and posters. Supplies include project card, tubes of glue and Blu-tac.

Students will learn how to:

- talk about activities they and their friends enjoy
- read and understand information about activities people enjoy doing
- talk about things they have in common with each other
- listen for general and specific information about free-time activities
- use gerund verbs
- correctly spell gerund verbs
- give a mini-presentation about hobbies
- write about activities they and their friends like doing
- use an information table to plan a paragraph
- design a poster about a friend's hobbies
- read and understand a narrative text about a summer camp
- recognise silent letters b, k, w and pronounce words containing silent letters
- do self-evaluation

Main language

- I love/ like/ enjoy [playing computer games].
- I hate/ don't like [watching TV].
- Do you like [playing football]?
- Yes, I do. No, I don't. I don't mind.
- Does Brian like [playing basketball]?
- Yes, he does. No, he doesn't.
- I like/ don't like/ don't mind [using the computer].
- He likes [playing football].
- So do I/ neither do I/ I don't.
- [Hamad] likes playing [computer games].
- [Salim] doesn't like [watching television].
- He/she/it likes/doesn't like [reading comics].

Vocabulary

- Hobbies: doing karate, drawing, fishing, gardening, hiking, ice skating, making jewellery, making models, playing basketball, playing chess, playing computer games, playing football, riding a bike, reading, swimming, taking photos, watching TV

- Preference verbs: don't like, enjoy, hate, like, love
- Subjects: Art, English, Geography, Maths, Science
- General: animals, birthday, camping, cinema, fun, necklace, summer

Skills and strategies

- Apply prior knowledge
- Read texts for general and specific information
- Listen to a variety of text types for specific information
- Interact with a partner through dialogues
- Interact with a group through activities and playing games
- Recognise and use the gerund form of verbs
- Do a survey and record the information in a chart
- Transfer information from one medium to another
- Write simple sentences
- Plan and write a paragraph
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

Activities

- Read and match, read and write, read and complete, read and transfer
- Listen and match, listen and complete, listen and answer
- Ask and answer
- Play a game
- Do a survey
- Give a mini-presentation
- Write a paragraph
- Do a project (make a poster about a friend's hobbies)
- Read a story
- Practice pronouncing words with 'silent' letters
- Do spelling test and/or dictation
- Review the unit
- Do self-evaluation

Lesson 1

Reading and Understanding

YOU WILL NEED:

- THE 'FREE TIME' POSTER
- FREE TIME PICTURE ACTIVITY CARDS -two sets picture cards only

In this lesson, students will:

- mime and guess free time activities
- talk and read about free time activities
- match pictures and vocabulary
- play a miming game
- read a text for specific information

Target language

- What's the date today? It's [Sunday the 12th of February].
- What did you do in the holidays?
- They are [swimming]. They are [riding their bikes].
- He likes [playing football].

Before This Lesson

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

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

Elicit the date, for example, **It's Sunday the 11th of February**. Get students to repeat it after you and write it on the board, for example, **Sunday, 11th February 2018**.

Note: This unit is about free-time activities and hobbies. Students have studied this topic before. This unit is designed to be a revision of this topic and an opportunity to introduce new language and structures in a familiar context.

Task 1

Step 1

Ask students **What did you do in the holidays?** Elicit some replies. Mime some things you did in the holidays. Ask students to guess the activities. Organise students into groups. Ask them to take turns miming activities they did in the holidays. The rest of the group should guess the activity.

Elicit feedback by asking each group to share some of things they did during the holiday. They can either tell the class directly or do a mime for the activity.

Step 2

Tell students to **Look at the poster**. Point to the pictures around the border and ask **What can you see?** Elicit the names of as many activities as possible, for example, **playing basketball, riding a bike, reading books, listening to music**, etc.

Point to the picture in the middle of the poster and ask students **What can you see?** Elicit **computer screen** or **website**. Then ask students to name some of the things they can see on the computer screen. For example, **a dinosaur, a planet, a fish**, etc.

Step 3

Tell students to **Look at page 2 of your Classbook**. Ask students to look through the unit and guess what it is going to be about. Hold up the Classbook and point to the title, 'Having fun!' Ask a volunteer to read this to the class. Ask **What does 'having fun' mean?** Elicit that it means doing things you enjoy. Ask students **What activities do you like or enjoy doing?** Explain that in this unit, students will learn to talk about the things they do for fun.

Task 2

Step 1

Tell students to **Look at Activity 1 on page 2 of your Classbook** and to **Look at the pictures**. Ask **What can you see?** Elicit the activities shown in each picture. Ask a volunteer to read the rubric and instruction text.

Explain that they should match each of the nine words in the box to the correct picture. They should write the numbers of the activities into the circles at the top of each picture. Do one example together

and then ask students to complete the activity individually.

Step 2

After students have completed the activity, tell them that they are going to listen to the CD to check their answers. Play **Listening 1.1**. Pause after each answer to allow students time to check their work and make any corrections.

Listening Transcript 1.1

- a riding a bike
- b playing volleyball
- c making models
- d playing chess
- e watching TV
- f fishing
- g playing computer games
- h doing karate
- i drawing

Step 3

Ask students to compare their answers in groups. Quickly write the numbers 1-9 vertically down the board. Elicit the answers orally and write the letter of each answer next to the corresponding number.

Answers

.....

1 d 2 a 3 i 4 b 5 c 6 f 7 e 8 g 9 h

Task 3

Note: The following activity involves students moving around the classroom. It is very important to make sure students understand the procedure before beginning the activity.

Step 1

Tell students they are going to **play a game**. Divide the class in half, and give each half a name, for example **Group 1** and **Group 2**. If there is an odd number of students, ask two students to work together as a pair in one of the groups.

Distribute the two sets of the 'Free Time' activity cards to the two groups. Give one set of pictures to **Group 1**, and the other identical set of pictures to **Group 2**. Each student should get one picture card except if there is a pair of students. They should share a card between them.

Step 2

Tell students in **Group 1** to mime the activity on their picture cards. Tell students in **Group 2** to look for the student from **Group 1** who has the same activity as them. Once students have found their partners, they have to stand together.

Step 3

After students have found their partners, do a whole class feedback. Ask each pair of students to mime their activity. Get the rest of the class to tell you what they are doing – for example, **They are swimming. They are riding their bikes**, etc. If there is time, do the activity again, but this time, reverse the roles, so that students from **Group 2** mime the activity and students from **Group 1** look for their partner. Make sure each student gets a different activity card.

Task 4

Step 1

Tell students to **Look at the picture on page 3 of your Classbook** and ask questions, for example, **Where are these boys?** Elicit **In a classroom**. Ask **Are these boys from the same family or are they classmates?** Elicit **classmates** (if necessary, explain to students that classmates means students in the same class). Ask students different questions about the picture. For example, point to Ahmed and ask **What is Ahmed doing?** Elicit **He is reading a book**.

Step 2

Tell students to **Look at Activity 2** and read the rubric. Give them time to read the instructions and ask a volunteer to tell you what they are going to do.

Explain that students should read the text and identify the names of the boys in the picture. Tell them that they are going to write the answers into the boxes above each boy. Get them to do this individually, then check their answers with their group. Elicit the answers from volunteers.

Answers

- a Ali
- b Nasser
- c Salim
- d Fahad
- e Sami

Task 5

Step 1

Tell students to **Look at Activity 3** and read the rubric and the instructions. Check students' understanding of the task. They have to read the text again and answer the questions. Get them to do this individually then check their answers with their group. While students are completing the activity, circulate around the classroom offering guidance and support.

Quickly write the numbers **1-5** down the board. Elicit the answers and write the answer for each question next to the corresponding number.

Answers

- 1 five
- 2 in a classroom
- 3 he enjoys learning about different countries
- 4 Ali
- 5 because playing too many computer games is bad for your health

Lesson 2

Reading and Understanding

In this lesson, students will:

- read and find specific information in a reading text
- ask and answer questions about activities others like and don't like doing
- write about activities they like and don't like doing
- complete sentences with missing words

Target language

- Does [Fatma like reading]?
- Yes, she does. No, she doesn't.
- Do you like [playing basketball]?
- Yes, I do. No, I don't.
- [Hamad] likes [playing computer games].
- [Muna] doesn't like [drawing].

Task 1

Step 1

Ask a few students questions about the free time activities they like and don't like doing.

For example:

- **Do you like playing basketball?**
- **Do you like reading books?**
- **Do you like reading comics?**
- **Do you like watching television?**

Encourage them to answer using:

- **Yes, I do**
- **No, I don't**

Step 2

Tell students to **Look at Activity 1 on page 2 of your Skills Book** and ask them to read the rubric and instruction text. Point to the pictures in the table and ask **What can you see?** Elicit each activity. Point to the names in the left column and read them together.

Explain that students have to read the text and put a tick for the activities that each child likes and a cross for the activities they do not like.








Read the first sentence together. Elicit the two activities **playing computer games** and reading books. Ask student **Does Hamed like these activities?** Elicit **Yes**. Ask students **What will you do?** Elicit **Tick the activities for Hamed**.

Step 3

Tell students to complete the activity individually. Circulate around the classroom offering guidance and support.

Ask students to check their answers with their group. Elicit the answers from volunteers.

Answers

Name							
Hamed	X	✓		✓	✓		✓
Salim	✓			X			✓
Muna		X	X	✓	✓	✓	
Fatma			✓		✓		

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Choose a confident pair of students to read the example dialogue. Explain that they have to work in pairs to ask and answer questions about the children in **Activity 1**.

Step 2

Organise students into pairs with **Student A** and **Student B**. Explain that students have to ask **yes/ no questions** about activities the children in **Activity 1** like doing. For example:

Student A: **Does [Hamad] like playing computer games?**

Student B: **Yes, he does. Does Muna like riding a bike?**

Student A: **No, she doesn't.**

Step 3

Ask volunteers to perform their dialogues in front of the class.

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.

Note: This activity helps students consolidate key vocabulary from this unit, as well as practising spelling.

Step 1

Tell students to **Look at Activity 3 on page 3 of your Skills Book**. Tell students to read the rubric. Check their understanding of the task.

Tell students that they have to sort the letters to make words. Explain that the pictures should help them guess the words. If necessary, do one example together. Circulate around the classroom giving guidance and support. Get students to check their work with their group, then do a whole class check and elicit the answers from volunteers.

Answers

- 1 fishing
- 2 bike
- 3 football
- 4 chess
- 5 cooking
- 6 taking

Step 2

Tell students to **Look at Activity 4** and read the rubric and instruction text. Make sure they understand they have to complete the four sentences using the words from **Activity 3**. Ask students to complete the activity individually and then check their answers in pairs.

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

Answers

- 1 riding (example)
- 2 football
- 3 taking
- 4 cooking

Task 4

Step 1

Ask students **What do you like doing after school?** Encourage them to answer with full sentences, for example, **I like helping my mum.** Tell students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that they have to write a sentence about what they like/don't like doing after school.

Step 2

Circulate around the classroom offering guidance and support. When they finish ask volunteers to read their sentences to the class.

Optional Activity

Ask students to swap their work with a partner and check for any errors. Elicit some things to check for, for example capital letters, full stops, correct spelling etc. If their partner finds any mistakes, students should correct them.

For the next lesson

Note: This is for an optional activity.

Prepare one set of the 'Verb and Gerund' word cards from the photocopiable pages at the back of this Teacher's Book.

Lesson 3

Grammar

YOU WILL NEED:

- 'VERB AND GERUND' WORD CARDS FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – copy and cut up one set

Note: These are for an optional activity.

In this lesson, students will:

- revise gerunds by adding -ing to verbs that follow like, enjoy, love and hate
- complete sentences with the verbs love, enjoy, don't like and hate
- read short texts for specific information

Target language

- read-reading / play-playing
- I like/enjoy/love/hate [making models]

Note: Students did a lot of work on the verb 'like' in Grade 4, so they should already be familiar with how we add -ing to the verbs that follow like/don't like. This section is intended as revision, but it also introduces other preference verbs (love, enjoy, hate). It focuses on how verbs that follow these words are changed into gerund forms in the same way.

Task 1

Step 1

Write five verbs on the board, for example, **read, walk, eat, drink** and **watch**. Say **read** and then **reading**. Do this twice. Then say **walk** and encourage students to say **walking**. Repeat these steps for the other three verbs. To make it more interesting you can mime the verbs and ask student to guess the verbs.

Step 2

Tell students to **Look at Activity 1 on page 4 of your Classbook** and read the rubric and the instruction text. Point to the four pictures and ask **What is the boy doing?** Elicit **reading**. Ask students to read the four sentences and identify the difference between them. Elicit that the sentences are the same, except for the verbs **don't like, hate, like** and **love**.

Read the first sentence **I love reading**. Ask students which picture they think matches the picture. Elicit **Picture 1**. Do the same for the next sentence **I like reading** (Picture 4). Then ask students **What is the difference between like and love?** Elicit or establish that **love is stronger than like**. Ask students to decide which picture shows **I don't like reading** (Picture 2) and which picture shows **I hate reading** (Picture 3).

Step 3

Tell students to **Look at Activity 2**. Point to the pictures showing **love, like, don't like** and **hate**. Mimic facial expressions for each verb. Encourage students to copy your facial expressions. Say the verbs in a random order and ask students to do the correct facial expression.

Choose a volunteer to read the rubric and instruction text. Check students' understanding of the task. They have to write a sentence about each child and activity using the verb shown by the facial expression.

Point to the pictures of the different activities and elicit what they show (**reading, making jewellery, fishing, skateboarding**). Write the activities on the board so that students can use them to complete the activity.

Ask a student to read the example sentence about Nada, **I like reading**. Ask students **How do we know that Nada likes reading?** Elicit that it is because **the face below the picture shows like**. Point to the face in number 2, and ask **What verb will you use in this sentence?** Elicit **love**. Do the same for 3 and 4. Then ask students to complete the activity individually. Remind students to add **-s** to the verbs.

Step 4

Ask students to check their work with their group. Elicit the answers from volunteers and write them on the board.

Answers

- 1 Nada likes reading. (example)
- 2 Noor loves making jewellery.
- 3 Nasser hates fishing.
- 4 Sami doesn't like skateboarding.

Task 2

Note: Activity 3 practises quickly skimming a text to find information. Give students a time limit to find the answers. They will read the text in more detail in Activity 4.

Step 1

Tell students to **Look at page 5 of your Classbook** and to **Look at Activity 3** and read the rubric. Explain that students are going to read about two children and their hobbies. Before reading, ask students about their own hobbies, for example:

- Do you have any hobbies?
- What are your hobbies?
- Why do you like it/them?
- How often do you do your hobby?

Step 2

Ask students to quickly read the text and find out what Waqas and Jane's hobbies are. Give students a short amount of time to read the texts and ask volunteers to give you the answers.

Answers

- 1 Waqas's hobby is making models.
- 2 Jane's hobby is making jewellery.

Do a quick oral comprehension check by asking some questions about the texts, for example:

- Where is Waqas from? (Oman)
- What does he like doing? (Making models)
- How old is Jane? (12 years old)

Go over any vocabulary that students may not be familiar with, for example **piece**, **necklace**, **bracelet**. Write the unknown vocabulary on the board.

Ask students **Have you ever made a model or some jewellery? What did you make? Do you like making anything else?**

Step 3

Tell students to **Look at Activity 4** and read the rubric. Read the instruction text and check their understanding of the task. They have to read the text again and answer the four multiple-choice questions. Tell them to read all three options for each answer carefully before choosing one.

Step 4

While students are doing the activity, write the numbers 1-4 down the board. Elicit the answers and write the letter of each answer next to the corresponding number.

Answers

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

Optional Activity

Divide the class into two teams. Hold up the twelve present tense word cards of present tense verbs that you have prepared, one by one, and ask students to call out the gerund. The first student to say the correct gerund wins a point for their team.

Repeat the same steps with the twelve gerund word cards and add up the teams' scores.

Lesson 4

Grammar

In this lesson, students will:

- write sentences to describe pictures
- form gerunds of verbs that follow preference verbs, such as like, enjoy, love and hate
- find and correct mistakes in sentences
- correctly spell the gerund forms of verbs when a verb ends in 'e'

Target language

- like/don't like/love/hate/enjoy
- make/making; ride/riding; use/using; take/taking; drive/driving
- She likes [using the computer].
- He likes [riding his bike].
- How have the spellings changed?

Task 1

Step 1

Tell students to **Look at Activity 5 on page 5 of your Classbook**. Ask them to look at the two texts. Ask some questions to review the texts, for example: **What is Waqas's hobby? How old is Jane? Where is Jane from?** etc.

Choose a volunteer to read the rubric and instruction text. Ask students to read the texts individually and list all the preference verbs and the verbs that follow them into their exercise books. Do an example together to make sure students understand they need to write down two verbs. For example **I like making model planes**.

Answers

-
- I like making model planes
 - I don't like losing a piece
 - I like making jewellery
 - I love using different colours
 - I hate making them in one colour

If students have not identified the sentence '**I enjoy making rings**', write it on the board. Explain that the meaning of **enjoy** is very similar to **like**.

Step 2

Write the following sentences on the board:

I play football.

I like playing football.

Ask students **What happens to the verb when we talk about what we like doing?** Elicit that **-ing** has been added to the verb.

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.

Write the following sentences on the board:

I like play___ football.

I don't like play___ football.

Ask students **What letters are missing from the verb play?** Elicit **-ing**. Add the missing letters to play and read the two sentences to students.

On the board, write

He likes _____ to music.

She doesn't like _____ computer games.

Read the first sentence and mime listening to music. Ask **Which word is missing from this sentence?** Elicit **Listening**. Make sure students say **-ing** on the end. Complete the sentence on the board. Choose a volunteer to read it. Do the same for the second sentence and the verb **playing**.

Note: Emphasise that **-ing** is added to all verbs that follow preference verbs in English no matter who is doing the action (I, you, he/she/it/we/they). For example, I like cooking, you like cooking, he/she/it likes cooking, we like cooking, they like cooking.

Step 3

Show students the rule under the box. Ask students to complete the sentence in their groups. Elicit the answer from a volunteer and ask another student to read the complete sentence.

When we talk about what we like/don't like doing we add -ing to the verbs after like, enjoy, love and hate.

Task 2

Step 1

Tell students to **Look at Activity 1 on page 4 of your Skills Book** and read the rubric. Check their understanding of the task. They have to look at the four pictures and write a sentence about each one. They should look at the expressions on the children's faces to see if they like or don't like doing the activity. Explain that students have to use the given preference verb under each picture.

Ask students to read the example and write it on the board **Nasser loves playing chess**. Ask students **What is the preference verb in this sentence?** Elicit **love**. **How has the verb love changed in the sentence?** Elicit that **-s has been added to the verb** because it is in the third person. Then ask **What verb comes after love?** Elicit **playing**. Finally ask **How do we form this verb?** Elicit **We add -ing to the end**. Remind students about the rule they wrote under the **Let's Learn Grammar** box.

Step 2

Ask students to complete the activity individually. Circulate around the classroom offering guidance and support. Get students to check their sentences in groups and then do a whole class check. Write the numbers **1-4** down the board. Elicit the sentences from volunteers, and write them on the board.

Answers

-
- 1 Nasser loves playing chess. (example)
 - 2 Fahad enjoys fishing.
 - 3 Maha likes taking photographs.
 - 4 Rana doesn't like singing.

Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to find the mistake in each sentence, underline it and rewrite the sentence correctly. Explain that they may have to add words as well as correcting them.

Write the first sentence on the board. Ask students, **Can see the mistake in this sentence?** Elicit that **the word 'read' should be 'reading'**. Correct the sentence on the board and ask a volunteer to read it. If necessary, do the second sentence as another example, and write the corrected sentence on the board.

Answers

- 1 I like reading comics. (example)
- 2 Ali doesn't enjoy playing football.
- 3 Muna hates playing computer games.
- 4 I don't like watching TV.
- 5 We love listening to music.

Task 3

Step 1

Tell students to **Look at page 5 of your Skills Book**. Point to the pictures and elicit what they show. Read the verbs **ride** and **riding** and ask **How has the spelling changed from ride to riding?** Elicit that **'-ing'** has been added and that the **'-e'** has been removed from the end of the verb. Read the rule in the box, or ask a volunteer to read it.

When we add **'-ing'** to a verb ending in **'-e'** we remove the **'-e.'**

Step 2

Tell students to **Look at Activity 3**. Point to the pictures and ask students to name the activities. Tell them to read the rubric and instruction text, and check their understanding of the task. Students have to complete the sentences with the correct verbs and change the verbs into the correct form (add -ing).

Step 3

Do the first sentence together as an example. Write **She likes _____ the computer** on the board. Ask a volunteer to read the sentence to the class. Elicit the correct verb to complete the sentence (**use**) and the correct form of the verb is **using**. Ask students to tell you how to spell using. Elicit **remove the 'e' and add 'ing'**. Complete the sentence on the board. Ask a volunteer to read it.

Tell students to complete the other sentences individually or in pairs. When they have finished, ask them to check their work with their group. Do a whole class check and write the missing verbs on the board as you elicit them from the class.

Answers

- | | |
|---------------|-----------|
| 1 using | 4 writing |
| 2 riding | 5 driving |
| 3 ice skating | 6 diving |

Step 4

Ask students to **Look at Activity 4** and read the rubric. Check their understanding of the task. They have to write the **'-ing'** spelling of the verbs on the left, and the original spelling of the verbs on the right.

Step 5

While students are doing this, quickly copy the chart onto the board. Do a whole class check and elicit the correct answers and complete the chart.

Answers

make	making (example)	use	using
ride	riding	dive	diving
skate	skating	take	taking
drive	driving	write	writing

Homework

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

Write the following ten words on the board.

love, science, going, fishing, making, hate, drawing, watching, enjoy, models.

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!

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 the papers in for checking.

For the next lesson

Prepare sets of the 'Free Time' activity cards - one set of word and picture cards for each group.

Lesson 5

Listening and Speaking

YOU WILL NEED:

- 'FREE TIME' ACTIVITY CARDS – one set of word and picture cards per group

Note: This is for an optional activity.

In this lesson, students will:

- talk about activities they like and don't like doing
- listen and match pictures and dialogues
- listen for specific information and complete a chart
- ask and answer questions with preference verbs and gerunds, e.g. Does he like reading comics?

Target language

- I like/ don't like/ don't mind [using the computer].
- Does Brian like [playing basketball]?
- Yes, he does/ No, he doesn't.
- Do you like [reading comics]?
- Yes, I do. No, I don't. I don't mind.

Optional Activity

At the beginning of the lesson, mime one or two activities from the 'Free Time' picture activity cards. Ask students to guess the activities. Hand out a few cards to volunteers. Ask them to mime their activity. Ask the rest of the class to guess the activities.

Task 1

Note: This lesson introduces the expression 'I don't mind'. When we say we don't mind doing something, it means our feelings about it are fairly neutral.

Step 1

Talk about activities you like doing, don't like doing and don't mind doing. For example, say **I like using the computer**. Say this with a big smile on your face, and draw a smiley face on the board 😊. Then say **I don't like playing basketball**. Draw an unhappy face on the board ☹️. Say **I don't mind watching television** and draw a face with a neutral expression (the mouth can be a straight line) 😐. Explain that if you say you don't mind something, it means you have no strong feelings about it.

Step 2

Ask students to Look at **Activity 1 on page 6 of your Classbook** and read the rubric. Check their understanding of the task. They have to listen to the four dialogues and match the number of each dialogue with the correct picture. Tell students to write the number of the dialogue in the boxes next to the pictures.

Give students a few minutes to read the dialogues silently, then play **Listening 1.2**.

Listening Transcript 1.2

Boy 1: Do you like playing volleyball?

Boy 2: No, I don't.

Girl 1: Do you like listening to music?

Girl 2: Yes, I do.

Girl 1: Do you like taking photographs?

Girl 2: I don't mind taking photographs.

Boy 1: Do you like reading comics?

Boy 2: Yes, I do.

Step 3

Write the numbers **1 – 4** down the board and elicit the answers from volunteers. Write each picture letter beside its matching number. If time allows, play **Listening 1.2** again for students to check their answers.

Answers

.....

1 b 2 a 3 c 4 d

Step 4

Ask a student **Do you like reading comics?** Elicit one of the following answers:

- Yes, I do.
- No, I don't.
- I don't mind reading comics.

Ask the student to ask another student whether they like doing a particular activity, and elicit an answer. Organise students into pairs and get them to ask each other similar questions, and respond with one of the answers above.

Task 2

Step 1

Ask students to **Look at Activity 2**. Tell them to **Look at the four pictures** at the top of the chart and name the activities they show (playing basketball, playing computer games, playing board games/ chess, writing e-mails). Read the four names, **Pam, Jane, Paul** and **Brian** on the left side of the chart. Explain that Brian and Paul are boys, Pam and Jane are girls.

Tell students to read the rubric and instruction text, and check their understanding of the task. They have to listen to the dialogues and draw a face to show how each child feels about the different activities. Play **Listening 1.3** straight through. The dialogue is repeated, so students have a chance to hear it twice.

Listening Transcript 1.3

Pam: What do you like doing after school, Jane?

Jane: I like playing computer games. What about you, Pam?

Pam: Oh, I don't mind playing computer games, but I really like playing board games. What about you, Paul?

Paul: Oh, I like playing computer games, but I don't like playing board games. I really like playing basketball.

Pam: What do you like doing after school, Brian?





Brian: I really like writing e-mails to my friends and I don't mind playing computer games but I don't like playing basketball.

Step 2

Quickly copy the table onto the board and do a whole class check. Ask students **Does Pam like playing computer games?** Elicit **She doesn't mind playing computer games.** Draw a neutral face in the correct space on the chart. Continue until all the answers has been added to the chart.

Answers

.....

Name				
Pam		☹️	😊	
Jane		😊		
Paul	😊	😊	☹️	
Brian	☹️	😐		😊

Task 3

Step 1

Ask students to Look at **Activity 3 on page 7 of your Classbook.** Point to each boy and ask students to read their names. Then tell them to look at the three activities under pictures of the boys. Read the activities together **doing karate, drawing, playing computer games.** Show students the lines from the

happy and unhappy faces under each boy to the three activities. Ask students what they think the faces mean. Elicit that **the faces show whether a boy likes or doesn't like an activity.**

Explain that this is a guessing game. The dialogue provides a model of how to play the game. Choose a pair of confident students to read the dialogue.

Do another example together. Tell students that you are thinking of one of the four boys. Encourage them to ask you questions to guess the boy you are thinking of.

Step 2

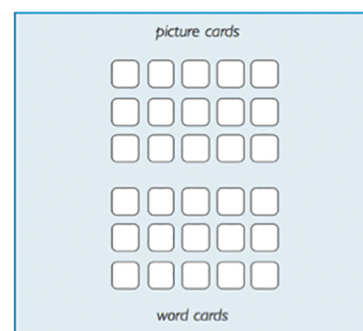
If you are happy that students understand the activity, ask them to play the game in pairs. Circulate around the classroom offering guidance and support. When they finish, choose two or three students to take turns standing at the front of the class and thinking of a boy. Ask the rest of the class to ask questions to guess which boy they are thinking of.

Optional Activity

Tell students they are going to play a game of Pelmanism and remind them of the rules. They should already be familiar with this game from English for Me Grades 1 – 4 and from Grade 5A. Give each group a set of 'Free Time' activity cards (30 cards – 15 picture cards and 15 word cards).

Pelmanism – rules of the game

Students shuffle the picture cards and lay them face down on the desk in three rows of five cards. They shuffle the word cards, and lay them face down on the desk in three rows of five cards, under the three rows of picture cards.



Lesson 6

Listening and Speaking

YOU WILL NEED:

- PICTURES OF DIFFERENT ACTIVITIES (e.g. playing football, drawing, cooking, drawing, fishing and doing jigsaw puzzles, etc.)

In this lesson, students will:

- learn how to talk about things they have in common with each other
- listen and complete a chart
- carry out a survey and record information
- talk about things their friends like doing
- practise using the phrases 'So do I' and 'Neither do I'
- ask and answer questions with preference verbs and gerunds, e.g. Do you like reading watching sport?

Target language

- Peter likes [playing basketball].
- So do I/ neither do I/ I don't
- Do you like [reading comics]?
- Yes, I do. No, I don't

The first student turns over any card in the top three rows (a picture card) and any card in the bottom three rows (a word card). If the cards match – i.e. the word card describes what is on the picture card, the student names the item, takes the two cards and keeps them as a set. The game continues.

If the cards don't match, they are turned face down in the same position. The next player turns over two more cards, and the game continues in this way until all the cards have been matched and collected by the players. The winner is the student who has collected the most sets of cards at the end of the game.

Give students time to play at least one game of Pelmanism.

Students should be encouraged to try and remember what is on each card that has been turned up and replaced face down on the table. This game develops their visual memory, and is also a fun way for them to reinforce the language they have learned in the unit.

For the next lesson

In the next lesson, prepare pictures or photos of different activities, e.g. playing football, drawing, cooking, drawing, fishing, doing jigsaw puzzles, etc.

Task 1

Step 1

In this lesson, students are going to learn how to talk about things they have in common with each other. Show students the pictures of activities that you have prepared (e.g. playing football, drawing, cooking, drawing, fishing and doing jigsaw puzzles, etc.). Tell students how you feel about each activity using the preference verbs love/ don't like/ enjoy/ hate/ like. Write some examples on the board.

- I love [playing football].
- I like [doing jigsaw puzzles].
- I don't [like drawing].
- I enjoy [fishing].
- I hate [cooking].

Step 2

Hold up the pictures and ask students to tell you how they feel about each activity using the preference verbs **love/ don't like/ enjoy/ hate/ like**. Write some of their sentences on the board. You will need these in Step 4.

Step 3

Tell students to **Look at Activity 1 on page 6 of your Skills Book**. Ask students different questions about the pictures, e.g. **Where are these children? What are they doing? What activities do they like?**, etc.

Tell students to read the rubric. Check their understanding of the task. They have to listen to the dialogue and follow in their books. Play **Listening 1.4** straight through. Then play it again and ask students to repeat the dialogue with the recording. Pause if necessary. Then tell students to practice the dialogue in pairs.

Listening Transcript 1.4

- 1 **A:** I like doing karate.
B: So do I. But I don't like playing chess.
A: Neither do I.
- 2 **A:** I love playing computer games.
B: I don't. But I love playing basketball.
A: Really? I don't like playing basketball.

Tell students to practise the dialogue in pairs.

Step 4

Read the first speech bubble **I like doing karate**. Write the sentence on the board. Point to the next speech bubble and ask **How does the girl reply?** Elicit that she says **So do I**. Write the reply on the board next to the sentence. Ask students **Is the girl agreeing or disagreeing with her friend?** Elicit **agreeing**. Read the next sentence **I don't like playing chess**. Elicit the reply **Neither do I**. Ask the students **Is the girl agreeing or disagreeing with her friend?** Explain that the girl is still **agreeing** with her friend. Ask students if they know why the girl says **neither** instead of **so**. Elicit or establish that it is because the sentence is negative. Underline the word **don't**, **I don't like playing chess**. Point to the boys and read the first speech bubble **I love playing computer games**. Ask students **How does the boy reply?** Elicit **I don't** and ask, **Is he agreeing**

or disagreeing with his friend? Elicit that he is **disagreeing**.

Step 5

Practise using the phrases **So do I**, **neither do I** and **I don't** with the sentences you wrote on the board from Step 2. Read one of the sentences, e.g. **Nada likes watching television** and say **So do I**. Write it on the board. Choose a sentence where a student said that they did not like doing something, e.g. **Muna doesn't like reading comics** and say **Neither do I**. Choose a sentence to disagree with, e.g. **Salima likes playing volleyball** and say **I don't**. Practise the phrases by saying some positive and negative sentences, e.g. I like riding my bike, I don't like watching football, I enjoy making jewellery, I don't enjoy playing chess and ask students to respond with **So do I**, **Neither do I** or **I don't**.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to listen and put ticks for the activities the two children like doing and crosses for the activities they don't like doing. Give students a few minutes to read the table. Play **Listening 1.5**. Pause the CD after each dialogue to give students time to **tick** or **cross** the activities.

Listening Transcript 1.5

- 1 **Peter:** Today's football match starts at 7:00 o'clock! I love watching sport.
Sandy: I don't. I like watching films.
- 2 **Peter:** Let's hurry up. It's time for our science lesson. I like doing experiments.
Sandy: So do I. Doing experiments is exciting.
- 3 **Peter:** Can we go back home? I don't like shopping.
Sandy: Neither do I. I'm very tired.
- 4 **Peter:** My brother likes going to the gym. He likes doing judo, but I don't.
Sandy: Neither do I. I think it is hard.

Step 2

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

Answers

.....

	doing judo	shopping	doing experiments	watching sport
Peter	x	x	✓	✓
Sandy	x	x	✓	x

Step 3

Tell students to **Look at Activity 3**. Ask two students to read the example dialogue and then ask students to read the dialogue in pairs.

Choose a volunteer to read the rubric and instruction text. Check students understand that they have to make sentences about the activities the two children (Peter & Sandy) like doing and then say what they have in common with these children using **'So do I' / 'Neither do I'**.

Organise students into pairs. Tell them to look at the table in **Activity 2**. One student has to make a sentence about activities Peter and Sandy like doing and the other student should reply with **So do I / neither do I**. After two or three sentences, ask them to change roles. Give students time to do the activity in pairs. Circulate around the classroom and offer support. Invite some pairs to perform their dialogues in front of the class.

Task 3

Step 1

Note: This activity provides an opportunity for you to assess how well students are using the question and answers:

Do you like . . . ing? and **Yes, I do / No, I don't.**

Tell students to **Look at Activity 4 on page 7 of your Skills Book** and read the rubric and instruction text. Explain that students are going to carry out a survey about things their friends like doing after school.

Organise the class into groups of five students. Ask each group to write the names of their group members in the column on the left side of the

survey. Each group must select on four different activities that they want to ask each other about. Give students some time to discuss and choose their activities and then ask them to write the activities at the top of the chart, being careful to check the spellings.

Step 2

Ask students to complete the survey for themselves adding a tick for activities they like and a cross for activities they do not like. Once students have done this, choose a confident group to demonstrate the next part of the activity. Choose one student from the group to ask a question about the first activity in their survey, e.g. **Do you like playing volleyball?** Encourage the other students in the group to respond with, **Yes, I do** or **No, I don't**. All the students in the group should complete the survey with a tick or a cross for each person. A different student should ask the next question.

Ask all the groups to complete their surveys. Circulate the classroom offering guidance and support.

Step 3

Note: This activity is designed to prepare students for the presentation activity at the end of this lesson.

Tell students to **Look at Activity 5**. Ask them to read the rubric and instruction text. Organise students into pairs and ask them to read the sample dialogue.

Explain that students should discuss the results from their survey in a similar way to find out what they have in common with the other members of their group. Ask one student to start by making a sentence, either about themselves or about another student from their group. Ask their partner to say whether they like or dislike the activity using **So do I, neither do I** or **I don't**.

Choose a confident pair of students to model the activity. Then ask the rest of the students to complete the task in their pairs. Circulate around the classroom and offer support. Choose some volunteers to talk about their surveys in front of the class.

Optional Activity

Hoverboarding has become quite popular in Oman, but it can be quite dangerous. Talk about the dangers of hoverboarding with students.

Task 4

Step 1

Tell students to **Look at page 7 of your Classbook** and 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

Give students some time to prepare their presentation. They can use their ideas from the previous activity (Activity 5, page 7 in the Skills Book). Ask each student in turn to stand up and tell the class about activities they and their friends like or don't like doing. **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 pictures/posters related to the presentation.

Good morning (afternoon).

My best friend, Lamees likes playing volleyball and so do I. Haneen doesn't like drawing and neither does Samar.

Thank you (for listening).

For the next lesson

Prepare the 'Map of the World' poster.

Lesson 7

Writing

YOU WILL NEED:

- THE 'MAP OF THE WORLD' POSTER.

In this lesson, students will:

- read for specific information
- decide if statements are True or False
- complete a form with personal information
- revise the use of full stops and question marks
- correct spelling errors

Target language

- Who is the e-mail from?
- Who is it to?
- Where is [Becky] from?

Before this lesson

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

Task 1

Step 1

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

- I like watching TV.
- I like playing with my friends.

Step 2

Ask students to **Look at page 8 of your Classbook.** Hold up your book and point to the two emails at the top of the page. Remind students that an e-mail is a letter sent from one computer/ tablet/ phone to another. They should be familiar with emails from when they wrote an email in **Grade 5A, Unit 2.**

Step 3

Ask students to look at the first email and ask **Who is the email from?** Elicit **Ronaldo.** Ask **Who is the email to?** Elicit **Ahmed.** Then tell students to look at the second email and ask **Who is the e-mail from?** Elicit **Becky.** Ask **Who is the email to?** Elicit **Maha.**

Step 4

Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to read the two emails and find out where the two email senders (**Ronaldo/ Becky**) are from. They can do this activity orally or if you like you can ask them to write their answers in their exercise books.

Step 5

When they have finished, elicit the answers. After students have given you their answers to the question, you can ask volunteers to show you the countries (Spain and the USA) on the 'Map of the World' poster. Ask another volunteer to show you Oman on the map.

Answers

.....

- 1 First email: Spain
- 2 Second email: the USA

Task 2

Step 1

Tell students to **Look at Activity 2.** Ask students to read the rubric and the instruction text. Check their understanding of the task. They have to read the two emails again and decide if the statements are true (T) false (F). They should write T or F into the boxes next to each statement.

Give them a few minutes to do the task and circulate around the classroom offering guidance and support.

Step 2

Do a whole class check. Ask a volunteer to read the first statement and give the answer. Choose other volunteers to give the answers 2-4 in the same way.

Answers

.....

1 T 2 T 3 F 4 F

Step 3

Tell students to **Look at Activity 3** and read the rubric. Show them the form and ask **What is this?** Establish that it is **a form** about personal details. Check that students understand what is meant by a form.

Tell students to read the instruction text. Explain that they are going to fill in the form with information about **Ronaldo** or **Becky**. Students can choose which person to write about. They have to read the email for the child they choose and use the information from the email to fill in the form.

Step 4

Ask volunteers to read the words on the left side of the table and check if they understand what they mean before they start. Ask students to complete the form. While they are doing this, draw the form on the board.

Step 5

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

Answers

.....

Name	Ronaldo	Becky
Age	10	11
Country	Spain	the USA
Loves	doing sports	taking pictures of animals and plants
Likes	watching movies, playing basketball.	learning new languages/ gardening/ reading
Doesn't like	playing computer games	shopping
Best friend	Carlos	Katie
Best friends likes	playing basketball	learning new languages

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

Spelling and Punctuation

Step 1

Write two sentences on one side of the board and write two questions on the other side of the board, example:

- I live in Oman.
- Salim enjoys playing computer games.
- Do you like swimming?
- What is this?

Get students to look at the end of the two sentences and the end of the two questions. Ask them what do you notice? Get them to focus on the full stops and the question marks and ask **What are these?** Elicit **full stops** and **question marks**. Encourage students to tell you why we have full stops in the first two sentences and question marks in the other two. Underline the question words **do** and **what** to help students notice the questions.

Step 2

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 and the example sentences and questions. Show students the full stops and question marks in each example.

Step 3

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. Ask students if you should put a full stop or a question mark at the end of the sentence. Elicit **a full stop** and add it to the end of the sentence.

Ahmed is walking to school.

Tell students to complete each sentence with a full stop or a question mark. Circulate around the classroom offering guidance and support. Do a whole class check. Write the sentences on the board and elicit which sentences to end with full stops and which ones to end with question marks.

Answers

- 1 Ahmed is walking to school.
- 2 Is this your pencil?
- 3 I'm playing in the garden.
- 4 Do you enjoy windsurfing?
- 5 Where is my balloon?
- 6 It is raining today.

Step 4

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

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

Answers

- 1 playing
- 2 green
- 3 going
- 4 English
- 5 school

For the next lesson

In the next lesson, students are going to write about their hobbies. Ask them to find photos, pictures or drawings of their hobbies and bring these to the next lesson.

Lesson 8

Writing

STUDENTS WILL NEED:

- SOME DRAWINGS AND/OR PHOTOS OF THEIR HOBBIES

In this lesson, students will:

- transfer information to complete a table and sentences
- plan a short piece of writing about activities they like/don't like doing
- write a paragraph about activities they like/don't like doing

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 and the instruction text. Explain that they are going to complete a table and some sentences with information about a girl.

Get students to look at the table and read the information. Show them that some information is missing from the table. Point to the eight sentences around the table. Show students how each sentence is missing a word. Tell them that they have to transfer information between the table and sentences to complete the gaps.

Do one example together. Ask students to look at sentence number **1 My name is _____**. Explain that to complete the sentence, students have to refer to item **1** in the table **Name: Susan**. Elicit the full sentence **My name is Susan**.

Point to item **2** in the table and show students the gap **Age: ____**. Ask students **How old is Susan?** Elicit **11** and ask **Where did you find the answer?** Elicit that it is in sentence **2 _____ 11 year old**. Show students the gap in the sentence and ask **How can we complete this sentence?** Elicit **I am/ I'm**.

Tell students to complete the activity in pairs. While students are doing the activity, copy the table onto one side of the board and write the numbers **1- 8** down the other side of the board.

Do a whole class check. Elicit the answers for the table first and write them into the table on the board. Then elicit the answers for the sentences and write them on the board.

Answers

.....

1	Name	Susan
2	Age	11
3	Country	Spain
4	Love	gardening
5	Like	skateboarding
6	Don't like	watching tv
7	Best friend's name	Erica
8	Best friend likes	painting

- 1 My name is **Susan**.
- 2 I **am** 11 years old.
- 3 I am from **Spain**.
- 4 I **love** gardening.
- 5 I **like** skateboarding.
- 6 I don't like **watching TV**.
- 7 My best friend's name is **Erica**.
- 8 She **likes** painting.

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that the text about **Susan** is based on the information in the table in **Activity 1**. Show students how the table provides a plan for the text.

Step 2

Check students' understanding of the task. Explain that before trying to find each missing word, they should read the whole text in order to get the sense of it. This will help them write the word that fits best. Show them how the table provides the missing words in the text by doing the first gap as an example together.

Step 3

Circulate around the classroom offering guidance and support. Tell students to check their answers with their group. Tell students they are going to listen to the CD and check their answers. Play **Listening 1.6**, pausing after each answer for students to check their answers and make any corrections. The answers are highlighted in bold on the listening transcript.

Listening Transcript 1.6

My **name** is Susan. I am 11 **years** old. I am from **Spain**. I love gardening. I have a small garden in my house and I look after the flowers. I also like **skateboarding**. I usually go skateboarding with my friends after school. My best **friend**, Erica, is eleven years old too. She likes **painting**. She doesn't like **watching TV**, and neither do I.

Task 3

Step 1

Tell students to **Look at Activity 3 on page 9 of your Skills book**. Read the rubric and instruction text. Check their understanding of the task. Explain that they are going to fill in a table about themselves like Susan's table in Activity 1.

Step 2

When students have completed their tables, ask a few volunteers to tell the rest of the class some of the things they wrote.

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric. Explain that they are going to write about themselves and what activities they like/don't like doing, using the information in the table they completed in Activity 3. They can also refer to the text about Susan in Activity 2 and the two emails about Ronaldo and Becky in Activity 1 in their Classbook.

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.

Homework

Ask students to turn to the writing page with the heading 'My Hobbies' on page 63 in the Skills 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

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

In this lesson, students will:

- analyse features of a poster about a friend's hobbies. (title, information on page, pictures)
- practise asking and answering about a friend's hobbies.
- plan their own poster project

Note: The project for Unit 1 is **making a poster about a friend's hobbies**. The material in Lessons 9 and 10 leads up to this project.

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

Task 1

Step 1

Tell students to **Look at page 10 of your Classbook** and to **Look at Activity 1**. Ask a volunteer to read the instruction text. Show students Laila's poster. Spend time going over the different parts of the poster. Ask **What is the title of this project?** and establish it is about **A Friend's Hobbies**. Ask some more questions, for example:

- **What can you see?**
- **What is it about?**
- **What kind of information is on the poster?**
- **Do you think it looks interesting (attractive)?**

Point to the pictures and elicit the hobbies each picture shows. Ask students if they like any of the hobbies shown in the poster. Point to the information text. Ask students to read it. Then ask **What kind of information is in the text?** Elicit that the text gives information about **Hiba's age, appearance and family**. Then ask **What hobbies are mentioned in the text?** Elicit **ice skating, cooking**

and **making cards**. Ask some more questions about the text, for example:

- **When does Hiba go ice skating?**
- **Who does she go ice skating with?**
- **Who does Hiba cook for?**
- **What does Hiba like making for her friends?**

Step 2

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 instruction text and check students' understanding of the task. They have to refer back to Laila's poster in **Activity 1** in order to label the different features of the poster listed in **Activity 2**.

Step 3

Do a whole class check and elicit the answers.

Answers

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

Task 2

Step 1

Tell students to Look at Activity 3 and read the rubric and instruction text. Play **Listening 1.7** and ask students to listen to the dialogue

Listening Transcript 1.7

Salim: What do you like doing in your free time?

Nasser: I like doing karate.

Salim: Really? That's interesting. When do you do karate?

Nasser: I go to karate class on Sunday and Tuesday every week.

Salim: Do you have any other hobbies?

Nasser: Yes. I like collecting coins. I have a big coin collection.

Salim: Really? I would like to see it some time.

Nasser: Sure. I can show you one day.

Step 2

Organise them into pairs and get them to practise reading the dialogue.

Step 3

Explain that students need to decide who they will make their poster about. They should choose another student from the class. Once students have chosen their friend, they need to ask their friend some questions about their hobbies.

Tell each pair of students to ask each other some questions about their hobbies. They can use the dialogue from part A as a model. Alternatively, elicit some questions and write them on the board if students more support with this. Students should make some notes about their friend's hobbies so that they have information to include on their poster.

Note: If students want to do their project about a member of their family, they can. But they should still complete these activities in class to practise communication skills.

(Optional/homework)

Note: You may want to start this in this lesson if you have time. Alternatively you can ask students to do it for homework, or allocate time in the next lesson.

Explain that students have to do the following things:

- Look at Laila's poster
- Write a paragraph about a friend's hobbies and when he/she does them
- Include some pictures or photos

Students can also include other features or information if they would like.

Students can start writing the first draft of their paragraph in the lesson or for homework.

Homework

- 1 Tell students to look for information and drawings or pictures for their poster, and bring their information and pictures for the next lesson.
- 2 Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

love, science, going, fishing, making, hate, drawing, watching, enjoy, models.

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 'Project: My Friend's Hobbies' -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.

Alternatively, if you think your students do not need to work from a template for their projects, give them some blank A3 sized paper.

Lesson 10

Project

YOU WILL NEED:

- COPIES OF THE 'PROJECT: MY FRIEND'S HOBBIES' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one copy for each student

STUDENTS WILL NEED:

- INFORMATION, DRAWINGS, AND PICTURES THEY HAVE PREPARED ABOUT HOBBIES FOR THEIR POSTER

In this lesson, students will:

- plan and create their poster.
- show their poster to their friends.

Task 1

Step 1

Tell students to get out the information they brought for their poster. Organise students into pairs. Ask them to show their information to their partner and tell them what they are going to write about.

Step 2

Tell students to **Look at page 10 of your Classbook.** Show them the poster again, and explain how they should design their project. They have to:

- Write a paragraph about a friend's hobbies and when he/she does them
- Include some pictures or photos

Give each student a copy of the page with the heading 'Project: My Friend's Hobbies' from the photocopiable pages at the back of this Teacher's Book. They should use this to design their poster. Alternatively, give them blank A3 paper.

Step 3

Students should discuss with their partner the information and pictures they are going to include in their poster.

Give students enough time to discuss and complete their project. As students are making their posters, circulate around the classroom offering guidance and support.

Task 2

When students have completed their project, ask them to share them with the rest of the class. You can either ask students to present their project, or you can display them on the classroom walls and ask students to walk around and look at them.

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 12 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.

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 **The Summer Camp**. Check students understand what a summer camp is.

Summer camps are programmes for children in the summer months. Children can attend camps for one week or up to a couple of months. During the camp, they try lots of different activities and they meet lots of new friends. Some children attend summer camp in a foreign country to help them learn or practise a different language.

Point to the picture at the bottom right of page 12 and ask **What can you see in the picture?** Elicit **two**

boys/ friends, a fire, a tent. Then ask **What are the boys doing?** Elicit **They are camping/making a fire**.

Ask students to work in groups and think about different activities you can do at summer camp. Elicit activities from volunteers and write them on the board. Student may know words such as **hiking, cycling, and making models**. Ask if students can guess what the story will be about.

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 did Ben want to do every day?**
- 2 **Where did Ben spend his summer holiday?**
- 3 **What is the name of the camp leader?**
- 4 **What did Ben and his team win?**

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 play computer games
- 2 at the summer camp
- 3 Jim
- 4 a computer game

Task 2

Tell students to **Look at page 13 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 activities and pictures. Do a whole class check.

Answers:

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

Task 3

Tell students 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 circle the correct option in each sentence.

Answers

.....
1 likes
2 pizza
3 leg
4 Wednesday
5 first

Homework

You can ask students to complete some or all of the activities on the The Summer camp Activity Page on page 56 of the Skills Book.

Answers

.....
1 1 T
2 F
3 T
4 F
5 T
6 F
2 1 d 2 e 3 c 4 a 5 f 6 b
3 List of Activities:
cycling, making models, camping, hiking,
swimming, rock climbing, playing sports.

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.

love, science, going, fishing, making, hate, drawing, watching, enjoy, models.

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

In this lesson, students will:

- practise saying words with 'silent letters'
- match words to pictures
- categorise words according to their 'silent' letters
- do a spelling test and/or dictation
- review the unit

Target Language:

- Words with silent letters, e.g. lamb, knee, write.
- Can you guess what 'silent' means?
- Listen to how we say these words.
- Can you hear every letter?

Task 1

Step 1

Ask students to **Look at page 10 of your Skills Book**. Ask **Can you guess what 'silent' means?** To help them, tell them to **Look at the pictures** and read the words next to the pictures – **wrist** and **knee**. Read the sentence underneath, **Listen to how we say these words. Can you hear every letter?** Then ask **What letter does knee start with?** Elicit **k** and ask **Can you hear a /k/ sound at the start of the word? (No), What sound can you hear at the start of the word? (/n/)**. Explain that this is because the **k** is a silent letter. Do the same for the word **wrist**

Tell students they are going to hear the words on the CD. Ask them to read the words as they listen. Play the first word, and ask students to repeat it. Repeat the procedure with the second word.

Listening Transcript 1.8

- wrist // wrist
- knee // knee

Ask students to read the sentence in the box – **In some words we don't say every letter. Some letters are 'silent.'**

Step 2

Ask students to **Look at Activity 1**. Tell them to **Look at the pictures** and elicit the names of everything they recognise. They may not know '**lamb**'. Explain that a lamb is a baby sheep. Say **lamb** and get students to repeat it.

Tell students to read the rubric and instruction text, and check their understanding of the task. They have to match the words to the pictures. Circulate around the classroom offering guidance and support.

Step 3

Do a whole class check. Tell students they will hear the answers on the CD, and they should check their work as they listen. Play **Listening 1.9**.

Listening Transcript 1.9

- 1 lamb // picture **g**
- 2 knife // picture **b**
- 3 thumb // picture **a**
- 4 write // picture **e**
- 5 comb // picture **f**
- 6 knee // picture **d**
- 7 climb // picture **c**

Write the numbers **1 – 7** vertically down the board and write the word for each number next to it. Elicit each picture letter from students and write it next to the correct number and word.

Step 4

Tell students they will hear the words on the CD again. Ask them to listen and repeat each word after they hear it. Play **Listening 1.10** pausing after each word for students to repeat it.

Listening Transcript 1.10

- lamb
- knife
- thumb
- write
- comb
- knee
- climb

Task 2

Step 1

Tell students to **Look at Activity 2**. Ask them to read the rubric and instruction text, and check their understanding of the task. They have to fill in the missing word in each sentence using the words in the box at the top of the activity. They also have to circle the silent letter in each of these words.

Show students the first sentence which has been done as an example. Ask a volunteer to read the sentence aloud to the class. Point to the silent letter 'b' that has been circled. Tell students to complete the rest of the sentences. Circulate around the classroom offering guidance and support.

Step 2

Get students to check their answers with their group, then do a whole class check. Write the numbers **1 – 6** down the board. Elicit the answers and write the correct word for each sentence beside the appropriate number. For each word ask **Which letter is a silent letter?** Circle the silent letters letter.

Answers

-
- 1 lam**b** (example)
 - 2 clim**b**
 - 3 thum**b**
 - 4 **k**nife
 - 5 **k**nee
 - 6 **w**rite

Step 3

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check students' understanding of the task. They have to read the words around the boxes, decide which letter is silent in each word. They should write each word in the correct box according to its silent letter. Show students the example of the word comb and read this to the class.

Step 4

Get students to check their answers in their groups, then do a whole class check. Quickly copy the charts from Activity 3 onto the board. Elicit the answers and write them into the appropriate boxes as students say them.

Answers

.....

silent k	silent b	silent w
knee	comb	wrist
knife,	lamb	write
	climb	
	thumb	

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 students understand that they should sort the letters to form a verb and then they should write the verb in a gerund form with an **-ing** ending. Remind students to remember to remove the 'e' when they add -ing to the end of verbs.

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 check that the verbs have been spelt correctly and correct any errors. 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 | read | reading (example) |
| 2 | ride | riding |
| 3 | play | playing |
| 4 | cycle | cycling |
| 5 | climb | climbing |
| 6 | fish | fishing |
| 7 | skate | skating |
| 8 | cook | cooking |

Step 3

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.

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 | going (example) |
| 2 | travelling |
| 3 | walking |
| 4 | climbing |
| 5 | playing |
| 6 | reading |
| 7 | watching |
| 8 | using |

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.

love, science, going, fishing, making, hate, drawing, watching, enjoy, models.

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

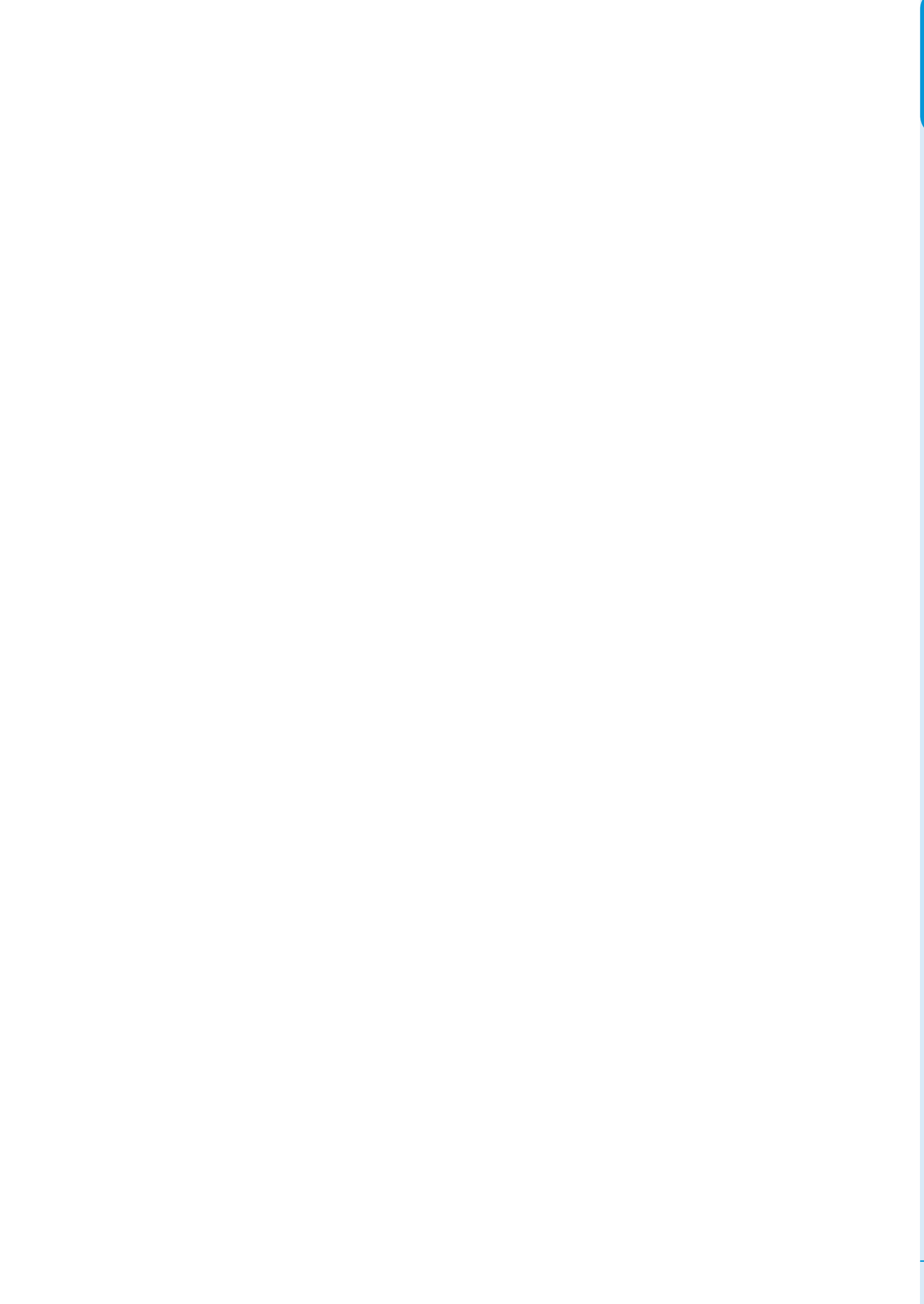
Tell students to turn to pages 52 of their Skills Book with the heading **My Learning Record**. Explain in **L1** the purpose of a learning record – so that they can see what they have covered and monitor their progress.

Step 2

Tell students to Look at Unit 1 and read the rubric. Show them the five faces and say Look at the faces. Point out the words under each face and the number above. Show them the first statement and ask How well can you introduce yourself and your friend? 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 diamond 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 diamonds. Circulate around the classroom offering guidance and support.



Students will learn how to:

- talk about healthy and unhealthy diets
- transfer information into a diagram
- categorise food into food groups
- describe how food is packaged
- use countable and uncountable nouns
- listen for general information about food and healthy eating
- listen for specific information in surveys and descriptions
- give advice about healthy eating and give a mini-presentation
- write a food diary
- write a paragraph using information recorded in food diaries
- spell plural words with -s and -es
- design a healthy lunchbox
- read and understand recipes
- can pronounce words spelt with 'ee' and 'ea'
- do self-evaluation

Main language

- Are [cakes] good for you? No, they aren't.
- Is [fish] good for you? Yes, it is.
- [Sweets] are bad for you.
- [Fish] is good for you.
- I try to [eat healthy snacks]. I recommend [only eating junk food occasionally]. I always [eat five servings of vegetables a day].
- It's important to..., You should..., Why don't you...?
- Do you eat [two or more servings of fruit per day]?
- On [Monday] I ate... For breakfast I ate...
- This week my diet was [balanced]
- I think I should eat more/less...
- There is +uncountable nouns /There are + countable nouns

Vocabulary

- Food vocabulary: apple, banana, beef, bread, burger, butter, cake, carrot, cheese, chicken, cucumber, egg, fish, ice cream, lettuce, nuts,

orange, pasta, pizza, potato, rice, sweets, tomato, yoghurt

- Drinks: cola, milk, orange juice, tea, water
- Food groups: carbohydrates, dairy, fats and sugar, fruit and vegetables, protein
- Food packaging: bag, bottle, can, carton, jar, tin
- Meals: breakfast, dinner, lunch, snacks
- Eating habits: healthy, unhealthy, balanced, servings

Skills and strategies

- Understand food groups
- Read factual texts both for general understanding and specific information
- Interact with a partner through dialogues
- Listen for specific information
- Categorise countable and uncountable food words
- Interview classmates for a quiz
- Keep records of eating habits
- Pronounce words with an 'ee' sound spelt ee/ea
- Learn spellings using the 'Look, cover, write, check' method
- Develop basic presentation skills
- Develop independent learning skills

Activities

- Read and match, read and answer, read and complete, read and sort, read and transfer
- Listen and match, listen and read, listen and complete, listen and tick
- Ask and answer
- Do a quiz
- Give advice about healthy eating
- Keep a food diary
- Read recipes
- Give a mini-presentation
- Write a paragraph
- Do a project (design a healthy lunch box)
- Do a spelling test and/or dictation
- Review the unit
- Do self-evaluation

Lesson 1

Reading and Understanding

YOU WILL NEED:

- THE 'FOOD AND DRINK' POSTER
- COPIES OF MY FOOD DIARY FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK- one copy per student.

In this lesson, students will:

- revise previously learnt food vocabulary
- read for general and specific information
- talk about healthy, balanced diets

Target Language

- Food vocabulary
- Food groups: fruit and vegetables, protein, carbohydrates, dairy, fats and sugars
- a balanced diet, healthy, unhealthy

Before this lesson

Put the 'Food and Drink' poster on your classroom wall. You should put it in a place where all 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 11th of February.** Get students to repeat it after you and write it on the board, for example, **Sunday the 11th of February 2018.**

Task 1

Step 1

Ask students to **Look at the poster** and ask **What can you see?** Elicit **A food shop.** Ask **What can you see in the shop?** Elicit as many food items as possible.

Step 2

Tell students to **Look at page 14 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Point to picture a and ask **What kind of food is in this picture?** Elicit **dairy or cheese, milk and yoghurt.** Then ask, **Do you eat these foods? Are they healthy?**

Ask students to work in pairs or groups to discuss the other pictures. Walk around and support students. Then discuss each picture together and choose volunteers to share their answers.

Students have studied words like **fat, vitamins, carbohydrates, protein, dairy** and **balanced diet** in Grade 4A so they should be familiar with these words. But it might be useful to review them as you discuss each picture.

Note: Students will match these pictures to reading texts in Activity 3.

Task 2

Step 1

Tell students to **Look at Activity 2.** Choose a volunteer to read the rubric and instruction text. Check that students understand they have to read the statements and decide if they are **True** or **False.**

Read the first statement **Eating lots of sugar is good for you** and ask students to tell you if they think it is true or false and why.

Step 2

Organise students into pairs and tell them to discuss the other statements and write **T** or **F** next to each statement. While they are discussing them, write the statements on the board. Alternatively, write the statements on poster paper or large flashcards before the lesson.

Step 3

Ask students to share their answers and reasons for each statement. Write them on the board next to the statements. Explain that students will use the reading texts to check their answers.

Note: Keep the statements on the board for Activity 4.

Task 3

Step 1

Tell students to **Look at Activity 3 on page 15**. Read the title of the text **A Balanced Diet**. Elicit or establish that **a balanced diet means eating different types of food to give you energy and to help your body grow**.

Check students understand that **servings** means **a quantity of food** and we use it to describe how much food we should eat a day.

Ask a volunteer to read the rubric and instruction text. Check students understand they have to read the texts and match them to the pictures in **Activity 1**. Tell students to complete the task individually.

Step 2

Tell students to compare their answers in pairs. Then check the answers together.

Answers

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

Task 4

Step 1

Tell students to **Look at Activity 4**. Choose a volunteer to read the rubric and instruction text. Point to the statements on the board from **Activity 2** and check that students understand they have to read the texts in **Activity 3** again and check if their answers are correct.

Students can complete this task in pairs or individually.

Step 2

Do a whole class check and elicit the answers. For each answer, ask students to tell you where in the reading texts they found the information.

Answers

.....
1 F 2 T 3 T 4 F 5 F 6 T 7 T

Point to the question about healthy and unhealthy fats and explain that there are healthy and unhealthy fats. Healthy fat can be found in foods like nuts, olive oil, salmon and avocado. Unhealthy fat can be found in foods like cake, chocolate, crisp and pizzas. It is important to have small amounts of healthy fat in our diet, but too much fat is bad for us.

Homework

Give each student a copy of 'My Food Diary' from the photocopiable pages at the back of this Teacher's Book.

Explain that students must keep a record of everything they eat for the next week on the food diary. Show them the columns for breakfast, lunch and dinner. Any other food they eat can be recorded in the snacks column. They will use this food diary for a writing task later in the unit.

Note: You will also need to complete a food diary to use in a modeling activity in Lesson 7.

For the next lesson

Prepare the following food packaging- a bottle, a bag (packet), a tin, a can, a jar and a carton.

Lesson 2

Reading and Understanding

YOU WILL NEED:

- A bottle, a can, a tin, a jar, a bag (packet) and a carton

In this lesson, students will:

- read for specific information
- read and transfer information to complete a food pyramid
- learn vocabulary to describe different types of food packaging

Target Language

- Food vocabulary
- Food groups: fruit and vegetables, protein, carbohydrates, dairy, fats and sugars
- a balanced diet, healthy, unhealthy
- Food packaging with 'of' e.g. a bottle of [water], a can of [cola], a tin of [peas], a jar of [honey], a carton of [orange juice], bag of [crisps].

Task 1

Step 1

On the board, write **A Balanced Diet**. Elicit the different types of food that make a balanced diet **protein, fruit and vegetables, carbohydrates, fat** and **dairy**. Write them on the board. Then elicit examples of foods for each category.

Step 2

Tell students to **Look at page 12 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.

Read the questions together and then ask students to answer them. They can do this individually or in pairs.

Do a whole class check and elicit the answers.

Answers

-
- 1 Calcium
 - 2 Fish and oil
 - 3 5-7 servings
 - 4 Protein and carbohydrates
 - 5 Meat, fish, eggs, nuts and dairy products

Task 2

Step 1

Tell students to **Look at Activity 2**. Elicit that the shape is **a triangle or pyramid**. Read the title **A food pyramid**. Explain that **a food pyramid is a diagram to help people eat the correct servings per day of each type of food**.

Step 2

Point to the gaps in the pyramid numbered **1-5**. Ask a volunteer to read the instruction text. Check students understand that they have to use the information in the texts from page 15 of the Classbook to complete the gaps in the pyramid. Point to number 1 and ask, **What does gap 1 need?** Elicit **The names of the foods shown in the picture**. **What does gap 2 need?** Elicit **Pictures of the foods (cheese, milk and yoghurt)**.

Tell students to complete the task individually. When they have finished, they can check their answers in pairs. Then do a whole class check and elicit the answers.

Answers

-
- 1 butter, oil, cakes and sweets
 - 2 a picture of cheese, milk and yoghurt
 - 3 3-5 (servings)
 - 4 Carbohydrates
 - 5 apple, grapes, cherry, lemon, strawberry, pear, mushroom, pepper, brocolli, carrot, raddish (Students do not have to name every fruit and vegetable.)

Optional Activity

Ask students some additional questions about the food pyramid. For example, **How many servings of dairy should you eat a day? Which foods should you eat least of? What type of food is at the bottom of the pyramid?**

Working with Words

Task 3

Note: You will need the real packaging that you prepared.

Step 1

Show students the real can you prepared. Ask students **What is this?** Establish that it is a can and write the word **can** on the board. Then ask **What kind of food or drink is packaged in cans?** Elicit different types of drinks students know e.g. **cola, soda water, lemonade**, etc.

Repeat these steps for the packet, bottle, jar, tin and bag.

Step 2

Tell students to **Look at page 13** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text and check students understand the task. Choose students to read the phrases in the box. Then ask students to complete the activity. Do a whole class check and elicit the answers.

Answers

- 1 a bottle of water
- 2 a tin of peas
- 3 a carton of orange juice
- 4 a bag of crisps
- 5 a jar of honey
- 6 a can of cola

Step 3

Tell students to **Look at Activity 4** and read the rubric. Point to the packaging outlines shown in the activity and elicit the packaging that is shown. Read the instructions and examples together and that students understand the task.

Discuss a few ideas with the whole class. Then ask students to continue the task in groups.

For feedback, allocate each group one type of packaging and ask them to share their ideas. Write them on the board.

Suggested answers

a bottle of	water, milk, lemonade, cola, juice
a tin of	peas, tuna, chickpeas, sweetcorn, soup, tomatoes, lentils, condensed milk
a carton of	orange juice, apple juice, grape juice, pineapple juice, milk, coconut water
a bag of	crisps, rice, pasta, lentils, sugar
a jar of	honey, olives, jam, coffee, cream cheese
a can of	cola, lemonade, soda

Optional Activity 1

Ask students to look in their kitchen at home for foods that come in these kinds of packaging and add them to the lists in their books.

Optional Activity 2

Ask students to collect food packaging and bring to the next lesson.

Lesson 3

Grammar

In this lesson, students will:

- discuss healthy and unhealthy foods
- categorise countable and uncountable food nouns
- listen to and read dialogues about healthy and unhealthy foods

Target Language

- Are [cakes] good for you? No, they aren't.
- Is [fish] good for you? Yes, it is.
- Countable food nouns, e.g. carrots, bananas, tomatoes
- Uncountable food nouns, e.g. water, butter, cheese.

Task 1

Step 1

Optional Activity

If students collected food packaging for their homework, ask them to show their packaging to the class and say what kind of packaging it is.

Tell students to **Look at page 16 in your Classbook** and to **Look at Activity 1**. Point to the pictures of food and drink, and ask students to name each picture.

Step 2

Ask a volunteer to read the rubric and instruction text. Check students understand that they have to decide if the foods are healthy or unhealthy, and draw a happy face for healthy food and a sad face for unhealthy food.

Point to picture 1, and ask **Is ice cream healthy or unhealthy?** Elicit **unhealthy**. Then ask, **Will you draw a happy face or a sad face for ice cream?** Elicit **a sad face**. Tell students to complete the task in pairs.

Write the numbers 1-10 on the board. Choose volunteers to give their answers for each food and draw a happy or sad face on the board.

Answers

-
- 1 ice cream ☹️
 - 2 fish 😊
 - 3 carrots 😊
 - 4 chicken 😊
 - 5 brown bread 😊
 - 6 yoghurt 😊
 - 7 cake ☹️
 - 8 tomato 😊
 - 9 burger ☹️
 - 10 lettuce 😊

Note: You may want to highlight to students that it is okay to eat foods like ice cream and cake in small amounts. But eating them every day is not healthy.

Optional Activity

Write the 5 food groups on the board. Go through the foods from Activity 1 and ask students to tell you which food group they belong to.

Protein: fish, chicken

Dairy: yoghurt, ice cream

Fat: cake, ice cream, burger, sweets

Fruit and vegetables: carrot, tomato, lettuce, banana.

Carbohydrates: brown bread, cola

Note: Some foods can be put in more than one category, e.g. ice cream (dairy/fat).

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Tell them to read the four dialogues silently. Explain that you will play the dialogues from the CD and students should write the number of the dialogues into the boxes next to pictures **a-d**.

Play **Listening 2.1** pausing after each item.

Listening Transcript 2.1

- 1 Are cakes good for you?
No, they aren't.
- 2 Is fish good for you?
Yes, it is.
- 3 Are apples good for you?
Yes, they are.
- 4 Is lots of chocolate good for you?
No, it isn't.

Do a whole class check and elicit the answers.

Answers

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

Step 2

Tell students to practise reading the dialogues in pairs.

Step 3

Tell students to **Look at Activity 3**. Ask them to work in pairs and discuss how the dialogues are different.

Answers

.....
Dialogues a and c contain countable food nouns. The nouns are plural and they questions and answers use 'are', Are...? They are/ aren't.

Dialogues b and d contain uncountable food nouns. The nouns are singular and they questions and answers use 'is', Is...? It is/ isn't.

Task 3

Step 1

Tell students to **Look at page 14 in your Skills book**. Point to the **Let's Look at Grammar** box and go over the information with students.

Step 2

Tell students to **Look at Activity 1**. Tell them to look at the pictures.

Ask a volunteer to read the rubric and instruction text. Check they understand that they have to sort the words into countable and uncountable nouns.

Explain that students should write the countable nouns in the plural. Write countable and uncountable on the board at the top of two columns. Do two examples together, for example **carrot** (countable – which students should write as **carrots**) and **rice** (uncountable).

Ask students to complete the task in pairs. Check the answers together.

Answers

.....

Countable

carrots
bananas
tomatoes
apples
cucumbers
oranges

Uncountable

rice
tea
beef
water
cheese
butter

Note: Draw students' attention to the –es in the plural spelling of 'tomatoes'. Explain that they will study this in more detail later in this unit.

Optional Activity

Ask students to think of more countable and uncountable food nouns to add to the list.

Step 3

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Check students understand that they should read the two sentences and complete them with **can** or **can't**.

Give students time to do this and then do a whole class check. Read **Nouns we...** and elicit the missing word, then finish reading the sentence.

Answers

.....

Nouns we **can** count are called **countable** nouns.

Nouns we **can't** count are called **uncountable** nouns.

Lesson 4

Grammar

In this lesson, students will:

- ask and answer Yes/No questions containing countable and uncountable food nouns
- write questions and answers with countable and uncountable food nouns
- write sentences about foods that are good and bad for you

Target Language

- Food vocabulary
- Is [sugar good] for you? No, it isn't.
- Are [oranges] good for you? Yes, they are.
- [Fish] is good for you.
- [Sweets] are bad for you.

Task 1

Step 1

Ask students to name some different types of food. Write them on the board. Then ask students to tell you if each food is countable or uncountable.

Step 2

Tell students to **Look at page 15 of your Skills Book** and to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text.

Read question 1 and ask **Is sugar a countable or uncountable noun?** Elicit **uncountable**. Then elicit the correct answer **No, it isn't**. Show students how number 1 has been written in the box next to the correct answer.

Ask students to complete the other four questions. Write the numbers **1-5** on the board. Check the answers together. Write each answer on the board.

Answers

-
- 1 No, it isn't.
 - 2 Yes, they are.
 - 3 No, it isn't.
 - 4 No, they aren't.
 - 5 Yes, it is.

Step 3

Tell students to look at the answers and ask **When do we use 'it is/isn't' and when do we use 'they are/aren't'?** Elicit that **uncountable nouns are singular so we use 'it is/isn't' and countable nouns are plural so we use 'they are/aren't'.**

Task 2

Step 1

Tell students to **Look at Activity 4** and read the rubric. Choose a volunteer to read the instruction text. Check students understand that they should write a question and an answer to go with each picture, using the questions and answers in **Activity 3** as a model.

Do number **1** together as an example. Ask students **What can you see in the picture?** Elicit **carrots**. Then ask, **Are carrots a countable or uncountable noun?** Elicit **countable**. Ask students, **Will you use 'Is carrots...' or 'Are carrots...'**? Elicit **Are carrots**. Ask students to give you the complete question, **Are carrots good for you?** Write it on the board. Then elicit the answer **Yes, they are**. Write it on the board.

Step 2

Ask students to complete the activity individually. When they have finished, tell them to swap their work with a partner. Get them to check each other's work for correct question and answers, spelling and punctuation. Walk around the classroom and support students.

Step 3

Check the answers together as a whole class. Write them on the board.

Answers

-
- 1 Are carrots good for you? Yes, they are.
 - 2 Is chicken good for you? Yes, it is.
 - 3 Is sugar good for you? No, it isn't.
 - 4 Is chocolate good for you? No, it isn't.
 - 5 Are apples good for you? Yes, they are.

Task 3

Step 1

Tell students to **Look at page 17 of your Classbook** and to **Look at Activity 4**. Read the rubric and ask a volunteer to read the instruction text. Explain that students should work in pairs to make dialogues using the words from **Activity 1** (on page 16).

Point to the picture of the **ice cream** and ask **Is ice cream a countable or uncountable noun?** Elicit **uncountable**. Then ask **Which dialogue will you use?** Elicit the **second one with 'Is' and the two girls**.

Choose a pair of students to model the dialogue for ice cream.

Step 2

Ask students to complete the task in pairs. Then ask pairs to perform their dialogues to the class.

Task 4

Step 1

Tell students to **Look at Activity 5** and read the rubric. Ask a volunteer to read the instruction text.

Point to the two examples and read them together. Explain that students should think of two countable and two uncountable food nouns. For each food, they have to draw a picture and write a sentence saying if the food is good or bad for you.

Step 2

Ask students to complete the task individually. Walk around and support students. When they have finished, ask students to show their pictures and read their sentences to their groups.

Homework

Tell students that at the end of the unit you will be giving them a spelling test.

Write the following ten words on the board.

healthy, unhealthy, balanced, diet, fat, protein, dairy, vitamins, vegetables, sugar.

Tell students to copy the words 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!

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.

For the next lesson

Note: This is for an optional activity.

Prepare one piece of large poster paper.

Lesson 5

Listening and Speaking

YOU WILL NEED:

- THE 'FOOD AND DRINK' POSTER.
- POSTER PAPER – one piece

Note: The poster paper is for an optional activity.

In this lesson, students will:

- listen to children talk about healthy tips and match the tip to the speaker
- do a quiz to see how healthy they are
- discuss the results of the quiz in groups

Target Language

- Language for tips and advice: I try to [eat healthy snacks].
I recommend [only eating junk food occasionally].
I always [eat five servings of vegetables a day].
- Questions about eating habits, e.g. Do you eat [bananas]?
- Food vocabulary

Before this lesson

Put the 'Food and Drink' poster on your classroom wall. You should put it in a place where all 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

Play a poster game to practise food vocabulary. Organise students into two or four teams. Ask one student from each team to stand in front of the poster. Describe an item from the poster, e.g. **This food is uncountable. It's a carbohydrate. It is white. (Rice)**. The first student to touch the correct picture on the poster wins a point for their team.

Choose different students and continue playing. If you have any stronger students in your class, you could ask them to give a description.

Step 2

Tell students to **Look at page 18 in your Classbook** and **Look at Activity 1**. Point to the pictures of children and ask students to read their names. Then ask a volunteer to read the rubric and instruction text below. Explain that students should match the tips **a-e** to the children **1-5**.

Read the tips together. Check students understand the meaning of **snack**.

Play **Listening 2.2** and ask students to complete the task. You can pause after each tip if necessary.

Listening Transcript 2.2

- Azza:** I always eat five servings of vegetables a day.
- Haitham:** I try to eat healthy snacks like fruit instead of chocolate and sweets.
- Aysha:** My healthy tip is to drink lots of water.
- Waleed:** I recommend only eating junk food occasionally.
- Reem:** I eat a big breakfast so I don't eat any snacks before lunch.

Step 3

Write the numbers 1–5 on the board. For number 1 ask **What was Azza's tip for healthy eating?** Elicit **c**– **I always eat five servings of vegetables a day** and write **c** on the board. Do the same for the other answers.

Answers

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

Step 4

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Organise students into pairs and ask them to discuss the questions. Discuss the questions together. Ask students to share their answers.

Optional Activity

For question 3 in Activity 2, you could ask students to share their healthy tips and compile a list of tips on a piece of poster paper and display it in the classroom until you finish the unit.

Task 2

Read the rubric and instruction text for **Activity 3** and point to the **Healthy Eating Quiz** on page 19.

Explain that students should ask their partner the questions in the quiz and circle their score for each answer. Once students have asked all the questions, they should add up the score, tell their partner and look at the information for their score.

Note: It is important students do this activity in pairs to ensure that it is a speaking and listening activity, rather than a reading activity.

Choose a confident pair of students to demonstrate the activity. Then ask the other students to complete the activity in their pairs.

Task 3

Step 1

Organise students into groups. Tell them to **Look at Activity 4** and read the rubric. Organise students into groups and explain they should discuss the questions about their quiz scores together.

Walk around and monitor and support.

Step 2

Discuss the questions together. Ask each group to share their answers for each question. You may want to see which student had the highest score, or ask groups to add their scores together to see which group has the highest score.

For the next lesson

Prepare sets of the 'Food and Health speaking cards' - copy and cut up one set of cards for each group in your class - from the photocopiable pages at the back of this Teacher's Book.

Lesson 6

Listening and Speaking

YOU WILL NEED:

- COPIES OF THE FOOD AND HEALTH SPEAKING CARDS- copy and cut up one set for each group.

In this lesson, students will:

- discuss unhealthy diets and eating habits
- listen for specific information
- give healthy eating advice
- give a mini-presentation about eating healthily

Target Language

- Questions about eating habits, e.g. Do you eat [two or more servings of fruit every day]?
- Language for tips and advice: I try to..., It's important to...
You should/ shouldn't..., I always, I recommend..., Why don't you...?

Task 1

Step 1

Tell students to **Look at page 16 in your Skills Book** and to **Look at Activity 1**. Point to the picture of Kareem and say **This is a Grade 5 student called Kareem**.

Step 2

Ask a volunteer to read the rubric and instruction text. Ask students to discuss the two questions in groups or pairs.

Discuss the questions together as a whole class.

Answers

.....

Kareem likes foods like ice cream, cake, burgers, pizza and cola.

His diet does not look very healthy or balanced.

Task 2

Step 1

Tell students to **Look at Activity 2**. Point to the table and ask **What is this?** Elicit **the healthy eating quiz**. Ask a volunteer to read the rubric and instruction text. Explain that Kareem is taking the healthy eating quiz with a friend. Students should listen and circle his answers.

Play **Listening 2.3** and ask students to complete the task.

Listening Transcript 2.3

Majid: Okay Kareem, I'll ask you the healthy eating quiz questions.

Kareem: Okay, Majid.

Majid: Number 1, do you eat at least two servings of cheese, milk or yogurt every day?

Kareem: No, I don't really like dairy foods.

Majid: Number 2, do you eat two or more servings of fruit every day?

Kareem: Sometimes, but not every day.

Majid: Okay, number 3. Do you eat three or more servings of vegetables every day?

Kareem: Urgh, no! I don't like vegetables or anything green.

Majid: I see. Question 4, do you eat three or more servings of bread, cereal, rice or pasta?

Kareem: Sometimes.

Majid: Question 5, do you eat two or more servings from the meat, fish, beans, egg and nut group every day?

Kareem: Yes, I like meat.

Majid: Okay and the last question, do you eat more than one serving from the fat and sugar group every day?

Kareem: Oh yes! I love chocolate and sweets and crisps.

Majid: Oh dear.... Well then let's calculate your score.

Check the answers together as a whole class.

Answers

Q	Yes	Sometimes	No
1	2	1	0
2	2	1	0
3	2	1	0
4	2	1	0
5	2	1	0
6	0	1	2

Step 2

Tell students to **Look at the instructions under the table**. Ask them to calculate Kareem's score and discuss how healthy his diet is.

Discuss the questions as a whole class.

Answers

Kareem's score is 4.

This means he has a very unhealthy diet.

Task 3

Step 1

Tell students to **Look at Activity 3** and read the rubric. Choose a volunteer to read the instruction text.

Point to the pictures for breakfast and elicit what each food is. Do the same for lunch, dinner and snacks.

Step 2

Explain that you will play the CD and students should listen and tick the foods that Kareem eats for each meal on Monday.

Play **Listening 2.4**.

Listening Transcript 2.4

Kareem: For breakfast on Monday, I ate eggs on toast and a chocolate muffin. I also had a glass of milk.

For lunch I had a burger and some strawberry ice cream. I love ice cream.

For dinner my mum cooked a pizza and we had some fries with it. My brothers had salad too, but I don't like salad. I also had a can of cola.

At 11 am I had a packet of crisps. I was hungry again at 3pm, so I had a bar of chocolate and after dinner we ate some sweets.

Check the answers together.

Answers

Breakfast	Eggs on toast, a chocolate muffin and a glass of milk.
Lunch	A burger and an ice cream.
Dinner	Pizza, fries and a can of cola.
Snacks	A packet of crisps, a bar of chocolate and some sweets.

Task 4

Note: This activity revises language for giving suggestions from Grade 5A, Unit 4 and preference verbs (like, don't like, love, hate and enjoy) + gerund from Unit 1.

Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Show the 'Food and health speaking cards'. Explain that the first student should pick up and read a card. The other students in the group should give some advice using the useful language given below.

Choose one group and ask them to demonstrate the activity. Make sure that every student gives some advice. Then ask the other groups to do the activity together. Circulate around the class and support students when necessary.

Step 2

Go around each group. Read one of the cards to them. Ask them to share their advice with the class.

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 to present to the whole class in each unit, and for the other students in the class to give their presentations to the members in their groups.

Step 2

Ask each student in turn to stand up and tell the class about their healthy tip. **See the note above about suggested ways of organising the presentations.**

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

Example of a mini-presentation

Good morning, today I am going to share a tip for healthy eating with you.

To be healthy, I recommend only eating sweet foods like chocolate and cake once a week.

Thank you (for listening).

For the next lesson

Remind students to bring their completed food diaries to the next lesson.

You will also need to bring your own completed food diary.

Lesson 7

Writing

YOU WILL NEED:

- YOUR COMPLETED FOOD DIARY

STUDENTS WILL NEED:

- THEIR COMPLETED FOOD DIARIES

In this lesson, students will:

- talk about their food diary
- read a food diary for specific information
- transfer information from a food diary to complete
- spell plural words with -s and -es endings

Target Language

- Food vocabulary
- On Monday, I ate... For breakfast/lunch/dinner I ate...
- What did Kareem/ you eat on (Monday)? How many servings of (fruit) did Kareem/ you eat this week?

Note: For the activities in the Writing section, students will need the food diaries that they have been keeping since the start of the unit.

Task 1

Step 1

Tell students to **Look at page 20 in your Classbook** and to **Look at Activity 1**. Read the rubric and instruction text below.

Show students the food diary you have prepared. Tell them about your food diary, as a model for the next step. For example, **This is my food diary. This week my diet was quite healthy. On Monday, I ate (seven servings of fruit and vegetables). For (breakfast) on Tuesday I ate....**

Step 2

Tell students to get out their food diaries. Show them to their group and talk about what they ate this week. Circulate the classroom offering guidance and support.

Choose one or two students from each group to tell the class something about their food diary.

Optional Activity

If you want to give students extra practice with question formation, you could ask them to suggest questions to ask each other about their food diaries. For example, What did you eat on Monday? How many servings of fruit did you eat this week? Write the questions on the board and ask students to use them in Step 2.

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Point to the picture and ask **Who can you see?** Elicit **Kareem**. Then ask **What do you remember about Kareem's diet?** Elicit that **it is not very healthy**. Point to the food diary and establish that this is Kareem's food diary.

Ask a volunteer to read the instruction text. Check students understand that they should look at Kareem's food diary and answer the questions below.

Ask students to complete the task individually. Then ask them to check their answers with a partner before going through them as a whole class.

Answers

.....

- 1 Salad with tomatoes, lettuce and chicken
- 2 Three
- 3 For dinner on Monday
- 4 Two
- 5 A can of cola on Monday and a biscuit on Tuesday.

Step 2

Note: Students will write a similar paragraph about their own food diaries in the next lesson.

Tell students to **Look at Activity 3** and read the rubric. Choose a volunteer to read the instruction text. Explain that Kareem has written a paragraph about his food diary in school. Check that students understand they should use the information in the food diary to complete the gaps in the paragraph.

Read the paragraph together, ask volunteers to read one line each. Write the numbers 1-7 on the board. Read the first sentence again. Point to Sunday in the food diary and ask students, **For which meal did Kareem eat eggs and brown toast?** Elicit **breakfast** and write it on the board next to number 1.

Then ask students to complete activity either individually or in pairs.

Play **Listening 2.5**. Check the answers together. Pause the CD after each answer and elicit the answer from students.

Listening Transcript 2.5

Last week, I tried to eat healthy food. On Sunday, for **breakfast** I ate eggs and brown toast. For lunch on Monday, I ate **a cheese** sandwich and an orange. I ate salad **two** times this week, on **Sunday** and Monday. I also tried to eat lots of vegetables like peas, **carrots** and broccoli with my dinner. Instead of eating chocolate and crisps, I ate healthy snacks like **apples**, nuts and cheese. I only drank **one** can of cola. I think I ate a balanced diet last week.

Answers

-
- 1 breakfast
 - 2 cheese
 - 3 two
 - 4 Sunday
 - 5 carrots
 - 6 apples
 - 7 one

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 Activity 4 on page 21** and read the rubric. Read the information about singular and plural together. Then elicit some examples of singular and plural nouns.

Point to the example and ask **What pictures can you see?** Elicit **one tomato** and **two tomatoes**, **one kangaroo** and **two kangaroos**.

Write **tomato – tomatoes** and **kangaroo – kangaroos** on the board. Ask students, **How do we make tomato plural?** Elicit **add –es**. Then ask **How do we make kangaroo plural.** Elicit **add –s**.

Ask students to complete the rule.

Step 2

Tell students to **Look at Activity 5**. Point to the boxes and ask **What pictures can you see?** Elicit **igloo, kangaroo, piano, zoo** and **tomato, domino, potato**. Point to the pictures **mosquito** and **volcano**, say the words and check students understand the meanings.

Step 3

Tell students to read the rubric and instruction text. Check they understand that they should look at the pictures and complete the sentences using the correct spelling of the words in the two boxes at the top.

Do the first sentence together as an example. Ask a volunteer to read the sentence. Then point to the picture and elicit the words **tomatoes** and **potatoes**. Ask students **Are tomatoes and potatoes in the add –s box or the add –es box.** Elicit **add –es**. Write the full sentence on the board.

Ask students to complete the activity alone. Then ask them to check their answers in pairs before checking as a whole class.

Answers

-
- 1 tomatoes, potatoes
 - 2 mosquitoes
 - 3 igloos
 - 4 dominoes
 - 5 pianos
 - 6 volcanoes
 - 7 kangaroos

For the next lesson

Remind students to bring their food diaries again, for the next lesson.

Lesson 8**Writing****STUDENTS WILL NEED:**

- THEIR FOOD DIARIES

In this lesson, students will:

- talk about a food diary
- put sentences about a food diary in order
- independently write a paragraph about their food diaries

Target language

- Food vocabulary
- On Monday, I ate... For breakfast/lunch/dinner, I ate...
- This week my diet was healthy/balanced/unhealthy.
- I ate snacks like...
- I think I should eat more/less...

Task 1**Step 1**

Tell students to **Look at page 18 in your Skills book** and **Look at Activity 1**. Point to the food diary and explain that this is the rest of Kareem's food diary.

Ask a volunteer to read the rubric and instruction text. Check students understand they should talk about Kareem's food diary. Elicit some sentences or ask some questions. For example:

- **What did Kareem eat for breakfast on Wednesday?**
- **What did Kareem eat for lunch on Thursday?**
- **How many servings of fruit did Kareem eat on Wednesday?**
- **Did Kareem eat any unhealthy food this week?**

Organise students into pairs to complete the activity.

Ask volunteers to tell the class something about Kareem's food diary.

Step 2

Tell students to **Look at Activity 2** and read the rubric. Read the instruction text and explain that Kareem has written some sentences about his food diary but they are in the wrong order. Check students understand that they should write the sentences in the correct order.

Ask students to complete the activity individually. When the students have finished, check the answers together.

Answers

- 1 For breakfast on Wednesday, I ate a fruit salad and a glass of milk.
- 2 For lunch on Saturday, I ate a cheese sandwich and an apple.
- 3 On Thursday, I ate four servings of fruit.
- 4 I ate healthy snacks like fruit and nuts.
- 5 On Friday, I did not eat healthy food.

Task 2

Step 1

Tell students to **Look at Activity 3**. Point to the girl and say **This is Sheikha**. Ask students to talk, briefly in groups about what Sheikha ate on Sunday, Monday and Tuesday.

Step 2

Read the rubric and instruction. Explain that students should complete the sentences about Sheikha's food diary. You can do this activity as a whole class if your students need lots of scaffolding. Alternatively, you can ask students to do this in pairs or groups.

If you do this activity as a whole class, write the sentences prompts on the board and elicit ideas to complete the sentences. For example:

Read sentence prompt 1 and ask **How can we complete this sentence?** Elicit possible words like **healthy, unhealthy** or **balanced**. Ask students to choose one to complete the sentence based on Sheikha's food diary.

Continue this procedure until you have completed all the sentences.

If you ask students to complete the activity in pairs or individually, do a whole class feedback at the end of the activity. For each sentence, ask students to share their ideas and write them on the board.

Suggested answers

- 1 Last week Sheikha's diet was **healthy**.
- 2 For breakfast on **Monday**, she ate **eggs on brown toast and an orange**.
- 3 For dinner on **Tuesday**, she ate **chicken with potatoes and salad**.
- 4 She ate **four** servings of vegetables last week.
- 5 She ate **five** servings of **protein** last week.
- 6 She ate snacks like **apples** and **nuts**.
- 7 Students' own ideas.
- 8 Students' own ideas.

Task 3

Step 1

Tell students to **Look at Activity 4** and read the rubric. Explain that they will write a paragraph about their own food diaries. They can use the sentences from **Activity 3** to help them and the paragraph on page 20 of the Classbook as a model. Remind them to start with a topic sentence and write a concluding sentence to finish the paragraph.

Explain that first, students are going to write **a draft** of their writing in class. Remind them that a draft is a piece of work that is not finalised, and that writing a draft is the next stage after planning in producing a piece of writing. As they work on their drafts, circulate around the classroom, offering guidance and support.

Ask students to write the first draft in the lesson and swap their paragraphs with a partner to check for errors, spelling and punctuation.

Homework

Ask students to turn to the writing page with the heading 'My Food Diary' on page 65 in the Skills Book. Tell them to write their paragraph on this page at home. They should incorporate any corrections that have been made to their paragraph. Remind them to write their name and date at the appropriate place on the page.

For the next lesson

Note: This is for an optional activity.

Bring a lunch box, packed with a healthy lunch to show students in the lesson.

Lesson 9

Project

YOU WILL NEED:

- A LUNCH BOX – PACKED WITH A HEALTHY LUNCH

Note: This is for an optional activity

In this lesson, students will:

- label a picture using information from a text
- categorise foods according to their food group
- discuss ideas for a healthy lunch box

Target language

- lunch box
- Food vocabulary
- Food groups: fruit and vegetables, protein, carbohydrates, dairy, fats and sugars
- There is + uncountable nouns, There are + countable nouns

Note: Remember to collect students' food diaries and paragraphs. You can display them on the wall around the classroom.

Task 1

Step 1

Optional Activity

Show students the healthy lunch box you have prepared. Ask them what type of food is in your lunch box, what food groups the foods belong to and how healthy they think your lunch is.

If your students bring or buy food to eat during the school day, ask them to tell you what they have brought or what they will buy to eat. Talk about what type of food it is (fruit, carbohydrate, protein, etc.) and how healthy it is.

Step 2

Tell students to **Look at page 22 of your Classbook** and to **Look at Activity 1**. Point to the large picture and ask **What can you see?** Elicit or establish **food, a lunch box**. Explain that Kareem has prepared a healthy lunch box. Ask questions, for example:

- **What foods can you see?**
- **What types of foods are they?**

Step 3

Read the rubric and instruction text. Explain that students should read Kareem's description of his lunch box and label the food in the lunch box. Tell them to work in pairs to read the description of his lunch box and label the food.

Do a whole class check and elicit the answers.

Answers

.....

- 1 Chicken salad
- 2 Rice
- 3 An apple and grapes
- 4 A pot of yoghurt
- 5 Nuts

Note: For number 1, talk about what vegetables are in the salad- lettuce, tomatoes, and cucumber.

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Ask them to complete the table with the foods from Kareem's lunch box. Explain that students should add each separate food item from the chicken salad.

Copy the table onto the board and do a whole class check and elicit the answers. You could choose students to write food items in the correct column.

Answers

.....

1	2	3	4	5
Protein	Fruits and Vegetables	Carbohydrates	Dairy	Fat
chicken nuts	lettuce tomatoes cucumber apple grapes	rice	yoghurt	-

Note: There is nothing in the fat column, but nuts contain fat as well as protein so could be added to this column.

Step 2

Ask a volunteer to read the questions below the table **Which words are countable? Which words are uncountable?**

Explain that students should write **C** next to countable words and **UC** next to uncountable words. Organise students into groups and ask them to complete the task.

Do a whole class check and elicit the answers

Answers

.....

Countable tomatoes, cucumber, apple, grapes, nuts

Uncountable lettuce, chicken, brown rice, yoghurt

Task 3

Step 1

Tell students to **Look at page 23 of your Class Book** and to **Look at Activity 3** and read the rubric and instruction text. Ask students to discuss the questions in groups. Then ask volunteers to share their idea with the class.

Answers

- 1 Students' own opinions (Possible answer- the lunch is very healthy. It has a balance of different foods and there are no foods containing lots of sugar or bad fats)
- 2 The chicken and nuts
- 3 The fruit and vegetables, lettuce, tomatoes, cucumber, apples and grapes
- 4 Students' own opinions

Step 2

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that students should work in groups to discuss other ideas about what kind of foods they would put in a healthy lunch box.

Elicit a couple of examples and write them on the board. Then ask students to continue the task in groups.

Step 3

Elicit one or two ideas from each group and write them on the board. Ask other groups if they think the suggestions are healthy.

Optional Activity

For extra practice with countable and uncountable words, go through the students' suggestions and ask them to tell you if the foods are countable or uncountable.

Step 4

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that students are going to design their own healthy lunch box and write a description about it.

If there is time, ask students to start designing the lunch box in the lesson.

Homework

Ask students to start or continue designing their lunch box, based on the ideas they discussed with their group.

For the next lesson

- 1 Prepare copies of the project page **My Healthy Lunch Box** from the photocopiable pages at the back of this teacher's book (one copy per student).
- 2 Remind students to learn the ten words you gave them in Lesson 4, using the **Look, cover, write, check** method.

healthy, unhealthy, balanced, diet, fat, protein, dairy, vitamins, vegetables, sugar.

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

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 10

Project

YOU WILL NEED:

- COPIES OF MY HEALTHY LUNCH BOX FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK- one copy for each student

In this lesson, students will:

- design their own healthy lunch box
- write a description of their lunch box
- share their lunch box ideas with their group
- discuss their lunch boxes in groups

Target language

- lunch box
- Food vocabulary
- Food groups: fruit and vegetables, protein, carbohydrates, dairy, fats and sugars
- There is + uncountable nouns, There are + countable nouns

Task 1

Step 1

Organise students into groups. Explain that they should share their ideas for their healthy lunch box with their group. Write the following questions on the board:

- **How healthy is the lunch box?**
- **Do you have any suggestions to improve it?**

Tell students to share their ideas and give each other feedback using the two questions on the board. Walk around and monitor the discussions.

Step 2

Note: It is suggested that students complete this project individually, but they can also do the project in pairs if you feel this is more appropriate for your class.

Distribute copies of the page with the heading '**Project: My Healthy Lunch Box**' from the photocopiable pages at the back of this Teacher's Book. Explain that students should draw a picture of their healthy lunchbox and write a short description of their lunch box below the picture. They can use the description of Kareem's lunch box as a model.

Tell students that they must write a draft version of their description in their exercise books and check it for errors before they write the final version on the project page.

Optional Activity

Ask students to swap their draft paragraphs with a partner. They should check their partner's description for spelling, punctuation and errors. Once they have checked the description and given their partner feedback, they should redraft their own paragraph based on their partner's comments.

Step 3

Once students have completed and corrected their draft description, they can draw illustrate their healthy lunch box and add their corrected paragraph to the handout.

Task 2

When students have completed their healthy lunch box illustrations and descriptions, display them on the walls around the class.

Give students time to walk around and look at them. Then ask some questions, for example:

- **Which lunch box is the healthiest?**
- **Which lunch box would you like to try?**

Lesson 11

Let's Read

In this lesson, students will:

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

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 photocopiable 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 Independent Reading

1 Before reading

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

Ask **What is the title?** and elicit **Super Healthy Smoothies**. Elicit or establish that **A smoothie is a drink made by blending different fruit or vegetables and other ingredients like ice, yoghurt, honey etc. together**. Point to the first picture on page 24 and ask **What colour is the smoothie?** Elicit **orange**. Then ask **What kind of fruit do you think is in this smoothie**. Elicit students' ideas. Then ask, **What is the name of this smoothie?** Elicit **Zesty Burst**. Explain that **Zesty means something fresh and bright** (It also means the outer peel of an orange or lemon) **and burst means to break open or explode**.

Talk about the other smoothies on the page in the same way.

Tell students to **Look at the pictures on page 25**.

Point to the blenders in each picture and elicit/establish what it is used for. Then ask students to work in group and identify and name as many ingredients as they can. Elicit the things from volunteers and write them on the board.

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 recipes.

Questions

- 1 **What is the main ingredient in all the smoothies?**
- 2 **How are the smoothies made?**
- 3 **Which smoothie would you like to try?**

2 While reading

Tell students to read the recipes and descriptions 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 Fruit
 - 2 Ingredients are blended together
 - 3 Students' own answers

Task 2

Step 1

Tell students to **Look at page 25 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 of the ingredients **a-b** to the smoothies **1-4**.

Do a whole class check and elicit the answers.

Answers:

-
- 1 c Zesty Burst
 - 2 b Green Machine
 - 3 d Banana Dream
 - 4 a Strawberry Shaker

Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that students should read the questions about the smoothies and decide which smoothie the question is about.

Tell them to write the number of the correct smoothie for each question into the circles.

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

Answers

-
- a 3 b 2 c 2 d 1 e 3

Homework

You can ask students to complete some or all of the activities on Super Healthy Smoothies Activity Page on page 57 of the Skills Book.

Answers

-
- 1
 - 1 vitamin C
 - 2 healthy
 - 3 sweet
 - 4 hot
 - 2
 - 1 F (Strawberry Shaker contains banana)
 - 2 T
 - 3 T
 - 4 F (Banana Dream is the sweetest because it contains honey and dates)
 - 5 F (It has three types of fruit strawberries, lime and banana)

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, using the **Look, cover, write, check** method.

healthy, unhealthy, balanced, diet, fat, protein, dairy, vitamins, vegetables, sugar.

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

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 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 12

Working with Sounds

Review

In this lesson, students will:

- listen to words that contain an 'ee' sound spelt ee/ea
- review the unit
- do a dictation and spelling test

Task 1

Step 1

Tell students to **Look at page 20 of your Skills Book** and to **Look at Activity 1** and read the rubric. Tell them to **Look at the pictures**. Elicit what each picture shows **flea, knee, tea, sea, tree, three, pea, bee**.

Step 2

Ask a volunteer to read the instruction text and check students' understanding of the task. Explain that they are going to hear the words on the CD. They should write the number of the item they hear on the CD next to the correct picture.

Play **Listening 2.6**.

Listening Transcript 2.6

- 1 flea
- 2 sea
- 3 knee
- 4 tree
- 5 bee
- 6 pea
- 7 tea
- 8 three

Write the numbers **1 - 8** on the board. Do a whole class check and elicit the answers. Write each answer on the board.

Then ask, **Do these words have the same sound?** Elicit **Yes**. Then ask, **What sound do they have?** Elicit **/ee/**.

Then ask **Do these words have the same spelling for /ee/?** Elicit **No**. Then ask, **What spellings can you see?** Elicit **ee/ea**. Underline these letters in the words on the board.

Point to the sentence at the bottom of **Activity 1** and read it together **Words that are spelled differently can sound the same**.

Step 3

Tell students to **Look at Activity 2** and read the rubric. Point to the two picture and ask **What are these?** Elicit **a tree** and **a teapot**.

Ask a volunteer to read the instruction text. Explain that students have to sort the words into two groups and write them either in the tree or in the teapot. Ask **How will you sort the words?** Elicit **It should be according to whether they are spelt with ee (the words go in the tree) or ea (the words go in the teapot)**.

Draw an outline of a tree and a teapot on the board. Choose volunteers to write the words in the correct shape.

Answers

In the tree (ee)	In the teapot (ea)
knee	tea
tree	pea
three	sea
bee	flea

Note: You may want to draw students' attention to the silent 'k' in the word knee.

Task 2

Step 1

Tell students to **Look at Activity 3**. Ask **What can you see in the pictures?** Elicit ask much vocabulary as possible. Students may remember **bee, tree, cheese**.

Step 2

Read the rubric and ask students if they remember what a tongue twister is. Remind them it is words or sentences that are very difficult to say quickly.

Step 3

Read the tongue twister under the rubric- **Three bees in some trees eating cheese and peas on their knees.** 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 2.7.**

Listening Transcript 2.7

Three bees in some trees eating cheese and peas on their knees.

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 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 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 **Is** water bad for you? No, **it isn't.** (example)
- 2 **Are** oranges good for you? Yes, **they are.**
- 3 **Is** ice cream good for you? No, **it isn't.**
- 4 **Are** sweets bad for you? Yes, **they are.**
- 5 **Are** apples bad for you? No, **they aren't.**
- 6 **Is** fish good for you? Yes, **it is.**
- 7 **Are** carrots good for you? Yes, **they are.**
- 8 **Is** spinach bad for you? No, **it isn't.**

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 oranges- not a carbohydrate (example)
- 2 chocolate- not a vegetable
- 3 cheese- not a fruit
- 4 bread- not dairy
- 5 strawberry- not protein
- 6 salad- it is healthy, the other foods are unhealthy
- 7 apples- a countable noun, the other foods are uncountable
- 8 cheese- an uncountable noun, the other words are countable

Task 4

Step 1

Tell them 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.

healthy, unhealthy, balanced, diet, fat, protein, dairy, vitamins, vegetables, sugar.

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 page 52 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 rubric. Show them the five faces and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement and ask **How well can you name and talk about different food groups?**

Ask which face represents how they feel – **very, 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 diamond 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 diamonds. Circulate around the classroom offering guidance and support.



Students will learn how to:

- talk about countries, places and animals
- write sentences comparing different animals and different places
- read for main ideas and specific information in fact files and descriptions
- listen for general information and specific information in facts files and descriptions
- use comparatives and superlatives
- use different units of measurement
- differentiate between hard 'c' and soft 'c' sounds in common words
- give a mini-presentation
- write a paragraph comparing two places
- create an information leaflet
- read and understand an informative text about a cruise
- do self-evaluation

Main language

- Where's the [Sultan Qaboos Grand Mosque]?
- What's the capital of [England]?
- [The mouse] is smaller than [the cat]. [The spider] is the smallest.
- [The crocodile] is [3 metres long].
- How much do [giraffes] weigh?
- The [Moon] Tower is taller than the [Sky] Tower, but the [Sun] Tower is the tallest.
- How [tall] is [the fort]? It's 40 metres tall.
- What is [the biggest desert] in the world?
- The blue whale is the biggest animal in the world.
- The Indian elephant is shorter than the African elephant

Vocabulary

- **Places in the world:** building, capital city, city, desert, mosque, mountain, pyramid, rainforest, river, safari park, tower, waterfall
- **Animals:** cheetah, chimpanzee, crocodile, elephant, frog, giraffe, hummingbird, lion, monkey, ostrich, whale
- **Adjectives, comparatives and superlatives:** big/bigger/biggest, dirty/dirtier/dirtiest, fast/faster/fastest, hairy/hairier/hairiest, heavy/heavier/heaviest, high/higher/highest, large/

larger/largest, long/longer/longest, short/shorter/shortest, slow/slower/slowest, small/smaller/smallest, strong/stronger/strongest, tall/taller/tallest, thin/thinner/thinnest, wide/wider/widest

- kilogramme, kilometre, length, metre, weight
- **Question words:** How, What, When, Where, Which, Who, Why
- **General:** climate, comparison, country, flag, food, language, map, population

Skills and strategies

- Apply prior knowledge
- Identify the main ideas in a reading text
- Read longer, more complex texts for general understanding and specific information
- Read and listen to a variety of short, factual texts for specific information
- Make predictions using pictures
- Use comparative and superlative forms of verbs
- Write short, factual descriptions of places
- Write statements comparing places, animals, or things using comparative and superlatives forms of adjectives
- Correctly spell comparatives and superlatives
- Categorise words according to their 'c' sound
- Learn spelling using '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 find, read and complete
- Listen and match, listen and complete
- Ask and answer
- Do a quiz in groups
- Form comparatives and superlatives
- Compare heights and weights
- Write simple sentences
- Write a paragraph
- Give a mini-presentation
- Do a project (make a leaflet about a country)
- Do a spelling test and/or dictation
- Do self-evaluation

Lesson 1

Reading and Understanding

YOU WILL NEED:

- YOU WILL NEED PICTURES OR PHOTOS OF INTERESTING PLACES FROM AROUND THE WORLD

Note: This is for an optional activity.

In this lesson, students will:

- talk about places in the world
- match descriptions of places to pictures
- practise skimming skills

Target language

- Vocabulary related to places in the world: river, waterfall, mountain, desert, city, building

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 25th of March.** Get students to repeat it after you and write it on the board, for example, **Sunday the 25th March 2018.**

Task 1

Step 1

Talk about different places in the world people like to visit. Ask questions about the kinds of places that people like to visit, for example:

- **What kind of places do people like to visit?**
- **Which places in Oman do people like to visit?**
- **What kind of places do you like to visit?**
- **Do you prefer cities or nature? Why?**

Step 2

Tell students to **Look at page 26 of your Classbook.** Ask students to look through the unit and guess what it is going to be about. Hold up the Classbook

and point to the title, 'Our Wonderful World!' Explain that in this unit, students will learn about places and things in our world.

Task 2

Step 1

Tell students to **Look at Activity 1** and read the rubric. Point to the pictures and ask **What can you see?** Elicit any vocabulary students know. They might be familiar with **mountain, The Royal Opera House** and **desert** from Grade 5A.

Ask a volunteer to read the instruction text. Read the three questions together. Check that students understand they have to work in groups to discuss the questions about the pictures

Do one example together. Point to Picture 1 and ask **What does this picture show?** Elicit any words students know related to the picture, for example: **mountain, lake, snow.** Ask students **Do you know the names of any mountains?** They may know some mountains in Oman such as **Jebel Shams, Al Jebel Al Akhdar.**

Organise students into groups. Ask them to continue discussing the pictures. Circulate the class offering guidance and support.

Note: It does not matter if they do not know the answers for every picture. They can just discuss what they do know.

Step 2

Do a whole class feedback but only elicit what students know. It is important that you **do not** give them all the answers as they will find them for themselves in **Activity 2** and **Activity 3.**

Answers

.....

Question 1

- 1 a mountain
- 2 a building
- 3 a desert
- 4 a river
- 5 a waterfall
- 6 a city/ Muscat

Question 2 (possible answers)

Note: Elicit any places students know.

- 1 Jebel Shams, Al Jebel Al Akhdar, Mount Everest, K2, Mount Kilimanjaro
- 2 Students may know other types of buildings such as their house, their school, a mosque, a hospital, a shopping mall. They may also know other famous buildings in Muscat such as Al Alam Palace.
- 3 Sharqiyah Sands, Rub al Khali/The Empty Quarter, the Sahara
- 4 The Amazon, the Congo, the Thames, the Ganges
- 5 Niagara Falls, Angel Falls, Victoria Falls
- 6 Salalah, London, Paris, Dubai, New York, Sydney

Question 3- students' own answers**Task 3****Step 1**

Tell students to **Look at page 27 of your Classbook** and to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Check students understand the task. They have to read each description silently and match them to the six pictures in Activity 1.

Ask them to write the number of the corresponding picture next to each description.

Note: This activity is designed to give students practice with skimming. Tell them it is NOT necessary to read every word in the texts; they should just look through them quickly. They may realise they can get the answers from reading just the first two words of each text!

Write the letters **a-f** down the board. Elicit the answers and write them on the board.

Answers

.....

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

Step 2

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Students have to match the names of the places in **Activity 3** to the pictures from **Activity 1**.

Do one example together. Choose a volunteer to read **Muscat** and ask **Which picture from Activity 1 shows Muscat?** Elicit **Picture 6**. Explain that students should write the number **6** into the box next to **Muscat**. Ask students to complete the activity individually or in pairs.

Note: Students can use logical thinking skills to work out the answers. For example, there is only ONE picture of a desert (Picture 3), which means that 'The Arizona Desert' is the correct name for this picture.

Step 3

Ask students to check their answers in their groups. Write the numbers **1-6** down the board. Elicit answers from volunteers. You may want to ask students to write the answers on the board to check they are using capital letters correctly. If you do this, ask the rest of the class to spell the names as the student writes.

Answers

.....

- 1 Mount Fuji
- 2 The Royal Opera House, Muscat
- 3 The Arizona Desert
- 4 The River Nile
- 5 Niagara Falls
- 6 Muscat

Task 4

Note: In this activity, students will read the texts again- this time for specific details.

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check they understand they have to read the texts in **Activity 2** again and answer the questions.

Read the questions together. Organise students into pairs and ask them to complete the activity.

Do a whole class check and elicit the answers.

Answers

- 1 Because they give people clean water and food.
- 2 Sands, stones, little water, rocks, few plants and few animals (students can name all or some of them).
- 3 Rivers, streams or melting ice.
- 4 It is colder at the top of a mountain.

Optional Activity

Distribute the pictures or photos of places in the world that you prepared to each group. Ask students to use any language they know to describe the pictures. They can also say if they would like to visit any of the places in the pictures.

For the next lesson

Note: This is for an optional activity

Prepare a measuring tape and a set of scales and bring them to the next lesson.

Lesson 2

Reading and Understanding

YOU WILL NEED:

- THE 'OUR WONDERFUL WORLD' MINI POSTERS- one for each group **OR** 'OUR WONDERFUL WORLD' POSTER
- A MEASURING TAPE AND A SET OF SCALES

Note: This is for an optional activity.

In this lesson, students will:

- read descriptions and match them to their pictures.
- do a reading race
- ask and answer questions about locations and capital cities
- sort letters to form words
- find a hidden message

Target language

- Vocabulary related to our world: mountain, desert, river, tower, park, zoo, waterfall, building
- Units of measurement: kilogrammes (kg), metres (m), kilometres (km)
- Questions about our world, e.g. Where's [the Sultan Qaboos Grand Mosque]? What's the capital of [England]?

Note: In this lesson, Activity 3 requires copies of the 'Our Wonderful World' mini posters – one mini poster per group. Alternatively, if you do not have mini posters, you can use the full size 'Our Wonderful World' poster.

Before this lesson

If you are using the 'Our World' poster put it 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 22 of your Skills Book** and to **Look at Activity 1** and read the rubric. Point to the four children and read their names together. Read the instruction text and check students' understanding of the task. They have to quickly read the four texts and circle any countries or cities in the texts.

Students do not need to read each text in detail, so give them a time limit to scan the texts quickly.

Do a whole class check and elicit the answers. For each place, ask students to tell you if it is a country or city.

Answers

.....
Rwanda (country)
Paris (city)
Muscat (city)
China (country)

Step 2

Tell students to **Look at Activity 2** and read the rubric. Point to the pictures and elicit what they show. If students do not know specific names of places, e.g. the Shanghai Tower in Picture 3, they can describe what they see, for example, **tall buildings, skyscrapers, a city**, etc.

Ask a volunteer to read the instruction text and check students' understanding of the task. They have to read the texts in Activity 1 again and match them to the pictures. Show them the boxes under each picture. They have to write the name of the person who visited the place shown in the picture.

Give the students time to read the four texts silently and complete the activity. Do a whole class check and elicit the answers.

Answers

.....
1 Saif (example)
2 Sultan
3 Dana
4 Hind

Step 3

Note: This activity revises measurements which students studied in Grade 4. They will need to be familiar with measurements for later activities in the book where they will be making comparisons.

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they should find the measurements of each item in the table and write it into the table.

Copy the table onto the board. Do a whole class check and elicit the answers.

giraffe's height	5.5 metres
giraffe's weight	900 kilogrammes
length of Hind's boat trip	5 kilometres
height of the Shanghai Tower	632 metres

Step 4

Underline the units of measurement in the table and elicit the abbreviated way of writing each measurement:

5.5 metres **5.5m**
900 kilogrammes **900kg**
5 kilometres **5km**
632 metres **632m**

Write them on the board. Elicit any other measurements students know, for example: **centimetres (cm), grammes (g)**.

Optional Activity

Use the measuring tape and scales you have prepared. Ask students to choose objects from the classroom to weigh or measure. Choose volunteers to say the measurement using the correct unit of measurement, e.g. centimetres, metres, kilogrammes, grammes, etc.

Task 2

Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text.

Organise students into groups. Give each group a copy of the 'Our Wonderful World' mini poster. Alternatively, use the full size poster and display it on the wall.

Tell students they are going to do a reading race. They have to find the answers to the **World facts quiz** on the poster or mini posters, and write the answers in their Skills Book.

If you are using the full size poster, tell students that they should take it in turn to come to the poster, and that only one person from each group can come to the poster at a time. After that person has returned to their group, they should tell their group the answer.

Read the questions in the **World facts quiz** together. Make sure students understand that all the answers to the questions are either a country or a capital city. They will find the answers either on the map itself, or in the pictures around the map.

Start the race. The first group to complete the quiz with all the correct answers, wins the race.

Step 2

When students have finished, do a whole class check. Get a student in one group to ask a question to a student in a different group. That student should give the answers. Write it on the board. Continue until all the answers have been checked.

Answers

-
- | | | | |
|---|-----------|----|--------|
| 1 | Abu Dhabi | 2 | France |
| 3 | Beijing | 4 | USA |
| 5 | London | 6 | Japan |
| 7 | Amman | 8 | China |
| 9 | Abuja | 10 | Africa |

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

Task 3

Note: This activity is designed to help students develop vocabulary. Make sure that students spell the words correctly.

Step 1

Tell students to **Look at page 23 of your Skills Book** and to **Look at Activity 5** and read the rubric. Check students' understanding of the task. They have to sort the letters to make words. The words are all related to this unit. Once they have made the words, they have to use the highlighted letter from each word to find a hidden message.

Show the example **mountain**. Point to the grey square with the number 2 underneath and ask **What letter is in this square?** Elicit **u**. Show students how the letter 'u' has been written in the second space of the hidden message.

Ask students to complete the activity either individually or in pairs. Circulate the classroom offering support and guidance.

Step 2

Write the letters **a-h** on the board. Elicit the answers and write them on the board.

Answers

-
- | | | | |
|---|----------|---|-----------|
| a | mountain | e | park |
| b | desert | f | zoo |
| c | river | g | waterfall |
| d | tower | h | building |

If students have not already worked out the hidden message, give them some time to do it. Elicit the hidden message from students and write it on the board.

Answer

.....
our world

Listening Transcript 3.1

1. Elephants can weigh up to 3,000 kilogrammes. Camels can weigh up to 400 kilogrammes. Elephants are heavier than camels.
2. The crocodile is 3 metres long. The snake is 1 metre long. The crocodile is longer than the snake.
3. The red building is 9 metres tall. The brown building is 24 metres tall. The brown building is taller than the red building.
4. The bird weighs 270 grammes. The mouse weighs 500 grammes. The mouse is heavier than the bird.
5. The falaj is 15 kilometres long. The road is 60 kilometres long. The falaj is shorter than the road.

Step 2

Explain to students that when we measure the height or length of something, we use centimetres, metres and kilometres, and when we measure the weight, we use grammes and kilogrammes.

Ask students to look to work in pairs and practise making comparisons between the things in the pictures.

Elicit feedback. Ask volunteers to give a comparison for each picture.

Task 3

Note: This is a challenging activity and students will have to read and think carefully to arrive at the correct answers.

Step 1

Tell students to **Look at page 29** and to **Look at Activity 4**. Point to the picture and ask **What can you see?** Elicit **buildings**. Explain that we sometimes call tall buildings **towers**. Ask some questions about the towers, for example:

- How many towers are there?
- Are the towers the same height?
- Are the towers the same width?

Step 2

Ask students to read the rubric and instruction text, and check their understanding of the task. They have to read the information under the picture about the four towers **a-d** and use the information to work out the name of each tower. They should write the names into the boxes above each tower. Ask them to complete the activity individually or in pairs.

Step 3

Ask students to check their answers with their group, then do a whole class check. Write the letters **a-d** down the board. Elicit the names of the towers and write them next to the correct letter. Ask students to tell you how they worked out their answers.

Answers

.....

- a Moon Tower
- b Star Tower
- c Sun Tower
- d Sky Tower

Step 4

Tell students to **Look at Activity 5** and read the rubric and instruction text. Read the example together and tell students to write two more sentences into their exercise book. Make sure they understand that the sentences should include comparatives and superlatives. Remind them to begin each sentence with a capital letter and end it with a full stop. The names of the towers should also have capital letters. Circulate around the classroom offering guidance and support.

Lesson 4

Grammar

In this lesson, students will:

- practise forming comparative and superlative forms of adjectives
- write sentences comparing different animals
- use information from a picture to write sentences with comparatives and superlatives
- reorder words to form questions and answer the questions

Target language

- Comparatives and superlatives: smaller/smallest, longer/longest, taller/tallest, shorter/shortest, slower/slowest, faster/fastest
- The cat is small.
- The mouse is smaller than the cat.
- The spider is the smallest.
- How tall is the fort? It's 40 metres tall.

Task 1

Step 1

Choose a group of students to stand at the front of the class and organise themselves in order of height. Ask the rest of the class to compare the different heights of the students in the group. Elicit sentences such as **Fawzia is taller than Najma. Fatma is shorter than Alia. Fatma is the shortest**, etc.

Step 2

Organise the rest of the class into groups. Tell each group to organise themselves in order of height. Ask each student in the group to make a sentence comparing the heights of the students in the group. Circulate around the classroom offering guidance and support.

Elicit feedback. Ask a volunteer from each group to share a sentence about their group.

Note: This activity provides an opportunity for you to assess how well students are able to use comparative and superlative adjectives orally.

Task 2

Step 1

Tell students to **Look at page 24 of your Skills Book**. Show them the **Let's Look at Grammar** box. Point to the cat and mouse. Ask a volunteer to read the information about the two animals. Check students' comprehension by asking **What do we add to the end of the adjective small when we compare two things?** Elicit **-er**. Then ask **Which word comes after smaller?** Elicit **than**. Point to the picture of the cat, mouse and spider and go over the information in the same way.

Step 2

Ask students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. Students have to complete the chart using the correct adjectives, comparatives and superlatives. Ask students to look at the example **small** and ask **How do we change 'small' to compare two things?** Add **-er** and use **than**. Then ask **How do we change 'small' to compare three or more things?** Use **the** and add **-est**.

Ask students to complete the activity individually or in pairs.

Step 3

Draw the chart on the board. Do a whole class check. Elicit the answers and complete the chart.

Answers

Adjective	Compare 2 things	Compare 3 or more things
small	smaller than	the smallest
long	longer than	the longest
tall	taller than	the tallest
short	shorter than	the shortest
slow	slower than	the slowest
fast	faster than	the fastest

Task 3

Step 1

Tell students to **Look at Activity 2**. Show them the three pictures and ask **What can you see?** Elicit **a cheetah, a giraffe and a rabbit**.

Ask them to read the rubric and instruction text. Check students' understanding of the task. They have to use the adjectives that have been provided to write sentences about the animals. Read the two examples together. Show students how the first example compares two animals and the second example compares all three animals. Tell students to complete the activity individually or in pairs. Circulate around the classroom offering guidance and support.

Step 2

Write the numbers **1- 6** vertically down the board then do a whole class check. Elicit the answers and write the sentences on the board.

Answers

- 1 The cheetah is stronger than the giraffe. (example)
- 2 The rabbit is shorter than the cheetah.
- 3 The giraffe is slower than the rabbit.
- 4 The rabbit is the smallest. (example)
- 5 The cheetah is the fastest.
- 6 The giraffe is the tallest.

Task 4

Step 1

Tell students to **Look at page 25 of your Skills Book** and to **Look at Activity 3**. Point to the picture and ask **What can you see?** Elicit things from the picture, e.g. **fort, road, falaj, tree, camel, car, boy, ball**. Students should be familiar with this vocabulary.

Ask a volunteer to read the rubric and the instruction text. Explain that students have to order the words to form questions. Then they have to use the information in the picture to answer the questions.

Read the example **How tall is the fort? It's 40 metres tall**. Ask students **How do we know it is 40 metres tall?** Elicit or establish that the height is given in the picture. Ask students to complete the task individually.

Step 2

Tell students to check their answers in pairs. Then do a whole class check. Elicit the answers from volunteers and write them on the board.

Answers

- 1 How tall is the fort? It's 40 metres tall. (example)
- 2 How wide is the road? It's 4 metres wide.
- 3 How long is the falaj? It's 15 kilometres long.
- 4 How tall is the tree? It's 19 metres tall.

Step 3

Tell students to **Look at Activity 4**. Ask them to read the rubric and instruction text. Check students' understanding of the task. They have to look at the picture in **Activity 3** again and write comparative sentences using the words provided in **Activity 4**. Tell them to look at the example. Read the words **short, tree** and **fort**. Tell students to **Look at the picture** and ask **Which is shorter the tree or the fort?** Elicit **tree** and read the full sentence **The tree is shorter than the fort**.

Ask students to complete the activity individually or in pairs. Do a whole class check. Ask volunteers to give the answers and write them on the board.

Answers

- 1 The tree is shorter than the fort. (example)
- 2 The car is faster than the camel.
- 3 The fort is older than the car.
- 4 The ball is smaller than the tree.
- 5 The road is wider than the falaj.

Optional Activity

Tell students to choose three things, for example three animals, three buildings, three cities, three mountains, etc. Ask them to write three sentences using comparatives and superlatives from the lesson.

Homework

Tell students that at the end of the unit you will be giving them a spelling test.

Write the following words on the board.

mountain, river, desert, waterfall, building, city, park, safari, tower, mosque

Tell students to copy the words 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!

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 the papers in for checking.

Lesson 5

Listening and Speaking

In this lesson, students will:

- listen to descriptions and match them to pictures
- change adjectives into superlative form
- complete sentences
- ask and answer questions using superlatives

Target language

- Superlatives: longest, biggest, tallest, smallest, highest, largest
- The blue whale is the biggest animal in the world.
- What is the longest river in the world?
- The Indian elephant is shorter than the African elephant.

Task 1

Step 1

Tell students to **Look at page 30 of your Classbook** and to **Look at the pictures Activity 1**. Ask **What can you see?** Elicit as much vocabulary as possible and write it on the board. Students may remember natural features and some animals e.g. **river, ocean, desert, mountain, giraffe** and **whale**.

Step 2

Ask students to read the rubric and instruction text. Check their understanding of the task. They are going to hear the names of the places and animals on the CD. As they hear each name, they should write the corresponding number into the circle at the top of each picture.

Play **Listening 3.2** straight through twice.

Listening Transcript 3.2

- 1 a hummingbird
- 2 Mount Everest
- 3 a giraffe
- 4 Russia
- 5 a blue whale
- 6 the River Nile

Ask students to check their answers with a partner. Write the numbers **1-6** down the board. Elicit the answers from volunteers and write them on the board.

Answers

.....

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

Step 3

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences, choose the correct adjective from the box and write it in superlative form with **-est** to complete the sentence.

Read the example together. Show students how the word **long** has been changed to **longest**. Ask students to complete the other sentences with the correct words. There is one extra word.

Step 4

Tell students that you will play the CD and they have to check their answers. Play **Listening 3.3**, pausing after each sentence so that students can check their answers and make any corrections.

Listening Transcript 3.3

- 1 The River Nile is the **longest** river in the world.
- 2 The blue whale is the **biggest** animal in the world.
- 3 The hummingbird is the **smallest** bird in the world.
- 4 The giraffe is the **tallest** animal in the world.
- 5 Mount Everest is the **highest** mountain in the world.
- 6 Russia is the **largest** country in the world.

Step 5

Do a whole class check. Read each sentence and ask a volunteer to say the missing word when you get to that part of the sentence. The answers are highlighted in bold in the listening transcript. The extra word is **short**.

Task 2

Step 1

Tell students to **Look at Activity 3**. Ask them to read the rubric and instruction text. Check students' understanding of the task. Explain that they have to refer to **Activity 2** and ask and answer questions about the places and animals.

Step 2

Choose a confident pair of students to read the model dialogue. Read the second statement from Activity 2 **The blue whale is the biggest animal in the world**. Elicit possible questions from students to check they understand the task, e.g. **What is the biggest animal in the world?** or **Which animal is the biggest animal in the world?** Then ask them to complete the activity in pairs.

Step 3

Choose pairs of students to ask and answer a question each for the statements **1-6** from **Activity 2**.

Suggested Answers

.....

- 1 What is the longest river in the world?
- 2 What is the biggest animal in the world?
- 3 What is the smallest bird in the world?
- 4 What is the tallest animal in the world?
- 5 What is the highest mountain in the world?
- 6 What is the largest country in the world?

Task 3

Step 1

Tell students to **Look at Activity 4** and read the rubric. Point to the pictures and elicit that they show **elephants**. Ask students **What do you know about elephants?** Elicit their ideas and ask students to describe the elephants.

Step 2

Ask a volunteer to read the instruction text. Check students' understanding of the task. Tell them that they are going to read texts about the African elephant and the Indian elephant. Students should think about the differences between the two elephants.

Tell students to work in groups and use the information in the two texts to form comparative sentences about the two types of elephants.

Step 3

Ask volunteers to share their comparisons between the two elephants.

Lesson 6

Listening and Speaking

In this lesson, students will:

- match descriptions and pictures
- read information in fact files
- use the information from fact files to ask and answer questions
- give a mini-presentation

Target language

- How high is the world's highest mountain?
- The world's highest mountain is 8848m high.
- Which country has the biggest population, China or Australia?
- China has a bigger population than Australia.

Task 1

Step 1

Tell students to **Look at page 26 of your Skills Book** and to **Look at the pictures in Activity 1**. Ask **What can you see?** Elicit and vocabulary students are familiar with e.g. **forest/ rainforest, river, the London Eye, Mecca, Kaabah**, etc.

Note: If students do not recognise all the places in the pictures it is okay. **Do not** tell them the names of all the places because they will identify the places in **Activity 1**.

Step 2

Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to listen to each statement and match them to the pictures being described. Play **Listening 3.4**, pausing after each speaker so students can write the number next to the corresponding picture.

Listening Transcript 3.4

- 1 Hi I'm Maha. I'm having a lovely time in Saudi Arabia with my family. Last week we went to Mecca and I visited the Kaaba. It is the holiest place of worship in Islam. Now we are with my cousins in Riyadh, the capital city of Saudi Arabia.
- 2 Hello, I'm Roberto. I am having an amazing time in London with my aunt and uncle. London is the capital city of England and it's very big. Yesterday, I went on a red bus and saw lots of interesting places. I saw Big Ben, which is a really old clock, and lots of other interesting buildings. In the afternoon, I went on the London Eye and saw the River Thames from there. It's the longest river in England.
- 3 Hi, I'm Toshi. I am having a great time with my family in Brazil. Yesterday we sailed on the Amazon River into the rainforest. The rainforest in South America is the biggest rainforest in the world. It's fantastic! Most of the rainforest is in Brazil but small parts of it are in other countries.
- 4 Hi, I'm Rose. I am in Egypt with my cousins. Last week we sailed down the River Nile on a ship. The Nile is the longest river in the world. We stopped and saw the pyramids and the tomb of Tutankhamun. Now we are in Cairo which is the capital city of Egypt.

Step 3

Ask students to check their answers with a partner. Do a whole class check. Encourage students to give reasons for their answers.

Answers

-
a 3 b 4 c 2 d 1

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric and the first part of the instruction text. Check their understanding of the task. They have to listen to **Listening 3.4** again and tick the places in the table each child visited.

Play **Listening 3.4** again and ask students to complete the activity.

Step 2

Tell students to check their answers in pairs. While they are doing this, copy the table onto the board. Do a whole class check and elicit the answers.

Answers

.....

Who...	Rose	Toshi	Maha	Roberto
visited the holiest place in Islam?			✓	
saw the biggest rainforest in the world?		✓		
visited London?				✓
visited Egypt?	✓			
visited Brazil?		✓		
went to Mecca?			✓	
saw the longest river in England?				✓
sailed down the River Nile?	✓			

Step 3

Tell students to read the second part of the instruction text. Explain that they have to use the information in the table and make sentences about the places each child visited.

Read the example together and ask students to do the activity in pairs. Circulate the classroom offering guidance and support.

Step 4

Elicit feedback. Ask volunteers to say one sentence to the rest of the class.

Task 3

Note: This activity includes fact files. Students should be familiar with the concept of fact files from Grade 5A, Unit 4. Students will also encounter fact files again in Unit 4 of this book.

Step 1

Tell students to **Look at page 27** and to **Look at Activity 3**. Point to the fact files and ask **Do you remember what a fact file is?** Elicit or establish that a fact file summarises key information about a topic, often in a list or table form. Point to the first fact file and ask **What country is this fact file about?** Elicit **Australia** and ask **What do you know about Australia?** Elicit any information students know about Australia. They should remember some facts about it from Grade 5A, Unit 4. Do the same for the other two country fact files.

Step 2

Ask a volunteer to read the rubric and instruction text. Point to the gaps **1-6** in the fact files and check students understand that they should listen to the information about each country and complete the gaps.

Play **Listening 3.5** straight through and ask students to complete the activity individually.

Listening Transcript 3.5

My name is Oliver. I live in Australia. There are about 24.1 million people in Australia. One of the most famous places here is Uluru. It is the biggest rock in the world. We also have some of the world's largest crocodiles. They can grow up to 5 metres long.

My name is Lan. I live in China. It has the largest population in the world. More than 1.4 billion people live in China. There are many interesting places in China. The Yangtze is the longest river in Asia. Mount Everest, between China and Nepal, is the highest mountain in the world. It is 8,848 metres high.

My name is Qasim. I live in Malaysia. There are 31.2 million people living here. Malaysia has many interesting things. For example, the world's largest flower grows here. It can weigh up to 10 kilogrammes. We also have the biggest hotel in the world. It has 7,351 rooms.

Play **Listening 3.5** again if students do not get all the words the first time.

Step 3

Tell students to compare their answers with a partner. Write the numbers **1-6** down the board. Do a whole class check.

Answers

- | | | | |
|---|------------|---|----------|
| 1 | rock | 4 | mountain |
| 2 | crocodiles | 5 | flower |
| 3 | river | 6 | hotel |

Step 4

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to use the information from the fact files to complete the questions. Read the example together. Ask students **Which fact file mentions the biggest hotel in the world?** Elicit **Malaysia**. Show students the word **biggest** in the Malaysia fact file.

Ask students to work in pairs to complete the activity. Circulate the classroom and offer guidance and support.

Write the numbers **1-6** down the board. Choose volunteers to give the answers. Ask them to read the full question and write the missing word on the board.

Answers

- | | | | |
|---|-------------------|---|---------|
| 1 | biggest (example) | 2 | longest |
| 3 | biggest | 4 | highest |
| 5 | largest | 6 | biggest |

Task 4

Step 1

Tell students to **Look at Activity 5** and read the rubric and instruction text. Check their understanding of the task. They have to work in pairs to ask the questions from **Activity 4** and answer them using the fact files in **Activity 3**.

Choose a confident pair of students to read the example dialogue. Do one more question together as an example then ask students to continue the activity in their pairs. Check that students are answering the questions using full sentences.

Step 2

Ask volunteers to ask and answer each of the questions from **Activity 4**.

Answers

-
- 1 **Q** How many rooms does the biggest hotel in the world have?
A The biggest hotel in the world has 7,351 rooms. (example)
 - 2 **Q** What is the longest river in Asia?
A The longest river in Asia is the Yangzte.
 - 3 **Q** Where is the biggest rock in the world?
A The biggest rock in the world in in Australia.
 - 4 **Q** How high is the world's highest mountain?
A The world's highest mountain is 8848 metres high.
 - 5 **Q** How much does the biggest flower in the world weigh?
A The biggest flower in the world weighs 10 kilogrammes.
 - 6 **Q** Which country has the largest population, China, Malaysia or Australia?
A China has the largest population.

Task 5

Step 1

Tell students to **Look at page 31 of your Classbook** and 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. 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.

Read the information text. Tell students they are going to choose two things, for example two animals or two places and compare them. Students can choose things from this unit, or something not included in this unit, e.g. cars, they can.

Step 2

Explain to students they are going to give a mini-presentation comparing two things. Read the example and discuss possible things for comparison with them. They should focus on comparing two things and say a couple of sentences about them, using the comparative and superlatives.

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).

Today I am going to compare two animals. Elephants are heavier than giraffes, but giraffes are taller than elephants. Giraffes are the tallest animals in the world.

Thank you!

Lesson 7

Writing

In this lesson, students will:

- make predictions using pictures
- complete gaps in a text
- write three comparative sentences
- spell comparatives and superlatives with double letters and 'y' endings
- correct errors in a text

Target language

- Animals: monkeys, chimpanzee, elephant, giraffe, lion
- hot – hotter – hottest
- hairy – hairier - hairiest

Task 1

Step 1

Tell students to **Look at page 32 of your Classbook** and to **Look at Activity 1**. Point to the pictures and ask **What do the pictures show?** Elicit **a monkey, a giraffe, a lion** and **hot air balloons**. If students are not familiar with **hot air balloons**, explain what they are.

Hot air balloons are very big balloons that can fly and have a large basket underneath for people to stand in. People take flights on hot air balloons to enjoy beautiful or famous places from the air.

Ask a volunteer to read the rubric and instruction text. Check students' understanding of the task. They have to work in pairs or groups and discuss what they think Mazin did on his holiday.

Note: Predicting the content of text from pictures raises students' awareness of the importance of visual images in helping to understand texts. This is a very useful strategy for developing reading skills.

Step 2

Organise students into pairs or groups and ask them to talk about Mazin's holiday.

Elicit feedback. Ask each group to tell you what they think Mazin did on his holiday. Then ask some additional questions about the pictures, for example:

- **Where do these animals live?**
- **Have you ever seen any of these animals? Where did you see them?**
- **Do you think Mazin's holiday looks interesting?**

Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the text about Mazin's holiday in Tanzania and complete the gaps with the correct words from the box. Ask students to complete the activity individually.

Circulate the classroom offering guidance and support. Do a whole class check and write the answers on the board.

Answers

-
- 1 kilometres
 - 2 bigger than
 - 3 tallest
 - 4 kilogrammes
 - 5 heaviest
 - 6 metres

Note: Chimpanzees are different to monkeys. They are larger and they do not have tails.

Task 2

Step 1

Give students one minute to work in pairs and find as many animals as possible that are mentioned in the text in **Activity 2**. Elicit the animals **monkeys, chimpanzees, elephant, giraffe** and **lion**. Write them on the board.

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to write three comparative sentences about the animals from the texts in **Activity 2**. Choose a volunteer to read the example. Elicit one or two more examples, then ask students to complete the task individually. Ask them to write the sentences in their exercise books.

When students have completed their sentences, ask them to change their work with a partner. Tell them that they are going to correct their partner's work. Elicit important things to check, for example: **capital letters, full stops, spelling** and **correct grammar (add -er to the end of adjectives and use 'than' after the comparative)**. Circulate the classroom offering guidance and support.

Ask volunteers to read their sentences to the class.

Suggested Answers

Monkeys are smaller than chimpanzees/lions.

Elephants are heavier than lions.

Giraffes are taller than elephants/lions.

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 33 of your Classbook**. Show them the **Spelling and Punctuation** section at the top. Read the information text on the left side of the box. Write the example words **hot, hotter** and **hottest** on the board. Ask **What happens to the last letter in the word (t) when we add -er or -est?** Elicit that the last letter becomes **a double letter**. (Students learned this expression in Grade 4B and Grade 5A, Unit 4).

Step 2

Write the words **hairy, hairier** and **hairiest** on the board. Point to 'hairy' and ask **What happens to the letter 'y' when we add -er or est?** Elicit that **we change the letter 'y' to an 'i' when we add '-er' or '-est'**.

Step 3

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.

Tell students to complete the sentences by changing the four adjectives in the box into comparatives and superlatives. Read the example together. Ask students **How has the spelling changed in the word fatter?** Elicit that **the letter t has been doubled**. Then ask **What word has been added before the word fattest?** Elicit **the**.

Tell students to complete the activity individually. Circulate around the classroom offering guidance and support. Get students to check their work in their groups, then do a whole class check. Elicit the answers and write them on the board.

Answers

- 1 thinner- the thinnest (example)
- 2 sadder-the saddest
- 3 dirtier- the dirtiest
- 3 happier- the happiest

Optional Activity

Write a selection of adjectives on the board which follow the same spelling patterns as the adjectives in **Activity 3**. For example, big, thin, wet, funny, scary, heavy, cloudy, sunny. Ask students to work in groups to write the comparative and superlative forms of these adjectives.

Task 4

Step 1

Tell students to **Look at Activity 5** and read the rubric. Read the instruction text and check students' understanding of the task. They have to write the text in their exercise books and correct the mistakes.

Point to the bubble and explain that there are

- 3 missing capital letters
- 2 spelling mistakes
- 1 missing full stop

Step 2

Tell students to do the activity individually, and then check the answers with their group. Copy the text onto the board. Elicit the errors and corrections from volunteers. Correct the text on the board.

Answers

Mount **K**ilimanjaro is in **T**anzania. It is the **h**ighest **m**ountain in Africa. It is usually hot at the bottom but there is lots of snow at the top.

For the next lesson

Prepare copies of the 'Wonderful World Fact File' – one fact file for each pair of students – from the photocopiable pages at the back of this Teacher's Book.

Lesson 8

Writing

YOU WILL NEED:

- COPIES OF THE 'WONDERFUL WORLD FACT FILE' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK -one fact file for each pair of students

In this lesson, students will:

- identify different information in a paragraph
- read and discuss a fact file
- write sentences using information from a fact file
- use sentences to build and write a paragraph

Target language

- Vocabulary related to places in the world: river, waterfall, mountain, desert, building
- Comparatives and superlatives

Task 1

Step 1

Ask students **What types of natural places have we learnt about in this unit?** Elicit any places they can remember, for example **river, desert, mountain, waterfall**, etc.

Step 2

Ask students to **Look at page 28 of your Skills Book** and to **Look at Activity 1**. Ask a volunteer to read the rubric and instruction text. Check students understand the task. They have to name any famous mountains, deserts, rivers, waterfalls or buildings they can think of.

Organise students into groups. Choose one student in each group to be responsible for writing down their ideas. Explain that students can look back through the unit for ideas as well as using their own ideas.

Step 3

On the board, write the headings: **mountains, deserts, rivers, waterfalls** and **buildings**. Ask each group to share their ideas and make a list under each heading.

Optional Activity

Ask students if they have visited any of the places on the list. If they have, ask them to tell the class about it.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Point to the title of the text **Mountains in Oman** and ask a volunteer to read it. Explain that Dana has written a paragraph about two mountains in Oman. Ask students which two mountains they think the text is about. Tell students to read the text and answer the questions.

Do a whole class check. Encourage students to answer in full sentences.

Answers

- 1 Jebel Shams and Jebel Akhdar.
- 2 Jebel Shams is higher than Jebel Akhdar.
- 3 Jebel Akhdar is closer to Muscat.

Step 2

Ask students if they can remember any different features of paragraphs from Grade 5A. They should be familiar with paragraph structures from Grade 5A, Unit 4 and Unit 5 and Grade 5B, Units 1-3.

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to look at the text in **Activity 2** and number the information in **Activity 3** according to the order it appears in the text. Ask students to look at the example **Topic sentence**. Remind them that paragraphs always start with a topic sentence. Elicit the topic sentence **Jebel Shams and Jebel Akhdar are two famous mountains in Oman**.

Read the next sentence, **Jebel Shams is 243km from Muscat**. Ask students, **What information is given in this sentence?** Elicit **Jebel Sham's location**. Check students understand that they have to write

number **2** next to this item. Ask students to complete the activity individually or in pairs. Circulate the classroom offering support and guidance.

Write the numbers **1-8** on the board. Do a whole class check and elicit the answers. Write them on the board.

Answers

- 1 Topic sentence (example)
- 2 Jebel Sham's location
- 3 Interesting facts about Jebel Shams
- 4 Jebel Akhdar's location
- 5 Interesting facts about Jebel Akhdar
- 6 Jebel Sham's height
- 7 Jebel Akhdar's height
- 8 Concluding sentence

Task 3

Step 1

Tell students to **Look at page 29 of your Skills Book** and **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Show students the 'Wonderful Places Fact File' from the photocopiable pages at the back of this Teacher's Book. Explain that there are fact files about rivers, buildings and waterfalls. Organise students into pairs and give each pair a fact file.

Ask students to discuss the information in their fact file. Encourage them to make comparisons between the two places. Circulate the classroom offering guidance and support.

Step 2

Go around the class and ask pairs of students to tell the class something about the rivers, buildings or waterfalls in their fact file. Encourage them to speak in full sentences.

Step 3

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check their understanding of the activity. They have to write sentences about their places using the topic prompts on the left hand side of the activity. Read the prompts together. Show students how the prompts are similar to the information in the text in **Activity 2**. They can use sentences in this text as a model when they write their own sentences.

Point to the first prompt, **Location** and show students the lines numbered **1** and **2**. Explain that on line **1** they have to write about the first place in their fact file. On line **2**, they have to write about the second place in their fact file.

Alternatively, this activity can be done in pairs. Student A writes a sentence about the first place on line **1**, and Student B writes a sentence about the second place on line **2**.

Circulate around the classroom offering guidance and support.

Optional Activity

Ask students to read their sentences to the class.

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.

Task 4

Step 1

Tell students to **Look at Activity 6** and read the rubric and instruction text. They have to put their sentences from **Activity 5** together to form a paragraph. Refer them to the text in **Activity 2** as a model.

Homework

Ask students to turn to the writing page with the heading 'Wonderful Places' on page 67 in the Skills 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 them on the classroom walls.
- 2 Remind students to learn the vocabulary you gave them in Lesson 4, using the **Look, cover, write, check** method.

mountain, river, desert, waterfall, building, city, park, safari, tower, mosque

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

Lesson 9

Project

In this lesson, students will:

- analyse the different parts of an information leaflet
- choose a country to make an information leaflet about
- discuss information to be included in the information leaflet

Target Language

- country, capital city, flag, map, food, language, climate
- What is the name of the country?
- What colour is its flag?
- Where is it located?

Note: In this project, students make a leaflet about a country. In order to complete the project, they will need to do some research about the country. If the LRC is available, teach the lesson there so that students are able to start their research in class.

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

Task 1

Step 1

Tell students to **Look at page 34 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text.

Point to the picture of the leaflet and ask **What is this? What is it about?** Elicit that it is **a leaflet about Turkey**.

Organise students into groups. Write the questions below on the board. Ask students to look at the information in the leaflet and discuss the questions in their groups.

- What is the capital of Turkey?
- What language is spoken in Turkey?
- What's the weather like in Turkey?
- What kind of food do people eat in Turkey?
- What interesting places visitors can visit in Turkey?
- Do you know any other interesting information about Turkey?

Step 2

Do a whole class check and elicit the answers.

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check their understanding of the task. Get students to label each part of the leaflet using the words in the box. Do a whole class check and elicit the answers. Write them on the board.

Answers

.....

- 1 flag
- 2 name of country
- 3 location
- 4 pictures
- 5 information

Task 3

Tell students to **Look at Activity 3** and read the rubric and instruction text. Check students' understanding of the task. Tell students to work in their groups and choose a country. Once they have chosen a country, ask them to share what they know about the country with their group members and start discussing ideas for their leaflet.

Note: Students will need to do some research on their country to get all the information they need to complete their leaflet. They can either do their research as homework. Alternatively, if the LRC is available they can start their research in the lesson.

Before the end of the lesson, ask each group to tell the class which country they have chosen and any information they have about the country so far.

Homework

Ask students to research their country. They will need to look for facts about the country as well as interesting places in the country to write about. They will also need to find some pictures to add to their leaflet.

For the next lesson

Prepare copies of the page with the heading 'Project: Country Information Leaflet' – one for each group -from the photocopiable pages at the back of this Teacher's Book.

Lesson 10

Project

YOU WILL NEED:

- COPIES OF THE 'PROJECT: COUNTRY INFORMATION LEAFLET' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK -one for each group

STUDENTS WILL NEED:

- Information and pictures they collected about their chosen country

In this lesson, students will:

- discuss and plan their information leaflet
- follow instructions to make an information leaflet
- show their classmates their information leaflet

Target language

- Language for instructions: write the country name, draw and colour the flag, plan the design of your leaflet, etc.

Task 1

Step 1

Tell students to share any information they have collected for their project with their group.

Step 2

Ask students to **Look at page 35 of your Classbook**. Ask student to look at the questions in **Activity 3** again. If there are any questions they were not able to answer in the previous lesson, tell them to discuss them now.

Circulate around the classroom offering guidance and support.

Task 2

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to follow the steps to make their leaflet. Read the steps together. Then check their understanding by asking **What are you going to do first?** Elicit **Write the country name**. Then ask **What are you going to do next?** Elicit **Draw and colour the flag**.

Step 2

Distribute copies of the 'Project: Country Information Leaflet' page to each group and ask them to make their leaflet. Circulate the classroom and support students with their writing.

Note: Students can write a draft version of their information before they write on the leaflet so that they can correct mistakes in their writing before producing the leaflet.

Step 3

Ask each group to show their leaflets to other students.

Homework

If students have not completed their leaflets, they can finish them for homework and bring them to the next lesson.

For the next lesson

Tell students to bring their completed leaflets because you are going to display them on the walls.

Lesson 11

Let's Read

In this lesson, students will:

- read an information text independently
- do activities related to the text

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, three on page 25 of the Classbook and the rest on photocopyable page 58 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 text by asking some pre-reading questions. Tell them to **Look at page 36 of your Classbook** and to **Look at the text and the picture**.

Ask **What is the title of the text?** and elicit **A Wonderful World Cruise**. Ask **What can you see in the picture?** Students may say **boat** or **ship**. Introduce the phrase **cruise ship** and write it on the board.

Cruise ships are large ships that take people on trips for pleasure and usually stop in several places.

Ask students if they, or anyone they know, has ever been on a cruise. Ask some more questions about cruises, for example:

- 1 **Have you ever seen a cruise ship in Oman?**
- 2 **Where do cruise ships stop in Oman?**
- 3 **Do you think going on a cruise would be interesting? Why? Why not?**
- 4 **Would you like to go on cruise ship? Why? Why not?**

Note: Muscat has become a popular stop for cruise ships. Cruise ships stop in Muttrah Port. Around 300,000 people per year visit Muscat on cruises. Between 2016-2017, around 150 cruise ships stopped in Muscat.

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 is the Viking Sun?**
- 2 **How long does the Viking Sun world cruise last?**
- 3 **What interesting activities you can do at places the cruise ship stops in?**

2 While reading

Tell students to read the text silently and independently and find the answers to the three questions as they read. Circulate around the classroom offering guidance and support. Students will probably need help understanding some vocabulary items such as **deck** (line 10) **spa** (line 11), and **theatre** (line 11).

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 A cruise ship that travels around the world.
- 2 141 days.
- 3 Passengers on the Viking Sun can visit the Taj Mahal and the Sydney Opera House, take a chocolate factory or car factory tour and go food shopping at a local market.

Note: Point to the source at the bottom of the page. Explain that this shows where the information is from.

Task 2

Step 1

Tell students to **Look at page 37 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 match the sentence halves **1-6** to **a-f**.

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

Answers
.....

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

Step 2

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task that they have to refer back to the text on page 36 in order to find the information to complete the table.

Step 3

Answers
.....

Number of passengers	930 passengers
Places to do activities	swimming pool restaurants and cafes sports deck and spa movie theatres
Length of the longest cruise (days)	141 days
Place where the shorter cruise starts	Los Angeles (USA)
An Arab capital the cruise stops in	Muscat

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. They have to discuss the questions in groups and write the answers into their exercise books.

Step 2

Do a whole class feedback and elicit students' opinions.

Answers

.....

Students' own answers

Homework

You can ask students to complete some or all of the activities on the **A Wonderful World Cruise Activity Page** on page 58 of the Skills Book.

Answers

.....

- 1 1 Image
 - 2 Heading
 - 3 Caption
 - 4 Title
- 2 1 F 2 T 3 T 4 F 5 F
- 3 a gym
- b movie theatre
- c swimming pool
- d restaurant
- e sports deck

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

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

mountain, river, desert, waterfall, building, city, park, safari, tower, mosque

Lesson 12

Working with Sounds

Review

In this lesson, students will:

- learn to differentiate between hard and soft 'c' sounds
- categorise words according to their pronunciation
- listen to and repeat a tongue twister
- do a dictation and a spelling test

Task 1

Write the sentence **Muscat is a capital city** on the board. Say the word '**capital**' and ask **What letter does this word start with?** Elicit **c** and underline the letter. Ask students **What sound does this letter make?** Elicit /c/ or /k/.

Say the word '**city**' and ask **What letter does this word start with?** Elicit **c** and underline the letter. Ask students **What sound do you hear at the start of this word?** Elicit /s/. Explain that when the letter c is followed by the letters **e, i** or **y** we pronounce the letter **c** with an /s/ sound.

Task 2

Step 1

Ask students to **Look at page 30 of your Skills Book** and to **Look at Activity 1** and read the rubric. Tell the students to **Look at the pictures and the words**. Explain that students will hear the words on the CD. Tell them to repeat the words and point to the picture that matches each word. Play **Listening 3.6** twice so that students can practise pronouncing the words.

Listening Transcript 3.6

face
car
ice-cream
cake
crocodile
pencil
clown
dice

Note: Point out that the word ice-cream has both a hard /c/ sound and a soft /c/ sound.

Step 2

Point to the pictures in random order and ask students to read the words. Check their pronunciation.

Step 3

Ask students to **Look at Activity 2**. Point to the picture of a car and ask **What is this?** Elicit **a car** and ask **Can you hear a /c/ sound or an /s/ sound in car?** Elicit /c/. Point to the picture of the pencil and ask **What is this?** Elicit **a pencil** and ask **Can you hear a /c/ sound or an /s/ sound in pencil?** Elicit /s/.

Ask a volunteer to read the rubric and instruction text. Check students' understanding of the task. They have to sort the words from **Activity 1** and write words with a /c/ sound in the car and words with an /s/ in the pencil. For the word **ice cream** they should use the first 'c' that has been underlined in the word.

Ask students to complete the task individually or in pairs. Encourage them to say the words aloud to hear the sounds.

Step 4

Do a whole class check. Draw two columns on the board. Write **car** at the top of the first column and **pencil** at the top of the second column. Elicit the answers and write them in the correct columns.

Answers

.....	
car	pencil
cake	face
crocodile	ice cream
clown	centimetres

Task 3

Step 1

Tell students to **Look at Activity 3**. Ask **What can you see in the picture?** Elicit as much vocabulary as possible. Students may remember **clown, pencils, car, face** and **circle**.

Step 2

Read the rubric and instruction text and ask students if they remember what a tongue twister is. (They encountered tongue twisters in Grade 5A Unit 3 and Unit 4, and Unit 2 of this book). Remind them it is words or sentences that are very difficult to say quickly.

Step 3

Read the tongue twister – **A clown saw colored pencils in a car and drew circles on his face**. Tell students they are going to hear the tongue twister on the CD and ask them to follow it on their books as they listen. Play **Listening 3.7**.

Listening Transcript 3.7

A clown saw colored pencils in a car and drew circles on his face.

Step 4

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

Step 5

Ask students to underline the soft 'c' sounds and circle the hard 'c' sounds in the tongue twister.

Write the tongue twister on the board and elicit the answers.

Answers

.....

A clown saw colored pencils in a car and drew circles on his face

Task 4

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.

Remind them that they 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 taller/tallest (example)
- 2 hotter
- 3 the prettiest
- 4 slower
- 5 the biggest
- 6 heavier
- 7 the fastest
- 8 smaller

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 The Pyramids (example)
- 2 hairier
- 3 face
- 4 France
- 5 height
- 6 cat
- 7 holiest
- 8 England

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.

mountain, river, desert, waterfall, building, city, park, safari, tower, mosque

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 page **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.

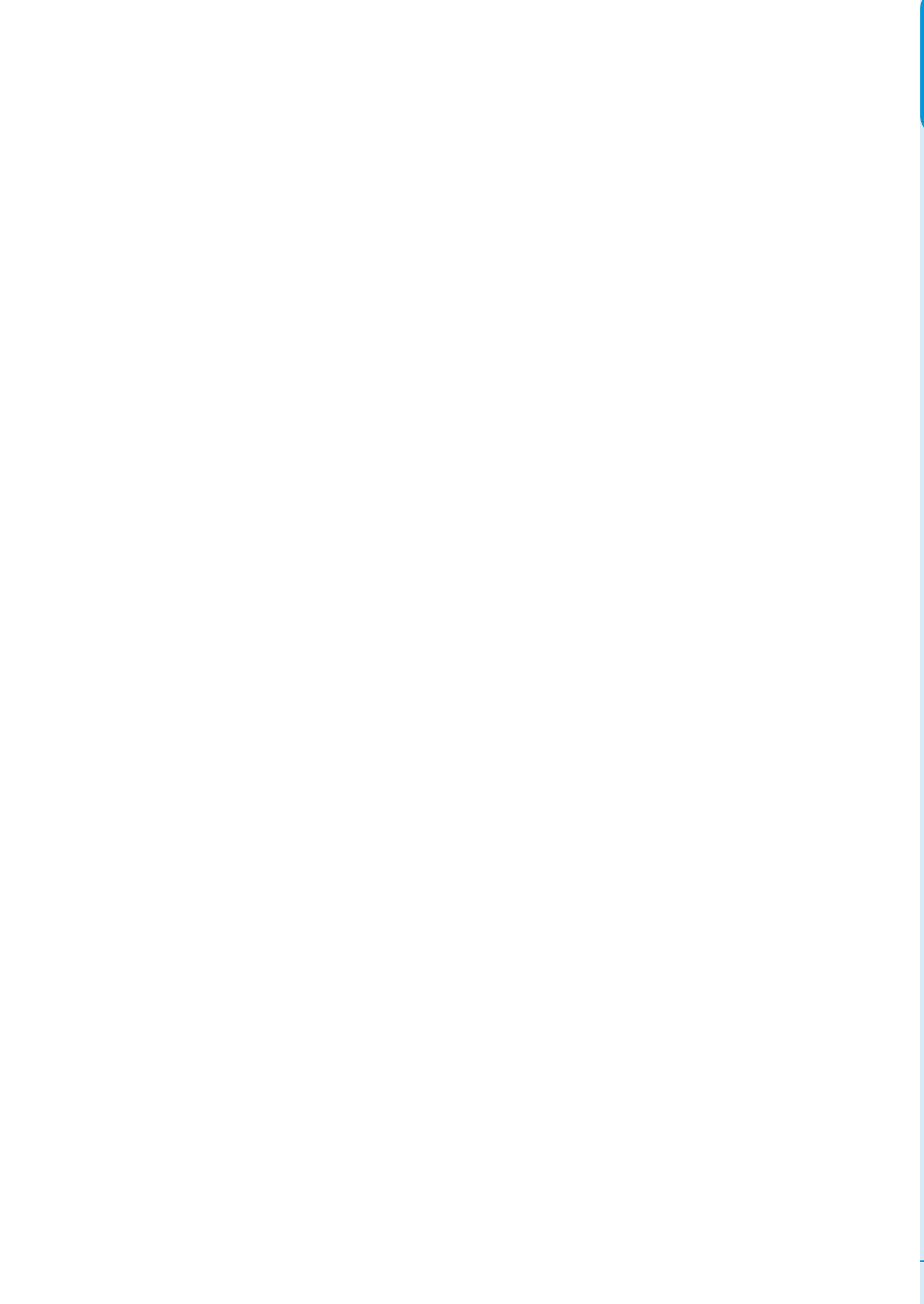
Step 2

Tell students to **Look at Unit 3** and read the rubric. Show them the five faces and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement and ask **How well can you talk about places in the world?**

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 diamond 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 diamonds. Circulate around the classroom offering guidance and support.



Students will learn how to:

- talk about inventions and inventors, and life today and life in the past
- read for main ideas and specific information in longer factual texts, reports and fact files
- use the past passive tense with 'invented' and 'made'
- use Wh-questions in the past
- listen for general and specific information in descriptions and informative texts
- give a mini-presentation about the most useful invention in their life
- differentiate between words which are spelt with **f** and words spelt with **ph**
- write about an invention
- design a robot
- read and understand an informative text about an inventor
- differentiate between numbers and dates
- do self-evaluation

Main language

- Who invented the [first globe]?
- Where was the [sun clock] invented?
- When was the [car] invented?
- What did [Charles Babbage] invent?
- The [bike] was invented in [Scotland] in [1839].
- Where was [paper] made?
- What do you think, [Ali]?
- Do you agree, [Maha]?
- I think that.....
- I don't think so.
- I agree.
- I'm sorry, I don't agree.

Vocabulary

- Inventions: aeroplane, air conditioning, bike, biro, CD player, computer, cooker, fridge, globe, kite, light bulb, match, mobile phone, paper, pencil, radio, robot, sun clock, telephone, telescope, television, washing machine, windmill
- Countries: America, China, Holland, Persia, Scotland
- General: electricity, hall of fame, horseless carriage, inventor, journalist, junkyard, library, museum, oil, tractor, wise

Skills and strategies

- Read and listen to texts for specific information
- Practise skimming and scanning skills
- Transfer information from texts to a table
- Predict the content of text from pictures
- Interact with a partner through dialogues
- Research information
- Work with a group to design a robot
- 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 answer, read and find
- Listen and match, listen and find, listen and complete
- Ask and answer
- Do a wordsearch
- Make an information page about an invention
- Read a story
- Give a mini-presentation
- Do a project (plan and design a robot)
- Do a spelling test and/or dictation
- Review the unit
- Do self-evaluation

Lesson 1

Reading and Understanding

YOU WILL NEED:

- THE 'INVENTIONS' POSTER
- COPIES OF THE 'INVENTIONS SOUND CHECK SHEET' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - one sheet for each group

In this lesson, students will:

- listen to sounds and identify objects
- understand the difference between inventions and inventors
- read a text and answer questions
- find specific information in an e-mail

Target language

- Inventions: telephone, clock, car, bike, match, paper, light bulb, televisions, computer and aeroplane.
- Wh- questions, e.g. Who were the Wright brothers? What did they invent?

Before this lesson

Put the 'Inventions' 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 11th of February.** Get students to repeat it after you and write it on the board, for example, **Sunday, 11th February 2018.**

Task 1

Step 1

Tell students to **Look at the poster** and ask **What can you see?** Get them to name anything they recognise. Give each group a copy of the 'Inventions Sound Check Sheet' you have prepared.

Step 2

Tell students they are going to hear some sounds, and they should decide in their groups what makes each sound. One student from each group should go to the poster and find that object on the poster, together with its number. They should then report back to their group, and write the number of the object and its name on the Inventions Sound Check Sheet.

Step 3

Play **Listening 4.1**, pausing after each sound to give groups time to discuss what the sound is, and for students to come to the poster and find that object's name and number.

Listening Transcript 4.1

- a [sfx: a telephone]
- b [sfx: a clock]
- c [sfx: a car]
- d [sfx: a bike]
- e [sfx: a match]
- f [sfx: paper]
- g [sfx: a light bulb]
- h [sfx: a television]
- i [sfx: a computer]
- j [sfx: an aeroplane]

Step 4

Do a whole class check and ask **What is sound 'a'?** Elicit the answer – **a telephone.** Elicit the spelling and write it on the board for students to check. Continue until all the items have been checked.

Task 2

Step 1

Tell students to **Look at page 38 of your Classbook.** Ask **What can you see in the picture?** and elicit **aeroplanes (planes).** Ask **Are these aeroplanes old or new?** And elicit that they are **old.** Point to the girl in the bottom right of the picture, and ask **Can you guess where this girl is?** Elicit or establish that **She's in a museum.**

Make sure that students understand the meaning of **museum.** Have a brief discussion about the purpose of museums, and students' own experience of museums. Ask **Have you ever visited a museum?** and elicit what kind of museum it was and where. Elicit the names of museums in Oman, or elsewhere.

Background Information

National Museum of Oman

You may want to tell your students about the new National Museum of Oman, and encourage them to visit it if possible. The museum opened in Muscat to the public in August 2016. It aims to promote Oman's heritage and culture both to foreign tourists and Omani nationals.

The museum contains over 5,000 artefacts on display in galleries focusing on different aspects of Omani history and culture, including 'The Land and the People,' 'Civilisation in the Making,' 'Oman and the World' and the 'Renaissance' Galleries. Visitors can watch a short but interesting film about the history and development of Oman to the present day. There are also a variety of 'hands-on' activities for children to enjoy and learn from.

Step 2

Show them the title of the unit. Point to the word **Inventions** on the poster and ask students if they can guess what it means. Write it on the board and elicit or explain the meaning.

Write the word **inventor** on the board and establish the difference between an **invention** and an **inventor**

Invention: something that did not exist before it was designed and developed by man. Some inventions have changed the ways people live all over the world. Examples of inventions are the car, the telephone and television.

Inventor: The first person to create a new item or a different way of doing something. Inventors are highly creative people who look for ways to develop a useful item that fulfils a need.

You can use the pictures on page 38. Point to the picture of the aeroplane on the wall and ask, **What is this?** Elicit **aeroplane** and explain that this is an **invention.** Point to the picture of the Wright Brothers and ask what the picture shows. Elicit **people** and explain that they were **inventors.**

Step 3

Show students the sign on the wall above the girl's head and explain the meaning of **Hall of Fame.**

Hall of Fame: a room or building set aside to honour the top people in a profession or group, in this case, famous inventors

Ask **What is the girl going to do?** and establish that she's going to go into the Hall of Fame to learn about inventors, beginning with the inventors of the aeroplane.

Task 3

Step 1

Tell 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. Establish that they have to read the text with the title of **The first aeroplane** and find the date that the first aeroplane was invented. Point out that this is an enlargement of the text in the notice under the aeroplanes.

Ask students to read the text silently. Elicit that the first aeroplane was invented in **1903.**

Step 2

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

- **Who were Wilbur and Orville Wright? (Two American brothers/inventors)**
- **What did they invent? (The aeroplane)**
- **How far did it fly? (260 metres)**
- **How long did it fly for? (One minute)**

Step 3

Point to the 'Inventions' poster and show students the picture of the aeroplane in the centre of the poster. Say **This was the first aeroplane** and explain that it is the plane invented by the Wright brothers. Show students the picture at the top right of the poster. Say **This is a new aeroplane**.

Step 4

Ask **How are new planes different from old planes?** Elicit or establish that modern aeroplanes are bigger, faster and can fly longer distances without stopping. Explain that the pictures in the centre of the poster show things when they were first invented, and the pictures around the edge are the modern versions.

Task 4

Step 1

Tell students to **Look at page 39 of your Classbook** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Ask students to answer the questions individually.

Step 2

Tell students to check their work with their group, then do a whole class check. Write the numbers **1 – 5** down the board. Elicit each answer from a different volunteer, and ask that student to read out the sentence in the e-mail where they found the answer. For example, the answer to question **2 – Where did Maha go on holiday?** is **Mexico**. So the student should read out the sentence **I went to Mexico with my mum and dad**. Write each answer on the board beside the correct number.

Answers

.....

- 1 Maha
- 2 Mexico
- 3 Inventions
- 4 The Inventors' Hall of Fame
- 5 Next week

Optional Activity

Ask students to tell you some of the things they did last week, yesterday and today.

For the next lesson

Prepare copies of the 'Inventions Word Check Sheet' – one sheet for each group - from the photocopiable pages at the back of this Teacher's Book.

Lesson 2

Reading and Understanding

YOU WILL NEED:

- COPIES OF THE 'INVENTIONS WORD CHECK SHEET' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one sheet for each group
- THE 'INVENTIONS' POSTER

In this lesson, students will:

- predict the content of text from pictures
- match pictures to text
- practise skimming and scanning skills
- transfer information from texts to a table

Target language

- Who invented the [first globe]?
- Where was the [sun clock] invented?
- When was the [car] invented?
- What did [Charles Babbage] invent?

Before this lesson

Put the 'Inventions' 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 32 of your Skills Book** and to **Look at Activity 1**. Show them the five pictures and ask **What can you see in the pictures?** Elicit as many ideas as possible.

Note: Predicting the content of text from pictures raises students' awareness of the importance of visual images in helping to understand texts. This is a very useful strategy for developing reading skills.

Step 2

Tell students to **Look at Activity 1** and read the rubric. Read the instruction text and check students' understanding of the task. They have to match each text to a picture and write its number into the corresponding box beside the picture.

Note: Students do not have to understand every word in the texts. They should look for the key word(s) in each text – i.e. the word or phrase after the words **invented** or **made**. For example, in Text **2**, the key word is **globe**. Picture **c** shows a globe, so that is the correct answer.

Note: Encourage students to underline in pencil the key words or phrases in each text which help them to identify the matching picture.

Step 3

Circulate around the classroom, offering guidance and support. Tell students to check their work with their groups, then do a whole class check. Write the letters **a – e** down the board. Elicit the number of each text, and write it beside the corresponding letter. Encourage students to tell you which information in each text helped them identify the matching picture.

Answers

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

Task 2

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. Explain that this activity is about finding information in a reading text quickly. To do this, they have to find the key word(s) – the most important word(s).

Step 2

Make sure students understand they have to refer to the texts in **Activity 1** on page 32 in order to find the answers to the questions. Show them the first question – **Who invented the first globe?** Ask **What's the key word (the most important word)?** and elicit **globe**. Tell them to skim the five texts in order to find the one which contains information about a globe (Text 2). They should then scan the text to find the answer (**Al Idrisi**).

Step 3

Tell students to complete the answers to the other four questions. Do a whole class check and elicit the answers. Write them on the board.

Answers

- 1 Al Idrisi (example)
(Key word in the question = **globe**)
- 2 Alexander Graham Bell.
(Key word in the question = **telephone**)
- 3 Egypt
(Key words in the question = **sun clock**)
- 4 1885
(Key word in the question = **car**)
- 5 The computer.
(Key words in the question = **Charles Babbage**)

Task 3

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they are going to complete the table using information from the texts in **Activity 1** on page 32. Show them the example and check their understanding of the task.

Step 2

Tell students to complete the table, then check their answer with their group. While they are doing this, quickly draw a blank table on the board. Elicit the answers and fill in the table.

Answers

	What?	Who?	Where?	When?
	Invention	Name of Inventor	Country	Date
1	sun clock	We don't know	Egypt	about 3500 BC
2	globe	Al Idrisi	Italy	about 1100
3	computer	Charles Babbage Ada Byron	England	1830
4	telephone	Alexander Graham Bell	Canada	1876
5	cars that used petrol	Karl Benz Gottlieb Daimler	Germany	1885 1886

Task 4

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 Activity 4** and read the rubric. Ask a volunteer to read the instruction text.

Tell students they are going to do a reading race. Give each group an 'Inventions Word Check Sheet' from the photocopiable pages at the back of this Teacher's Book. Students have to find each object named on the sheet in the border of the poster, and write its number onto the sheet.

Tell students that they should take it in turn to come to the poster, and that only one person from each group can come to the poster at a time. After that person has returned to their group, they should write their answer into the correct space on the sheet. The first group to bring their sheet to you with all the correct answers, wins the race.

Start the race. When the first group has brought you the correct answers, stop the race.

Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 4.2**, pausing after each word and number for students to check. Then play each word again and tell students to repeat it.

This checking and repeating activity gives students an oral model for the new items of vocabulary they will hear throughout the unit.

Listening Transcript 4.2

- | | | | |
|----|--------------|----|--------------|
| 1 | a computer | // | a computer |
| 2 | a kite | // | a kite |
| 3 | a clock | // | a clock |
| 4 | a car | // | a car |
| 5 | an aeroplane | // | an aeroplane |
| 6 | a biro | // | a biro |
| 7 | a television | // | a television |
| 8 | a telephone | // | a telephone |
| 9 | a match | // | a match |
| 10 | a globe | // | a globe |
| 11 | a windmill | // | a windmill |
| 12 | a bike | // | a bike |
| 13 | paper | // | paper |
| 14 | a CD player | // | a CD player |
| 15 | a telescope | // | a telescope |
| 16 | a light bulb | // | a light bulb |

For the next lesson

Note: This is for an optional activity.

Prepare sets of 'Inventions' word and picture activity cards – enough for one set for each group.

Lesson 3

Grammar

YOU WILL NEED:

- SETS OF 'INVENTIONS' WORD AND PICTURE ACTIVITY CARDS – enough for one set for each group

Note: This is for an optional activity

In this lesson, students will:

- listen and match
- understand and use the passive in sentences about inventions
- ask and answer questions using the passive with a partner

Target language

- The [bike] was invented in [Scotland] in [1839].
- When was the [windmill] invented?
- Where was [paper] made?

Task 1

Step 1

Tell students to **Look at page 40 of your Classbook** and to **Look at Activity 1**. Show them the pictures and ask **What can you see?** Write the numbers **1 – 5** down the board. Elicit the names of the items from volunteers, and write them beside the numbers.

Answers

.....

- | | | | |
|---|-----------|---|-----------|
| 1 | bike | 2 | aeroplane |
| 3 | windmill | 4 | paper |
| 5 | telescope | | |

Step 2

Point out the dates in the picture frame at the bottom right of the activity. Explain that these are the dates when the five items were invented, but they are not in the order of invention. Read the dates aloud.

Note: Further practice with reading and saying dates will be given in the **Working with Sounds** section of this unit.

Step 3

Tell students to read the rubric and instruction text and check their understanding of the task. They are going to hear sentences with the date when each item was invented, and they have to write each date into the boxes at the bottom of the pictures.

Play **Listening 4.3**, pausing after each sentence to give students time to write.

Listening Transcript 4.3

- 1 The bike was invented in Scotland in 1839.
- 2 The aeroplane was invented in America in 1903.
- 3 The windmill was invented in Persia in about 700.
- 4 Paper was invented in China in 105.
- 5 The telescope was invented in Holland in 1604.

Step 4

Ask students to check their work with their group, then do a whole class check. Elicit the answers from volunteers, and write each date beside the name of the corresponding item on the board.

Answers

-
- 1 1839 (bike)
 - 2 1903 (aeroplane)
 - 3 700 (windmill)
 - 4 105 (paper)
 - 5 1604 (telescope)

Task 2

Step 1

Tell students to **Look at page 34 of your Skills Book**. Show them the **Let's Look at Grammar** box.

Note: The **Let's Look at Grammar** box introduces the passive as a formula. Students are not expected here to learn the grammatical rules of the passive. They are introduced to it here in the context of talking about when and where certain items were invented. The listening activity they have just completed introduces them to the phrase **was invented**. Further activities will give them the opportunity to use this in sentences.

Step 2

Go through the information in the box with students, using L1 if necessary. Make sure they understand the concept of the passive in English and when it is used:

- **When the subject of the sentence is the thing that should be emphasised most**
- **When the person who did an action is unknown**

Note: You can also mention a common use of the passive is when giving information about someone's birth, for example, when or where **he/she was born (they were born)**

Explain how the passive is formed, using L1 if necessary, with the past tense of the verb **to be** and the past participle of the verb. You might want to explain that with regular verbs, the past participle is formed by adding **-ed**, but the past participle of irregular verbs varies greatly. However, do not go into too much detail at this stage, as the focus in this unit is using the passive in connection with inventions.

Go over the examples of the past passive given in the unit – **was invented, was made**.

Task 3

Tell students to **Look at Activity 1** and read the rubric and instruction text. Go over the example with them and check their understanding of the task. Make sure they understand they should circle the correct option. Do a whole class check and elicit the answers. Ask them to tell you if the answer is in the active or passive tense.

Answers

-
- 1 invented
 - 2 was invented
 - 3 was made
 - 4 was made
 - 5 was invented

Task 4

Step 1

Tell students to **Look at page 40 of your Classbook** and to **Look at Activity 2**.

Ask **When was the bike invented?** In order to answer this question, tell students to refer to the answers for **Activity 1**, which should still be written on the board. Encourage a student to respond with **1839**. Demonstrate the activity by asking a few more students about when different items were invented.

Step 2

Go through the items on the board, and elicit or establish the country where each one was invented. Use the information on the poster to help you. Write each country beside the date when each item was invented.

bike – 1839 – Scotland

windmill – 700 – Persia

paper – 105 – China

aeroplane – 1903 – America

telescope – 1604 - Holland

Step 3

Divide students into pairs. Tell them to read the rubric and instruction text for **Activity 2**. Show students the two tables with questions and answers. Choose a few pairs of confident students, and demonstrate to the rest of the class how they should form questions asking when or where an item was invented, using the words and phrases in the **Questions** table on the left, and answers in the **Answers** table on the right.

Step 4

While students are doing this activity, circulate around the classroom, offering guidance and support. When students have had sufficient time to practise in their pairs, get a few students to ask questions across the class. If you like, you can also make this into a team game and award points for correct answers.

Optional Activity

Distribute a set of 'Inventions' picture and word activity cards to each group. Show students a picture activity card and ask **What's this?** Elicit the name of the item. Hold up the matching words card and show students that the top line tells them the name of the item on the picture card.

Tell students they are going to play a game of **Pelmanism** and remind them of the rules. They should already be familiar with this game from Grade 5B, Unit 1. Give students time to complete at least one game.

Distribute a set of 'Inventions' picture and word activity cards to each group. Show students a picture activity card and ask **What's this?** Elicit the name of the item. Hold up the matching words card and show students that the top line tells them the name of the item on the picture card.

Lesson 4

Grammar

YOU WILL NEED:

- THE 'INVENTIONS' POSTER

In this lesson, students will:

- practise using past passives when talking about inventions
- read a text and answer questions
- complete sentences with missing information
- write sentences about inventions

Target language

- simple past active and passive forms, e.g. Alexander Graham Bell **invented** the telephone. The light bulb **was invented** by Thomas Edison.

Before this lesson

Put the 'Inventions' 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 41 of your Classbook** and to **Look at Activity 3** and read the rubric. Explain that they are going to read about an invention. Show them the machine in the picture and ask **What's this?** Elicit or establish that it is a **washing machine**. Write the phrase on the board.

Step 2

Ask **What's the title of the text?** and elicit **The Washing Machine**. Before reading, go over any vocabulary that students may not be familiar with, for example, **lake**. Write the unknown vocabulary items on the board.

Step 3

Tell students to **Read the first sentence of the story**. Ask **Is this text about today or the past?** Establish that it is about the past because **was** is the past tense. Tell students to **Read the second sentence**. Ask **Which words are verbs?** and elicit **had** and **were**.

Read the instruction text. Remind students about the past passive tense verbs which they covered in the last lesson – **was invented, was made**. Tell them to read the text individually and as they read, to find the verbs in the past passive and underline them.

Step 4

Do a whole class check and elicit the answers.

Answers

-
was invented (line 6)
- was invented (line 11)
- was not made (line 14)

Optional Activity

You can also ask students to go through the text and find all the verbs in the past active tense.

Task 2

Step 1

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

- **Where did people take their dirty clothes in the past? (Rivers and lakes)**
- **Where did sailors wash their clothes? (In the sea)**
- **When was the first washing machine invented? (1846)**
- **Was the water hot or cold? (Cold)**
- **When was the first electric washing machine invented? (1908)**

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 correct answer carefully before choosing one. They should circle the correct answers. More able students can write the answers to complete the sentences.

Answers

.....

1 c 2 b 3 a 4 b 5 c

Task 3

Step 1

Tell students to **Look at page 35 of your Skills Book** and to **Look at Activity 2**. Show them the five pictures and elicit the names of the items – **telescope, computer, car, telephone, globe**.

Step 2

Tell students to read the rubric and instruction text and check their understanding of the task. They have to complete the missing information in the sentences, then write a complete sentence about the fifth picture. Show them the first sentence which has been done as an example.

Step 3

Ask students where they can find the information to complete the activity, and establish they can find it **on the poster**.

Step 4

While students are completing their sentences, circulate around the classroom, offering guidance and support. Quickly write the numbers **1 – 5** down the board. Do a whole class check and elicit the answers from volunteers. Write each completed sentence on the board.

Answers

.....

- 1 The telescope was invented in 1604. (example)
- 2 The computer was invented in about 1830.
- 3 The car was invented in 1885.
- 4 The telephone was invented in 1876.
- 5 The globe was invented in about 1100.

Task 4

Step 1

Tell students to **Look at Activity 3**. Show them the five pictures and elicit the names of the items – **bike, clock, windmill, paper, kite**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to find information about the date each item was invented, and write a complete sentence.

Step 2

Ask students where they can find the information to complete the activity, and establish they can find it **on page 40 of the Classbook** or **on the poster**.

You will need to tell students when the **kite** was invented – **475 BC**. Write this information on the board and tell students to refer to it when completing the fifth sentence.

Note: The sun clock, invented by the Egyptians in 3500 BC, is the forerunner of the modern clock.

Step 3

While students are completing their sentences, circulate around the classroom, offering guidance and support. Quickly write the numbers **1 – 5** down the board. Do a whole class check and elicit the answers from volunteers. Write each completed sentence on the board.

Note: Explain to students that we do not use 'the' with paper, the material, because it is uncountable.

Answers

.....

- 1 The bike was invented in 1839. (example)
- 2 The clock was invented in 3500 BC.
- 3 The windmill was invented in about 700.
- 4 Paper was invented in about 105.
- 5 The kite was invented in 475 BC.

Homework

Write the following ten words on the board. Tell students to copy them into their exercise books and learn the spellings at home.

kite, clock, aeroplane, television, paper, match, globe, windmill, bike, telescope

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 5

Listening and Speaking

In this lesson, students will:

- talk about life today and life in the past
- listen for specific information
- listen and complete a text
- ask and answer questions about the most important inventions in their own lives

Target language

- Inventions: The Internet, light bulb, fridge, car, aeroplane, washing machine, paper and mobile phone.
- The most important invention is...

Task 1

Step 1

Ask students to think about how life in Oman today is different from life in the past, using L1 if necessary. Ask if they have ever heard their grandparents, or other old people, talking about life in the past. Ask students to think about the following:

- **Is life today easier than it was in the past?**
- **If yes, what things have made it easier?**

Elicit some ideas and write them on the board.

Step 2

Tell students to **Look at page 42 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the pictures and ask **What can you see?** Elicit as much vocabulary as possible.

Step 3

Ask a volunteer to read the instruction text and check students' understanding. Show them the table with the columns headed **The past** and **Today**.

Tell them to look at the pictures, and decide with their partner which are about **today** and which are about **the past**. They should write the letter of each picture into the appropriate column.

Step 4

Divide students into pairs (or groups if you prefer). Ask them to complete the activity. Circulate around the classroom, offering guidance and support. Copy the table onto the board. Do a whole class check and elicit the answers.

Answers

.....

Today

Pictures **a, e, f, g, i**

The past

Pictures **b, c, d, h, j**

Note: Explain to students that nowadays, we should not wash our clothes in the falaj because it is bad for the environment.

Task 2

Step 1

Tell students to **Look at page 36 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 picture and ask **Who are these?** Elicit or establish that they are Aysha and her grandmother. Show them the title of the text and ask if they can predict what it will be about. Establish that students are going to hear a conversation in which Aysha is asking her grandmother questions about life in the past.

Step 2

Check students' understanding of the task. As they listen, they should choose one of the three options for each statement and circle it. Before they listen, give students time to read through all the statements silently, in order to prepare them for the topic of the listening. Play **Listening 4.4**. Repeat as necessary.

Listening Transcript 4.4

Life in the Old Days

- Aysha:** What was your life like when you were a girl, Grandma?
- Grandma:** In some ways it was very difficult. We lived in a small village, not a big town like you. We didn't have a fridge, or a washing machine, mobile phones or the Internet.
- Aysha:** What did you do all day?
- Grandma:** I helped my mum in the house. It was very hard work, because we had to do everything by hand. We didn't have electric light, so we could only work during the day. We went to bed when it got dark.
- Aysha:** Where did you wash your clothes?
- Grandma:** In the falaj.
- Aysha:** What did your dad do?
- Grandma:** He worked on our farm. He had no tractors or other big machines to pull things. So the work was very difficult.
- Aysha:** It sounds a hard life.
- Grandma:** It was. But one day, something very exciting happened. Electricity came to our village. That really changed our lives. For the first time, we had electric light. Later, we got a fridge and a cooker.
- Aysha:** Do you miss anything about the old days?
- Grandma:** Some things. People didn't have phones or computers. So families spent more time talking together. Life then was different from today.

Step 3

Do a whole class check and elicit the answers.

Answers

.....

- 1 b 2 a 3 b 4 c 5 b

Task 3

Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text, and check students understanding of the task. Explain they are going to listen to the text again, and complete the gaps.

Step 2

Before they listen, tell students to read through the text, in order to get an idea of what it is about and think about what kind of word goes into each gap. When students have had enough time to familiarise themselves with the text, play **Listening 4.5** and tell them to fill in the gaps. Repeat as necessary.

Step 3

Do a whole class check and elicit the answers. The answers are given in **Bold** in **Listening Transcript 4.5**.

Listening Transcript 4.5

- Aysha:** What did you do all day?
Grandma: I helped my mum in the **house**. It was very **hard** work, because we had to do everything by **hand**. We didn't have **electric** light, so we could only work during the day. We only had **oil** lamps at night. So we went to bed soon after it got **dark**.

Step 2

Elicit ideas from groups and write them on the board. Tell students to **Look at page 42 of your Classbook** and to **Look at Activity 2** and read the rubric.

Step 3

Choose a pair of confident students and demonstrate the activity by getting them to read the dialogue between Student A and Student B. Divide students into pairs and tell them to practise the dialogue. Circulate around the classroom, offering guidance and support. Get a few pairs to say the dialogue in front of the class.

Optional Activity/Homework

If students have access to the Internet, tell them to research some information about their most important invention, and bring it to the next lesson.

For the next lesson

Note: This is for an optional activity.

Prepare copies of 'The Inventors Song' –one for each pair of students - from the photocopiable pages at the back of this Teacher's Book.

Task 4

Step 1

Ask students **What's the most important invention for you?** Tell students to work in their groups and write down some ideas.

Note: The purpose of this activity is for students to think of inventions that are important (useful) in their own lives, rather than the world in general. They should also consider why this invention is important for them.

Lesson 6

Listening and Speaking

YOU WILL NEED:

- COPIES OF THE 'INVENTORS SONG' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - one for each pair of students

Note: This is for an optional activity.

In this lesson, students will:

- tell a partner about an invention using information in a fact file
- discuss which invention is the most useful for the world
- listen for specific information
- give a mini-presentation

Target language

- What do you think, [Ali]?
- Do you agree, [Maha]?
- I think that.....
- I don't think so.
- I agree.
- I'm sorry, I don't agree.

Task 1

Note: This activity practises using material in a Fact File to communicate information about a topic to a partner. Its purpose is to develop students' confidence in communicating in English. Students should be familiar with Fact Files from Unit 3.

Step 1

Tell students to **Look at page 43 of your Classbook** and to **Look at Activity 3** and read the rubric. Read the instruction text, and check students' understanding of the task.

Step 2

Divide students into pairs. Explain that one of them is going to take **Fact File A** (the biro) and the other, **Fact File B** (the light bulb). They have to read the information about their invention, then tell their partner about it. While students are talking, they should maintain eye contact with their partner, speak in complete sentences and not just read from the text. They should present their information as clearly as possible.

Step 3

Teach students the phrase **he was born in** when giving information about the inventor's place of birth. Write this phrase on the board.

Note: You can explain that **he/she/they was (were) born** is in the past passive, which we often use when talking about someone's date or place of birth.

Step 4

Circulate around the classroom, offering guidance and support. When students have had enough time to practise, ask a few confident pairs to demonstrate their talk to the class.

Task 2

Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text and check their understanding of the task. Show students the list of inventions and explain that they have to decide in their groups which one is the most useful for the world.

Step 2

Ask students **Do you think the Internet is the most useful invention?** and elicit **yes** or **no**. Ask students to give reasons for their answer.

Step 3

Before students start their discussion, teach them some simple phrases that could be useful in their discussion when asking for someone's opinion or agreeing or disagreeing with someone, for example:

- What do you think, [Ali]?
- Do you agree, [Said]?
- I think that.....
- I don't think so.
- I agree.
- I'm sorry, I don't agree.

Point to these phrases in the Classbook and encourage students to use them. Circulate around the classroom, offering guidance and support.

Step 4

Give students time to discuss the inventions, then go round the groups and elicit from a spokesperson which item they think is the most useful invention. The spokesperson should also give reasons for the choice. Write its name on the board, then see if students can reach a whole class consensus.

Task 3

Step 1

Tell students to **Look at page 37 of your Skills Book** and to **Look at Activity 3** and read the rubric. Ask a volunteer to read the first part of the instruction text (above the pictures of Hashim and his family). Check students' understanding of the task.

Show students the pictures and explain that the four people are members of the Hashim's family. Students are going to hear an interview with the family, in which each person is going to talk about the invention they think is most useful in their house, and give the reason. Students should listen and write the invention each person said was the most useful under the pictures.

Play **Listening 4.6**, pausing after each person in order to give students time to fill in the information

Listening Transcript 4.6

Interviewer: So, Ali, what do you think is the most useful invention in your house?

Ali: That's a difficult question. But for me, it's my phone. No, wait.....it has to be TV.

Interviewer: Really? Why?

Ali: Well, there are some great programmes and always something interesting to watch.

Interviewer: What about you, Sara? Do you agree with Ali?

Sara: No, I'm sorry, I don't. For me, it's my computer. I use it all the time to do my homework and send e-mails to my friends.

Interviewer: What do you think, Salma?

Salma: Oh, I love all the inventions that help me save time. For example, the washing machine and the cooker. They're useful because they make my life easier.

Interviewer: What about you, Hashim? What's your most useful invention?

Hashim: That's easy. It's my car.

Interviewer: No, it has to be something inside the house.

Hashim: Oh sorry. Let me see.....hmm, OK, air conditioning. Because it keeps us nice and cool in summer.

Step 2

Read the second part of the instruction text (under the pictures) and check students' understanding of the task. Explain that they should listen to the interview again and match the reasons to the people. Students can just write the numbers instead of copying the reasons.

Read the reasons together. Explain that some people will have more than one reason. Play **Listening 4.6** again.

Do a whole class check and elicit the answers.

Answers

- 1 Ali, TV, Reasons 3, 5
- 2 Sara, Computer, Reasons 1, 6
- 3 Salma, Washing Machine and Microwave, Reason 4
- 4 Hashim, Air Conditioning, Reason 2

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

Read the question and information text under the rubric. Tell students they are going to decide what the most useful invention in their life is, and tell the class about it, and why it is important to them.

To help students, elicit some inventions and write them on the board. Refer them to inventions already mentioned in the unit. If they prefer, they can also think of their own inventions.

Step 2

Show students the example of a mini-presentation in the box at the bottom of the page. Write the phrase **The most important invention in my life is...** on the board and tell them this is how they are going to begin their 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).
 The most important invention in my life is my bike.
 I love riding it in the park. It's great exercise!
 Thank you!

Note: If you have no time to play the song, which is an optional activity, in this lesson, you can save it and play it at any time throughout the unit, as students will probably enjoy it.

Optional Activity

Give each pair of students a copy of **The Inventors' Song** and read the title. Ask students to look at the pictures around the song and name any inventions they recognise. Write the names on the board – **car, biro, light bulb, telescope, paper, globe, aeroplane, kite.**

Tell students you are going to play the song and they should track the words as they listen. Play **Listening 4.7** straight through.

Ask students if they can tell you the names of some of the inventors mentioned in the song, and write them on the board. Ask **Can you guess what 'wise' means?** And establish that it has a similar meaning to **clever.**

If time allows, play the song again and encourage students to join in. Variation – divide the class into three groups and get each group to sing a verse, with all groups joining in the chorus.

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

Listening Transcript 4.7

The Inventors' Song

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

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

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

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

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

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

These wise men,
Thanks to them!

Lesson 7

Writing

In this lesson, students will:

- read about inventions
- decide if statements are True or False
- differentiate between words which contain an 'f' sound, which are spelt with **f** and words spelt with **ph**
- ask and answer questions about inventions, using **Wh-** words and the past active and passive tense

Target language

- When was the [telephone] invented?
- What did [Benz] invent?
- Who invented the [aeroplane]?
- Where was the [clock] invented?

Task 1

Step 1

Tell students to **Look at page 44 of your Classbook** and to **Look at Activity 1**. Show them the information boxes with the pictures. Ask **What can you see in Box A?** and elicit **A telephone (phone)**. Ask **What can you see in Box B?** and elicit **A car**.

Note: These information boxes provide the model for the final writing task in this unit, in which students will be asked to make a similar box about another invention.

Step 2

Tell students to read the rubric and instruction text silently. Before they read, pre-teach any vocabulary items which they may find challenging, for example, **deaf, scientist, engineer, sound** in Text **A** and **engine, horseless carriage, founded** in Text **B**.

Step 3

Spend some time discussing the information in the two texts. Ask a few quick oral comprehension questions to check students' understanding, for example:

- Who invented the telephone?
- What did Karl Benz invent?
- When was the telephone invented?
- What was Bell's job?
- What did Benz call the first car?
- Why did he call it this?

Step 4

Tell students to read the second part of the instruction text under the information boxes. Explain that they should read each statement and decide if it is **True (T)** or **False (F)**. You can ask them to write the correct versions of the incorrect sentences into their exercise books.

Answers

-
- a F. The telephone was invented before the car.
 - b T.
 - c F. (Alexander Graham) Bell had a helper called Watson.
 - d F. Benz founded a famous company.

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 45 of your Classbook**. Show them the **Spelling and Punctuation** box with the two pictures. Ask **What can you see in Picture A?** and elicit **a phone** or **a telephone**. Ask **What can you see in Picture B?** and elicit **a fort**.

Step 2

Read the information text at the top of the box. Say **phone** and **fort** and get students to repeat these words. Write them on the board. Explain that words which contain an **f** sound in English are sometimes spelt with the letter **f** and sometimes with the letters **ph**.

Step 3

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Ask them to **Look at the pictures** and name anything they recognise. This vocabulary is all recycled so they should be able to identify all the pictures.

Step 4

Tell students to fill in the missing letters in each word – either **f** or **ph** to complete the words. Tell them to check their work with the rest of their group, then do a whole class check. Quickly write the numbers **1 – 8** down the board. Elicit the spelling of each word from a volunteer, and write the words on the board beside the corresponding number.

Answers

-
- 1 (tele)**ph**one
 - 2 **f**rog
 - 3 dol**ph**in
 - 4 **ph**oto
 - 5 **f**ish
 - 6 ele**ph**ant
 - 7 **f**ox
 - 8 **f**ly

Optional Activity

Draw two columns on the board .

Words with an **f** sound

f

ph

Tell students to copy the columns into their exercise books and make lists in the appropriate column of all the words they know with an **f** sound but which are written with an **f** sound or a **ph** sound.

Elicit a few words and write them on the board. For the **f** spelling, students may suggest **fox, frog, fort**. For the **ph** spelling, they may suggest **photo, dolphin, elephant**.

Tell students to write these words into the columns, and keep adding new words to the lists as they come across them. As they add the words, they should also learn the spellings.

Task 3

Step 1

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Check their understanding of the task. Point to the pictures and elicit what they show.

Explain that students should read the words next to each picture and tick the correct spelling.

Ask students to compare their answers with a partner. Then do a whole class check.

Answers

- 1 alphabet
- 2 fur
- 3 football
- 4 paragraph

Homework

Divide students into pairs. Tell them to **Look at page 38 of your Skills Book** and, with their partner, to choose one of the inventions. Alternatively, they can choose an invention from the poster on the classroom walls. Tell them to find out some information about the invention or inventor, and bring it to the next lesson.

Note: Students are not allowed to choose the aeroplane, as information about this will be used as a model.

Lesson 8

Writing

STUDENTS WILL NEED:

- ANY INFORMATION ABOUT AN INVENTION WHICH THEY HAVE FOUND AT HOME

In this lesson, students will:

- do a wordsearch
- read information about two inventions
- find out information about an invention and complete an information box
- make an information page about an invention

Target language

- Inventions: biro, radio, telephone, camera, computer, telescope, pencil, car, bike, aeroplane.

Task 1

Step 1

Tell students to **Look at page 38 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. They have to write the name of each invention on the line under the picture, then find each name in the word search box. Show them the example.

Note: Students can refer to the Classbook, Skills Book or the poster for help with the spellings.

Step 2

Give students time to do the activity, then do a whole class check and elicit the answers from volunteers.

Answers

- 1 biro (example)
- 2 radio
- 3 telephone
- 4 camera
- 5 computer
- 6 telescope
- 7 pencil
- 8 car
- 9 bike
- 10 aeroplane

Wordsearch

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

Task 2

Step 1

Tell students to **Look at page 39 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 information boxes. Explain that they are about one of the inventions on page 38. Ask them **Which one?** and elicit **the aeroplane**.

Step 2

Go over the information in the boxes and make sure that students understand it. Refer them to page 38 of the Classbook and the poster, as the places where the basic information came from – **who** invented the aeroplane, **where** they invented it and **when** it was invented.

Step 3

Show students the last box which is about interesting facts. Explain that these facts cannot be found in the Classbook, Skills Book or on the poster, but are things about the invention or the inventors which students have to find out for themselves.

Task 3

Note: If you have access to the LRC you could ask students to choose an invention and research it online.

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.

Explain they have to choose an invention, either one of the inventions on page 38, or another invention from the Classbook or Skills Book or the poster. If they want to choose another invention, that's fine.

Step 2

Explain that with their partner, students are going to add information about their invention to the boxes, using the information boxes in **Activity 2** as a model. They should include two interesting facts about their invention or the inventor, using the information they have brought to class.

Step 3

Go round the class, asking which inventions students have chosen. Tell them to start filling in the boxes with their information. Circulate around the classroom, offering guidance and support.

Task 4

Tell students to **Look at Activity 4** and read the rubric and instruction text. Ask students to turn to the writing page with the heading 'Information Page about an Invention' on page 69 in the Skills Book. Refer them to the information boxes about the telephone and the car on page 44 of the Classbook as a model.

Homework

Tell students to write their Information Page at home, based on the information they have written on page 39, Activity 3 of the Skills Book. They should incorporate any corrections, and draw a picture of their invention into the appropriate space on the page. Remind them to write their name and the date at the top of the page.

For the next lesson

- 1 Tell students to bring their completed pages to the next lesson because you are going to display them on the classroom walls.
- 2 Prepare a drawing, and a description of a robot. You are going to ask students to draw the robot while you read out the description to the class. Also prepare blank pieces of paper – one per student.

Note: This is for an optional activity.

Lesson 9

Project

Note: The project for Unit 4 is **designing a robot**. This will be done as a poster. The material in Lessons 9 and 10 leads up to this project. Students can also present their robots to other groups.

YOU WILL NEED:

- A DRAWING AND A DESCRIPTION OF A ROBOT YOU HAVE WRITTEN TO READ OUT TO THE CLASS
- BLANK PIECES OF PAPER – one for each student

Note: This is for an optional activity

In this lesson, students will:

- listen for specific information
- discuss jobs that robots can do
- discuss how robots can help them in their daily lives
- plan a design for a new robot (group project)

Note: Don't forget to take in students' completed 'Information Page about an Invention' pages for display on the classroom walls.

Before the lesson

Spend some time talking about robots to make sure students understand what they are. Students should already be familiar with them from Grade 4 and from Grade 5A, Classbook, page 5. Ask what they know about robots. Students may have seen films about robots. Explain that for this project, students are going to design their own robot.

Robot: A machine that is like a human and is programmed to perform mechanical tasks.

As a fun lead-in activity, do the following optional activity.

Optional Activity

Give each student a blank piece of paper. Draw a simple line drawing of a robot on a piece of paper, but don't show the class. Describe the picture to the class and tell them to draw the robot.

For example, say 'Draw a rectangle at the top of the page. This is the robot's head. In the rectangle draw a small square near the top right hand corner and a small square in the top left hand corner. At the bottom of the rectangle, draw a long thin line. (this is robot's nose!)' Continue in this way until the robot is completed.

Show students the picture of the robot and see which student's drawing most resembles it. Alternatively, give the picture to a student and tell them to describe the robot to the class.

Task 1

Step 1

Tell students to **Look at page 46 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Show students the two questions and check their understanding of the task. Students are going to hear two children talking about robots. As they listen, they should find the answers to the two questions.

Step 2

Play **Listening 4.8**. Do a whole class check and elicit the answers. The answers are given in **Bold** in the listening script below.

Listening Transcript 4.8

- Ali:** What do you think about robots, Sara? Do you like them?
- Sara:** Oh yes. They're really interesting and cool. In fact, I'd like to have one.
- Ali:** Me too. What do you want your robot to do?
- Sara:** Let's see.....**play games with me.** Oh yes, and **tidy my room.** What about you?
- Ali:** I'd like **a football robot.**
- Sara:** A football robot? What's that?
- Ali:** A robot that can kick a ball and score goals for my team. Lots and lots of goals!

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check students' understanding of the task. Show students the pictures and the phrases in the box. They have to read the phrases and match each phrase with one of the robots in the pictures. They should write the letter **T** for **Tidy** or the letter **K** for **Kicker** into the boxes next to each phrase.

Step 2

Give students time to do the activity, then do a whole class check and elicit the answers.

Robot A (Tidy) 1, 3, 6, 8

Robot B (Kicker) 2, 4, 5, 7

Step 3

Ask questions about the pictures, for example:

- **Which robot do you like best? Why?**
- **How are the robots the same?**
- **How are they different?**
- **Which robot is more useful?**
- **Which robot is more fun?**

Task 3

Step 1

Talk more about robots with students. Ask **What jobs do you think robots can do?** Elicit some ideas and write them on the board. Encourage students to think about how robots can be used in the future to help people in their daily lives.

Step 2

Organise students into groups. Tell them to **Look at page 47 of your Class Book** and to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to imagine they have a robot to help them at home and school, and decide on three different jobs they would like it to do, and make a list.

Step 3

Show students the example idea – **tidy my room.** Elicit one or two other examples of ideas – **take me to school, play computer games with me.**

Step 4

As groups are making their lists, circulate around the classroom, offering guidance and support. When they have finished, get them to compare their lists with another group's list, and select the three best ideas from both groups' lists. Elicit ideas from different groups and write them on the board. Get the whole class to discuss the ideas and if possible, decide on the three best ones.

Note: Activity 4 can be started in this lesson, and continued in Lesson 10, depending on how the time goes.

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric. Read the instruction text and establish the situation with them. They and their group are robot designers, and their project is to design a new robot. If you like, you can make the project into a competition. Each group (team) of designers is going to design a robot and you are going to choose the best one.

Step 2

Tell students that before they start designing their robot, they have to think about some questions to help them with their design. Ask different volunteers to read the four questions. Explain that these are very important things to think about.

Step 3

Tell students to start discussing their robot with their group. Circulate around the classroom, offering guidance and support.

For the next lesson

Prepare copies of the page with the heading 'Project: Design a Robot' - one for each group - 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.

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

kite, clock, aeroplane, television, paper, biro, globe, windmill, bike, telescope

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 'DESIGN A ROBOT' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each group

In this lesson, students will:

- design a robot in groups
- present their design to the class

Task 1

Step 1

If students have not finished **Activity 4** on page 47 of the Classbook (discussing the design for their robot in their groups), allow them to continue the discussions. Circulate around the classroom, offering guidance and support. Encourage students to use their imaginations and be as creative as possible.

Step 2

Tell students to **Look at Activity 5** and read the rubric. Distribute copies of the 'Design a Robot' 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 do the following things:

- draw their robot
- label it
- think of its name
- write a list of what it can do

Note: You may want to allocate students different tasks or roles in the group to ensure that they all participate.

Step 3

Show students the three boxes at the bottom of page 47 under the heading of **Some useful language**. Explain that they may find some of this useful when labeling their robot, or presenting their designs to the class.

Task 2

Tell groups to complete their robot designs. When they have finished, ask each group to present their robot to the class.

Note: If time is short, you can display the designs on the classroom walls and ask students to walk around and look at them.

Optional Activity

If there is extra time, divide students into pairs – Student **A** and Student **B**. Student **A** makes a simple line drawing of a robot but does not allow Student **B** to see it. Student **A** then describes it to Student **B** to draw. Student **B** then makes a drawing.

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 49 of the Classbook and the rest on page 59 at the back of the Skills Book.

The activities 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 **The Boy Who Caught the Wind**. Point to the picture at the top right of page 48 and ask **Where is this boy?** **What is the book about?** Establish that he is in a library and he is reading a book about windmills.

Tell students to **Look at the pictures on page 49** and ask **What is this?** Elicit or establish that it is a **windmill**. Ask students if they can remember when and where the windmill was invented. Refer them to the poster if necessary (It was invented by the Persians in about 700).

Background Information The Windmill

A windmill is a building or structure with rotating parts (sails) that turn around in the wind, and use the wind to make energy. In former times, the energy of the wind was converted into the energy needed for grinding grain or pumping water. Today, modern wind power machines are used to create electricity.

There is a project to build Oman's first wind farm in Dhofar, with up to 25 wind turbines.

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 **Where was William's village?**
- 2 **What did William find in the library?**
- 3 **Why did William want to build a windmill?**
- 4 **What did he build it with?**

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 Malawi, in Africa.
- 2 A book about windmills.
- 3 To make electricity. (To help his family and his village).
- 4 Wood, parts of old bicycles, plastic pipes and car batteries.

Task 2**Step 1**

Tell students to **Look at page 49 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to read each statement and choose the correct option to complete it.

Step 2

Tell students to read all three options before choosing one. Tell them to do the activity individually, then check their work with a partner.

Answers:

.....

1 c 2 b 3 c 4 b 5 a 6 a

Task 3**Step 1**

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they should read the text again and answer the questions.

Step 2

Go over the answers and write them on the board.

- 1 There was no rain for months and months.
- 2 His family could not afford the \$80 fees.
- 3 From pictures in the book he found in the library.
- 4 A top school in South Africa.
- 5 A journalist.

Homework

You can ask students to complete some or all of the activities on the **The Boy Who Caught the Wind Activity Page** on page 59 of the Skills Book.

Answers

.....

- 1 The correct sentence order is:
3, 5, 2, 6, 4, 1
- 2 1 Wrong (X) 2 Wrong (X) 3 Wrong (X)
4 Right (✓) 5 I don't know
- 3 1 LIBRARY 2 BUILD
3 JUNKYARDS 4 JOURNALIST

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.

kite, clock, aeroplane, television, paper, biro, globe, windmill, bike, telescope

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

In this lesson, students will:

- listen to numbers ending in '-ty' and '-teen' and differentiate between them
- listen to dates and differentiate between them
- do a dictation and/or spelling test
- review the unit

Task 1

Step 1

Tell students that they are going to do some practice with listening to and saying numbers, in particular differentiating between numbers ending in '-ty' and '-teen.' Tell them to **Look at page 40 of your Skills Book** and to **Look at Activity 1** and read the rubric. Check their understanding of the task.

Step 2

Tell students to look at the pairs of numbers and read them silently. Read the first pair of numbers, **thirteen** and **thirty**, aloud to the class. Pronounce the endings clearly and ask students if they can hear the difference. Point to the circles above the numbers. Explain that **There is a circle for each syllable in the word. The bigger circle indicates that syllable is stressed.** Check students understanding by asking **Why does 'seventeen' have three circles?** Elicit/ establish that it is because the word **seventeen has three syllables.** Then ask **Which syllable is stressed?** Elicit **The third syllable -teen, because it has the larger circle.**

Step 3

Play **Listening 4.9**. Tell students to repeat each number after they hear it on the CD.

Listening Transcript 4.9

thirteen	//	thirty	//
fourteen	//	forty	//
fifteen	//	fifty	//
sixteen	//	sixty	//
seventeen	//	seventy	//
eighteen	//	eighty	//
nineteen	//	ninety	//

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text and check students' understanding of the task. Show them the example. Students are going to hear the numbers on the CD and write the letter of each number into the appropriate box.

Play **Listening 4.10**, then do a whole class check and elicit the answers.

Listening Transcript 4.10

a 60	f 19
b 14	g 90
c 80	h 16
d 18	i 15
e 40	j 50

Step 2

For further practice, read out a random selection of numbers yourself and ask students to write them down. Ask volunteers to come and write them on the board. You can also divide students into pairs and get them to read out numbers for their partner to write down.

Task 3

Step 1

Tell students to **Look at Activity 3** and read the rubric. Explain that this activity is going to be about dates. Write the date **1756** on the board and read it out. Explain that in English, we usually say the first two numbers in a date as a 'teen' number. Underline the **17** of **1756** and say **seventeen**. Then say the rest of the number – **fifty six**. Write a few more examples of 'teen' numbers on the board and ask volunteers to read them, for example, **1932**, **1499**, **1876**.

Step 2

Write the date **2017** on the board. Explain that in English, for the years after 2000, you can say the number in two ways. Some people divide up the date into two numbers and say **twenty seventeen**. Others say the year in full – **two thousand and seventeen**. Write the date **2017** on the board, and ask volunteers to say it in the two different ways. Write a few more numbers beginning with **20** on the board and ask volunteers to read them.

Step 3

Read the instruction text beside the rubric and check students' understanding of the task. Tell them to read through silently the dates under the two examples. Explain they are going to hear the numbers on the CD and they have to order them in the order they hear them. Show them the example **1680** with the number **1** in the box next to it. Make sure they understand they have to write **2** in the box beside the second number they hear, **3** in the box beside the third number etc.

Play **Listening 4.11** then do a whole class check and elicit the answers.

Listening Transcript 4.11

1680
1830
1492
2011
1903
2018
1555
1990

Answers

.....
1903 1492
1990 1680 (example)
1830 2018
2011 1555

Task 4

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 they understand that they should rewrite the active sentences as passive sentences and the passive sentences as active sentences.

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 The car was invented by Karl Benz in 1885 (example).
2 Al Idrisi made the first globe.
3 The biro was invented by Lazlo Biro.
4 The first computer was invented by Charles Babbage in 1830.
5 Thomas Edison invented the light bulb in the USA
6 Paper was invented by Cai Lun in China
7 The Persians invented windmills in about 700BC.
8 The first clock was invented in about 3500BC.

Step 4

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

Step 5

Give students a time limit to complete the puzzle. Tell them to change their books with a partner. 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

.....

Across

- 1 telescope (example)
- 2 globe
- 3 windmill
- 4 pen
- 5 light bulb
- 6 kite
- 7 paper
- 8 car

Down

computer

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.

kite, clock, aeroplane, television, paper, biro, globe, windmill, bike, telescope

Important Note: Several of the words in this spelling test can be found on page 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.

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 4** and read the rubric. Show them the five faces and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement for Unit 4 and ask **How well can you understand and talk about inventors and inventions?**

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:

- use vocabulary related to computers
- read and understand texts about technology
- use the future tense with 'will' and 'won't'
- talk about inventions of the future
- listen for general and specific information in quizzes, descriptions and an interview
- give a mini-presentation about their life in 20 years' time
- use contracted forms of verbs
- write about a dream house of the future
- design a phone
- spell different hard 'c' sounds and differentiate between different pronunciations of the 'ch' sound
- read and understand a narrative text adapted from a famous novel
- do self-evaluation

Main language

- What do you think about [desktop computers]?
- Do you think [cars will have wings]?
- Yes, I think they [will].
- No, I don't think so.
- In the future, people will [travel to other planets].
- Perhaps we'll [live on the moon].
- Children will not [go to school].
- We won't [live in cities like today].
- I will [live in a big house].
- I'll [have robots to help me].
- Contracted forms of verbs (I've, he's, she's, they've, hasn't, haven't)

Vocabulary

- Computers: desktop, keyboard, laptop, microchip, modem, monitor, mouse, network, pointer, printer, tablet, tower
- Space: astronaut, planet, satellite, spaceship, star

- Phones: app, calculator, calendar, camera, case, charger, e-mail, headphone, Internet, keypad, maps, microphone, mobile, on-off button, screen, smartphone, socket, touchscreen
- Grammar: apostrophe, contraction
- General: connect, laboratory, lever, process, robot, tower, treatment, wire

Skills and strategies

- Use pictures and sub-headings to find specific information in a reading text
- Interact with a partner, group or team through activities and quizzes
- Listen for gist and specific information
- Do research into topics such as space technology
- Identify and correct errors in a piece of writing
- Write about a dream house of the future
- 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, rewrite sentences correctly
- Listen and order, listen and find, listen and match
- Ask and answer
- Discuss issues related to aspects of life in the future
- Do a quiz about space travel
- Give a mini-presentation
- Do a project (design a phone) and present it to the class
- Do a spelling test
- Do self-evaluation

Lesson 1

Reading and Understanding

YOU WILL NEED:

- IF YOU HAVE ACCESS TO A LAPTOP COMPUTER OR A TABLET, YOU MAY FIND IT USEFUL TO BRING IT TO CLASS TO SHOW STUDENTS

In this lesson, students will:

- learn about different types of computers
- learn vocabulary associated with a desktop computer
- do a short quiz
- ask and answer questions about computer games

Target language

- Vocabulary associated with desktop computers: monitor, CPU, printer, keyboard, mouse, modem.
- What do you think about [desktop computers]?
- I think . . .

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 11th of February.** Get students to repeat it after you and write it on the board, for example, **Sunday, 11th of February 2018.**

Note: The topic of this unit is Technology. It covers different kinds of technology, including computer technology, space technology, mobile phones and smartphones, technology related to houses of the future and other aspects of the future such as flying cars, robots and food printers. It is hoped the unit will motivate students to want to research some aspects of technology further. Students with access to the Internet can find a wealth of information by checking websites or simply by Googling a topic.

Task 1

Step 1

Talk about technology with students and make sure they understand the meaning.

Technology: new machines, equipment and ways of doing things that are based on modern knowledge about science and computers.

Ask what technology students have in their homes (TV, washing machine, microwave oven) and what they use in their daily lives (computer, smartphone). List the different items on the board.

Step 2

Tell students to **Look at page 50 of your Classbook** and to **Look at Activity 1** and read the rubric. Show them the picture of the desktop computer with the labelled components. Ask a volunteer to read the title.

Note: This section of the unit focuses on computers. Because computers are such an important part of modern life, spend time discussing them with students. Make sure they understand the vocabulary associated with computers. If you have brought a laptop computer or a tablet to class, show it to students so they can compare it with the desktop computer on page 50 of the Classbook.

In English, we use monitor or screen to refer to a computer's visual display. However, the word monitor generally refers to the screen and the casing around it, whereas screen generally refers to just the visual display.

Step 3

Establish what a **desktop computer** is. If you want, you can also teach **laptop computer** and **tablet** and establish the differences between these three types of computer.

Desktop computer: a computer for use on a desk, usually in an office or at home. You cannot carry it around. It consists of a CPU tower, monitor, keyboard and mouse.

Laptop computer: a small computer that you can carry around. It is battery powered and small enough to rest on your lap. It has a screen that closes over the keyboard like a lid. Usually called a laptop for short.

Tablet computer: a small thin portable computer which is battery powered. It has a touch screen but no physical keyboard or lid. Usually called a **tablet** for short.

Ask students if they have seen people using these different types of computers, or have ever used one themselves.

Step 4

Ask different volunteers to read aloud the names of the components of the desktop computer in **Activity 1**. Check students' understanding of each component.

Some vocabulary is quite technical and will therefore be challenging, for example, **transfer, screen, processes, network signal**. Write these words on the board and explain or establish the meanings, using L1 if necessary. Tell students to copy the words and phrases into their exercise books, together with the meanings.

Task 2

Step 1

Ask a few questions about the desktop computer as a comprehension check, for example:

- Which part contains the brains of the computer?
- What does the printer do?
- Which part do you use for typing?
- Which part has a screen?

Step 2

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Check that students understand they have to refer to the diagram of the desktop computer in **Activity 1** in order to find the answers.

Note: You can either do this activity as an oral exercise, or get students to write the number of each part next to the questions.

Answers

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

Task 3

Step 1

Tell students to **Look at page 51** and to **Look at Activity 3** and read the rubric. Show them the picture of the mouse and ask **What animal is this?** Elicit or establish that it is **a mouse**. Ask what is the connection between the picture and a computer, and establish that a computer has a mouse as well.

Step 2

Divide students into pairs. Ask a volunteer to read the instruction text and check students' understanding of the task. With their partner, they are going to do a quiz about the computer mouse, then listen to the answers on the CD.

Note: Students will probably not know the answers. Tell them this does not matter. They should discuss all the possible answers with their partner, and make a guess. Tell them to make a note of each answer in their exercise books.

Step 3

After students have had time to consider their answers, play **Listening 5.1** and tell students to listen and check to see if they were right. The answers are given in **Bold** in **Listening Transcript 5.1**.

Listening Transcript 5.1

Voice:

Welcome to the Mouse Quiz. Here are three questions about the computer mouse. Can you guess the answers?

Question One – Why is a computer mouse called a mouse? Well, it's not because it's the same size as a mouse, or it can run fast, or because cats enjoy chasing it. The answer is **c**. The first computer mouse had a wire which looked like a real mouse's tail.

Question Two – What was the first computer mouse made of? Plastic, wood, metal or glass? Many people think it was made of metal. But that's wrong. It was made of wood. So **b** is the correct answer.

Question Three – What year was the first computer mouse invented? 1963, 1984, 1990 or 1999? The correct answer is **a**. It was invented in 1963.

Background Information

The Computer Mouse

The computer mouse was first invented in 1963 by an American engineer called Douglas Engelbart. However, it was not widely used until 1984 when it was included as a standard part of the Apple Macintosh. After that, all major computer brands adopted the mouse.

It is designed to control the movement of the pointer on the computer screen. Today many computer mice use wireless technology so don't have the 'tail' which gave them their name.

According to the Oxford Dictionary, the plural of 'mouse' when used in the context of 'computer mouse' can be 'mice' or 'mouses.'

Source: www.iceni.com/blog

Note: Students have previously discussed computer games in Grade 4B, Unit 1. Some of the opinions expressed were:

- Computer games are fun and exciting.
- They're unhealthy because they stop children doing exercise.
- They teach important skills. They make children read English, plan actions and work out problems.
- They're boring because they repeat the same games.
- They're useful because they stop children getting bored.
- They're dangerous because they can make children do bad things. They are often about guns and driving fast.

Task 4

Note: In this activity students can recycle preference verbs, such as like, don't like, enjoy, love and hate from Unit 1.

Step 1

Tell students to **Look at Activity 4** and read the rubric. Show them the pictures of the two girls. Ask **What are they talking about?** and elicit **computer games**.

Ask students if they, or anyone they know, plays computer games. If the answer is yes, ask if they enjoy them.

Step 2

Draw two columns on the board and write **Positive** at the top of one and **Negative** at the top of the other. Ask a few confident students **What do you think about computer games?** Elicit a few key adjectives and write them into the appropriate column, for example, **fun, exciting, interesting, useful, unhealthy, dangerous, boring**.

Step 3

Divide students into pairs – Student **A** and Student **B**. Tell them to ask and answer questions, based on the model discussion. Encourage them to use the phrases **What do you think about...** and **I think...**

Get a few pairs of students to perform their dialogues in front of the class.

Lesson 2

Reading and Understanding

In this lesson, students will:

- read about the history of computers
- use pictures and sub-headings to find specific information in a reading text
- do activities related to a reading text
- match pictures and vocabulary

Target language

- Vocabulary associated with computers: laptop, desktop computer, keyboard, mouse, printer, email, computer game, smartphone, calculator, microchip.

Task 1

Step 1

Tell students to **Look at page 42 of your Skills Book** and to **Look at Activity 1** and read the rubric. Show them the title of the text, and the picture. Ask **What is this?** and elicit or establish that it is an early (old) computer. Ask **How is this computer different from today?** Explain that early computers were very large, and could be the size of a room.

Step 2

Ask a volunteer to read the instruction text and the two questions underneath. Make sure that students understand the questions. Explain that in this context, **early computers** means **old computers**. Tell students they should look for the answers to the questions in the reading text.

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

Step 3

Explain to students that, when looking for specific information in a reading text, they can use the title, pictures and sub-headings to help them. In this text, there are five sub-headings.

Tell students to read Question 1 again – **What are computers used for?** Ask which section they think

the answer will be in, and establish it is in the section with the sub-heading **What computers can do**.

Repeat with Question 2 – **What are the differences between early and modern computers?** Elicit that students can find this information in the section with the sub-heading **early computers**.

Step 4

Before students read the text, pre-teach any vocabulary items they are likely to find challenging, for example, **computer science**, **microchip**. Discuss **the Internet** and **the World Wide Web** and explain the difference between them.

Internet: a massive network of networks. It connects millions of computers together, forming a network in which any computer can communicate with another computer as long as they are both connected to it.

World Wide Web: an information system on the Internet which allows documents to be connected to other documents by hypertext links, so the user can search for information by moving from one document to another.

Step 5

Tell students to read the text silently. When they have finished, refer back to the two focus questions at the beginning and elicit the answers orally.

Answers

-
- 1 Computers are used for storing information, doing maths, playing films and music, sending e-mails and playing games.
 - 2 Early computers were very large and expensive. They needed a lot of electricity.

Note: You can also tell students that early computers did not have a mouse, only a keyboard. Also if you made a mistake, you could not delete it.

Task 2

Step 1

Tell students to **Look at page 43 of your Skills Book** and to **Look at Activity 2** and read the rubric. Ask a volunteer to read the instruction text. Make sure students understand they should circle the letter of each correct item. Demonstrate this on the board.

Step 2

Give students time to do the activity, then do a whole class check and elicit the answers.

Answers

.....

1 b 2 c 3 b 4 b 5 a 6 c

Task 3

Step 1

Tell students to **Look at Activity 3** and check their understanding of the task. They have to match the first half of each broken sentence with the correct second half.

Step 2

Give students time to do the activity, then do a whole class check and elicit the answers.

Answers

.....

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

Task 4

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 4** and read the rubric. Ask a volunteer to read the instruction text. Check that students understand there is one extra word in the box which has no matching picture.

Step 2

Tell students to do the activity individually, then check their work with a partner. Do a whole class check and elicit the answers.

A printer **B** mouse **C** smartphone
D calculator **E** keyboard **F** laptop
G desktop computer **H** computer game

Extra word = e-mail

Lesson 3

Grammar

In this lesson, students will:

- understand and use the future tense with 'will' and 'won't'
- discuss what life after 100 years will be like
- do activities related to 'will' and 'won't'
- ask and answer questions with a partner

Target language

- In the future, people will [travel to other planets].
- Perhaps we'll [live on the moon].
- Children will not [go to school].
- We won't [live in cities like today].

Task 1

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 – **The Future with 'will'**.

Note: The future with 'will' is explored later in the *English for Me* course in Grade 7B, Unit 5. However, as it has a consistent structure and the main verb never changes its form, it is a good opportunity to introduce students to it now, particularly within the context of a unit about technology. It is not a complicated aspect of English grammar to learn.

Step 2

Explain to students that they are going to learn how to express the future. Go over the grammar in the box and make sure they understand it. Explain that this is only one way of expressing the future. Spend time practicing the use of **will** and **won't** and their contractions.

Ask questions such as **What will you do this weekend?** Elicit answers from a few confident students and write them on the board. Divide students into pairs and get them to ask and answer questions about their own lives with their partner, for example:

- **What will you do this weekend?**
- **What will you do this evening?**
- **What will you do tomorrow?**

Step 3

Direct students to the icon of the boy and the speech bubble in the top right of the Grammar Box. Make sure they understand about contractions of future forms (**will** = 'll and **will not** = won't). Give them some examples.

Note: If your students are not able to cope with questions with **will** at the stage, do not explain them in this lesson. Instead, refer back to this section later in the unit when students practise forming questions.

If your students are able to cope with questions with **will** at the stage, direct them to the box at the bottom of the Grammar Box, which contains examples of how the future with **will** is used with **Wh-** question words. Write some examples of questions on the board, beginning with different question words (**Where? When? Why? How? Which? What? Who?**) and elicit more examples from volunteers.

Here are a few examples:

- **Where will you go this summer?**
- **When will they arrive?**
- **Why won't Ali be at school tomorrow?**
- **How will you travel to Salalah?**
- **Which dress will you wear?**
- **What will you buy tomorrow?**
- **Who will be at the party?**

Task 2

Step 1

Ask students to think about what life will be like in the future. Here are some questions for them to consider:

- **What kind of house will you live in?**
- **How will you travel around?**
- **Will there be lots of robots?
What will they do?**

Elicit a few ideas from volunteers and write them on the board

Step 2

Tell students to **Look at page 52 of your Classbook** and to **Look at Activity 1** and read the rubric and instruction text. Ask a volunteer to read the title – **What will life be like in 100 years?**

Step 3

Ask different volunteers to read the ideas in the speech bubbles. Go over the ideas with students and make sure they understand them. Explain they are going to discuss these ideas with their group, and decide whether they agree with them or not.

Step 4

Show students the **Useful Language Box** under the speech bubbles, and the examples of agreeing and disagreeing. Encourage them to use these phrases in their discussions. While they are discussing the ideas, circulate around the classroom, offering guidance and support.

Note: If students don't have time to discuss all the ideas, that's fine.

When students have had enough time for discussion, open it out into a whole class discussion.

Task 3

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Show them the examples. Make sure they understand they should list the future tense verbs from **Activity 1** in the correct column.

Step 2

While students are doing this, draw two columns on the board. Write **Will** at the top of one and **Won't** at the top of the other. Do a whole class check and elicit the answers. As students say each verb, write it into the one of the columns on the board.

Answers

Will

will be (example)

will talk

will do

will have

Won't

won't work (example)

won't use

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. Check students' understanding of the task. They have to read the text, find all the verbs in the future tense and list them in the appropriate column in the table from **Activity 2**.

Step 2

Before students start reading, ask if they can guess the meaning of **online**. Elicit or teach the meaning.

Tell students to read the text silently. Give them time to list the verbs in the columns, then do a whole class check and elicit the answers. Add the verbs to the columns you have already drawn on the board.

Answers

Will

will be

will live

will be

will live

will travel

will have

will have

will learn

will talk

Won't

won't be

won't work

won't go

won't have

won't use

won't visit

Step 3

Tell students to **Look at Activity 4** and read the rubric and instruction text. Ask students to read the sentences and circle the correct words.

Answers

a won't

b Some

c online

d home

e online

Task 5

Tell students to **Look at Activity 5** and read the rubric and instruction text. Show them the pictures of Student **A** and Student **B**. Choose a pair of confident students and ask them to read the dialogue aloud to the class. Divide students into pairs and tell them to practise the dialogue, then ask and answer questions about other information in the text in **Activity 3**.

Note: For this activity, students should restrict the dialogue to the information in the text in Activity 3 about **Life in 100 years**. Students will have a chance in the next lesson to express their own opinions about life in the future.

Homework

Tell students to write down some sentences in their exercise books about what life in Oman will be like in the future. They can begin their sentences with

- I think there will (won't) be . . .
- I think people will (won't) have . . .

They should bring their sentences to the next lesson.

Lesson 4

Grammar

STUDENTS WILL NEED:

- THE SENTENCES THEY WROTE FOR HOMEWORK ABOUT WHAT LIFE IN OMAN WILL BE LIKE IN THE FUTURE

In this lesson, students will:

- practise the use of the future with 'will' and 'won't'
- talk about flying cars
- do a gapfill activity
- write questions about a topic to ask a partner

Target language

- Do you think [cars will have wings]?
- Yes, I think they [will].
- No, I don't think so.

Task 1

Step 1

Tell students to **Look at page 44 of your Skills Book** and to **Look at Activity 1** and show them the **Let's Look at Grammar** box. Quickly revise the structure and use of the future tense with **will**, which was covered in the previous lesson. Show students the icon and speech bubble at the top right of the box, and go over the contracted forms of **will** and **will not**.

Step 2

Ask students to get out the sentences they wrote for homework about what life in Oman will be like in the future. Ask a few volunteers to read out their sentences, and write them on the board.

Step 3

Tell students to **Look at Activity 1** and read the rubric and instruction text. Explain that this activity focuses on the contracted (short) forms of **will** and **will not**. Check students' understanding of the task. They should underline only the contractions, not the full forms of future tense verbs.

Step 4

Pre-teach any challenging vocabulary, such as **experts** and **predict**. Give students time to do the activity, then do a whole class check and elicit the answers. Ask students what the full forms of these future verbs are. Write the contractions and the full forms on the board.

Answers

.....

So there **won't be** enough room for people to live in the world. (**will not be**)

We **won't live** in cities like today. (**will not live**)

We'll build the cities of the future under the sea or underground. (**We will build**)

Perhaps **we'll live** on the Moon or on Mars! (**we will live**)

Task 2

Step 1

Tell students to **Look at page 45 of your Skills Book** and to **Look at Activity 2**. Show them the picture and ask **What's this?** Establish that it is a **flying car**. Ask if students think that there will be flying cars in the future.

Step 2

Tell students to read the rubric and the instruction text. Ask a volunteer to read the two questions and ask students to discuss them, either in groups, or as a whole class discussion. Ask them to give their reasons as to why they would or wouldn't like to buy a flying car.

Step 3

Tell students to complete the gapfill activity. Remind them that before completing the gaps, they should read the whole text silently in order to get a sense of the meaning. Make sure they understand there is one extra word in the box that will not fit into a gap.

Step 4

Do a whole class check and elicit the answers.

- | | |
|-----------------|-----------|
| 1 car (example) | 2 travel |
| 3 interested | 4 cost |
| 5 faster | 6 traffic |

Extra word = sky

Task 3

Step 1

Tell students to **Look at Activity 3** and read the rubric. Read the first part of the instruction text, and check students' understanding of the task. Explain that, with a partner, they should choose one of the six topics in the box. Through discussion with their partner, they should decide on three questions they would like to know about its future. They can use the material in their Classbook and Skills Book to help them.

Refer to the **Let's Look at Grammar** box on page 44 of the Skills Book. Remind students how to form questions with **will**. Alternatively, if you did not explain how to form questions with **will** in Lesson 3, go over it now.

Step 2

Show students the example about cars – **Will cars have wings?** Give or elicit a few more examples about the other topics. For example, for the topic of **school**, a question could be **Will schools have teachers?** For the topic of space, a question could be **Will we travel to Mars?** For the topic of **robots**, a question will be **Will robots talk to us?**

Note: The questions that students make up should all use the future tense with **will**.

Step 3

Tell students to discuss their questions with their partner, and write them onto the lines in their Skills Books. Circulate around the classroom, offering guidance and support.

Task 4

Step 1

When students have completed their questions, ask a volunteer to read the second part of the instruction text. Show students the speech bubbles with the questions. Explain that each pair of students is going to find another pair and ask the questions they wrote for **Activity 3**. Encourage students to use the phrases in the model dialogue:

- **Yes, I think they will.**
- **No, I don't think so.**

Step 2

When students have finished asking one pair their questions, they can move on to another pair who selected a different topic.

Homework

Write the following ten words on the board. Tell students to copy them into their exercise books and learn the spellings at home.

computer, smartphone, desktop, keyboard, mouse, space, technology, astronaut, exciting, dangerous

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 5

Listening and Speaking

In this lesson, students will:

- read about the International Space Station
- listen for gist and specific information
- listen and order information
- decide if statements are True or False

Target language

- Space: International Space Station, astronaut, satellite.
- Wh- questions, e.g. Where do you sleep? How do you brush your teeth?

Note: The topic of the Listening and Speaking section of this unit is **space technology**. If your students have access to the Internet, you can encourage them to find out more about space technology and the life of astronauts on the International Space Station by researching various websites and videos online. Here are some websites you can refer them to:

www.esa.int/esaKIDSSen This European Space Agency website is especially designed for children about topics related to life in space.

www.planetsforkids.org Another website with information for children about space travel.

www.bbc.co.uk/newsround/34733321 This website gives information for children about how to become an astronaut and the qualities and skills astronauts need.

www.nasa.gov/kidsclub The purpose of this NASA (National Aeronautics and Space Administration) website is for children to have fun and play games related to space as well as finding out information about the International Space Station missions, past and present.

<https://gstc.space/> The Global Space and Technology Company is an Omani company set up by Bahiya Al Shuaibi to contribute to the space industry and technology in the Sultanate of Oman. (This website is not designed for children, but it has been

included because it is an Omani space and technology project).

Apart from websites, there are many interesting, informative and entertaining videos on YouTube made by astronauts talking about life on the International Space Station. These cover topics such as how astronauts sleep, what they eat, how they wash, what they do to relax and how they go to the bathroom. The Canadian astronaut Chris Hadfield has made many such videos. If students google his name, they will find his video clips easily. Alternatively, they can google questions such as 'How do astronauts brush their teeth?'

Task 1

Step 1

Ask students some questions to get them thinking about space technology, for example:

- **Why do people want to explore space?**
- **Would you like to travel in space?**

Make sure that students understand the meaning of **astronaut**.

Astronaut: A person trained to travel in space.

Step 2

Tell students to **Look at page 54 of your Classbook**. Show them the picture of the International Space Station and ask **What's this?** Point to the title of the text and elicit or establish it is the **International Space Station**. Tell students they are going to read a text about the ISS.

Step 3

Tell students to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text, and the two questions underneath. Tell students they should look for the answers to these questions while reading the text.

Note: These two questions are focus questions. They give students a purpose for reading the text.

Pre-teach any challenging vocabulary, for example, **satellite**, **experiment**. Briefly explain, using L1, what the European Space Agency is.

Background Information

The European Space Agency

The European Space Agency is an organisation established in 1975 with the aim of exploring space. It consists of 22 member countries and its headquarters are in Paris, in France. Its spaceflight programme includes both human spaceflight and unmanned missions. It participates in the International Space Station spaceflight programmes.

Source: https://en.wikipedia.org/wiki/European_Space_Agency

Step 4

Tell students to read the text silently. When they have finished, elicit the answers to the focus questions.

Answers

- 1 A huge satellite made by human beings.
- 2 Astronauts.

Ask more questions about the ISS as a further comprehension check, for examples:

- Where does it travel?
- How fast does it travel?
- How high is it?
- Can we see it from Earth?
- What do the astronauts do on the ISS?

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric. Show them the picture of the astronaut and ask **Who is this?** Establish that he is **an astronaut**. Introduce him as **Mike Nelson**.

Step 2

Explain to students that Mike lives and works on the International Space Station and they will be hearing an interview with him later. However, first they are going to make up some questions to ask him.

Step 3

Ask a volunteer to read the instruction text and check students' understanding of the task. Explain they are going to work with a partner, and decide on three questions they would like to ask Mike about life as an astronaut on the ISS. They should write these questions into their exercise books.

Step 4

Show students the example questions, then give them time to discuss their questions with their partner. To help them, ask them to think about their own daily lives and how living in space would affect daily activities. For one thing, there is no gravity in space, so everything has to be tied down. Circulate around the classroom, offering guidance and support. Students should form the questions as if they are talking to the astronaut directly. When they have finished, elicit some questions and write the best ones on the board.

Task 3

Step 1

Tell students to **Look at page 55 of your Classbook** and to **Look at Activity 3**. Explain that students are going to hear a radio interview with Mike about his life on the International Space Station.

Step 2

Tell students to read the rubric and ask a volunteer to read the instruction text. Check students' understanding of the task. They should order the pictures as they hear them mentioned in the interview.

Give students time to look at the pictures and ask questions, for example, **What is Mike doing in Picture C? (doing a spacewalk)**.

Note: If students find the interview challenging, help them by playing it in sections. Pause the CD in appropriate places, to give them time to find the right picture and write its letter beside the number in their exercise books.

Step 3

Play **Listening 5.2**. Repeat as necessary.

Listening Transcript 5.2

Int = Interviewer

Int: Good morning, Mike! How are things up on the International Space Station?

Mike: Great, thanks. I'm just looking at Earth from my window. It's beautiful.

Int: Wow! Now I've got some questions to ask you about life up there.

Mike: Go ahead. I'm ready.

Int: Well, my first question is....where do you sleep?

Mike: I sleep in a small cabin, so that I don't float away.

Int: What do you eat?

Mike: We don't have a fridge to keep things fresh, so we eat a lot of dry food.

Int: Do you ever go outside the space station?

Mike: Yes, sometimes things get broken so we have to repair them. That's very dangerous. We put on our space suits and go outside and do a spacewalk.

Int: Wow. What do you usually do all day?

Mike: We have to exercise a lot to keep strong and healthy. So I spend two hours a day on a running machine. I have to tie myself on, so I don't float away.

Int: Do you have time for relaxing?

Mike: Oh yes. We have time to read, listen to music and watch movies.

Step 4

Do a whole class check and elicit the answers.

Answers

.....

The order of the pictures is:

- 1 d (cabin for sleeping)
- 2 a (space food)
- 3 c (doing a space walk)
- 4 b (exercising)
- 5 e (relaxing)

Step 5

Direct students to the second part of the instruction text under the pictures. Ask them if the interview answered any of the questions they wrote in **Activity 2**.

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Explain that students are going to hear the next part of the interview with Mike Nelson. They have to decide if the five statements are **True** or **False**. Make sure they understand they should write **T** or **F** into the circles next to each statement.

Step 2

Give students time to read the statements, then play **Listening 5.3**. Repeat as necessary. Then do a whole class check and elicit the answers.

Listening Transcript 5.3

Int = Interviewer

Int: Is there anything you don't like about being in space, Mike?

Mike: I miss my family a lot. But I can send them e-mails and even call them from space. That's very exciting! And they send me my favourite food.

Int: What's that?

Mike: Peanut butter. All the astronauts love it!

Int: How long do the astronauts stay on the space station?

Mike: Usually four or six months. But never more than six months.

Int: How many astronauts are there on the space station now?

Mike: There are six of us. Four men and two women.

Int: One last question....do astronauts wear space suits inside the space station?

Mike: No, only when we go outside to do a space walk.

Int: Interesting! Thank you very much, Mike, and good luck!

Mike: Thank you!

Answers

.....

1 F 2 T 3 F 4 F 5 T

Lesson 6

Listening and Speaking

In this lesson, students will:

- talk about space travel
- do a quiz
- listen for specific information
- give a mini-presentation about their life in 20 years' time

Target language

- I will [live in a big house].
- I'll [have robots to help me].

Task 1

Step 1

Tell students to **Look at Activity 1 on page 46 of your Skills Book** and read the rubric. Show them the quiz. Students have encountered quizzes in Grade 5A and previous units of Grade 5B, so they should be familiar with the concept.

Step 2

Read the instruction text and check students' understanding of the task. Tell them to discuss each question with their group, decide on an answer and circle it. Tell them to use pencil in case they need to change their answers when they hear the correct answers on the CD.

Step 3

Give students time to discuss the questions and decide on their answers. Explain that they are going to hear an excerpt from a quiz show, where the host asks a contestant the questions. Play **Listening 5.4**. Tell students to listen and check their answers. The answers are shown in **bold** in the listening script.

Listening Transcript 5.4

Space Quiz

Cont = Contestant

- Host:** Let's begin the quiz. Question number one – What was the first animal in space – a rabbit, a monkey or a dog?
- Cont:** **A monkey.**
- Host:** That's right. Question number two – Who was the first man in space – Yuri Gagarin, Neil Armstrong or Buzz Aldrin?
- Cont:** Er.....Neil Armstrong?
- Host:** No, sorry, it was **Yuri Gagarin.** Question number three – What nationality was he – American, Russian or Chinese?
- Cont:** American.
- Host:** No, he was **Russian.** Moving on to Question number four – When did a man first land on the moon – was it 1969, 1979 or 1989?
- Cont:** Oh, I know. It was **21st July 1969.**
- Host:** That's right. Question number five. How many people have walked on the moon – six, twelve or twenty?
- Cont:** Hmm. I think it's **twelve.**
- Host:** Right again. Question number six. How many kilometres is the moon from Earth? Is it 256,000, 384,000 or 1,000,000?
- Cont:** No idea.
- Host:** Well, make a guess.
- Cont:** OK.....one million.
- Host:** No, sorry, it's **384,000.** Last question, question number seven....what colour is the sky on the moon – blue, black or white?
- Cont:** **Black?**
- Host:** Yes, that's right. Well done!

Step 4

When students have completed the quiz, tell them to add up their scores. Go round the groups, eliciting the scores. Write the scores on the board to find which group has won.

Background Information

Animals in Space

In 1947, the US sent a rocket into space with a collection of fruit flies on board. But the first four-legged animal in space was a monkey called Albert who was launched into space on 11 June 1948. The first animal actually to go into orbit round the world was a dog called Laika, who was sent into orbit by the Russians on board the Russian Sputnik 2 spacecraft on 3 November 1957. After this, the Russians sent 10 more dogs into space before deciding it was safe to send a man, Yuri Gagarin. Several other types of animals have been sent into space, including cats, a tortoise and a couple of spiders, who successfully spun webs in space.

Source: www.planetsforkids.org

Task 2

Step 1

Tell students to **Look at page 46 of your Skills Book** and to **Look at Activity 2** and read the rubric and instruction text. Show them the three questions and check their understanding of the task. Explain that they are going to discuss these questions with their group.

Step 2

Show students the **Useful language** box and go over the language items with them. While they are discussing the questions, circulate around the classroom, offering guidance and support.

Step 3

Ask a spokesperson from each group to give feedback to the class about their group's discussion. Do a survey and find out how many students in the class would like to be Oman's first astronaut!

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 instruction text. Explain

that students should think about what life will be like in the future and brainstorm their ideas on the mind map.

Do one example together, e.g. **clothes**. Ask students **What do you think clothes will be like in the future?**

Elicit ideas from students, for example:

In the future, clothes will:

- **be able to keep us cool or warm**
- **include technology like mobile phones or cameras**
- **clean themselves**
- **have a futuristic style**

Ask students to continue the activity in pairs. Remind them to refer to the unit if they need more ideas. Circulate around the classroom offering guidance and support.

Step 2

Copy the mind map onto the board. Elicit ideas from the students and add them to the mind map on the board.

Step 3

Ask students to **Look at Activity 4** and read the rubric. Check students understand that they should ask and answer questions about life in the future, using their ideas from **Activity 3**.

Choose a pair of students to read the example dialogue in **Activity 4**. Write the question **What will _____ be like in the future?** on the board. Explain that students should ask the question about each topic from **Activity 3**.

Do one example together and then organise students into new sets of pairs or groups and ask them to share their ideas about the future. Circulate around the classroom offering guidance and support.

Step 4

Ask volunteers to select a topic and share their ideas. Ask the rest of the class if they agree or disagree with their ideas about the future, or if they have any different ideas. Continue until all the topics have been discussed. Write any useful vocabulary on the board.

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. 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 2

Explain to students they are going to give a mini-presentation about what their life will be like in the future. Read through the listed ideas with them and discuss them.

These ideas are intended only as a guide. Students do not have to talk about all of them in their presentation. They should just focus on one or two aspects of their future lives and say a couple of sentences about them, using the future tense with will or 'll.

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).
In the future, I'll live in a house that is underground. I'll travel to work every day in a flying car. Maybe I'll have holidays in space.
Thank you (for listening).

Note: The topic of the mini-presentation is not directly related to space travel. This is because it is easier for students to do a presentation more directly related to their own lives. However, if teachers or students want to do a mini-presentation about space travel, that's fine (see the optional activity below for ideas).

Optional Activity

Note: The topic of space travel provides a wealth of material for students to research. Here are just a few ideas:

- Animals in space
- Yuri Gagarin (first man in space)
- Neil Armstrong (first man on the moon)
- Valentina Tereshkova (first woman in space)
- The International Space Station
- How to become an astronaut
- Curiosity Rover on Mars

Students can be asked to write some short notes, or a paragraph, on any of the above, or any other space related topic. They can hand their notes in to you, or use them as a basis for a presentation to the class.

For the next lesson

Prepare copies of the 'My Dream Kitchen of the Future' error correction text from the photocopyable pages at the back of his Teacher's Book. Cut up the pages so there is one text for each student.

Lesson 7

Writing

YOU WILL NEED:

- PHOTOCOPIES OF THE 'MY DREAM KITCHEN OF THE FUTURE' FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK - copy and cut up so there is one text for each student

Note: This is for an optional activity.

In this lesson, students will:

- talk about houses of the future
- read a text and answer questions
- rewrite sentences using contracted forms
- fill in missing apostrophes in words

Target language

- Contracted forms of verbs (for example, I've, he's, she's, they've, hasn't, haven't)

Note: This section of the unit focuses on technology related to houses of the future. Students are asked to think about what houses of the future will be like, and write about their dream house.

Task 1

Step 1

Tell students to **Look at page 56 of your Classbook** and to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text and the question under it – **What kind of house would you like in the future?** Explain that this section of the unit will be about houses of the future.

Step 2

Tell students to **Look at the four people**. Ask different volunteers to read aloud what each person wants in their house of the future. Tell students to discuss these ideas in their groups, and decide whether they agree with them or not. Go round the groups, eliciting feedback, and open the discussion out into a whole class discussion.

Step 3

Ask students to think about their dream houses of the future. Elicit some ideas and write them on the board. Their ideas can be technology or non-technology related, for example:

- I want a house with a lovely garden.
- I want a house with lots of robots.

Task 2

Step 1

Ask students what machines they have in their kitchens at home. Elicit some answers and write them on the board, for example, **fridge, washing machine, dishwasher, microwave oven**. Ask what each of these machines does, for example, **A fridge keeps food fresh**.

Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they are going to read about a very modern invention – a machine that prints food.

Background Information

The Foodini 3D Food Printer

The Foodini is a 3D printer for food. The company that makes it is hoping it will become as popular as the microwave oven. The Foodini uses fresh ingredients rather than convenience foods.

The Foodini has a touchscreen with buttons on the front. You select the recipe you want to use, then load in the ingredients and press the 'Print' button. The print time per dish depends on how complicated the recipe is, and how many ingredients it has. After you print the food, you can eat it straightaway.

The company is hoping to market the Foodini both in restaurants and private homes.

Source: <https://techcrunch.com/2014/03/27/foodini>

Step 3

Tell students to read the text silently. When they have finished, ask a few questions as a quick comprehension check, for example:

- **What is a 3D Food Printer?**
- **What can it do?**
- **What kind of food can it print?**
- **How does it work?**

Discuss the two questions under the text with the class and elicit their ideas. Ask if they think technology in general is always a good thing, or is there a danger that it can make people lazy.

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 Pronunciation

Step 1

Tell students to **Look at page 57 of your Classbook**. Show them the title **Spelling and Punctuation** at the top and the box with the heading, **Contractions and Apostrophes**. Read the heading aloud.

Note: Students should already be familiar with the use of apostrophes to indicate possession. This has been covered in previous grades. Here, the focus is on the use of apostrophes in the contracted forms of verbs, to indicate where letters are missing.

Step 2

Write **He's got** on the board. Circle the apostrophe and say **This is an apostrophe**. Explain the meaning of **contraction**. Write **He has got** under **He's got**. Make sure students understand that **He's** is a contraction (a shorter form) of **He has**. Show them the six other examples in the box at the top of page 57. Teach or elicit some more examples and write them on the board.

Step 3

Tell students to **Look at Activity 3** and read the rubric and instruction text. Tell students to add the missing apostrophes to the six words in the stars, and put the apostrophes in the correct places.

Step 4

Do a whole class check. Ask volunteers to read out the contracted forms of the verbs, then come to the front of the class and write them onto the board.

Answers

-
- | | | |
|----------|-----------|-----------|
| 1 I've | 2 I'd | 3 she's |
| 4 hasn't | 5 they've | 6 haven't |

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check their understanding of the task. They have to rewrite the five sentences, putting the verbs in contracted forms with apostrophes. They should rewrite them into their exercise books.

Step 2

Circulate around the classroom, offering guidance and support. Pay particular attention to students' placement and formation of the apostrophes. Ask students to check their work with their group, then do a whole class check.

Note: Students who finish early can make up sentences of their own, using contracted forms and apostrophes.

Step 3

Ask volunteers to read out the contracted form of each sentence, then come to the front of the class and write the sentence on the board.

Answers

-
- 1 In the past, people **didn't** have electricity.
 - 2 There **weren't** any roads.
 - 3 In future, children **won't** go to school.
 - 4 **He'd** like to be an astronaut.
 - 5 Machines **can't** do everything for us.

If students have made up their own sentences, get them to write these on the board as well.

Task 5

Step 1

Tell students to **Look at Activity 5** and read the rubric and instruction text. Make sure they understand they have to refer to the text on page 56, Activity 2, in order to complete the task. Tell them to draw two columns in their exercise books, and write the heading **Adjectives** at the top of one column, and **Verbs in the future tense** at the top of the other.

Step 2

Tell students to read the text again, and list the adjectives and verbs into the appropriate column. Tell them to do this individually, then check their work with a partner or their group. Do a whole class check and elicit the answers.

Adjectives

hungry (example)
amazing
sweet
ready

Verbs in the future tense

will have (example)
will print
will prepare
will be

Optional Activity

Distribute copies of the **My Dream Kitchen of the Future** error correction text you have prepared from the photocopiable pages at the back of this Teacher's Book – one for each student. Tell students to find the errors, either individually or with a partner. Circulate around the classroom, offering guidance and support. When students have finished, do a whole class check and elicit the answers.

Capital letters:	My (line 2) I (line 5)
Full stops:	after 'house' (line 4) after 'ready' (line 6)
Spellings:	doof (line 2) Should be food. komputer (line 2) Should be computer. smartfone (line 5) Should be smartphone. diner (line 6) Should be dinner.
Missing apostrophe:	Im (line 4) Should be I'm

Lesson 8

Writing

In this lesson, students will:

- listen and match
- complete a gapfill activity
- discuss their dream houses of the future and create a mind map
- write about their dream house of the future

Target Language

- future with will and won't
- My dream house of the future will...
- It will/ won't have ...
- In the kitchen, there will be ...

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 and instruction text. Explain that students are going to hear Maha talking about her dream house of the future. She has listed the features of her dream house and numbered them. Students should listen, find the picture that matches each feature and write its number into the box on the picture.

Step 2

Play **Listening 5.5**. Pause the CD after the first feature and show students the example of picture **e** with the number **1** in the box.

Listening Transcript 5.5

Hello, I'm Maha. I'd like to tell you about my dream house of the future. Here is some information about it.

- 1 My dream house won't be in the city. It will be by a beach with lots of palm trees.
- 2 It will have very large windows so there will be lots of light, and a beautiful view.
- 3 When I want to go inside, I won't need a key because there will be a fingerprint scanner on the wall by the door.
- 4 In the kitchen, there will be a robot chef to cook me whatever food I want.
- 5 I won't need to make my bed in the mornings, because my bed will make itself.
- 6 I'll be able to control everything with my voice. For example, I'll just say 'TV, switch on!'

That's my dream house. What about yours?

Step 3

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

Answers

.....

Picture **a** = 4 Picture **d** = 5

Picture **b** = 2 Picture **e** = 1 (example)

Picture **c** = 6 Picture **f** = 3

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Show them the example and check their understanding of the task. They have to fill in each gap in the text, putting each verb in brackets into the future tense and using either **will** or **won't**. Before students start filling in the gaps, tell them to read the whole text in order to get the sense of it.

Step 2

Give students time to do the activity, then do a whole class check and elicit the answers.

Answers

.....

- | | |
|---------------------|--------------|
| 1 will be (example) | 2 won't be |
| 3 will be | 4 won't have |
| 5 will have | 6 will cook |
| 7 will make | 8 will use |

Task 3

Step 1

Ask students to discuss their dream house of the future with a partner. Ask them to list three features they want it to have.

Note: Students have already begun thinking about their dream houses in Task 1, Step 3 of the previous lesson, but now they have a chance to explore the topic further and expand on their ideas.

Step 2

List the following topics on the board for students to refer to for ideas (see the ideas on page 49, Activity 3 for details).

- **Where will it be?**
- **What will it look like?**
- **What gadgets will it have?**
- **How will your house be different to other houses?**

Explain the meaning of **gadget**.

Gadget: a small machine or device with a particular purpose, often an unusual or interesting one.

Encourage students to refer to Maha's ideas for her dream house of the future in **Activity 1** on page 48, and think of some ideas of their own.

Step 3

Tell students to discuss their ideas with another pair of students, and decide on the three best ideas from both pairs. Go round the class, eliciting ideas, and write them on the board.

Task 4

Step 1

Tell students to **Look at page 49 of your Skills Book** and to **Look at Activity 3** and read the rubric and instruction text. Explain that they are going to make a mind map about their dream house of the future, using the diagram in their Skills Book.

Note: Students should already be familiar with the concept of mind maps. They made a mind map in Grade 5A, Unit 1, about what they did in the holidays and Lesson 6 of this unit, about life in the future.

Step 2

Remind students that a piece of writing needs to be done in stages, of which the planning stage is very important. Making a mind map is a good way to plan, as they can refer to it when they start writing.

Step 3

Tell students to make their mind maps, using the ideas they thought of with their partner, the ideas you wrote on the board, or any of the previous ideas in the unit. Tell them to write notes in their mind maps, not complete sentences. They should do this task individually.

Task 5

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain they are going to write about their dream house of the future, using the information in the mind map they created in **Activity 3**.

Tell students that when doing this piece of writing, they should put the verbs in the future tense with **will** or **won't**. They should also be careful to use the correct punctuation, and begin sentences with capital letters and end them with full stops.

Step 2

If your students need more support for this writing task, remind them to use Maha's text as a model. In addition, you could write some sentence starters on the board. For example:

- **My dream house of the future will be...**
- **It will be...**
- **It will/won't have....**
- **In the kitchen/ bedroom/ bathroom, there will be...**
- **My bed/ TV/ washing machine will**

Explain that first, students are going to write **a draft** of their writing in class. Remind them that a draft is a piece of work that is not finalised, and that writing a draft is the next stage after planning in producing

a piece of writing. As they work on their drafts, circulate around the classroom, offering guidance and support.

Step 3

Homework

Ask students to turn to the writing page with the heading 'My Dream House of the Future' on page 71 in the Skills Book. Tell them to rewrite their draft on this page at home. They should incorporate any corrections, and add a drawing of their dream house. Remind them to write their name and the date in the appropriate places 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.

If you have a mobile phone and/or smartphone, bring it to class next lesson to show students.

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

computer, smartphone, desktop, keyboard, mouse, space, technology, astronaut, exciting, dangerous

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

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 9

Project

Note: The project for Unit 5 is working in a group to **design a phone of the future**. The material in Lessons 9 and 10 leads up to this project.

YOU WILL NEED:

- A MOBILE PHONE AND/OR SMARTPHONE TO SHOW STUDENTS

In this lesson, students will:

- think about the uses of mobile phones and smartphones
- compare and contrast the features of mobile phones and smartphones
- read a text and answer questions
- work with other students to design a phone of the future

Note: Don't forget to take in the 'My dream house of the future' pages which students completed for homework, and display them on the classroom wall.

Note: During the next two lessons, you may want to have a discussion with students about the dangers of becoming too dependent or addicted to smartphones. Smartphones have become a way of life for many people. Because they can access the Internet, they extend the use of e-mail, voice and video to a much wider area. Smartphones help people get in touch with family and friends, even from thousands of miles away. But because games and apps for almost every interest are available, smartphones can become very compulsive. They can lead to time wasting and too much sedentary activity, especially for children, at the expense of healthy outdoor activities or relaxing reading a book, or spending time on creative pastimes such as painting and drawing.

Task 1

Step 1

Tell students to **Look at page 58 of your Classbook**. Ask **What can you see?** and elicit **two phones**. Ask **Are these two phones the same?** and elicit they are different. Establish that the phone on the left is **a mobile phone** and the phone on the right is **a smartphone**. Ask students if they can guess which came first and establish that it was **the mobile phone**.

Step 2

If you have brought a mobile phone and/or a smartphone to class, show it (them) to students. If not, work from the photos (diagrams) on page 58 of the Classbook. Ask **How are these two phones the same?** (You will ask about the differences later). Establish that you can hold both of them in your hand, and put them in your pocket. Both phones also have a screen and a charger.

Step 3

Go over the labels in the phones and make sure students understand the labelled items, using L1 if necessary. Students may find some of the vocabulary challenging, for example, **charger, socket, touchscreen**. Explain what apps are and show them the examples.

App: abbreviation for 'application'. A computer program with a particular function that you can download onto a mobile phone or other mobile device.

Step 4

Tell students to **Look at Activity 1** and read the rubric. Ask a volunteer to read the instruction text. Go over the questions with students and ask them to discuss them in their groups. Circulate around the classroom, offering guidance and support.

Step 5

When students have had enough time for discussion, ask a spokesperson from each group to give feedback from the group's discussion to the class. Find out how many students have mobile phones or smartphones, and what they use them for. Write their ideas on the board.

Step 6

Note: This activity recycles comparatives from Unit 3.

Ask students **How are the two phones different?** and list their ideas on the board. If you have brought phones into class, illustrate the differences on these phones. Here are some things that students could mention:

- the smartphone is bigger than the mobile phone
- the mobile phone is smaller and thicker than the smartphone
- the mobile phone has a keypad, but the smartphone doesn't
- both phones have screens, but the smartphone's screen is bigger than the mobile phone's screen
- you tap the smartphone's touchscreen to give it commands, but on the mobile phone, you have to use the keypad

Ask if students can guess why the smartphone is much bigger than the mobile phone. Elicit or establish **Because it can do more things.**

Task 2

Step 1

Tell students to **Look at page 59 of your Classbook** and read the rubric. Ask a volunteer to read the instruction text. Ask another volunteer to read the title of the text in the box – **Mobile Phones and Smartphones.**

Step 2

Tell students to read the information in the box silently, then ask a few questions as a quick comprehension check, for example:

- **What are smartphones?**
- **Which came first, mobile phones or smartphones?**
- **Does everybody use a phone for the same things?**
- **Can mobile phones do some of the same things as smartphones?**

Step 3

Show students the diagram (a Venn diagram) and ask **What can you see?** Elicit or establish **a mobile phone** and **a smartphone.**

Note: Students should be familiar with a Venn diagram from Grade 5A, Classbook, page 56, Activity 1.

Step 4

Discuss the information in the diagram with students. Make sure they understand that the information in the central part relates to both types of phones. Explain the phrases long **battery life** and **high quality camera.**

Step 5

Do the questions under the diagrams as an oral activity.

Answers

.....

- 1 The smartphone
- 2 The smartphone
- 3 Both phones

Task 3

Note: Activity 3 can be started in this lesson, and continued in Lesson 10, depending on how the time goes.

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Show them the question – **What will phones be like in the future?** Explain that their project for this unit is to design a phone of the future with their group.

If you like, you can make the project into a competition. Each group is a rival team of phone designers. They are going to design a phone of the future and you are going to be the judge and choose the best one.

Step 2

Tell students that before they start designing their phone, they have to think about some questions to help them in their design. Ask different volunteers to read the three questions. Explain that these are very important things to think about.

Step 3

Tell students to start discussing their phone with their group. Circulate around the classroom, offering guidance and support.

For the next lesson

Prepare copies of the page with the heading 'Project: Design a Phone of the Future' – 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.

Lesson 10

Project

YOU WILL NEED:

- COPIES OF THE 'PROJECT: DESIGN A PHONE OF THE FUTURE' PAGE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK –one for each student

In this lesson, students will:

- design a phone of the future in groups
- present their design to the class

Task 1

Step 1

If students have not finished **Activity 3** on page 59 of the Classbook (discussing the design for their phone of the future in their groups), allow them to continue the discussions. Circulate around the classroom, offering guidance and support. Encourage students to use their imaginations and be as creative as possible.

Step 2

Tell students to **Look at Activity 4** and read the rubric. Distribute copies of the **Project: Design a Phone of the Future** 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 do the following things:

- draw their phone of the future
- label it
- think of its name (it cannot be an existing brand like Samsung or Apple)
- write a list of what people will use it for (or what it can do)

Task 2

Tell groups to complete their phone designs. When they have finished, ask each group to present their phone of the future to the class.

Note: If time is short, you can display the designs on the classroom walls and ask students to walk around and look at them.

Optional Activity

Drawing a Mobile Phone

Give a drawing dictation to students about how to draw a mobile phone. Tell them to draw the phone into their exercise books. For example:

- 1 Draw a large rectangle. Make the corners of the rectangle round.
- 2 Inside the rectangle, at the top, draw a big square (this is the screen).
- 3 Draw another rectangle at the bottom of the large rectangle (this is the keypad). Inside this rectangle, draw some small rectangles with numbers and letters.
- 4 Under the big square (the screen), in the centre of the phone, draw a small square (this is the on-off button).
- 5 At the top of the phone, draw two small circles (these are sockets for the headphones and the charger).

If students get stuck, refer them to the drawing on page 58 of the Classbook. They can also dictate how to draw a smartphone to a partner or their group.

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 relate 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.

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 Time Machine**. Point to the picture and ask **What can you see?** Elicit some adjectives to describe the Time Machine. Ask if students can guess what the story is going to be about, and what the Time Machine can do.

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 Professor Cool's job?
- 2 What did the Time Machine look like?
- 3 What did the Professor want to do?
- 4 Why did Jim get a shock?

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 **Professor, laboratory, lever.**

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 Professor Cool was an inventor.
- 2 It looked like a mixture between a car, a bicycle and a plane.
- 3 He wanted to travel into the future.
- 4 Because the room was empty.

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 circle the correct option in each sentence. Do a whole class check.

Answers:

- 1 an inventor 2 different 3 invented
- 4 past 5 right 6 surprised

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 and complete each question with one of the words. Make sure they understand there is one extra question word.

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 How
- 4 Which 5 When 6 Where

Extra word = Why

Homework

You can ask students to complete some or all of the activities on the **The Time Machine Activity Page** on page 60 of the Skills Book.

Answers

- 1 T 2 F 3 F 4 T 5 F
- 2 1 inventor (example) 2 house
- 3 machines 4 strange
- 5 that 6 travel

Extra word = future

- 3 Across
- 1 J 2 P 3 P 4 J 5 P

For the next lesson

Note: This is for an optional activity.

Prepare copies of the 'C and K Sounds error correction text' copy and cut up one text for each student- from the photocopiable pages at the back of this Teacher's Book.

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

computer, smartphone, desktop, keyboard, mouse, space, technology, astronaut, exciting, dangerous

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

YOU WILL NEED:

- PHOTOCOPIES OF THE 'C AND K SOUNDS' ERROR CORRECTIONS TEXT FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK copy and cut up one text for each student

Note: This is for an optional activity.

In this lesson, students will:

- learn about 'hard c' sounds
- differentiate between different pronunciations of the 'ch' sound
- review the lesson

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 and instruction text. Read the information text in the box under the rubric. Check students' understanding of the 'hard c' sound, and that it can be spelt either with 'k' or 'c'.

Step 2

Show students the words in the box, and the pictures. Tell them to write the words on the lines under the pictures.

Answers

- 1 computer
- 2 kite
- 3 car
- 4 kangaroo
- 5 cake

Step 3

Tell students to say the words aloud to a partner. Play **Listening 5.6**. Tell students to repeat each word after they hear it on the CD.

Listening Transcript 5.6

- | | |
|---------------|---------------|
| 1 computer // | 2 kite // |
| 3 car // | 4 kangaroo // |
| 5 cake // | |

Note: It may be better to do the optional activity below as homework, as time in class may be short.

Optional Activity 1

Distribute photocopies of the 'C and K Sounds error correction text' – one for each student. Tell them to work with a partner and correct the spellings where necessary.

Answers

-
- 1 I like using my computer, flying my kite, climbing trees and skiing. I don't like roller skating or cooking.
 - 2 I like reading books and comics but I don't like school.
 - 3 My favourite foods are chocolate, cake and ice-cream. I hate carrots!
 - 4 My favourite animals are cats, kangaroos, koala bears and camels. I don't like snakes and crocodiles.

Optional Activity 2

Tell students to make a list of all the words they know which have a 'hard c' sound in them. Tell them to keep adding to their list as they learn new words.

Task 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that the letters 'ch' can be pronounced in two ways – one as a 'ch' sound and the other as a 'hard c' sound.

Note: Unfortunately, there is no rule in English to guide students about how these letters are pronounced. They will just have to learn the pronunciations as they meet new words.

Play **Listening 5.7** on the CD, and ask students to repeat each word after they hear it.

Listening Transcript 5.7

- | |
|---------------|
| chocolate // |
| cheese // |
| technology // |
| school // |

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 words in the box and check their understanding of the task.

Step 2

Tell students to work with a partner and read the words in the box to each other, then sort them into the correct column and write them on the lines. Tell them to do this in pencil in case they want to make a change after hearing them on the CD.

Step 3

Play **Listening 5.8** and tell students to check the words as they listen to see if they wrote them into the correct column.

Listening Transcript 5.8

- | |
|---------------|
| chocolate // |
| each // |
| technology // |
| stomach // |
| China // |
| school // |
| cheese // |
| mechanic // |

Answers

chocolate	technology
each	stomach
China	school
cheese	mechanic

Step 4

Tell students to think of more words with 'ch' and add them into the correct column.

Suggested Answers

chin	anchor
chip	character
check	chemistry
chicken	headache
children	
lunch	
much	

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 will live (example)
- 2 will not be (won't be)
- 3 will leave
- 4 will have
- 5 will not go (won't go) h
- 6 will learn
- 7 will not use (won't use)
- 8 will fly

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 towers (example)
- 2 keyboard
- 3 robots
- 4 space
- 5 mouse
- 6 control
- 7 astronaut
- 8 smartphone

Extra word = monitor

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.

computer, smartphone, desktop, keyboard, mouse, space, technology, astronaut, exciting, dangerous

Important Note: Several of the words in this spelling test can be found on page 51 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 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 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 rubric. Show them the five faces and say **Look at the faces**. Point out the words under each face and the number above. Show them the first statement and ask **How well can you use vocabulary associated with computers?**

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 Having fun!

applying prior knowledge
information transfer
sorting information
cross referencing
reasoning deductively
planning

Social Skills

following the rules of a game
turn-taking and co-operation
discussing
working in groups

Unit 2 Food and Health

applying prior knowledge
categorising
transferring information
planning
presenting
doing a project

Science

food groups, healthy eating

Social Skills

discussing
giving advice
co-operating with a partner or group

Unit 3 Our Wonderful World

applying prior knowledge
information transfer
making comparisons
sorting information
cross referencing
reasoning deductively
planning

Social Sciences

knowledge of the world, geographical features and animals.

Maths

units of measurement and concepts of size

Information Technology

online research

Social

co-operating with a group
discussing

Unit 4 Inventions

applying prior knowledge
sequencing
researching
analysing
transferring information
planning
presenting
designing

Science

inventions

Information Technology

online research

Social Skills

discussing
interacting with a partner
co-operating with a group

Unit 5 Technology

applying prior knowledge
categorising
comparing
researching
analysing
transferring information
planning
presenting
designing

Social sciences

computer technology
space technology

Information Technology

online research

Social Skills

discussing
interacting with a partner
co-operating with a group

Photocopiable Pages

Dictations

page 156

UNIT 1

Verb and Gerund Word Cards

page 157

Project: My Friend's Hobbies

page 158

UNIT 2

Food Diary

page 159

Food and Health Speaking Cards

page 160

Project: A Healthy Lunch Box

page 161

UNIT 3

Wonderful Places Fact File

page 162

Project: Country Information Leaflet

page 164

UNIT 4

Inventions Word Check Sheet

page 165

The Inventors' Song

page 166

Project: Design a Robot

page 167

UNIT 5

Error Correction Text

page 168

Project: Design a Phone of the Future

page 169

Error Correction Text C and K sounds

page 170

Additional Poster Activities

pages 171 to 174

Dictations

.....

Unit 1

- 1 My name is Salim. I **love science**. At the weekend, I like **going** to the beach with my dad. I **enjoy fishing** and **making** forts in the sand.
 - 2 I **hate watching** football matches. My brother likes **drawing**. In the summer, he enjoys making **models**.
-

Unit 2

- 1 To stay **healthy**, it is important to eat a **balanced diet** that includes **fat**, **dairy** and **protein**.
 - 2 **Vegetables** are good for you because they give you lots of **vitamins**. Eating too much **sugar** is **unhealthy**.
-

Unit 3

- 1 In my **city**, there is a **park**, a **river**, a big **mosque**, many **buildings** and one very tall **tower**.
 - 2 In the summer, I visited many wonderful places including a **waterfall**, a **mountain**, a **safari park** and a **desert**.
-

Unit 4

- 1 **Paper** and the **kite** were both invented in China. The **windmill** was invented in Persia. The **globe** was invented in Italy and the **clock** was invented in the Middle East.
 - 2 The **telescope** was invented before the **telephone**. The **aeroplane** was invented after the **bike** but before **television**.
-

Unit 5

- 1 A **smartphone** is a very small **computer**. It's different from a **desktop** computer. This has a **keyboard** and a **mouse**.
 - 2 If you like **space technology**, maybe you could be an **astronaut**. It's **exciting** but it can also be **dangerous**.
-

Verb and Gerund Word Cards

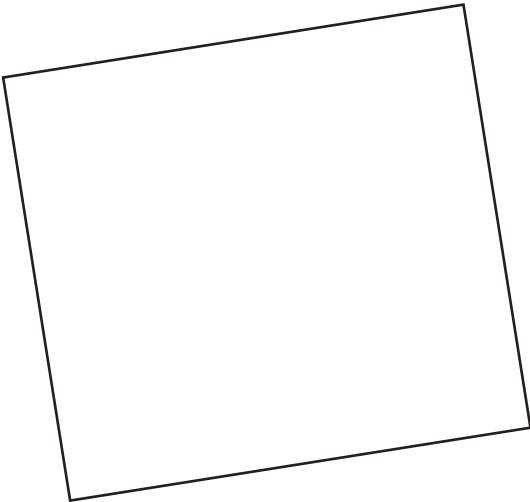
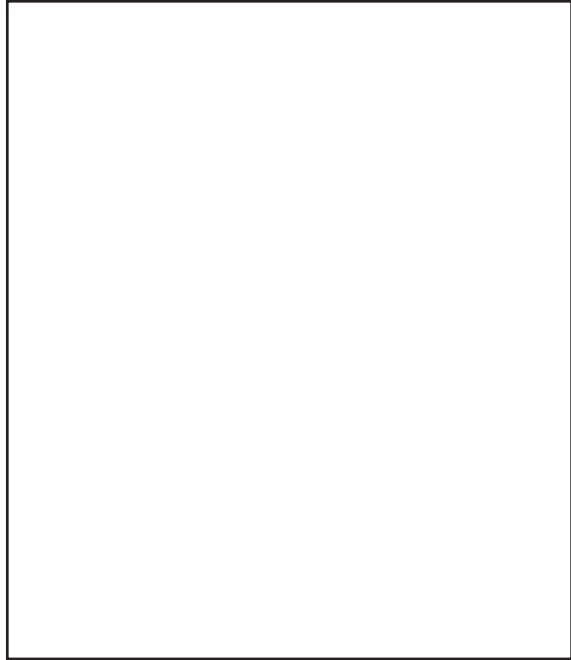
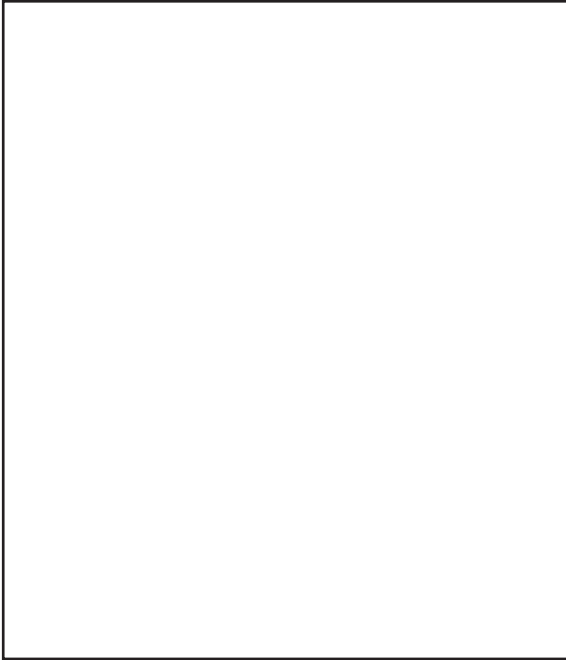
Present

play	draw	cook
skateboard	read	paint
walk	ride	swim
cycle	do	make

Gerund

playing	drawing	cooking
skateboarding	reading	painting
walking	riding	swimming
cycling	doing	making

Project: My Friend's Hobbies

A large, rounded rectangular box with a black border, containing ten horizontal dotted lines for writing.

Name:

Food Diary

Day	Breakfast	Lunch	Dinner	Snacks
Sunday _____				
Monday _____				
Tuesday _____				
Wednesday _____				
Thursday _____				
Friday _____				
Saturday _____				

Food and Health Speaking Cards

I hate eating
vegetables.

I never eat
breakfast.

I love eating
sugar.

I eat too many
unhealthy snacks.

I don't like
drinking water.

I don't enjoy
exercise or sports.


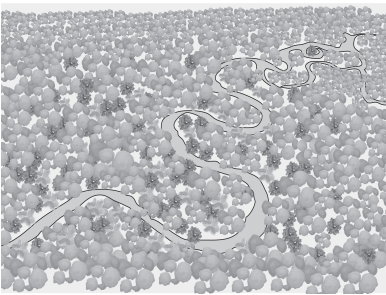
I love cake.

I eat junk food
every day.

I always eat
snacks in the
afternoon.


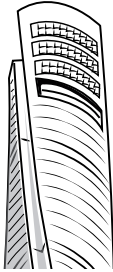
I have an
unbalanced diet.

Wonderful Places Fact File

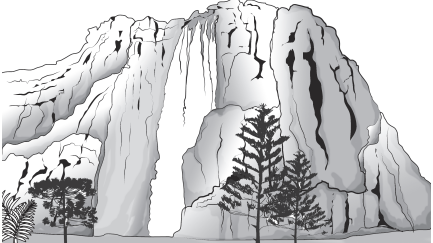
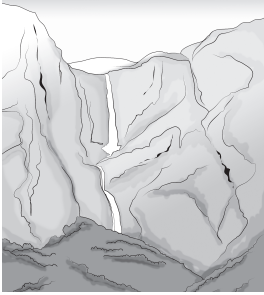
Rivers in Africa: The Nile 		Rivers in Africa: The Congo 	
Length	6,670 km	Length	4,703 km
Location	Egypt and other African countries	Location	The Democratic Republic of the Congo and Angola
Interesting facts	<ul style="list-style-type: none"> - Longest river in Africa - Many tourists visit it - You can take a cruise on the river - Crocodiles and hippos live in the river 	Interesting facts	<ul style="list-style-type: none"> - Second longest river in Africa - Deepest river in the world - 686 types of fish live in the river.



Wonderful Places Fact File

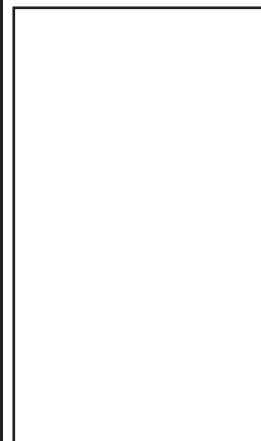
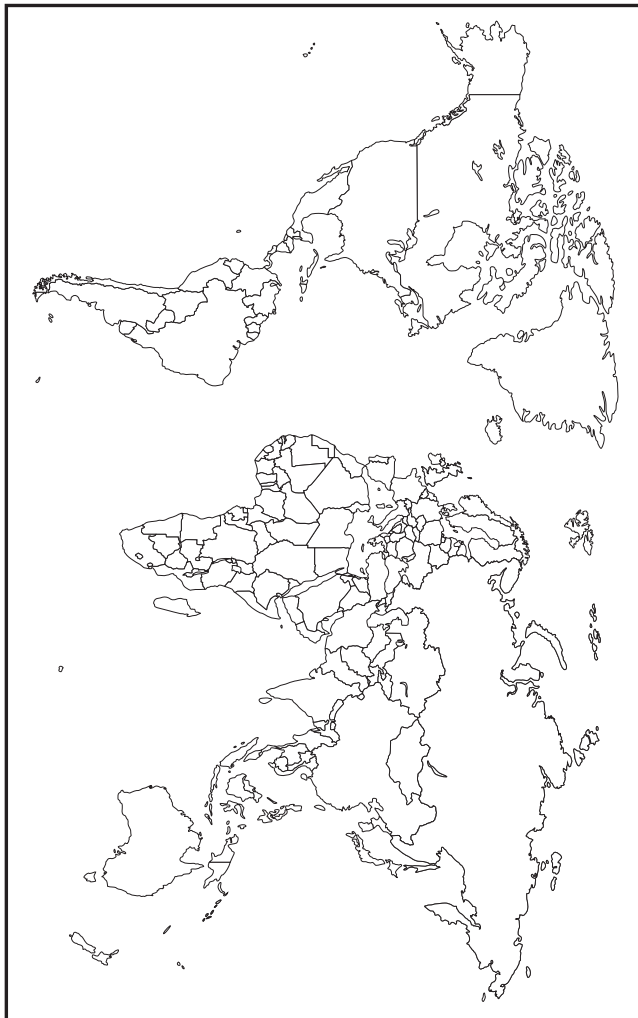
Building in Asia: The Burj Khalifa 		Buildings in Asia: The Shanghai Tower 	
Height	829 m	Height	632 m
Location	Dubai, UAE	Location	Shanghai, China
Interesting facts	<ul style="list-style-type: none"> - Tallest building in the world - Many tourist visit the observation deck - There are hotels in the building and a shopping mall under the building 	Interesting facts	<ul style="list-style-type: none"> - Second tallest building in the world - There are restaurants and swimming pools in the building - People visit to watch concerts on the 126th floor

Wonderful Places Fact File

Waterfalls in South America: Angel Falls 		Waterfalls in South America: Gocta Falls 	
Height	979 m	Height	771 m
Location	Venezuela	Location	Peru
Interesting facts	<ul style="list-style-type: none"> - Highest waterfall in the world - Difficult to visit because it is in the jungle - People like to swim and kayak near the waterfall 	Interesting facts	<ul style="list-style-type: none"> - Third highest waterfall in the world - Visitors can walk or ride a horse to visit the waterfall - Visitors can camp in near the waterfall

Project: Country Information Leaflet

By:



Inventions Word Check Sheet

Invention	Number on poster
the aeroplane	
the CD player	
the telephone	
the computer	
the match	
the light bulb	
the television	
the bike	

Invention	Number on poster
the kite	
the telescope	
paper	
the clock	
the windmill	
the biro	
the globe	
the car	



Inventions Word Check Sheet

Invention	Number on poster
the aeroplane	
the CD player	
the telephone	
the computer	
the match	
the light bulb	
the television	
the bike	

Invention	Number on poster
the kite	
the telescope	
paper	
the clock	
the windmill	
the biro	
the globe	
the car	

The Inventors' Song

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

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

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

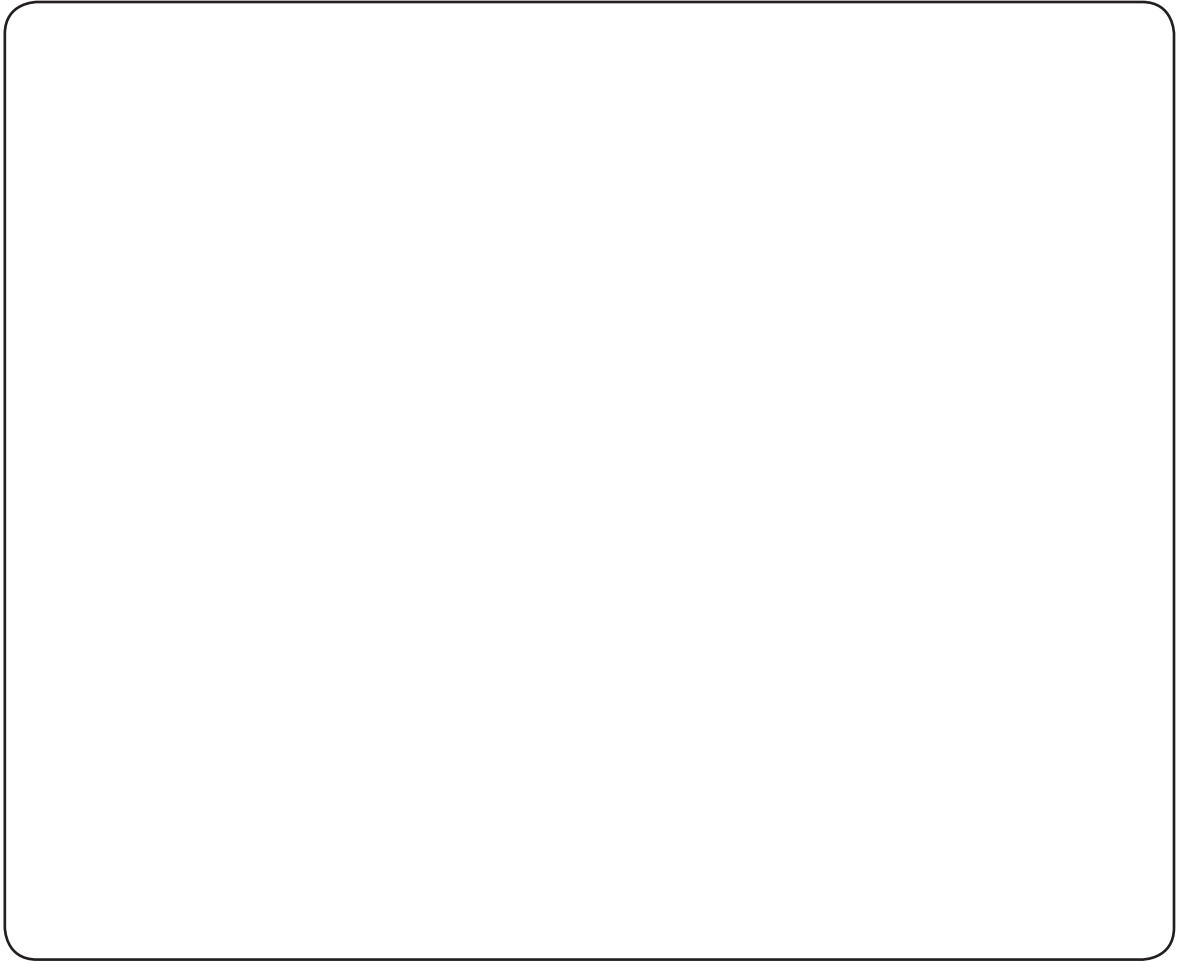
Al Idrisi invented a globe very round,
Edison invented a way to play sound,
Benz made a car that he drove round and round.

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

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

These wise men,
Thanks to them!

Project: Design a Robot



Our Robot is called..... and it can

1

2

3

4

5

Error Correction Text

Correct the mistakes in the text below.

Note: Capital letters = 3 mistakes Full stops = 2 mistakes
Spellings = 4 mistakes Missing apostrophe = 1 mistake

My Dream Kitchen of the Future

In my kitchen of the future, I will have a 3D printer to print delicious doof. All the machines will talk to each other by komputer. my cupboards and fridge will talk to the supermarket and tell it what food to send to my house When Im away from home, I will send messages to my kitchen on my smartfone. So i will be able to turn things on and off, and tell my kitchen to get my diner ready



Error Correction Text

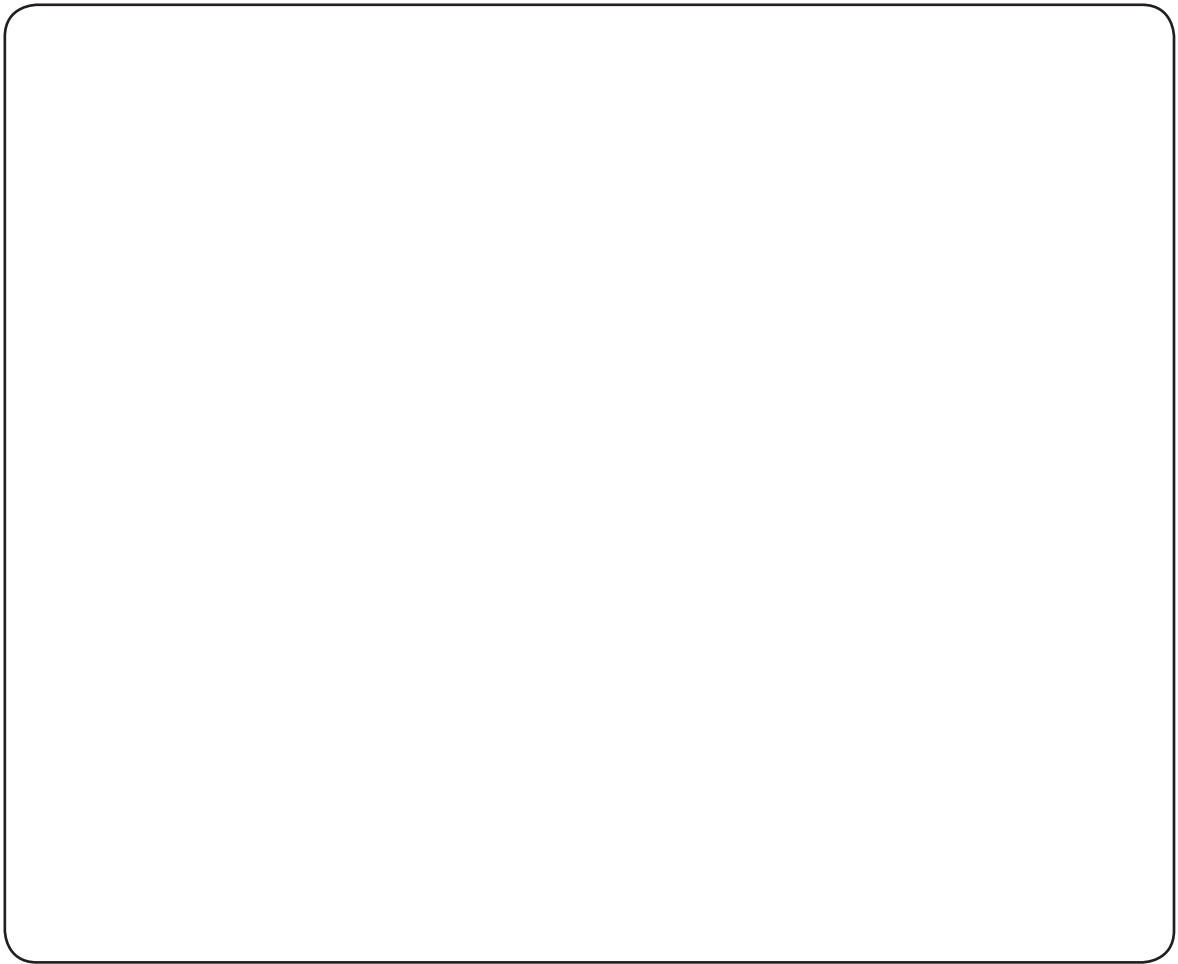
Correct the mistakes in the text below.

Capital letters = 3 mistakes Full stops = 2 mistakes
Spellings = 4 mistakes Missing apostrophe = 1 mistake

My Dream Kitchen of the Future

In my kitchen of the future, I will have a 3D printer to print delicious doof. All the machines will talk to each other by komputer. my cupboards and fridge will talk to the supermarket and tell it what food to send to my house When Im away from home, I will send messages to my kitchen on my smartfone. So i will be able to turn things on and off, and tell my kitchen to get my diner ready

Project: Design a Phone of the Future



Our Phone of the Future is called

People will use it for:

1

2

3

4

5

Error Correction Text

C and K Sounds

1

I like using my computer, flying my kite, climbing trees and skiing. I don't like roller skating or kooking.

2

I like reading books and komiks, but I don't like skool.

3

My favourite foods are chocolate, kake and ice-kream. I hate karrots!

4

My favourite animals are kats, kangaroos, koala bears and kamels. I don't like snakes and krokodiles.



Error Correction Text

C and K Sounds

1

I like using my computer, flying my kite, climbing trees and skiing. I don't like roller skating or kooking.

2

I like reading books and komiks, but I don't like skool.

3

My favourite foods are chocolate, kake and ice-kream. I hate karrots!

4

My favourite animals are kats, kangaroos, koala bears and kamels. I don't like snakes and krokodiles.

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.



Having Fun!

How many activities can you find that begin with the word **playing**?

Look at these jumbled letters. What inventions are they?

D - A - I - R - E - G - N

N - A - G - K - I - T O - O - H - S - P - T

N - S - I - G - T - N - I - E - L O - T C - S - I - M - U

How many IKC topics begin with the letter **s**?

Look at the IKC home page. Which topics help you to find the answers to these questions:

- 1 How far is Jupiter from the sun?**
- 2 Where is Australia?**
- 3 How many people live in Oman?**

How many free-time activities on the poster can you do inside?

Food and Health

How many different vegetables can you find?

How many different drinks can you find?

How many foods and drinks on the poster begin with the letter **c**?

Put them in alphabetical order.

1 How many oranges are there?

2 How many tins of peas are there?

3 How many cakes are there?

4 How many cartons of milk are there?

5 How many tomatoes are there?

6 How many packets of biscuits are there?

Can you find something on the poster for every letter of the alphabet?

Make a list and write them in alphabetical order.

Our Wonderful World

How many rivers are there on the poster?
Make a list.

Look at these jumbled letters. What places on the map are they?

S - L - I - B - R - A - I

T - U - M - C - A - S

Z - O - M - A - N - A V - I - R - R - E

- 1 What is the capital of Cambodia?
- 2 Where is Harare?
- 3 Where is the Arizona Desert?
- 4 What is the capital of Namibia?

How many places can you find beginning with the letter **a**?

Make a list and write them in alphabetical order.

Inventions

- 1 How many inventions can you find that begin with the letter **t**?
- 2 How many inventions can you find that begin with the letter **c**?

Look at these jumbled letters. What inventions are they?

R - A - P - P - E

B - E - L - G - O

A - P - L - O - R - E - N - A - E

What was invented in:

about 700

1903

1876

1100

3500 BC

Make a list of all the inventions in the poster.

Write them in alphabetical order.

www.moe.gov.om

الإنجليزية لأجلي
كتاب المعلم
للمصنف الخامس
الجزء (ب) / الطبعة الثانية
EFM TB 5B 2nd Edition

ISBN 978-99969-3-024-9



9 789996 930249 >