



BASIC EDUCATION 6A

# English for Me

TEACHER'S BOOK



2020

MINISTRY OF EDUCATION, SULTANATE OF OMAN



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan,  
Qaboos Bin Said**



# CONTENTS

<b>Contents map</b>	<b>ii</b>
<b>Introduction</b>	<b>viii</b>
1. The course	<b>viii</b>
2. Assessment and evaluation	<b>xv</b>
3. Activities	<b>xv</b>
4. Classroom management	<b>xviii</b>
5. Course components	<b>xxi</b>
6. Symbols and abbreviations	<b>xxiii</b>
<b>Detailed teaching notes</b>	
<b>Unit 1</b> Creative crafts	<b>1</b>
<b>Unit 2</b> Communication	<b>35</b>
<b>Unit 3</b> Fitness fun!	<b>67</b>
<b>Unit 4</b> Survival!	<b>99</b>
<b>Unit 5</b> The world of work	<b>131</b>
<b>Assessment and evaluation</b>	<b>163</b>
<b>Specific objectives for Grade 6</b>	<b>166</b>
<b>Cross-curricular links</b>	<b>167</b>
<b>Profile Charts</b>	
Attainment Targets, Units 1–5	<b>168</b>
Project Work	<b>173</b>
Portfolios	<b>174</b>
Progress Tests	<b>175</b>
<b>‘Alfred’ font</b>	<b>176</b>
<b>Additional poster activities</b>	<b>178</b>
<b>Photocopiable pages</b>	<b>183</b>

# Contents Map

## Children will learn how to

## Main language

## Vocabulary

### UNIT 1 Creative crafts

- ▶ Ask for and give personal information about themselves and others (R)
- ▶ Ask for and give information describing objects, where they are from and what they are made of (R)
- ▶ Read and understand factual information about crafts from around the world
- ▶ Read and understand a variety of texts for specific information and general understanding
- ▶ Listen to a variety of texts for specific information and general understanding
- ▶ Follow a sequence of written instructions
- ▶ Write short factual information about Omani crafts
- ▶ Understand and use the verb 'to be'.
- ▶ Recognise and use common conventions for punctuation
- ▶ Recognise and use the 'p' sound in common words

- ▶ What's your name? I'm Ahmed.
- ▶ How old are you? I'm 12.  
How old is he/she? She's/He's 13.
- ▶ Where are you from? I'm from Oman. We're from Oman.  
Where's he/she/it from? He's from Japan. She's from Palestine. It's from Iran.  
Where are they from? They're from Russia.
- ▶ What is it? It's a rug. It's an origami frog.  
What are they? They're Palestinian bowls.
- ▶ What's it made of? It's made of wool.  
What are they made of? They're made of paper.
- ▶ Draw a picture. Fold the square. Open the triangle. Stick instructions here. Make a frog.

- ▶ *Art and craft objects*: bowl, cap, doll, rug (R)  
khanjar, pot, pottery, origami, sand painting, tangram
- ▶ *Jewellery*: anklet, bracelet, earring, necklace, ring
- ▶ *Verbs*: be, colour, cut, draw, fold, make, open, put, stick (R)  
unfold
- ▶ *Shapes*: circle, rectangle, square, triangle (R)  
parallelogram
- ▶ *Patterns*: checked, flowery, spotted, striped (R) zig zag

### UNIT 2 Communi- cation

- ▶ Understand and talk about different ways of communicating
- ▶ Ask and answer questions about the meaning of symbols
- ▶ Ask and answer questions about how they and other people feel
- ▶ Use adjectives to describe feelings
- ▶ Use their voice, body and gesture to convey meaning
- ▶ Listen to a variety of texts for specific information and general understanding
- ▶ Write instructions to match symbols
- ▶ Read and understand a variety of factual texts about methods of communication
- ▶ Read and understand a biography
- ▶ Recognise and understand paragraph structure
- ▶ Recognise and use intonation to convey meaning

- ▶ How do you feel? I'm excited. I feel tired.
- ▶ How does he/she/it feel? He feels sad. She's bored. It's tired.
- ▶ Are you angry? Yes I am. No I'm not.
- ▶ What does [number two] mean? It means [no smoking].  
I think it means [don't turn right].  
I don't know.

- ▶ *Feelings*: happy, sad (R) angry, bored, excited, scared, tired
- ▶ *Language from symbols*: turn left/right, Stop! (R)  
don't turn left/right, throw your rubbish here, don't throw your rubbish here, Look out! Danger! No smoking! Disabled parking, [wadi] crossing
- ▶ *Verbs*: be, clap your hands, cry, feel, go to sleep, laugh, mean, scream, stamp your feet, wake up, yawn (R)

## Vocabulary Skills and strategies (cont.)

## Activities

- ▶ *Materials:* gold, plastic, silver, wood, wool (R) cotton, clay
- ▶ *Countries:* Australia, China, Japan, Kenya, Oman, Russia, Scotland, the USA (R) Iran, Palestine
- ▶ Apply prior knowledge
- ▶ Categorise
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions for factual information
- ▶ Ask and answer questions for personal information
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Understand a sequence of instructions
- ▶ Listen to a variety of texts for specific information
- ▶ Write short factual descriptions of a craft
- ▶ Write a short e-mail reply
- ▶ Recognise and use the 'p' sound in common words
- ▶ Recognise and use common punctuation conventions
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills: plan work using the writing route, research information, writing and integration of visuals, check spelling, record progress of project

- ▶ *Communication:* rock art, sign, symbol, body language, gesture, voice, code, Braille, Morse code, semaphore, sign language
- ▶ *Body parts:* ear, eye, feet, first finger, second finger, third finger, fourth finger, hand, head, mouth, nose, thumb, shoulder (R)
- ▶ *Miscellaneous:* left, right (R) biography
- ▶ Act out situations
- ▶ Play mime games
- ▶ Sing a song
- ▶ Do a role play
- ▶ Do a mini-project
- ▶ Read a biography
- ▶ Read and match
- ▶ Listen and match
- ▶ Read codes
- ▶ Make flags
- ▶ Send messages in code
- ▶ Draw symbol
- ▶ Applying prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visuals to predict meaning
- ▶ Categorise
- ▶ Listen to short texts for specific information
- ▶ Take part in conversations asking and answering questions about people's feelings
- ▶ Follow the rules of a game
- ▶ Read a variety of factual texts for specific information
- ▶ Read longer more complex factual texts for general understanding
- ▶ Read a biography
- ▶ Recognise and understand paragraph structure
- ▶ Read and understand codes
- ▶ Decode images and symbols
- ▶ Write simple sentences to describe how they and others feel
- ▶ Recognise the stress, rhythm and intonation patterns of English through song
- ▶ Understand how intonation can be used to convey meaning
- ▶ Use voice, body language and facial expressions to convey meaning
- ▶ Independent learning skills: plan work, check spelling

# Contents Map

## Children will learn how to

## Main language

## Vocabulary

### UNIT 3 Fitness fun!

- ▶ Understand and talk about fitness and health
- ▶ Give oral instructions
- ▶ Understand more complex oral instructions
- ▶ Understand more complex written instructions
- ▶ Read and understand a variety of factual texts about fitness and health
- ▶ Write positive and negative instructions
- ▶ Write instructions for an exercise routine
- ▶ Read and understand simple definitions
- ▶ Recognise and use apostrophes in contractions
- ▶ Recognise and use the soft and hard 'ow' sound in common words
- ▶ Listen to a variety of texts for specific information and general understanding

- ▶ Stand with your feet together.
- ▶ Don't bend backwards.
- ▶ Slowly bend your knees and pull your feet towards your body.
- ▶ How high can you jump?
- ▶ I can jump 2m 20cm.

- ▶ *Body parts:* ankle, arm, body, elbow, finger, foot, hand, head, knee, leg, neck, shoulder, thumb, toe, wrist **(R)**
- ▶ *hip, stomach, waist*
- ▶ *Health and fitness:* exercise, fitness, heart beat, pulse, stamina, strong, supple,
- ▶ *Numbers:* 1–120 **(R)**

### UNIT 4 Survival!

- ▶ Make statements and ask and answer questions about the past **(R)**
- ▶ Recognise and use past forms of regular and irregular verbs **(R)**
- ▶ Make and respond to suggestions about survival
- ▶ Understand and talk about survival
- ▶ Listen to a variety of text for specific information and general understanding
- ▶ Read and understand a variety of texts for specific information
- ▶ Read and understand a story about survival
- ▶ Read and understand story structure – beginning, middle and end
- ▶ Read and understand simple definitions **(R)**
- ▶ Write statements and answers about events in the past using 'did' and 'didn't'
- ▶ Recognise and use indefinite articles
- ▶ Recognise and use the soft and hard 'th' sound in common words

- ▶ Where did you go? I went to [Oman].
- ▶ Who did you stay with? I stayed with [Maha].
- ▶ What did you do there? I visited [Bahla].
- ▶ Did you have a good time? Yes, I did. No, I didn't.
- ▶ Did you use the computer yesterday? Yes, I did. No, I didn't.
- ▶ Did they have a lot of water? Yes, they did. No, they didn't.
- ▶ They had some food.
- ▶ They didn't leave the car.
- ▶ We should take a compass.
- ▶ That's a good idea. I don't agree. I'm not sure.
- ▶ We should take a torch. Why? Because we could see in the dark.

- ▶ *Survival equipment:* axe, candle, fishing rod, knife, ladder, map, mirror, scissors, string, telescope, tent, torch, **(R)**
- ▶ *anchor, compass, hammer and nails, magnifying glass, matches, rope, plastic sheet, safety pin, shelter, spade, water container, wire*
- ▶ *Animals:* dolphin, oryx **(R)**
- ▶ *Transport:* car, aeroplane **(R)** helicopter,
- ▶ *Natural features:* desert, sand, sun **(R)** desert island, dune
- ▶ *Compass points:* North, South, East, West
- ▶ *Time expressions:* today, yesterday, last week **(R)**

## Vocabulary (cont.)

- ▶ **Verbs:** carry, catch, climb, count, cycle, dive, draw, fly, give, hide, hit, jump, kick, paint, point, pull, push, run, sit, skate, skip, stand, swim, take, throw, touch, walk **(R)**
- bend, bounce, juggle, raise, stretch

## Skills and strategies

- ▶ Apply prior knowledge
- ▶ Sort
- ▶ Use deductive reasoning skills
- ▶ Give and follow oral instructions
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer more complex texts for general understanding
- ▶ Write simple instructions
- ▶ Record factual information
- ▶ Recognise and use the soft and hard 'ow' sound in common words
- ▶ Recognise the stress, rhythm and intonation patterns of English through songs
- ▶ Independent learning skills: use definitions to understand words, keep a diary, check spelling

## Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Label a picture
- ▶ Do exercises
- ▶ Sing songs
- ▶ Do experiments
- ▶ Measure levels of fitness
- ▶ Keep an exercise diary
- ▶ Do a project

- ▶ **Sequencers:** first, next, then, after that, later, a lot later **(R)**
- ▶ **Adverbs:** carefully, excitedly, quickly, quietly, slowly, suddenly
- ▶ **Past tense of regular verbs (R)**
- ▶ **Past tense of irregular verbs (R)**
- ▶ **Story language:** beginning, middle, end, fiction **(R)**
- ▶ **Miscellaneous:** water **(R)** plants

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visuals to predict meaning
- ▶ Take part in conversations asking and answering questions about activities and events in the past
- ▶ Take part in conversations making and responding to suggestions about survival
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Read stories for general understanding and specific information
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer, more complex texts for specific information and general understanding
- ▶ Write answers about past events and activities
- ▶ Write positive and negative statements about past events and activities
- ▶ Recognise and understand story structure
- ▶ Recognise the stress, rhythm and intonation patterns of English through a rhyme and tongue twister
- ▶ Recognise and use the soft and hard 'th' sound in common words
- ▶ Independent learning skills: use definitions to understand words, check spelling

- ▶ Read and match
- ▶ Do reading races
- ▶ Read stories
- ▶ Label a picture
- ▶ Play a board game
- ▶ Say a rhyme
- ▶ Say a tongue twister



# Contents Map

## Children will learn how to

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## Vocabulary

### UNIT 5 The world of work

- ▶ Talk about jobs they and their friends want to do
- ▶ Talk about jobs their family members do
- ▶ Read and understand information about a variety of jobs and related skills and activities
- ▶ Understand and talk about time
- ▶ Understand and use the question form of the verb in the present tense
- ▶ Plan their writing
- ▶ Write a simple report
- ▶ Recognise and use the concept of syllabification
- ▶ Listen to a variety of texts for specific information and general understanding

- ▶ What do you want to be? What does he/she want to be? What do they want to be?
- ▶ What do you do? What does he/she do?
- ▶ Where do you work? Where does he/she work?
- ▶ What time do you start/finish work? What time does he/she start/finish work?
- ▶ What do you do in your job? What does he do in his job? What does she do in her job?
- ▶ Do you like your job? Does he like his job? Does she like her job?
- ▶ Do you like [helping people]? Yes, I do. No, I don't.  
Does he/she like [helping people]?  
Yes, he/she does. No, he/she doesn't.
- ▶ I like [drawing pictures].  
He/she likes [meeting new people].

- ▶ *Jobs:* astronaut, doctor, driver, fireman, fisherman, Head Teacher, housewife, pilot, policeman, scientist, teacher (R)  
accountant, actor, architect, artist, builder, carpenter, computer programmer, electrician, engineer, fitness instructor, journalist, mechanic, musician, nurse, photographer, physiotherapist, secretary, sports teacher, tailor, vet

## Vocabulary Skills and strategies (cont.)

## Activities

- ▶ *Job related activities:* drawing pictures, working with numbers, doing sport and exercise, working with tools and machines, playing music, meeting new people
- ▶ *Time expressions:* o'clock, a quarter past, half past, a quarter to (**R**)
- ▶ Apply prior knowledge
- ▶ Categorise
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions for factual information
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer more complex texts for general understanding
- ▶ Write a short report
- ▶ Recognise and use the concept of syllabification
- ▶ Recognise the stress, rhythm and intonation patterns of English through a chant
- ▶ Independent learning skills: plan work using the writing route, research information, writing and integration of visuals, check spelling, record progress of project
- ▶ Read and match
- ▶ Do reading races
- ▶ Play guessing games
- ▶ Play mime games
- ▶ Say a chant
- ▶ Do a role play
- ▶ Do a survey
- ▶ Do an interview
- ▶ Do a project
- ▶ Write a report

# Introduction

## 1 The course

### 1.1 Description of the course

*English For Me* Grade 6 is the second level of the new English curriculum for children in the second cycle of the Basic Education school system. As such, a conscious effort has been made to provide a bridge from the approaches used in cycle 1 with younger children to the approaches more suitable for older children.

As with earlier grades, the course is structured around a series of topics which provide opportunities for a multi-layered, task-based approach to be adopted.

For children 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.

Key areas of language that children have been exposed to in earlier grades are systematically recycled in a more explicit and conscious way during Grade 6. This will provide children with a firm foundation on which to build in later grades. As with Grade 5, further new characters have been introduced in Grade 6, whilst also retaining some of the characters they met in earlier grades. The characters provide children with a realistic reason to use English to talk about their lives in Oman – for example, explaining about Omani life and culture, customs, feasts, weather, dress, crafts, etc. – to friends from an international internet pen pal club (called the IKC in the course). These characters also provide a vehicle for children to access information about children from English-speaking cultures, as well as other cultures.

Whilst recognising that children of this age are slightly more mature and able to deal with more analytical activities, it is also very important to remember that they are still children. With children of this age, it is still crucial that there is a large element of fun in their language learning. For this reason, games, songs, stories and puzzles remain a key feature of the course.

### 1.2 General aims

The **general aims** of the course at this level are as follows:

- ▶ to maintain children's interest and enjoyment in learning English
- ▶ to contribute to the development of the child's linguistic, intellectual, social, emotional and physical skills
- ▶ to enable children to use English for a purpose and to regard English as a means of communicating real information
- ▶ to encourage children to think independently about English
- ▶ to raise children's awareness of how language operates as a rule-based system
- ▶ to encourage children to be actively involved in the learning process
- ▶ to encourage children to reflect on, and evaluate, their own progress through self-evaluation tasks
- ▶ to encourage children to develop independent learning strategies
- ▶ to encourage children to co-operate with their peers and help each other to learn
- ▶ to encourage children to develop a positive attitude towards, and take an interest in, their own and different cultures and peoples
- ▶ to support teachers by providing systematic lesson guidance

The course has been designed with both the children's and the teacher's needs in mind and aims to contribute to educational development in its widest sense.

### 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 the 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. Children are asked key questions to lead them to discover language patterns and grammatical rules for themselves. By doing this, they become active participants in the learning process, not passive receivers of knowledge. Language acquisition theories suggest that this personalisation of linguistic rules is extremely important in the language acquisition process.

Occasionally, however, where it is deemed more appropriate, a deductive reasoning approach is adopted. In these instances, children are given a brief description of a rule and asked to apply it in following activities.

The structure of the course provides for constant recycling and revision of key functions and grammar, to take place at the same time as a gradual focus on new language. Recycling of key language throughout the course helps deal with the varying rates of learning. (Recycled language is indicated with the letter **R** in the unit aims.)

Throughout the course, there is a gradual input of basic grammatical terms so that children can gradually build up their knowledge of this language. This ability to use basic grammatical terms appropriately is important if children are to be asked to work out rules for themselves and claim ownership of the language they learn.

## Vocabulary

Helping children to develop a wide and rich vocabulary is a major aim of the new English curriculum. The vocabulary in the course is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with children trying to recall how much vocabulary they know about a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout *English for Me*.

*English for Me* includes a wide range of both active and passive vocabulary. The active vocabulary in the course 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 in texts which they are expected to understand but not use actively helps children get used to the idea of dealing with new vocabulary by looking at it in context.

The active vocabulary for each unit is specified in the unit aims. There is a greater content of active vocabulary in each unit than previous grades. However, the majority of active vocabulary in any unit is recycled. (Recycled language is clearly marked in the unit aims with the letter **R**.) This assists children in broadening the amount of vocabulary they learn and also aids the storing and recall of learned vocabulary.

There are many learner-training activities included in the course which are designed to develop children's capacity for storing and learning new vocabulary. Throughout the course, children are encouraged to look at different ways of storing words and expressions. During the course, children are encouraged to develop their own personal dictionaries. To begin with, these may just include words and pictures, but as children develop confidence they should also be encouraged to name the part of speech and write the word in an original sentence that reflects the meaning of the word. In addition to the key vocabulary in the course, children should be encouraged to add words that interest them on a personal level. They may be words children see in stories, songs or jokes, or they may be words that look interesting or sound funny.

The **Word store** at the back of the Classbook is a useful resource for children wanting to check their spelling of any key topic vocabulary. The **Word play** section at the back of the Skills Book is also a useful resource for those children who want to spend more time on working with words. It is also a useful resource for dealing with diversity in the classroom.

## The Four Skills

*English for Me* adopts a task-based, multi-layered approach to language learning where the skills are systematically developed within an integrated framework. Skills are not taught in isolation, although there may be more focus on a particular skill in a given activity. Rather, they are developed through responses to real tasks which generally require the use of at least two, if not all, skills.

## Listening

The listening material provided for those studying *English for Me* in cycle 1 exposed children to native-speaker models of English spoken at nearly natural pace. The aim of this was to provide children with authentic models of spoken English reflecting natural patterns of stress, rhythm and intonation, rather than distorted models often produced with English spoken at a very slow speed. This approach continues in the cycle 2 listening material.

It is very important for children to understand that it is not necessary to understand every word they hear when listening. Usually, the difficulty of a listening task is determined by the type of task rather than by the level of the text itself. It is therefore very important that you check that children do understand the nature of the task before they start to listen. It is essential that the listening activities in the course are used to teach, not test.

### Getting ready for listening

Pre-listening tasks help children prepare for the listening task before they hear the listening text itself. It is essential that children understand what the task is before they undertake it, so checking is vital. Encouraging children to predict what they are going to hear helps children prepare for the task ahead. All listening activities are presented within the context of the topic of the unit and this in itself helps children predict what the answers to a task might be. Helping children remember what they already know about the topic also prepares children for the kind of language and ideas they may hear in the listening text. Before listening, it is important to reassure children that they do not need to understand every word they hear.

### While listening

With the right preparation, during listening children should be able to concentrate on understanding the message itself.

### Post listening

When children have completed the activity, encourage them to check their ideas in pairs or in their groups. This helps to develop children's self confidence before any whole class checking.

## Speaking

At this stage of learning, there is a particular focus on giving and asking about personal information through interviews, surveys and other personalisation activities. There are also acting out and basic role play activities. The songs, rhymes, poems and stories in the course encourage

children to mimic the model they hear on the tape. This helps children become sensitive to the rhythm and intonation patterns of English through simple repetition. It also builds children's confidence. The pair work, group work and games activities, although based on a given model, encourage children to a freer use of the language within a controlled situation. The element of choice in these activities encourages children to begin gradually to manipulate the language for themselves.

It is important that children see that there is a reason for speaking. All the activities are presented within the framework of the unit topic and this provides the stimulus for speaking. The activities in the units provide their own reason for speaking, whether it is to find real 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.

It is important to provide positive reinforcement to children and not make them feel self conscious about their speaking in English. Always offer praise for children's efforts regardless of the level of accuracy. Don't interrupt children and correct them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

## Reading

*English for Me* Grade 6 continues to develop both top-down and bottom-up reading strategies through presenting children with different activity types and a variety of different text types. These text types include stories, songs, e-mails and letters, dialogues, factual pieces of information, games and instructions.

Children continue to be exposed to longer reading texts in Grade 6 of *English for Me*. This builds on the gradual development of reading skills and work with progressively longer pieces of text in earlier grades. Children are encouraged to read for the same reasons they do in their first language, to find out something they did not already know, or to read for pleasure – to be entertained by their reading. The texts in the course have been developed to provide children with real information, to learn something new, or for enjoyment through stories and games, puzzles and songs. Whilst reading texts are becoming more extensive at this level, the lexical input is still carefully controlled.

For children to become fluent readers, it is important that they do not worry over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. It is very important in

developing a positive approach to reading that children view it as an interesting challenge rather than a tedious chore.

### Getting ready for reading

As with listening tasks, it is important to spend time preparing for the task. This should include drawing on the children's previous knowledge about the subject matter, using visuals to aid understanding and looking at key vocabulary to help children predict the general content of the text.

The detailed teaching notes very often suggest ways of engaging the children's interest in the text before they begin reading. This helps to focus children's attention on the task and creates a framework into which children can put the information they read about.

### While reading

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

### Post reading

It is important to get children to respond to their reading, not just answer some set questions. Enter into a dialogue with children about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

Please do **not** encourage children to read texts aloud unless this is to recite a poem, act out a play or story, or as a rubric check. Reading aloud usually inhibits most children, and adults, and forces them to concentrate on what they are saying rather than on what they are reading. This very often means that the meaning of text is lost.

In cycle 1 of *English for Me*, children were encouraged to re-tell stories or act out stories. They were not expected to read stories aloud, as this is a daunting prospect in a foreign language and at earlier levels could spoil their enjoyment of the story. However, as children get older and more confident, it is helpful to support them in demonstrating to their friends, and others – particularly parents – what they can do. Children are given opportunities in class to practise reading stories aloud in their groups after having rehearsed it with the tape. This activity provides children with structured support for those who do want to be able to read the stories to their friends or parents. It also means that those children who are not as confident are not forced into a position of having to read aloud to the whole class – a very intimidating task for many!

## Writing

The writing activities in *English for Me*, particularly the more extensive activities, generally appear towards the end of a unit. This is to ensure that children have had plenty of exposure to the language they need to use in the writing activity. At this level, it is important that time is spent building up the language children will need to complete the task and providing a model on which they can base their own work.

The writing activities themselves progress from earlier grades, where children generally wrote isolated words and phrases, to a more mature level where children begin to write paragraphs about themselves or about the topics encountered in the units. Children are introduced to the concept of process writing and are guided through the different stages so that they see the importance of planning, drafting and re-drafting.

It is very important that you familiarise yourself with the font 'Alfred' before beginning to check children's letter formation. This is the new font used in Basic Education, and is quite different from 'Sassoon', which is used in General Education. You will need to get used to modelling it accurately for children. The complete lower case and upper case letters, together with the letter joins, are shown at the back of this book, on pages 176–177.

### Correction

Children's work will inevitably contain mistakes at this level. Be sensitive in your correction and do not attempt to highlight and correct every error made. It is demoralising to children, and adults, to receive a piece of work covered in corrections and red marks.

Encourage children to correct their own mistakes and build in an element of peer correction. Peer correction is very useful because it raises children's awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for children to discuss their work together it also enables children to see how others, the audience, view their writing and ideas.

### Spelling

This very important sub-skill is systematically developed throughout the course. Key words are selected in each unit for children to learn to spell. This is checked at the end of each unit. In addition, children are asked to select a specified number of words in each unit that they would like to learn to spell. Again, these are checked towards the end of the unit.

## Writing posture, pen grip and paper position

For a picture demonstrating the correct posture, pen grip and paper position, see the front page of the Grades 2 and 3 Skills Books.

### Posture

At the beginning of the semester, you should check children's posture.

- Children should be encouraged to sit well back on their chairs in order to give them maximum stability. They should have both feet firmly on the floor
- Children's arms and hands should rest on the writing surface. The free hand should control the paper.
- Children should not sit hunched over their work. This is generally caused by the child being too tall for the 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

You should also check children's pen grip at the beginning of the semester.

- Check the grip children hold their pen in: the pen should be positioned between the thumb and the first finger, with the second finger acting as a support.
- The child's pen/pencil grip should be comfortable and relaxed. It is important that children do not adopt awkward or tense pen holds, as this will restrict the speed of their writing later on.

### Paper position

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

### The left hander

- Encourage the left hander to try to hold their pen/pencil farther from the point. This allows them to see what they have written.
- If possible, sit the left-handed child on a slightly higher chair. This will allow the child to see over the top of the 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-handed children need space on their left-hand side. They should not be positioned to the right of another child 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 child more freedom of movement.

## 1.4 Cross curricular links

In order to complete many of the activities in the course successfully, children are asked to use skills they have developed across the curriculum. For example, when children are asked to do a class survey this involves more than simple mathematical skills. They must know how to collect and classify the information needed and represent it accurately. This involves interpersonal skills, learning strategies and critical thinking.

The inclusion of pair and group work involves co-operation, adaptability and sharing. Children 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 children in their language learning. Each unit in the course includes the use of a variety of strategies such as comparing, classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on.

A summary of the concepts and cross curricular links in this course can be found at the back of this Teacher's Book on page 167.

## 1.5 Dealing with diversity: mixed ability teaching

It is clear that children learn at different rates and in different ways. Traditionally children have been classified as 'weak' or 'strong' because of this. However, this is often not the case; what it means is that children are different from each other. Individual children develop at different rates in different areas of thinking. Children have different levels of ability in mathematical, verbal, creative and physical expression and preferences in which of these skills they use.

*English For Me* provides opportunities to support these individual differences by giving equal opportunities to children 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 children with varying abilities to make positive contributions to activities.

Furthermore, the variety of topics in the course should mean that all children find something they are interested in. Many of the activities allow children to respond at different levels of understanding and in different ways. In addition, the pair work and group work activities encourage children to work together and learn from each other. The reading and listening tasks are usually graded, allowing 'weaker' children to answer some questions and 'stronger' children to be challenged by others.

Finally, at the end of each unit children are asked to reflect on their own progress. This self-evaluation helps children 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 framework of core material which can be extended in different ways in order to cater for children who finish before others. There are a variety of additional activities provided for those children who finish activities before others. Children need to be made aware of all of these resources and activities at the beginning of the semester.

At certain stages during the semester, you may feel that you need to set some of these activities for groups of children while you work with others who are encountering difficulties.

The activities are as follows:

## 1. Signpost tasks

In each unit, there is a 'signpost' to an extra task in the Classbook. These are generally open-ended tasks that can be done at any time during or after the lesson. They require no additional material. Children should be made aware of these activities at the beginning of the course.

## 2. Word Play activities

These are activities in the **Word play** section at the back of the Skills Book that extend the work done in particular units. They are intended to be fun activities such as word puzzles and games that children would feel motivated to do independently. Again, these can be done at any time during or after the lesson. There is an accompanying self-check answer key that children can use to check their own work.

## 3. Poster activities

There are a variety of additional poster activities included in the photocopiable resource at the back of this Teacher's Book (see pages 178–182). These are activities that can be placed on the classroom wall near the poster.

These are useful activities for those children who finish before others and can be done independently of the teacher.

## 1.6 Unit design

The design and content of the units has been developed out of the methodology underpinning the curriculum and the translation of these theoretical ideas into manageable and effective practice. Each unit of work is organised around a central topic and provides enough material for fifteen 40-minute periods.

Every unit has a language focus where children do simple analysis activities on the key functions or grammar of the unit. The character Robby the Robot is used to indicate to children that they are going to do an activity where they have to think about some aspect of language. It may be a simple functional or grammatical analysis, or a focus on some aspect of spelling, punctuation, phonics, or generally working with words (how to store them, how they are sequenced, etc.).

Alternate units have either a story or a project. The stories are included to foster children's enjoyment of reading for pleasure, and to encourage them to want to read beyond the classroom. The projects are designed to give children an opportunity to carry out simple research and to produce personalised work which encourages freer writing. The following stories and projects occur in the units.

**Unit 1 Project:** A project about an Omani craft

**Unit 2 Story:** The life of Helen Keller

**Unit 3 Project:** A project about health and fitness

**Unit 4 Story:** Ahmed and David's Amazing Adventure

**Unit 5 Project:** A project about someone's job

Grade 6 of *English For Me* is divided into five units per semester, with fifteen lessons in a unit. It is important to teach a complete lesson and not to start a new lesson at the end of a lesson if you finish early. If you do finish a lesson early, use the signposted extra activity in the Classbook, or one of the extra poster activities, or get children to sing one of the songs, or do a related TPR activity.



During the first part of the semester, you will need to spend some time in each lesson establishing classroom routine. This will affect the timing of the lesson and will vary from class to class.

Each unit begins with an introduction to the topic which sometimes involves children sharing their knowledge in L1. This is a very useful stage in the learning process and gives children the confidence to build on something they are already familiar with. The unit then develops by gradually building up the main vocabulary and language connected with the topic over the fifteen lessons.

In your first year of teaching the course, it would be advisable to follow the detailed teaching notes. After teaching the course for a year, you will become familiar with the course as a whole and may wish to make decisions about adapting, supplementing and extending activities.

## 1.7 Project work

Project work is a key element of *English For Me* in cycle 2. It enables children to work at a pace and level suitable to their own individual learning abilities and developmental level. Projects can promote cross-curricular links and enable children to respond at different levels of understanding and in different ways to the topics researched. They are particularly useful at this level of learning as a way of helping children to develop independent learning skills and follow particular areas of interest.

The Project Record Sheets included in the course help children begin to plan, organise and review their work systematically.

## 1.8 Portfolios

Portfolios were introduced for the first time in English at Grade 5 and will continue to be used throughout cycle 2. They are particularly useful at this level of learning as a way of helping children to develop independent learning skills.

A portfolio is an ongoing collection of a child's work. It should include a wide selection of work produced by them. Portfolios should provide opportunities for learning, teaching and assessment. A portfolio is a continually growing collection of both work in progress and finished work. It should contain both final pieces of work and

examples of the process by which these products were produced.

A wide range of material should be included in the child's portfolio. For example they may contain reading reports, writing assignments (including drafts), pictures, book reviews, project reviews and sample material, audio cassettes of stories told or acted out by children, quizzes, etc. Eventually, they may also include comments from the child's peers and parents.

Portfolios are very valuable learning and teaching tools. They can be complex to set up and monitor; however, and both teachers, new to portfolios, and children will need time to become familiar with this new element of the course. Initially, the majority of elements to be included in the portfolio will be specified in the course until the portfolio becomes a natural part of classroom practice.



These items are indicated in the children's Classbook and Skills Book by the appearance of a character called Portfolio Pete. He serves as an indicator that children should place that particular item of work in their portfolio.

The use of portfolios will vary from class to class and teachers will need to use their judgement about when and how to use them.

The use of portfolios needs to be quite controlled until both teachers and children are familiar with the concept. You may find it useful to use the following strategies to help children understand portfolio work.

### 1. Introduce the portfolio

Discuss reasons for using a portfolio with the children. Create a sample portfolio to share with the children to help them understand the process.

At this stage, you may want children to cut out the portfolio Contents page from the back of the Skills Book (page 89) and put it at the front of their portfolio. You will need to consider the best way for children to organise the material in their portfolio folder, and discuss this with them.

### 2. Plan organisation and use carefully

Discuss routines and procedures for using the portfolio with the class. Discuss the following with the class:

- when the portfolios will be used.
- when the children will make their selections.
- where portfolios will be stored.
- when children will have access to the portfolios.

### 3. Select items for the portfolio

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

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

The portfolio should be included as part of the normal classroom programme. Time needs to be allocated for children to think about and select items and to think about the reasons for selecting them.

The sharing of this information needs to be carefully scheduled, either individually, or in small groups, so you have an opportunity to talk with all the children over a relatively short period of time.

The work done as part of the projects and portfolios will also be used in assessing children's progress. Please see the Assessment and evaluation section at the back of this book for further details (pages 163–165).

## 2 Assessment and evaluation

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*English for Me* is based on an integrated system of continuous assessment which monitors children's progress over the course of the semester. This approach continues the continuous assessment system adopted in earlier grades. However, as children are becoming more mature, an element of more formal assessment is included at this level as well.

The information gathered on children's progress is recorded on a series of profile charts. These are included for your information, along with detailed notes regarding the rationale and implementation of this system of evaluation and assessment, at the back of this book (see pages 163–175).

## 3 Activities

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All the activity types used in the course have been designed to encourage children to use English in a way which is enjoyable and purposeful for children of this age. Many of these activities replace the need for drills because they practise the language items over and over again in an enjoyable way, for example, in songs, rhymes, stories and games. These activities have the additional advantage of involving children on many different levels. They involve children affectively by relating to the child's experiences, intellectually by providing challenge, and physically by extending the child's use of motor skills. Physical involvement is a very important part of the course. Doing the actions to a song, pointing to things in a picture or the classroom, making things, and acting out the parts in stories support the new language and reinforce understanding.

### 3.1 Games

Besides being enjoyable in themselves, games help children to learn how to co-operate with each other, and work within a set of rules. They are one of the best ways for children to use language in a real way. Games can channel children's natural instinct for fun into successful language learning.

There are many games in the course, including: guessing games, 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 children understand the games by demonstrating with a group of children first, or by playing them yourself. Make sure children feel confident with the language they need, and encourage them to use it while playing.

### 3.2 Stories

Stories are a powerful tool in language learning and the development of children. They are an excellent way to introduce English and contribute to the child's whole development. They can also provide the 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 many stories which exploit children's natural enthusiasm for them. The stories are a mixture of

original stories, and adaptations. All the stories are recorded on tape and are illustrated in the Classbook. They have been designed to motivate children, and to provide opportunities to help develop critical stages in the learning process. They achieve this in the following ways:

- Stories expose children to a large amount of comprehensible input. They provide the language to engage children in purposeful communication, and present situations usual in stories and important to the world of children.
- Stories present language in a context which is meaningful to children. The language that appears in the stories plays a specific role within the content. This helps children 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 children to participate actively either by joining in, or by creating new sentences.
- Stories help develop children's creativity and a liking for stories. Children who listen to, or read, stories become far more creative and imaginative than those who are deprived of this opportunity.

### How to tell stories

Although all the stories are recorded on tape, you may want to read them to the children yourself. This is usually much more involving for the children, and allows you more time for using realia, gestures, and expressions at the appropriate moments.

If you decide to tell the stories yourself, here are some suggestions that can help you:

- Read, and listen to, the story several times until you have learned it by heart. It may be useful to record yourself telling the story to make sure you get the correct intonation, and your voice conveys the right feelings.
- When you have memorised the story, rehearse it – in front of a mirror if possible – using all the realia, gestures, and expressions, as if you were in front of the class.
- Organise any realia and visuals beforehand so that you have what is necessary to reinforce the meaning and make the story come alive.

### Before you start telling the story

- Before listening to, or reading, the story, allow the children to focus on the pictures in the Classbook. Ask the children questions about the pictures so that they are more familiar with the subject matter before they hear the story.

- Elicit the vocabulary they already know and teach any key vocabulary essential to general understanding.

### While telling the story

- Point to the appropriate pictures in the book as you tell the story.
- Speak with a clear voice, and tell the story at the right pace, not too slowly and not too fast.
- Use gesture, expression, mime, realia, and change of voice to help children understand the story better.
- Encourage children to participate in the story by asking them questions, getting them to predict what happens next, and encouraging them to join in when there is a repeated pattern.

Some of the stories contain words and sometimes tenses which the children will not have learned. However, understanding key words and the central events is all that is required of the children at this stage.

## 3.3 Songs, rhymes, chants and tongue twisters

There are songs, rhymes, chants and tongue twisters in every unit of the course because they play an invaluable role in familiarising children with the sounds and rhythms of English. All of these are recorded on the tape. There are many ways of exploiting these in the classroom. Here are a few that are included in the course:

- Talk about the pictures in the Classbook or Skills Book in English, where applicable. Children can try and guess what the song is about.
- When introducing a song for the first time, let the children listen to the music first, getting them to move or clap to the rhythm.
- Play the song again. It helps if you have learned the words and the children can watch you singing or miming to the tape and doing the actions.
- Don't expect children 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.
- Children 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 could do the actions.

Songs, rhymes, chants and tongue twisters can be used during the lesson to change the pace, by providing children with more physical involvement before or after more passive parts of the lesson. Children will want to hear their favourite songs many times.

As with the stories, some songs contain vocabulary and structures more advanced than children have learned, but there is no need to teach this language in a formal way.

### 3.4 Arts and crafts

In creative activities, children can display imagination, emotions, knowledge, and personal taste, and they provide an excellent stimulus for language development.

The course includes art and craft activities in which the children are encouraged to make objects related to the content of the units and the characters that appear throughout the book. These activities involve children in activities they like, and at the same time help them to learn useful language in a natural, realistic way. Very importantly, these activities help children to become skilful with their hands. Using equipment such as scissors, glue sticks, etc., increases hand control and makes controlling a pen or pencil so much easier. Throughout the course, children will draw, colour, cut out, fold paper, make dice, badges, books, etc.

The materials needed for each of these activities are listed in the Teacher's Book. Work out how many of each item you will need before the lesson. It is always very useful to prepare a sample of the object the children are going to make in the class beforehand. This helps you to make sure the materials you have are suitable (the right type of glue, the right thickness of card, etc.) and to foresee any potential problems your class may encounter with a particular activity. It is also very useful for children to be able to see what they are going to make.

Before giving materials to children, make sure they know what they have to do by demonstrating, either with the object you have made before the lesson, or by mime. Organise children into groups and give out the materials necessary. While the children are making the object, go around the class helping and encouraging where necessary.

It is important with these kinds of activities to keep a careful eye on children. Be particularly careful about glues and felt pens – make sure they are non-toxic. Similarly, be careful when letting children use scissors – make sure they understand that they have to handle them carefully and that they must not run or play with them.

### 3.5 Acting-out and role play activities

There are a number of acting-out and role play activities throughout the course in which children, either in group or in pairs, reproduce dialogues or act out roles in a communicative situation.

These activities give children the opportunity to participate in controlled interactive situations using functional English in a communicative way. They also provide children with opportunities to be creative and individual in their use of English.

### 3.6 Total Physical Response

Many of the activities in *English For Me* provide opportunities for children 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 children involved in this research were found to have better listening comprehension and, later, better speaking skills than those children taught by traditional methods.

You will find many Total Physical Response activities in the course. (These are referred to as **TPR** activities.) These activities give children intensive listening practice and repeated exposure to basic vocabulary items, while requiring a minimal verbal response or no verbal response at all.

## 4 Classroom management

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

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

- 1 By beginning with what children already know about a topic.
- 2 By ensuring that language is always supported by visual information.
- 3 By giving feedback on what children 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 children with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organise the class layout for activities, etc. Organise your classroom so that important equipment is within easy reach of all the children during an activity. After the activity, make tidying up an essential part of the lesson.

The organisation of your classroom is very important. Clear instructions are essential when organising the class for an activity – always make sure children know exactly what they are doing before they start. Children should see and hear a model of the activity, or the language they are expected to produce, so that they understand clearly what to do.

### 4.2 Use of L1

The amount of time in which children are exposed to English in the school situation is very limited. Therefore English should be used in class as much as possible in order to provide children with the largest possible amount of comprehensible input. Gesture, mime and visuals are all useful aids to teacher's talk to make their input comprehensible.

In a class of children, 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 the children you will need to create a relaxed atmosphere in the class, and make the children feel secure. This would be quite difficult, and very time consuming, in English. The only rule on when to use L1 with a class of children is a simple one – common sense. It is important to remember that we are teaching English, but also that we are teaching children.

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

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

At this stage in cycle 2, children should be able to follow most instructions in the classroom in English and you should now try and encourage children to use English in the classroom more and more for everyday interaction.

It is very important that you give clear instructions and make sure that children understand before beginning the activity what they have to do. Again, encourage them to use English as much as possible.

### 4.3 Classroom language

#### Classroom routines

Using English in classroom routines is a very good way of both introducing and constantly recycling language. Use English as far as possible for organising activities and giving instructions, for playing games, and for giving support and praising the children.

This type of language will constantly be needed in the classroom. Children should gradually develop a passive understanding of the expressions, and should by now be able to produce many of them by themselves.

Here is a list of useful phrases to use in classroom routines in English:

#### Organisation

- Sit down.
- Hands up.
- Come here, please.
- Bring/Give it to me.
- Put it here/there.

Open your books at page ...  
Look at the pictures/at page ...  
Say it with me.  
Say it again.  
Repeat.  
Stop now.  
Listen to me.  
Now you.  
Tell me ...  
Hold up/Show me a ...  
All together.  
Get into pairs/groups.  
Try to guess.  
Wait.  
Let's sing a song/read/listen to a story.  
Cut out the picture.  
Draw a ...  
Colour.

### Providing support and giving praise

Good/Very good.  
Well done.  
Yes, that's right.  
No, try again.  
What a lovely picture!

### Games

Let's play a game.  
Ready, steady, go.  
It's your turn now.  
Whose turn/go is it?  
Who's next?  
... .. is the winner.  
You're out.  
It's a draw.  
Pick a card.  
Shuffle the cards.

### Some useful classroom phrases for children

Can I have the scissors/glue etc.?  
Here you are.  
I don't know.  
It's my/your turn.  
Sorry.  
Thank you.  
Yes.  
No.  
Finished.

## 4.4 Classroom organisation

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

### Class work

Sightlines are very important when you are teaching the whole class. Children must be able to see you 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 individual children to interact can be significantly increased by getting them to work in pairs or groups.

#### Pair work

Children can easily form pairs with their neighbour. Other arrangements are also possible (see *diagram on next page*).

#### Group work

For group work, ensure that children are facing one another and not spread out in a line, which would make communication impossible (see *diagram on next page*).

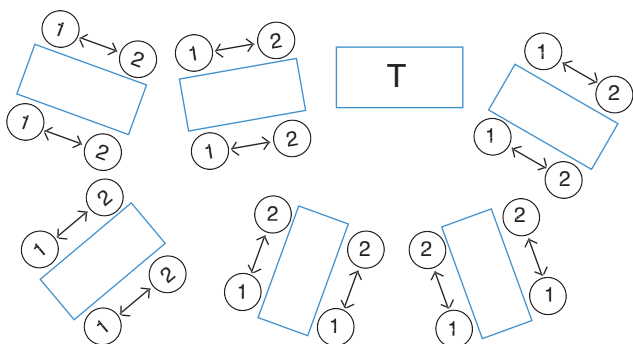
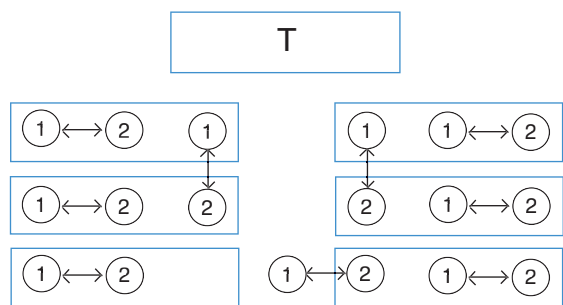
The following steps will help you set up pair work and group work effectively:

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

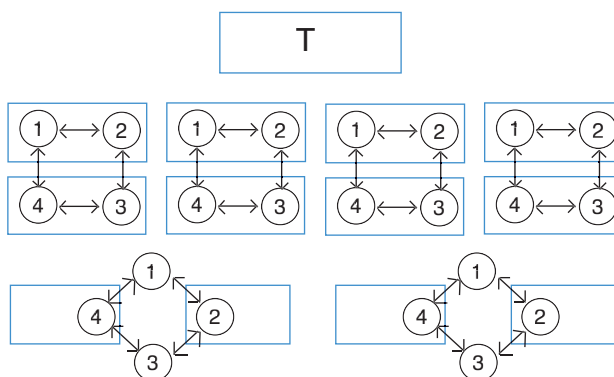
Although it can be more settling for children to work with a regular partner; it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each child half of a

## Classroom organisation

### Pair work

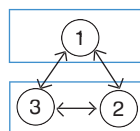


### Group work

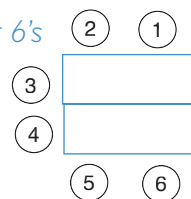


### Other group arrangements

for 3's



for 6's



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 combination of children in groups affords the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which children 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 children down:

- Raise your arm up in the air and wait for children to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class try and achieve silence in fewer and fewer seconds.

## 4.5 Classroom discipline

Children are physically active, and the course includes some activities that will involve a certain degree of noise at times. However, experienced teachers know that in a class of children, noise and lack of control are not linked. Children 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 children aware of the importance of doing these activities quietly and properly so that they can enjoy them and not disturb other classes.

## 4.6 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 the first step in learning English. It would be unrealistic to expect all children to produce correct English at this stage. Errors should be recognised as part of the learning process. The following guidelines should be followed:

- Do not interrupt when a child is saying something. After the child has finished speaking, you can use correct English to gently paraphrase what the child was trying to say.
- Build up children's confidence in attempting to say things in English, even if their production is not accurate to begin with. Remember to praise their attempts.
- Be patient. Remember that mistakes are a natural part of the learning process. Children learning their first language are exposed to an enormous amount of language for a long time before they are able to produce any language. When they do start producing language, they make mistakes for a long time.

## 4.7 Classroom display

Children love to see their work displayed. If possible, find a place in which the materials produced by the children can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom, or save the children's work in a giant Classbook. Decorate the display attractively using card of different colours, cut-outs with English motifs, and other materials that children bring to the class with them. Change the decoration from time to time.

Displaying children's work gives status to it, as well as enhancing the learning environment of the classroom. It gives children a real sense of pride and ownership of their work.

# 5 Course components

The course components for Grade 6 semester A are as follows:

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

## 5.1 Classbook

The **Classbook** contains the core stimulus material for classroom activities. These include factual information presented through a variety of text types, dialogues, games, stories, songs, poems, etc. The Classbook also contains a series of cut-out pages at the back of the book which are removed to make activity cards, flags, pages for their portfolios, etc.

The back of the Classbook also contains a **Word store** of the key vocabulary in the course organised in topic areas. Children should be encouraged to refer to this to help them with their spelling.

Each unit in the Classbook has a frieze down the right-hand side of the first page, which reflects the topic of the unit. This frieze can be used for introducing the topic and for teaching and revising vocabulary.

## 5.2 Skills Book

The **Skills Book** contains activities that consolidate the language and skills developed in the Classbook activities. It also contains simple language analysis activities designed to develop children's awareness of the rules governing the grammatical and functional language they have

encountered in the course. Other analytical activities raise children's awareness of aspects of phonology and spelling and punctuation conventions. Learner development activities are also included here, such as looking at different methods of storing and ordering vocabulary, looking at ways of planning work, and so on.

The Skills Book also contains a bank of activities in the **Word play** section at the back of the book that extend the work done in particular units. There is an accompanying self-check answer key that children can use to check their own work.

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

Please see pages 163–165 for further information about these self-evaluation pages.

## 5.3 Teacher's Book

The **Teacher's Book** aims to provide full support for the teacher in planning the programme for the semester. The introduction describes the aims of the course and gives a rationale for the approach to language teaching in the course. The Classroom management section (pages xviii–xxi) suggests ways of managing the different types of activities and using the routines of classroom interaction as a context for language learning.

The Teacher's Book provides step-by-step lesson notes for each unit, which help the teacher create a suitable environment for effective and enjoyable language learning.



The lesson notes highlight the language used by the teacher and the children. The language to be used by the teacher is highlighted in the lesson notes in **bold**. For example, **What number is it? Look at page 32 of your Classbook**, etc. Children's expected responses are also highlighted in **bold**. For example, **Don't turn left** or **That's a good idea**, etc. Suggested teacher and children's language often includes [square brackets]. This indicates that you should choose appropriate vocabulary from the target language. For example, **They're [Matroyshka dolls]** or **Does [Kate] like her job?** etc. In the Unit aims, an (R) indicates language which is being recycled.

There are many standard activities used in the course which follow the same procedure each time they are used, but which use different target language. For example, reading races using the posters, 'Ask and answer' activities using dialogues from the Listening cassettes, feedback activities, etc. The procedure for these standard activities is described in full in Unit 1. In later units, references are made to these activities to be carried out 'in the usual way'. If you need further details, you should refer back to the procedures as they are described in Unit 1.

The Teacher's Book includes reproduced pages from the Classbook and Skills Book for easy reference. Suggestions are also given for extension activities to help children expand their language work outside the classroom, and to provide additional material for mixed ability classes.

In addition, the Teacher's Book contains the following:

- A contents map showing the main language content of the course.
- Aims for each unit, the active vocabulary used, the main language the children will learn, and the skills developed.
- A list of classroom materials needed for each lesson.
- Scripts of the songs, rhymes, tongue twisters, stories, and all the other listening activities recorded on the cassettes.
- English expressions that can be used in the classroom.
- Profile charts for you to record the children's progress.
- A section at the back of the book of activities for use with the posters.
- A section at the back of the book of photocopiable pages for use in class activities.

## 5.4 Audio cassettes

The **Audio cassettes** feature both child and adult speakers, and provide a wide variety of natural listening materials including the songs, rhymes, chants, tongue twisters, stories, dialogues and specific listening tasks. There are two sets of cassettes per book – **Songs and Rhymes** and **Listening**.

## 5.5 Resource Packs

There are two Resource Packs, one for the teacher and one for the class. The **Teacher's Resource Pack** will be distributed to each teacher **once a year**. This contains:

- 20 dice
- 60 coloured counters
- 12 pairs of scissors
- 3 Packs of coloured wax crayons for posters
- 6 Magnets / 6 coloured

There is also the **Class Resource Pack** which you will receive for each class. Grade 6 Semester A pack contains:

- Activity cards – 2 sets
  - IKC membership cards (for Unit 1)*
  - Job words (for Unit 5)*
- Role cards – 2 sets
  - Holiday role cards (for Unit 4)*
  - Job role cards (for Unit 5)*
- Jigsaw reading cards – 1 set
  - Robinson Crusoe story (for Unit 4)*
- Posters – 6
  - The posters are used to introduce the topic of each unit and to provide extra activities. There is one poster for each unit, plus a poster of The Writing Route.*
- Project card
  - This is for making displays, book covers, etc. and portfolio covers if required.*
- Consumables:
  - 15 tubes of glue*
  - 2 packs of Blu-tac*

## 6 Symbols and Abbreviations

### Teacher's Book symbols:



Classbook, page 11



Skills Book, page 17



cut-out page B



Songs and Rhymes cassette



Listening cassette



*This symbol indicates that if children have extra time at the end of an activity, or if they wish to do any extra activities in their free time, they can do the extra activity or activities as directed in the Classbook.*



*This symbol indicates that this stage of the lesson would be a good opportunity for you to assess children's work.*

### Abbreviations:

<b>CB</b>	Classbook
<b>OHP</b>	overhead projector
<b>OHT</b>	overhead transparency
<b>SB</b>	Skills Book
<b>sfx.</b>	sound effects (on Tapescripts)
<b>TB</b>	Teacher's Book
<b>TPR</b>	Total Physical Response
<b>TS</b>	Tapescript



# UNIT 1 Creative crafts

## Aims

### Children will learn how to:

- ▶ Ask for and give personal information about themselves and others (R)
- ▶ Ask for and give information describing objects, where they are from and what they are made of (R)
- ▶ Read and understand factual information about crafts from around the world
- ▶ Read and understand a variety of texts for specific information and general understanding
- ▶ Listen to a variety of texts for specific information and general understanding
- ▶ Follow a sequence of written instructions
- ▶ Write short factual information about Omani crafts
- ▶ Understand and use the verb 'to be'.
- ▶ Recognise and use common conventions for punctuation
- ▶ Recognise and use the 'p' sound in common words

### Main language

- ▶ What's your name? I'm Ahmed.
- ▶ How old are you? I'm 12.  
How old is he/she? She's/He's 13.
- ▶ Where are you from? I'm from Oman. We're from Oman.  
Where's he/she/it from? He's from Japan. She's from Palestine. It's from Iran.  
Where are they from? They're from Russia.
- ▶ What is it? It's a rug. It's an origami frog.  
What are they? They're Palestinian bowls.
- ▶ What's it made of? It's made of wool.  
What are they made of? They're made of paper.
- ▶ Draw a picture. Fold the square. Open the triangle.  
Stick instructions here. Make a frog.

### Vocabulary

- ▶ *Art and craft objects:* bowl, cap, doll, rug (R)  
khanjar, pot, pottery, origami, sand painting, tangram
- ▶ *Jewellery:* anklet, bracelet, earring, necklace, ring
- ▶ *Verbs:* be, colour, cut, draw, fold, make, open, put, stick (R)  
unfold
- ▶ *Shapes:* circle, rectangle, square, triangle (R)  
parallelogram
- ▶ *Patterns:* checked, flowery, spotted, striped (R) zig zag

- ▶ *Materials:* gold, plastic, silver, wood, wool (R) cotton, clay
- ▶ *Countries:* Australia, China, Japan, Kenya, Oman, Russia, Scotland, the USA (R) Iran, Palestine

### Skills and strategies

- ▶ Apply prior knowledge
- ▶ Categorise
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions for factual information
- ▶ Ask and answer questions for personal information
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Understand a sequence of instructions
- ▶ Listen to a variety of texts for specific information
- ▶ Write short factual descriptions of a craft
- ▶ Write a short e-mail reply
- ▶ Recognise and use the 'p' sound in common words
- ▶ Recognise and use common punctuation conventions
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills:  
plan work using the writing route  
research information  
writing and integration of visuals  
check spelling  
record progress of project

### Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Play a guessing game
- ▶ Make an origami frog
- ▶ Make a tangram picture
- ▶ Do a role play
- ▶ Do a project
- ▶ Say a chant
- ▶ Say tongue twisters
- ▶ Make a portfolio

# LESSON 1

## Before this lesson

You will need to put up the poster for Unit 1 on the wall in your classroom. You should put it somewhere where all the children can see it easily, but also at a height where children will be able to stand in front of the poster and identify objects and words in it.

You may also like to prepare your own name poem for Step 2.

## STEP 1

- ▶ Ask children what topics, songs and stories they remember from Grade 5. Give children a few minutes to brainstorm in their groups and then ask children to tell you what they have remembered. For example, they may be able to give you some facts about the topics they remember, or tell you a part of a story, etc. Give each group a chance to tell you something they remember.
- ▶ Now ask children if they can remember **The Alphabet Chant** and the actions that go with it from previous grades. Tell them to listen to the chant and watch you.
- ▶ Play the chant straight through.



### Songs and Rhymes Tapescript 1.1 The Alphabet Chant

A B,    A B C,    A B C D,    E F,  
E F,    E F G,    E F G H,    I J,  
I J,    I J K,    I J K L,    M N,  
M N,    M N O,    M N O P,    Q R,  
Q R,    Q R S,    Q R S T,    U V  
U V,    U V W,    U V W X,    Y Z!

- ▶ Say the chant yourself along with the tape and do the following actions: clap on each letter, except the last two letters of each line, where you stamp your left foot, then your right foot. Look at the example below:  
A    B,  
clap    clap  
A    B    C,  
clap    clap    clap

A    B    C    D,  
clap    clap    clap    clap

E    F  
stamp    stamp

- ▶ Say the first line and get the children to join in with the clapping and stamping so that they establish the rhythm. Say it two or three times and get the children to join in with the letters as well as the actions when they are ready.
- ▶ Go through all the lines of the chant, giving the children time to get used to the actions and the letter groups.
- ▶ Rewind the tape and play the chant again all the way through. Encourage children to join in as much as they can.

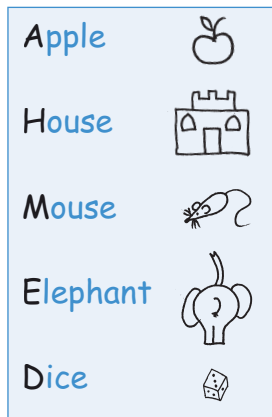
*The purpose of this activity is to remind children of the letters of the alphabet and alphabetical order. This will help them in spelling names and objects in the next activity.*

## STEP 2

- ▶ Tell children that they are going to make a name poem for themselves
- ▶ Do your own name with the class as an example. First write your name – for example, AHMED – vertically down the board. Now tell children that you are going to write words beginning with each letter of your name. Do the first letter and word as an example. Write the word next to the first letter.

Apple  
H  
M  
E  
D

- ▶ Now ask the class for suggestions for the other letters of your name until it is complete. If you like, you could also do a simple drawing next to each word.
- ▶ Ask the children in their groups to tell each other their names and ask each other for help



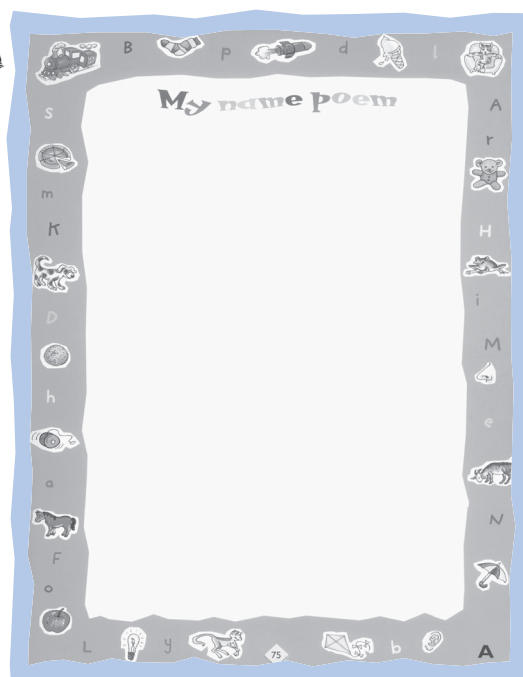
with ideas and spellings. Once children have enough ideas, they can write their name poem on a piece of paper. As children do this task, circulate around the class providing guidance and support where necessary.



- ▶ Ask children to remove cut-out page A carefully from page 75 at the back of their Classbook. Tell children that they should copy their poem neatly onto this page for homework and illustrate it with pictures. These can be used for a class display and later can go into their portfolios.

### STEP 3

- ▶ Ask children to look at the poster and tell you what they can see. Elicit as much vocabulary as possible from the class and then ask children to say what they think this unit is going to be about. Now tell children to **Look at pages 2 and 3 of your Classbook.** Ask them to **Look at the title of the unit on page 2.** Read the title to the class – *Creative*



*Crafts* – and encourage children to consider if this matches with their guesses about what the unit would be about.

- ▶ Now ask children to **Look at the pictures on pages 2 and 3 and the pictures in the frieze on page 3.** Get children to name anything they can. They may suggest **rugs, khanjar, caps, bowls, dolls,** etc. Establish that the unit is going to be about arts and crafts from around the world. Tell the children that they will come back to the frieze in a later lesson.
- ▶ Ask children to tell you what arts and crafts they know about or like. Children may have family members who are involved in arts and crafts. Encourage the class to make any contributions they can.

### STEP 4



- ▶ Ask children to **Look at page 2 of your Classbook.** Ask children to read the rubric and instruction text for activity 1. Ask them to check in their groups what they have to do. Then ask a group to volunteer to tell the class what they have to do. Do not get the children to read the rubric or instruction text aloud. Make sure children understand that they have to read the e-mail and use the information in it to label the pictures. The first one – *khanjar* – is done as an example. Remind children that they should join their handwriting.
- ▶ When children have finished this task, ask children to check their answers in their groups.



## STEP 5

- ▶ Now ask children to read the rubric and instruction text for activity 2. Ask them to check in their groups what they have to do. Then ask a group to volunteer to tell the class what they have to do. Do not get the children to read the rubric or instruction text aloud. Make sure children understand that they should listen to the tape and check their answers.
- ▶ Play the tape, pausing after each answer for children to check their work.



### Listening Tapescript 1.1

1. khanjar
2. caps
3. bowl
4. necklace
5. pots
6. rugs

- ▶ Do a whole class feedback. Write the numbers 1–6 vertically down the board. As you elicit the answers, write the words next to the appropriate number. Make sure children check each other's work.
- ▶ Tell the class that you are going to play the tape again. Ask children to listen, point to the picture and repeat the word after the tape.
- ▶ Play the tape again [you will not need to rewind]. Pause after each word to give children time to repeat them.

### For homework

Remind children to copy their poem neatly onto the name poem cut-out page for homework and illustrate it with pictures.

### Before the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 3 and 4 of the next lesson.

# LESSON 2

## YOU WILL NEED:

- ▶ **OHT (optional)** for class feedback in Steps 3 and 4

### At the beginning of the lesson

Collect in children's name poems. Tell the class that you will make a classroom display with their poems. If you have time, you may want children to help you organise your display.

## STEP 1



- ▶ Ask the children to **Look at pages 2 and 3 of your Classbook**. Ask them to look at the pictures and name any patterns they recognise. Elicit pattern vocabulary from the class such as **striped, flowery**, etc. (This is recycled vocabulary from Grade 5.) Introduce the word zigzag. Quickly draw a zig zag pattern on the board and say **zig zag**. Get children to repeat this after you a few times and then ask them to find objects with zig zag patterns on them on pages 2 and 3 of their Classbook.

- ▶ Now ask for a volunteer to come to the front of the class and ask them to stand with their back to the class and face the board. Tell the child that you are going to draw a pattern on their back and you want them to see if they can guess what the pattern is. Repeat this procedure with some more children.
- ▶ Next, ask for pairs of volunteers to come to the front of the class and demonstrate the activity. Ask them what they should say if the person does not guess correctly. Elicit for example, **No, sorry. Try again!** Ask them what they should say if the person guesses correctly and elicit **Yes, well done, Yes, that's right**, etc.
- ▶ Now divide the class into pairs and ask them to take it in turns to draw a pattern on their partner's back. Their partner should guess what the pattern is.

## STEP 2



- ▶ Ask children to **Look at the pictures on page 2 of your Classbook**. Ask the class if they can name any of the items on the page. Elicit as

much vocabulary as possible and then ask the class to **Read the rubric for activity 3**. Show children the talking heads at the bottom of the page. Ask children to listen to the two conversations and read the text in the speech bubbles.

- ▶ Play the tape straight through.



### Listening Tapescript 1.2

Boy 1: What is it?  
 Boy 2: It's a khanjar.  
 Girl 1: What are they?  
 Girl 2: They're pots.

- ▶ Now divide the class in half, and get children to sit face to face. Ask one half of the class to repeat the questions after the tape, and the other half to repeat the answers.
- ▶ Play the tape again [you will not need to rewind], pausing for children to repeat the questions and answers.
- ▶ Now tell the class to change roles, and get the half who repeated the questions the last time to repeat the answers, and vice versa. Play the tapescript again [you will not need to rewind], pausing after each question and answer for children to repeat.
- ▶ Ask children to volunteer to ask other children the question. Get a few pairs of children to ask and answer the questions across the class.
- ▶ Now organise children into pairs. Get them to ask each other questions about all the pictures in activity 1, using **What is it?/What are they?** and **It's a... /They're...**. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

### STEP 3

- ▶ Ask children if they remember the e-mail Ahmed wrote to IKC members. Ask them if they can remember why Ahmed wrote the e-mail. Establish that he is doing a project about the arts and crafts of different countries and that he asked people to send him pictures and information.



- ▶ Ask children to **Look at page 3 of your Classbook**. Read the rubric and text for activity 1 on page 3 of their Classbook. Ask



**1 Listen, find and complete.**

Ahmed has received a lot of replies to his e-mail. Unfortunately, he has mixed up the e-mails and the pictures. He is trying to find out where the objects are from so that he can match them to the e-mails. Listen to his friends trying to help him match the pictures to the e-mails.

Matryoshka dolls      an origami bird      Palestinian bowls

an Iranian rug      Native American sand paintings

Where are they from?

1. The bowls are from Palestine.

2. The origami bird is from \_\_\_\_\_.

3. The rug is from \_\_\_\_\_.

4. The Matryoshka dolls are from \_\_\_\_\_.

5. The sand paintings are from \_\_\_\_\_.

**2 Ask and answer.**

What is it? It's an origami bird. Where's it from? It's from Japan.

What are they? They're Matryoshka dolls. Where are they from? They're from Russia.

them to check in their groups what they have to do. Then ask a group to volunteer to tell the class what they have to do. Do not get the children to read the rubric or instruction text aloud. Make sure they understand that Ahmed has mixed up all the pictures and replies to his e-mail and that his friends are trying to help him match the pictures to the e-mails. Ask children if they know any of the objects in the pictures and where they are from. You may need to clarify for children here that the country called 'the USA' is the United States of America. The sand paintings – labelled Native American – are from America, or the USA.

*This pre-listening activity puts the listening in context and gives children a real purpose for listening.*

- ▶ Play the tape, pausing after the first statement – 'These are bowls. They are from Palestine.' Ask children **Where are the bowls from?** Elicit **Palestine** and show children where Ahmed has written the word to complete the sentence. Tell the class you would like them to help Ahmed complete the other statements. Show children where they can find the spelling of the country names, in the box next to the sentences. Remind children that they should use pencil to write their answers.
- ▶ Now play the rest of the tape, pausing after each statement to give children time to write their answers. At the end of the listening task, ask children to compare their answers.





### Listening Tapescript 1.3

Ahmed: Can you help me? I've mixed up these pictures and the e-mails. Do you know where these things are from?

1. These are bowls. They are from Palestine.
2. Oh, this is lovely. It's an origami bird. It's from Japan.
3. OK. This is a rug. I think it's from Iran.
4. Uhhh. I think these are called Matryoshka dolls. They're from Russia.
5. OK. These are sand paintings. They're from the USA.

- ▶ When children have had time to compare their answers, play the tape again for them to check their work [you will not need to rewind]. Pause after each statement.
- ▶ Do a whole class feedback in the usual way by quickly writing the numbers 1–5 vertically down the board. As you elicit the answers, ask the question **Where's it from/Where are they from?** This will give plenty of opportunity for children to hear the question, which they will use in a later activity. Elicit the answers from the class and write the name of the country next to the corresponding number on the board. If you have one, you could use a prepared OHT instead.

The answers are as follows:

1. *Palestine*
2. *Japan*
3. *Iran*
4. *Russia*
5. *the USA*

### STEP 4



- ▶ Ask children to **Look at page 2 of your Skills Book.** Ask them to read the rubric and instruction text for activity 1. Ask them to check in their groups what they have to do. Then ask a group to volunteer to tell the class what they have to do. Do not get the children to read the rubric or instruction text aloud. Make sure children understand that they can use the words in the frieze to help them with the vocabulary and the spelling of the words. Children should write their questions and answers in pencil. Remind children to join the letters in their handwriting.



UNIT 1  
**Creative crafts**

1 Write questions and answers.

Look at these pictures of arts and crafts from different countries. Write questions and answers about each one. Use the words in the frieze to help you.

1. What is it?  
It's a \_\_\_\_\_

2. What are they?  
They're \_\_\_\_\_

3. What \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

- ▶ While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.
- ▶ When children finish the activity, they should compare their questions and answers in their group. Then do a whole class feedback. Write the numbers 1–7 on the board. Elicit the questions and answers and write each one on the board as you elicit it from the class, or use a prepared OHT if you have one. Make sure children check each other's work. Remind them to pay particular attention to spelling, full stops, question marks, and capital letters.

#### At the end of this lesson

Collect in children's Skills Books to check their work before the next lesson.

#### Before the next lesson

Make a display of the children's name poems.

You will also need to prepare the IKC membership activity cards for Step 3 of the next lesson. There are 10 sets, each containing 12 different IKC membership cards. You will need 1 set for each group of 3, 4 or 6 children. Smaller numbers per group would be better.

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Step 3 of the next lesson. If not, you will need to copy the chart in the Teacher's notes and make a photocopy for each group.

You may also want to prepare an OHT for the whole class feedback in Step 3.

# LESSON 3

## YOU WILL NEED:

- ▶ **IKC ACTIVITY CARDS** one set for each group of 3–4 children
- ▶ **OHT OF CHART** for Step 2 **or** **PHOTOCOPY OF CHART** one for each group
- ▶ **OHT (optional)** for Step 3

## STEP 1



- ▶ Ask children to **Look at pages 2 and 3 of your Classbook**. Ask them to look at the pictures and name any patterns they recognise. Elicit as much vocabulary as possible.



- ▶ Now ask for a volunteer to come to the front of the class. Tell children that they are going to play the pattern drawing game which they played in the last lesson. Demonstrate very quickly with your volunteer and then tell children to play the game in pairs using the same procedure as before (*Lesson 2, Step 1*).

## STEP 2



- ▶ Show children the two sets of talking heads at the bottom of page 3 of their Classbook. Ask them to read the rubric for activity 2. Check their understanding of the task in the usual way. Ask children to listen to the two conversations and read the text in the speech bubbles.

- ▶ Play the tapescript straight through.



### Listening Tapescript 1.4

- Girl 1: What is it?  
 Girl 2: It's an origami bird.  
 Girl 1: Where is it from?  
 Girl 2: It's from Japan.
- Boy 1: What are they?  
 Boy 2: They're Matryoshka dolls.  
 Boy 1: Where are they from?  
 Boy 2: They're from Russia.

- ▶ Now divide the class in half, and get children to sit face to face. Tell the class to look at the first set of talking heads. Ask one half of the class to repeat the questions after the tape, and the other half to repeat the answers.

- ▶ Play the tape [you will not need to rewind], pausing after each question and answer for children to repeat.
- ▶ Now tell the class to change roles, and get the half who repeated the questions the last time to repeat the answers, and vice versa. Play the tape again [you will not need to rewind], pausing after each question and answer for children to repeat.
- ▶ Repeat the procedure with the second set of talking heads [you will not need to rewind the tape].
- ▶ Ask children to volunteer to ask other children the questions about the pictures. Get a few pairs of children to ask and answer the questions across the class.
- ▶ Now organise children into pairs. Get them to ask each other questions about all the pictures in activity 1. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

## STEP 3



- ▶ Ask the class to **Look at page 3 of your Skills Book**. Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.



**1 Read and complete.**  
 In your group, look at the IKC membership cards. They show you information about the IKC children you met in Grade 5. They also give you information about some of the new members. Complete the chart below using the information from the IKC membership cards.

Name	Age	Country

**2 Think and write.**  
 Who do you think sent these pictures to Ahmed? Write their names under the pictures.

**3 Think and match.**  
 Draw a line from the question to the correct answer.

1. What's your name?	a. I'm from Oman.
2. How old are you?	b. My name's Maha.
3. Where are you from?	c. I'm 12.

**4 Do a role play.**  
 Imagine that you are the children on the IKC membership cards. Ask and answer questions about each other.

Explain that each group will be given a set of IKC membership cards and that they will need to use these to complete the chart by asking and answering each other's questions.

- ▶ Ask children to look at the chart and tell you what information is needed. Elicit – **names**, **ages** and **countries**. Ask them what questions they would need to ask to obtain the relevant information. Give children time to make suggestions and then ask them to look at the questions around the chart.
- ▶ Now take one IKC membership card and quickly show the class the photo on the IKC card but do not show them the rest of the information. Then get children to ask you the questions as an example. As you answer their questions, show them where they should write the information on the table. Remind them if they are not sure of the spelling to ask **How do you spell [Mai Ling]?**
- ▶ Now organise the class into groups of 3 or 4 children and distribute one set of 12 IKC membership cards to each group. Ask one child in each group to take a card and the others to ask questions to find the missing information. Children then fill in the missing information on the chart. Children should take it in turns to pick up an IKC membership card. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

*This activity develops children's skill in transferring information from one written medium to another.*



*This activity provides an opportunity to assess children's understanding and use of the verb 'to be' for personal information.*

- ▶ When children have completed the chart, ask them to check their work. Then do a whole class feedback. Use a prepared OHT if you have one. If not, copy the chart reproduced here and make a photocopy for each group to check their answers.
- ▶ At the end of this activity, collect in the IKC membership activity cards.
- ▶ Now ask individual children **Where are you from?** Elicit **I'm from Oman**. Ask one child about another child using **Where's he/she from?** Elicit **He's/She's from Oman**. Point to two children and ask **Where are they from?**

Name	Age	Country
Ahmed	12	Oman
Maha	11	Oman
Toshi	11	Japan
Rose	12	Kenya
David	11	Australia
Maria	12	the USA
Randa	12	Palestine
Petra	11	Russia
Abbas	12	Iran
Ben	11	the USA
Tariq	12	Jordan
Mai Ling	12	China

Elicit from the class **They're from Oman**.

Indicate that you are talking about the whole class and ask **Where are we from?** Elicit **We're from Oman**. Ask the class **Where are the IKC children from?** Help the class to respond with **They're from all over the world**.

## STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask the children to identify the names of the objects in the photos using **What is it?** and **What are they?** Encourage the children to give you full answers. This should be a very quick activity – only elicit three or four responses.
- ▶ Now ask the children to work in groups to decide who sent each of the pictures. Show them where they should write their answers. Give children time to discuss their ideas and write the names. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.
- ▶ Now do a whole class feedback in the usual way by writing the numbers vertically down the board. Write the names of the objects next to the appropriate numbers. Ask children to tell you how they knew where the objects were from. Elicit that the information was in Activity 1 on page 2 of the Skills Book (which children did in Lesson 2, step 4). Then ask them how they knew who sent each picture

and elicit that they looked at the chart in Activity 1 on page 3 to find out who was from the country for each picture.

*This activity develops cross-referencing skills and gives children an opportunity to use deductive reasoning skills.*

*Before the next lesson*

You will need to prepare the IKC membership activity cards for Step 2 in the next lesson. You will need 1 set of 12 cards for each group of 3–4 children.

You will also need to prepare sets of the Creative crafts Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

You should also make sure you have some examples of portfolios so that you can show children different types of portfolios.

## LESSON 4

### YOU WILL NEED:

- ▶ **IKC ACTIVITY CARDS** one set for each group of 3–4 children
- ▶ **CREATIVE CRAFTS CHECK SHEET 1** one for each group

### STEP 1

- ▶ Give each group one copy of the Creative crafts Check Sheet 1 from the photocopiable pages at the back of this Teacher's Book. Tell the class that they are going to have a reading race. Tell children that they have to write the answers to each question but that only one child from each group can come to the poster at a time. Make sure the class understands that each child in the group must take it in turn to come to the poster to answer the questions. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Ask a child in one group to ask a child in another group the first question. Tell children to listen carefully to the answer to see if it matches their answer. Repeat this procedure until all the questions have been asked and answered correctly.

### STEP 2



- ▶ Ask children to **Look at page 3 of your Skills Book**. Ask the class to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way.

- ▶ When children have completed the task, ask them to compare their ideas in their groups.
- ▶ Now tell the class that they will hear the conversation on tape. Ask them to listen and check their answers.



### Listening Tapescript 1.5

*Girl 1:* What's your name?  
*Girl 2:* My name's Maha.  
*Girl 1:* How old are you?  
*Girl 2:* I'm 12.  
*Girl 1:* Where are you from?  
*Girl 2:* I'm from Oman.

- ▶ Now divide the class in half. Ask one half to ask the questions and the other half to pretend to be Maha and answer the questions. Get the children to sit face to face. Ask one half of the class to repeat the questions after the tape, and the other half to repeat the answers.
- ▶ Play the tape [you will not need to rewind], pausing after each question and answer for children to repeat.
- ▶ Now tell the class to change roles, and get the half who repeated the questions the last time to repeat Maha's answers; and vice versa. Play the tape again [you will not need to rewind], pausing after each question and answer for children to repeat.
- ▶ Then ask pairs of children to volunteer to ask and answer the same questions about themselves across the class.

## STEP 3



- ▶ Ask children to look at activity 4. Ask them to read the rubric and instruction text. Ask them what they think they have to do. Check their understanding of the task in the usual way.
- ▶ Tell children you will give them a set of IKC membership cards for each group. Children should put the pile in the middle of the group face down. Then each child takes a card. Explain that they should pretend to be the person shown on the IKC membership card and they should not show this to the other members in the group.
- ▶ Then they should ask and answer each other's questions, as in activity 3, using **What's your name? How old are you? and Where are you from?** When they have finished, they should each pick up a new card and continue in this way until all the cards have been used.
- ▶ Do one first with the whole class as an example.
- ▶ Now divide the class into groups of 3 or 4 and distribute the sets of cards. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.



*This activity provides an opportunity to assess children's understanding and use of the verb 'to be' for personal information.*

## STEP 4

- ▶ Ask children to look at the IKC membership card on the front page of their Classbook and Skills Book. Ask them what information they need to complete their cards (NB. in the Skills Book, children only need to write their names and add a picture if they want to). Elicit one or two examples from the class and then ask children to complete their membership cards.

## STEP 5

- ▶ Ask children what they remember about the portfolios they made in Grade 5 and what they were used for. Discuss with children different kinds of portfolios they could use. Show children the examples of portfolios that you have brought to the class. Tell children that they will all need to have one of these for storing their work – drawings, pieces of writing, etc. Ask them to start looking for a file that they will be able to use as their portfolio, and to bring it to class. They will need it for Lesson 10.

### *For homework*

Tell children that you want them to choose 5 words that they would like to learn to spell from this unit. Remind the children to use the look, cover, write and check method:

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

Make sure children understand that they can choose the 5 words they want to spell. Explain that at the end of the unit, when they do their self-evaluation, you will ask them to spell the words. Children should practise spelling these words in their free time. Encourage them to keep a record of the new words they want to learn to spell in their exercise book, and eventually put in their portfolio.

### *Before the next lesson*

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Steps 4 and 5 of the next lesson.

You will also need to prepare sets of the Creative crafts Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

# LESSON 5

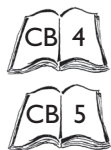
## YOU WILL NEED:

- ▶ **CREATIVE CRAFTS CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Steps 4 and 5

## STEP 1

- ▶ Give each group one copy of the Creative crafts Check Sheet 2 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the same procedure for the reading race as before (Lesson 4, Step 1).

## STEP 2



- ▶ Ask children to **Look at pages 4 and 5 of your Classbook**. Ask them to read the rubric and the instruction text. Check their understanding of the task in the usual way. Make sure that children understand that they do not need to understand every word in the text.
- ▶ Before children start the activity, ask them to talk about what they can see in the photos and to tell each other what they know or remember about any of the objects.
- ▶ Tell children to read the e-mail attachments and label the pictures. Ask the children what words they could look for in the text to help

them match the e-mail attachments to the pictures. Ask children to underline any words in the text that help to match the photo to the e-mail attachment. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

- ▶ When children have finished, ask them to compare their ideas in their groups.



*This activity provides an opportunity to assess children's ability to read longer texts for general understanding.*

## STEP 3

- ▶ Now tell children to listen to the tape to check their answers. Play the tape, pausing after each item is named to give children time to check their work.



### Listening Tapescript 1.6

1. Matryoshka dolls
  2. sand paintings
  3. origami
  4. Iranian rugs
  5. Palestinian pottery
- ▶ Do a whole class feedback. Write the numbers 1–5 vertically down the board. Elicit the answers from the class and write them in the appropriate places.



**1 Read and label.**

People all over the world make beautiful things with their hands. Read these e-mail attachments from IGC members and find out more about arts and crafts from different countries. Match each text to a picture and label each one.

**Iranian rugs**

Iran is famous for its beautiful rugs. The women who make these rugs tie thousands of knots in long pieces of wool. They use wool of different colours to make patterns in the rugs. Many of the rugs have patterns with flowers, trees and animals in them. They also make rugs with patterns of squares, triangles, rectangles and circles. They use lots of different colours in their rugs – red, blue, orange, brown and green.

**Sand paintings**

The Navajo Native American tribe of North America is famous for its sand paintings. These paintings used to be drawn in the sand on the floor or decoration for important ceremonies. Today Navajo artists make sand paintings on hard boards. They draw a picture on it with glue and then stick different coloured sands on it with glue to show the different important characters and events from the Navajo people's history.

The Navajo Indians live in what is called 'The Painted Desert' in Arizona, North America. This desert contains many different types of coloured sands. The sands are very fine and are coloured using plant and vegetable dyes.

**Palestinian pottery**

Traditional Palestinian pottery was very simple and made of baked clay. Today, Palestinian pottery is very different. It is still made of clay and baked in an oven, but now when it's hard it is painted.

Palestinian potters use lots of different colours, shapes and patterns in their designs. They use strong colours such as blue, pink, green and yellow, usually on a white background. Palestinian pottery usually has strong flowery and zig-zag patterns on it. It's easy to recognise Palestinian pottery because of its very strong colours and patterns.



**Origami**

Origami is the Japanese art of folding paper. 'Ori' is the Japanese word for folding and 'ami' is the Japanese word for paper. That is how origami got its name. However, origami did not start in Japan. It began in China between the years 100 and 200 and then spread to Japan in about 600.

One of the most popular models to make in origami is a bird called the crane. The crane is thought of as a special bird in Japan. It was a Japanese custom that if a person folded 1000 Japanese cranes they would be granted one wish. The crane, they would be granted one wish. The first book ever written to give instructions how to make origami models was in 1797. It was called 'How to Fold 1000 Cranes'. This book contained the first written set of origami instructions which told how to fold a crane. Today there are many books giving instructions for making lots of different origami models.

**Matryoshka dolls**

Russian Matryoshka dolls are usually carved from one piece of wood. They fit one inside the other. They are made in the shape of a woman. Matryoshka comes from the Russian word meaning 'mother'. Mothers are very important in Russia.

Matryoshka dolls were used to store things in, but now they are made as toys for children. All Matryoshka dolls have the same type of face, but different parts of Russia decorate the clothes of the dolls in a different style. The most popular colour for the body is bright red.

**Now listen and check your work.**

**2 Read and complete.**

Read the texts again and complete this chart.

Object	Country	Made of
Matryoshka dolls	Iran	clay
	the USA	
origami		

Make lists of all the things you know made with these materials:

- wood
- paper
- clay
- wool
- plastic
- cotton

## STEP 4

The following activity develops children's skills in predicting key words, reading for specific information and transferring information from one medium to another.

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children to tell you what sort of information they will be looking for in the text. Get them to look at the chart for ideas if they need to. Then ask children to look at the photos and see if they can tell each other what words they might look for in the text. Elicit their ideas.
- ▶ Do the first one with them as an example. Ask the class to tell you what information they need to find and what words they might look for. Then get them to look quickly at the text and to discuss their ideas. Elicit the correct information and get them to show you where they should write the answers.
- ▶ Whilst children are engaged in the activity in their groups, quickly copy the grid in the Classbook onto the board for feedback, or you may like to use a prepared OHT if you have one. Once children have completed the activity, elicit answers from the groups and write these in the appropriate boxes on the chart.

Object	Country	Made of
Matryoshka dolls	Russia	wood
Iranian rugs	Iran	wool
Palestinian pottery	Palestine	clay
sand paintings	the USA	sand
origami	Japan	paper

- ▶ Make sure children check each other's work when they have finished.



This activity provides an opportunity to assess children's ability to read longer texts for specific information and transfer information from one written medium to another.

## STEP 5



- ▶ Tell children that they need their Classbook and Skills Book for this activity. Ask them to **Look at page 4 of your Skills Book.** Ask



**1 Read and answer.**  
Look at these pictures and answer these questions. Use the information on pages 4 and 5 of your Classbook to help you.



1. What is it?  
It's a necklace.



4. What are they?



2. Where's it from?



5. Where are they from?



3. What's it made of?



6. What are they made of?

**2 Play a game.**

It's from Iran and it's made of wool.

It's a rug.

Yes.

They're from Russia. They're made of wood.

Matryoshka dolls.

Yes.

them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure that children understand that they should write complete sentences as in the example. Remind children that they should write in pencil and that they should join their handwriting. Also they should pay particular attention to spelling, punctuation and use of capital letters.



- ▶ Encourage children to use the information on pages 4 and 5 of their Classbook to help them answer the questions. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.

- ▶ When children have finished, ask them to check their answers with a friend. Then do a whole class feedback. Write the numbers 2–6 vertically down the board and elicit the answers. As you elicit the answers from the children, write them on the board or use a prepared OHT.

The answers are as follows:

2. *It's from Palestine.*
3. *It's made of sand.*
4. *They're Matryoshka dolls.*
5. *They're from Japan.*
6. *They're made of wool.*

- ▶ Make sure children check each other's work after they have checked their own.



▶ Children who finish this activity early, or any activity in previous or later lessons, can look at the extra activity in the picture frame on page 5 of the Classbook. Remind children that they can do these extra tasks whenever they finish early or in their free time.

### Before the next lesson

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Step 4 of the next lesson.

# LESSON 6

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 4

### STEP 1

- ▶ Ask for a volunteer to come to the front of the class. Ask them to stand with their back to the class and face the board. Tell the child you are going to draw a pattern on their back – for example, checked, striped, zig zag etc. – and you want them to see if they can guess what the pattern is. Repeat the procedure with some more children.
- ▶ Now divide the class into pairs and ask them to take it in turns to draw a pattern on their partner's back. Their partner should guess what the pattern is.

### STEP 2



- ▶ Tell children to **Look at page 4 of your Skills Book**. Ask children to read the rubric for activity 2 and to read the text in the speech bubbles. Check their understanding of the task in the usual way.
- ▶ Tell them they will hear two children playing the guessing game on the tape. Play the tape straight through while children follow the conversations in their books.



#### Listening Tapescript 1.7

- Girl 1: It's from Iran and it's made of wool.  
 Girl 2: It's a rug.  
 Girl 1: Yes.
- Boy 1: They're from Russia and they're made of wood.  
 Boy 2: They're Matryoshka dolls.  
 Boy 1: Yes.

- ▶ Now divide the class in half, and get children to sit face to face. Tell the class to look at the first set of talking heads. Ask one half of the class to repeat the statement after the tape, and the other half to repeat the guess. Play the tape [you will not need to rewind], pausing so that children can repeat.
- ▶ Now tell the class to change roles, and get the half who repeated the statements the last time to repeat the guesses, and vice versa. Play the tape again [you will not need to rewind], pausing after each statement for children to repeat.
- ▶ Repeat this procedure with the second set of talking heads.
- ▶ Ask the class what the response should be if the person's guess is incorrect. Elicit for example **No, sorry. Try again**. Now ask a volunteer to choose one of the objects on the page and describe where it is from and what it is made of. Then ask for a volunteer to guess the object. The first child must say if the guess is correct or not. Repeat this procedure with 2 more sets of pairs.
- ▶ Now tell the class to play the game in pairs. Encourage children to use all the objects on the page. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.



*This activity provides an opportunity to assess children's understanding and use of the verb 'to be' for describing objects.*

### STEP 3



- ▶ Ask children to **Look at page 5 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity.



**1 Read and think.**  
The verb to be is a main verb or sometimes a helping verb.  
As a main verb we use it to do many things. Here are some of the things we use it for:

1. To identify ourselves	Hello, <u>I'm</u> Robby.
2. To say where we come from	Maha <u>is</u> from Oman.
3. To say how old we are	Ahmed <u>is</u> 12.
4. To describe a state or condition	Rugs <u>are</u> made of wool.

**2 Think and write.**  
Draw your face in box 1 and draw yourself and a friend in box 5.  
Now write sentences about where the people and objects are from.

1	2	3	4	5
I'm from _____				

**3 Read and match.**  
Look at the verb to be in the 2 boxes below. Match a verb in the first column to a verb in the second column.

I'm	he is	→	We use am with _____.
he's	we are	→	We use is with _____ and _____.
she's	I am	→	We use are with _____ and _____.
it's	they are		
we're	she is		
they're	it is		

**4 Write the rules.**

Ask children to read the word in the robot's tummy – 'LANGUAGE' – then show them the streamer coming from his head – 'the verb 'to be''. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Give children time to read the text by themselves.

- ▶ Now go through the examples given in activity 1. Make sure children understand that the words underlined represent the verb 'to be'. Read the first example – 'Hello, I'm Robby' – to the class. Ask them what **I'm** stands for and Elicit **I am**. Give them an example using your name, using **Hello, I'm [your name]**. Ask for one or two children to identify themselves.
- ▶ Repeat this procedure with the other examples.

### STEP 4

- ▶ Now ask the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.
- ▶ Tell the class that they are going to write sentences about where people and things are from. Do number 1 together with the class. Write the number 1 on the board and draw a simple picture of your face on it. Point to yourself and say **I'm from Oman** and then write this sentence on the board next to the picture. Now ask children to draw their face in the box in number 1. Then ask the children

to complete the sentence next to the picture.

- ▶ Now ask children to write their class name in the blank box by number 5. Ask them what sentence they would write. Elicit **We're from Oman** and get children to write this sentence next to their class name.
- ▶ Now ask children to complete the sentences for the other pictures.
- ▶ When children have finished, do a whole class feedback. Quickly write the numbers 1–6 vertically on the board and elicit statements from the children. As you elicit the statements, write them on the board next to the number or use a prepared OHT.  
The answers are as follows:
  1. *I'm from Oman.*
  2. *She's from Palestine.*
  3. *He's from the USA.*
  4. *It's from Iran.*
  5. *We're from Oman.*
  6. *They're from Oman.*
- ▶ Make sure children check each other's work.

*This activity provides an opportunity to assess children's understanding and use of the verb 'to be' with the relevant pronouns.*

### STEP 5

*This activity is a consolidation activity and should be very quick.*

- ▶ Now ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. While children are doing this activity, quickly copy the first column onto the board.
- ▶ When children have finished the activity, do a whole class feedback. Elicit the answers from the class and quickly write them on the board next to the appropriate contracted forms.

*This activity provides an opportunity to assess children's understanding and use of the verb 'to be' and its contracted form.*

### STEP 6

- ▶ Ask children to read the rubric for activity 4. Check their understanding of the task in the usual way. Ask children to work together to see if they can complete the rules which Robby's hands are pointing to. Again, this is a

short consolidation activity.

- ▶ Do a whole class feedback. Elicit the rules from the class orally.  
The answers are as follows:

*We use am with I.*

*We use is with he, she and it.*

*We use are with we and they.*

## LESSON 7

### STEP 1

- ▶ Draw the outline of a square on the board. Ask the class **What shape is it?** Elicit a **square**. Now ask the class what other shapes they can remember. Elicit the shapes the class remembers and quickly draw them on the board (**square, circle, rectangle and triangle** are all recycled from Grades 1–4).
- ▶ Now draw an outline of a square in the air and ask **What is it?** Elicit the name of the shape and say **Yes, it's a square**. Repeat this with two or three more shapes.
- ▶ Now ask for a pair of children to volunteer to come to the front of the class. Ask one child to draw a shape in the air and the other one to guess the shape. Encourage children to use **What shape is it?** and **It's a [circle]**.
- ▶ Organise children into pairs and ask them to play this shape guessing game.

I'm doing a project in my art class on crafts around the world. I have to choose a country and find out about one of its special crafts. I remember you told me that Oman had lots of different crafts, so I wanted to know if you could send me some information about one of them and maybe some pictures too.

I hope you can help me.

Thanks.

Maria

- ▶ At the end of the tapescript, quickly get children to compare their ideas. Then elicit their answers.  
The answers are as follows:
  1. Maria
  2. information about Omani crafts

### STEP 2



- ▶ Ask children to **Look at page 6 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure that they understand that Maha is reading an e-mail to some of her friends and that they should listen and answer the questions. You should also check they understand that they only need to tick one of the statements in question 2.
- ▶ Now play the tapescript straight through.



#### Listening Tapescript 1.8

Hi Maha!

I started school again this week after the summer holiday and already I need your help!



**1 Listen and answer.**  
Listen to Maha reading an e-mail from one of her IKC friends. Listen carefully and answer these questions.

- 1 Who is the e-mail from?
- 2 What does she want Maha to send her? Tick the one you hear.
  - a information about Oman: boats
  - b some Omani perfume
  - c information about Oman: crafts

Now listen again.

- 3 Why does her friend need the information?

**2 Read and answer.**  
Read Maha's reply to Maria and answer these questions.

What has Maha attached with her e-mail?  
What does Maha love?

**Omani jewellery**  
Omani jewellery is usually made of silver. It is made in most parts of Oman. Many Omani women wear a silver necklace called a hiz, with a box shaped like a hira, with a hanging from it. Sometimes women put verses from the Qur'an in the box. Women also wear silver bracelets on their arms, rings on their fingers, anklets on their ankles and earrings. Today jewellery in Oman is also made of gold as well as silver.

To: maria@ikc.com  
From: maha@ikc.com  
Subject: School project  
Attachments: jewellery.doc  
 jewellery.jpg

Hi Maria!  
Thanks for your e-mail. I had a great holiday this summer, did you? You asked if I could send you some information about Omani crafts for your project. I have sent you an attachment with some information about Omani silver jewellery and some photographs. I love Omani jewellery, I hope you like it too! I hope this helps you, Ahmed is doing a project about art and craft too. Maybe you should e-mail him as well.  
Bye for now.  
Maha

class to discuss why they think Maria needs information about Omani crafts.

- ▶ Now rewind and play the tape again. At the end of the tapescript, get children quickly to compare their ideas. Then do a whole class feedback. Elicit that Maria needs the information because she is doing a project on a special craft in Oman.

### STEP 3

- ▶ Ask the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.
- ▶ Give children time to read through the texts quickly to answer the two questions. Get children to discuss their ideas in their groups. Then do a quick oral class feedback. The answers are as follows:
  1. information about silver jewellery and photographs
  2. Omani jewellery



This activity provides an opportunity to assess children's ability to read a longer text for specific information.

which Maha sent and ask them to underline all the jewellery words.

- ▶ When children have completed this part of the task, do a whole class check orally. Then get children to use these words to label the pictures of Omani jewellery on page 7. Encourage children to read the text carefully to help them decide on the names of the jewellery. Get the children to discuss their ideas in their groups.

- ▶ When children have completed the task, do a whole class feedback. Write the numbers 1–5 vertically down the board and elicit the answers. As you elicit their answers, write the jewellery names next to the appropriate number.

The answers are as follows:

1. anklets
2. earrings
3. necklace
4. ring
5. bracelet

- ▶ Ask the class to read the question below the pictures and ask them to look again at the text and discuss the words that helped them to decide.

### STEP 4



- ▶ Now ask the class to **Look at page 7 of your Classbook.** Ask them to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Tell children to read the information in the attachment on page 6 of their Classbook



**3 Read and label.**  
Read the information Maha sent to Maria about Omani jewellery. Underline all the jewellery words in the text and then label these pictures of Omani jewellery.

**1 Listen and complete.**  
Ahmed has dropped his drink on his e-mail. Listen to the tape and help him complete the text.

**Tangrams**  
A tangram is an ancient Chinese paper puzzle. It is sometimes called 'seven pieces of cleverness'. A tangram has pieces: triangles, square and parallelogram. (A parallelogram is a shape which has sides which are parallel to each other). The idea of the puzzle is to arrange the pieces of the square to make pictures.

**2 Listen and think.**  
Look at these tangram pictures. Can you guess what they are? Listen to the tape and check your ideas.

**4 Do a project.**  
Choose an Omani craft to research. Find as much information as you can and then write a reply to Maria to help her with her project about crafts in Oman. Where can you find information? Keep any notes or pictures in your portfolio until you are ready to write your reply.

### STEP 5



- ▶ Ask children to read the rubric for activity 4. Ask them what they think they are going to do a project on. Now get them to read the instruction text. Check their understanding of the task in the usual way.

- ▶ Tell the class that for this project, you would like them to work individually. Explain that each person should choose an Omani craft that they want to do their project about. They should find information and pictures about it.

- ▶ Explain to the class that they will work on their project over several lessons and that you want them to do some more of the work in their own time. Also make sure children understand that the project should be written in their own words so that they, and their friends, can understand and read it.

- ▶ Tell the children that they do not need to decide on their craft now but they should start thinking about it. Ask the class to brainstorm ideas about where they can find information, where they can find pictures, etc.

- ▶ Then ask the class to think about different ways of writing the information, for example, on the computer, by hand, etc.
- ▶ Tell children to keep any notes or pictures in their portfolio until they are ready to write a reply to Maria. Tell them they will do some more work on their project in the next lesson.

*For homework*

Tell the class that you would like them to learn to spell the following 4 shape words that can be found in the Word Store at the back of their Classbook: *circle, rectangle, square, triangle*. Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio.

Ask children if they can remember how to learn to spell words. Encourage them to try and describe the look, cover, write and check method. Encourage them to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling in a later lesson.

Remind children they should also continue to practise writing the 5 words they have chosen to learn to spell for this unit. Tell them you will check these at the end of the unit.

*For the next lesson*

If you have some light paper – for example, some tissue paper – you may like to take it to the next lesson for Step 3.

If you have a balloon or balloons, you might also like to take them with you.

# LESSON 8

**YOU WILL NEED:**

- ▶ **TISSUE PAPER or SIMILAR (optional)** for Step 3
- ▶ **BALLOON(S) (optional)** for Step 3

## STEP 1

- ▶ Draw an outline of a square in the air and ask **What is it?** Elicit the name of the shape and say **Yes, it's a square**. Repeat this with two or three more shapes.
- ▶ Organise children into pairs and ask them to play this shape guessing game (*as they did in Lesson 7, Step 1*).

## STEP 2



- ▶ Ask the children to **Look at page 6 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'SOUNDS' – then show them the streamer coming from his head – 'p' sound'.

- ▶ Ask children to read the rubric for activity 1. Read the text to the class. Check their understanding of the task in the usual way.
- ▶ Play the tape, pausing after each word for children to tick the sound they hear.







**Listening Tapescript 1.9**

pen  
ball



**1 Listen and tick.**

Sometimes it is easy to confuse the sound of the letter 'p' with the sound of the letter 'b'. Listen to these 2 words on the tape. Tick the words you hear.

			
<input type="checkbox"/> Ben	<input type="checkbox"/> pen	<input type="checkbox"/> Paul	<input type="checkbox"/> ball


Now listen and repeat the words.


---

**2 Do an experiment.**

Hold a balloon or a piece of paper in front of your mouth. Say the word Paul. What happens?

Now say the word ball. Does the same thing happen?

  
Paul

  
ball


Now try and say this tongue twister.

Penny's got a pink pencil, a purple pen and a piece of paper in her patterned pocket.

---

**3 Say the tongue twister.**

Try and say this tongue twister getting faster and faster. This is a traditional English tongue twister that English people have fun trying to get their tongues around!



Peter Piper picked a piece of pickled pepper.  
A piece of pickled pepper Peter Piper picked.

- ▶ Do a whole class check and write the answers on the board. Then play the tape again [you will not need to rewind]. Pause after each word and ask the class to repeat them.

### STEP 3



- ▶ Ask the children to read the rubric for activity 2. Ask them what they think they might do. Explain that they are going to experiment with the 'p' sound. If you have tissue paper or similar, distribute this to the class. If not, just use normal paper. Make sure everyone has a piece of paper. Now read the instruction text to the class and as you do so, demonstrate each part and get the children to follow your instructions.
- ▶ Give the children time to practise the experiment again so that they can feel the difference between the 'p' and 'b' sounds. If you have any balloons, quickly let children experiment with them as well.
- ▶ Now ask the class to look at the tongue twister in this activity. Tell the class that they will hear the tongue twister on the tape. Ask children to read it silently to themselves as they hear it on the tape.
- ▶ Play the tongue twister straight through.



#### Songs and Rhymes Tapescript 1.2

Penny's got a pink pencil, a purple pen and a piece of paper in her patterned pocket.

- ▶ Now ask the children to practise saying the tongue twister by themselves, holding their piece of paper in front of their mouths. With each word beginning with 'p' the paper should move. Children should practise getting faster and faster. You may prefer to play the tape a few times first so that children can practise with the tape. The tongue twister is recorded at normal speed once, and then three more times, each time getting faster and faster.

### STEP 4



- ▶ Now ask children to read the rubric for activity 3.
- ▶ Tell the class that they will hear the tongue twister on the tape. Ask children to read it silently to themselves as they hear it on the tape.

- ▶ Play the tongue twister straight through.



#### Songs and Rhymes Tapescript 1.3

Peter Piper picked a piece of pickled pepper.  
A piece of pickled pepper Peter Piper picked.

- ▶ Now ask the children to practise saying the tongue twister by themselves, holding their piece of paper in front of their mouths. With each word beginning with 'p', the paper should move. Children should practise getting faster and faster. You may prefer to play the tape a few times first so that children can practise with the tape. Again, this is recorded at normal speed first, and then three times getting faster and faster [and one extra time!].

### STEP 5



- ▶ Ask the class to look at the Project Record Sheet on page 87 of their Skills Book. Tell the children that this record will help them plan and check their project. Make sure that children do not cut out the page now but leave it in their Skills Book until they have finished organising their portfolio.
- ▶ Ask children to look at [stage 1](#) of their Project Record Sheet and to write the name of the Omani craft they have chosen to find out about. When they have done this, ask children to tick box 1.
- ▶ Now ask children to look back at the various e-mails, information texts and photos for ideas of the kind of information they might look for. Then ask the children to look at [stage](#)



**Project Record Sheet**

Find information and pictures about an Omani Craft.

Tick each stage of your project as you complete it.

1. Write the name of the Omani craft you have chosen to research here.
2. Write some ideas about where you will find information and pictures for your project here.
3. Decide how you will present your information.
4. Write where you will keep the information and how you will check on your progress here.
5. Organise the information and pictures about the Omani craft you have chosen to research. Draw any extra pictures you may need.
6. Follow the writing route to write your e-mail and information text.
7. Ask your friends to check your writing.
8. Make any changes to your writing.
9. Add your pictures to your information text and e-mail. Display your work.
10. Finally, store your work in your portfolio.

2 of the Project Record Sheet and get children to write down where they will look for information and pictures. These could be photos, postcards, simple hand drawings, etc. When they have done this, ask children to tick box 2.

- ▶ Now ask children to look at **stage 3** of the Project Record Sheet and ask them to decide how they might present their information text, for example by handwriting or on the computer. When they have done this, ask children to tick box 3.
- ▶ Ask children to look at **stage 4** and to write where they will keep their information and notes. Discuss with them how they will keep a check on their work and ask children to make a note of it. When they have done this, ask children to tick box 4.

- ▶ Make sure children understand they should be researching and collecting information for their project from this lesson onwards.

#### For homework

Remind children to continue learning the spelling of these 4 words: *circle, rectangle, square, triangle*. Tell children that you will check their spelling of these words in a later lesson.

Remind children that they should also continue to practise the 5 words they have chosen to learn to spell for this unit. Tell them you will check these at the end of the unit.

## LESSON 9

### YOU WILL NEED:

- ▶ **SCISSORS**
- ▶ **GLUE**



### Listening Tapescript 1.10

#### Tangrams

A tangram is an ancient Chinese paper puzzle. It is sometimes called 'seven pieces of cleverness.' A tangram has 7 pieces: 5 triangles, 1 square and 1 parallelogram. (A parallelogram is a shape which has 4 sides which are parallel to each other.) The idea of the puzzle is to arrange the pieces of the square to make pictures.

- ▶ Ask children to compare their ideas and then play the tape again for them to check [you will not need to rewind].
- ▶ Do a quick feedback orally. The answers are as follows:
  - 7 pieces
  - 5 triangles
  - 1 square
  - 1 parallelogram
  - 4 sides

### STEP 1

- ▶ Ask children if they remember who invented paper and where it was invented and elicit their ideas. Remind the class that they learned about inventions at the end of 5B. Children learned that Ts'ai Lun invented paper and that it was invented in China. Ask them what they remember about how paper was invented. Now tell the class that they are going to learn about a Chinese paper craft.



- ▶ Ask the class to **Look at page 7 of your Classbook**. Ask them to read the rubric and the instruction text for activity 1. Explain that unfortunately Ahmed dropped his drink on the e-mail and is missing some information. Ask them to look at the text and decide what sort of information is missing. Elicit ideas from the class. Tell them that they should listen to the text and complete the missing information.
- ▶ Now play the tape straight through.



- ▶ Now ask the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.

### STEP 2

Ask children to discuss in their groups what they think each picture is, then elicit their ideas.

- ▶ Now tell the class to listen to the tape and check if their guesses were correct. Play the tape straight through.



### Listening Tapescript 1.11

1. It's a cat.
  2. It's a man.
  3. It's a kangaroo
  4. It's a boat.
- ▶ Ask children to compare ideas and then play the tape again for children to check their work [you will not need to rewind]. Pause after each one and ask **What is it?** Elicit the correct answer from the children.

## STEP 3



- ▶ Ask children to **Look at page 7 of your Skills Book.** Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure children understand that they are going to make a tangram picture using the tangram square from cut-out page B on page 73 at the back of their Classbook.



- ▶ Ask children to remove cut-out page B carefully from the back of their Classbook. Then distribute the scissors and tell children to cut along the lines marked on the tangram square



**1 Make tangram pictures.**

You can arrange the 7 pieces of the tangram square into lots of different shapes and make pictures of animals, people and objects. See how many different pictures you can make with the shapes. Use the tangram square on cut-out page B on page 73 at the back of your Classbook to make pictures.

Show your tangram picture to a friend and see if they can guess what it is.

Is it a rabbit?

Yes, it is.

**2 Read and match.**

Look at these descriptions of patterns. Read each description and match it to the correct adjective.

<ol style="list-style-type: none"> <li>1. circles of colour</li> <li>2. squares of different colours</li> <li>3. parallel lines of colour</li> <li>4. flower shapes</li> <li>5. a pattern that looks like a line of the letter 'w' joined together</li> </ol>	<ol style="list-style-type: none"> <li>a. striped</li> <li>b. zig zag</li> <li>c. checked</li> <li>d. spotted</li> <li>e. flowery</li> </ol>
---	--

**3 Think and label.**

Look at the patterns in the pictures below. Use the adjectives in activity 2 to label the pictures.

1

3

5

1

5



## STEP 4

- ▶ Now ask the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. This should be a quick matching activity.

- ▶ When children have finished, do a whole class feedback orally.

The answers are as follows:

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



73

**B**

## STEP 5

- ▶ Now ask children to read the rubric and instruction text for activity 3. Do the first one with the class as an example. Ask them to tell you what pattern they can see. Elicit **zig zag** and ask them to write the word under the picture. Now ask the class to complete the rest of the task.
- ▶ While children are engaged in this task, quickly write the numbers 1–5 vertically down the board. When children have finished, ask them to compare their ideas and then do a whole class feedback. As children give you the answers, write them on the board next to the appropriate number.  
The answers are as follows:
  1. zig zag
  2. spotted
  3. flowery
  4. striped
  5. checked

*If you do not have time to complete this activity in class, children can do it for homework. If so, remember to check it at the beginning of the next lesson.*

## STEP 6



- ▶ Ask children to **Look at page 6 of your Skills Book**. Ask them to look at the two tongue twisters on the page. Tell the class they will hear these on the tape.



- ▶ Play the tongue twisters straight through (*Songs and Rhymes Tapescripts 1.2 and 1.3, Lesson 8*) and ask children to say the first one with the tape as it gets faster and faster. Repeat this procedure with the other tongue twister.

### *For homework*

Remind children to learn the spelling of these 4 words: *circle, rectangle, square, triangle*. Tell children that you will check their spelling of these words in the next lesson.

### *For the next lesson*

Remind children that they should bring their file or folder for making their portfolio to the next lesson.

# LESSON 10

## **YOU WILL NEED:**

- ▶ **SCISSORS**
- ▶ **GLUE**
- ▶ **POSTER PAPER**
- ▶ **HOLE PUNCH**
- ▶ **COLOURED PENS or PENCILS**

## STEP 1

- ▶ Tell children that you are now going to check their spelling of the 4 words you asked them to learn – *circle, rectangle, square, triangle*.



- ▶ Ask children to **Look at page 12 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the first four

writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### **Listening Tapescript 1.12**

1. circle
  2. rectangle
  3. square
  4. triangle
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **circle**. Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other words.



## STEP 2



- ▶ Ask children to **Look at page 8 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Discuss with children what they can remember of The Writing Route and why it is a good idea to follow it. Then ask children to match the steps in the writing route to the descriptions.
- ▶ Give children time to do the activity. While the children are engaged in this activity, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished the activity, get them to compare their answers. Then do a whole class feedback. Write the letters 1–8 vertically down the board. Elicit the corresponding letter from the class and write it in the appropriate place. Make sure children check each other's work.

The answers are as follows:

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

- ▶ Remind children that they should follow the steps every time they do any writing, particularly with their projects.

## STEP 3



- ▶ Ask children to **Look at page 9 of your Classbook**. Ask them to read the rubric and



**1 Read, think and match.**

Do you remember The Writing Route? It helps you understand how to plan and write. Look at the steps in the writing route. Draw a line to match each one to a description of what happens in each step.

**The Writing Route**

1. Plan	Ask your teacher to do a final edit and check there are no mistakes.	a
2. Draft	Organise your ideas.	b
3. Revise	Make changes to your first draft – take things out, add new words, change the order.	c
4. Re-draft	Write your first draft.	d
5. Re-read	Make sure there are no mistakes, check your spelling, use of capital letters, full stops, etc.	e
6. Check	Talk to a friend about how you can improve your writing – organisation, ideas, etc. Now revise your writing.	f
7. Edit	Write your work out again in your best handwriting.	g
8. Publish	Read your writing again.	h



**1 Make a new portfolio.**

You will need:

1. Draw a picture or pictures on the cover to make it a fun portfolio. Use some of the ideas you have learned about in this unit to create your design.
2. Divide your portfolio into sections. You may want a diary section, a word store section and sections for different topics. Using coloured card to divide the sections up is a good idea.
3. Put your name on the front of your portfolio. Have your portfolio in every lesson.
4. Every time you put something new in your portfolio, write it on the Contents page.

Now make your portfolio and enjoy using it.

1 2 3 4

instruction text for activity 1. Check their understanding of the task in the usual way. Tell children that they are going to make a new portfolio. Discuss ideas with children for making portfolios. Now ask them to read the ideas in the activity and match them to the pictures. Show the class where they should write their answers at the bottom of the page.

- ▶ Give children time to discuss and share their ideas. Then do a whole class feedback. Write the numbers from 1–4 vertically down the board. Elicit from the class the corresponding pictures and write each letter in the appropriate place on the board.

The answers are as follows:

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

- ▶ Discuss the ideas in the text for making the portfolio with the class.

## STEP 4

- ▶ Ask children to read the instruction text at the bottom of the page. Give children time in the class to make their portfolio. Encourage children to personalise their portfolio as much as possible. Tell children to reorganise the work they have collected so far for their portfolio and store it inside. Remind them to cut out the Contents Page from page 89 at



the very back of their Skills Book and encourage them to complete the Contents Page as they organise their work.

## STEP 5



- ▶ If you have time at the end of the lesson, finish with one of the tongue twisters (*Songs and Rhymes Tapescripts 1.2 and 1.3, Lesson 8*).

### *For homework*

Ask children to finish making their portfolios.

You should also remind children they should continue to practise the 5 words they have chosen to learn to spell for this unit. Tell them you will check these at the end of the unit.

### *Before the next lesson*

You will need to make an origami frog for Step 1 of the next lesson based on the instructions on pages 10 and 11 of the Classbook.

If you have an OHP available, you may want to make an OHT for the whole class feedback in Step 4. If not, prepare a photocopied sheet with the answers on for each group.

# LESSON 11

## YOU WILL NEED:

- ▶ **PREPARED ORIGAMI FROG**
- ▶ **SCISSORS**
- ▶ **OHT (optional) or PHOTOCOPIED SHEETS** for Step 4



## STEP 1



- ▶ Ask the class to **Look at pages 10 and 11 of your Classbook.** Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Show children your completed frog and tell them that you want them to follow the instructions in the book and try making one themselves.



- ▶ Distribute the scissors and ask children to cut out the square carefully to make the origami frog from page 83 at the back of their Skills Book. Now tell them to read the instructions and make their frogs.
- ▶ While children are engaged in this activity, circulate around the class giving support and guidance where necessary.



*This activity provides an opportunity to assess how well children can understand written instructions.*

## STEP 2

- ▶ When children have finished making their frogs, ask them to see if they can make them jump. Ask them to see how high or how far they can jump.

## STEP 3



- ▶ Ask them to **Look at page 8 of your Skills Book.** Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity.



**1 Read and make.**

Look at the instructions Toshi has sent his friend Ahmed to show him how to make an origami frog. Follow the instructions and make your own frog. Use cut-out page 83 from the back of the Skills Book to make your frog.

1. First, take a square piece of paper.
2. Fold the square in half and make a triangle.
3. Open the triangle. Fold the opposite edges of the square together and make another triangle.
4. Open the triangle into a square again. Now fold each of the four corners to the centre of the square.
5. Fold each of the two top edges to the centre line.
6. Fold the triangle at the bottom upwards.

7. Fold each of the bottom two corners into the middle.
8. Fold the bottom part up.
9. Fold the top half of this rectangle downwards towards yourself. This makes the frog's legs.
10. Make a head for your frog. Fold a small part of the upper triangle down towards yourself. Draw and colour two circles for its eyes.

To make your frog jump, push gently down on the 'X' and slide your finger off the back.

How far can your frog jump?



**1 Read and think.**  
Punctuation helps to make our writing make sense. Without punctuation, what we write would just be a collection of words that made no sense.  
Read this text.  
The fox ran around the farm chasing hens it was brown and the hens were white yesterday the fox stole the dates from the basket  
It is very difficult to read and doesn't make much sense. Now read the text again, with the punctuation.  
The fox ran around the farm, chasing hens. It was brown and the hens were white. Yesterday, the fox stole the dates from the basket.  
It makes more sense with punctuation.

**2 Read, think and draw.**  
Read the question and answer below. Look at the punctuation.  
What's in Maha's pencil case? A pen, a pencil, a ruler and a book.  
□ Draw a rectangle around the question mark.  
△ Draw a triangle around the capital letters.  
○ Draw a circle around the commas.  
■ Draw a square around the full stop.

**3 Read, think and correct.**  
Read the questions and answers below. Add the punctuation.  
what is it  
it's a matryoshka doll  
where's it from  
russia  
what's in maha's jewellery box  
a necklace a bracelet a pair of earrings and an anklet

**4 Write the rules.**  
We use a \_\_\_\_\_ when we write a new sentence or when we write the name of a person, place or thing.  
We use a \_\_\_\_\_ to show the end of a sentence.  
We use a \_\_\_\_\_ to show a question.  
We use a \_\_\_\_\_ to take a little text in a sentence.  
We use a \_\_\_\_\_ to separate all the things in a list.  
We do not usually put a \_\_\_\_\_ before the word and.

Ask children to read the word in the robot's tummy – 'Your writing' – then show them the streamer coming from his head with the word 'Punctuation' written on it. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Give children time to read the information text and the sentences. Now discuss the information text about why we use punctuation with the class. Elicit from the class what punctuation is. Encourage children to suggest full stops, question marks, commas, and capital letters.

- ▶ Now ask them to listen to the two texts in the boxes on the tape and to follow them in their books. Play the tape straight through and then ask them which made more sense – text 1 or text 2?



**Listening Tapescript 1.13**

1. the fox ran around the farm chasing hens  
it was brown and the hens were white  
yesterday the fox stole the dates from the basket
  2. The fox ran around the farm, chasing hens.  
It was brown and the hens were white.  
Yesterday, the fox stole the dates from the basket.
- ▶ Children should suggest that text 2 made more sense, because the punctuation makes it easier to read and the sentences make more sense.

**STEP 4**

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.
- ▶ Now ask them to read the instructions below. Tell them to read the question and answer again and draw the shapes according to the instructions.
- ▶ When children have finished, ask them to compare their ideas and then do a whole class feedback. Quickly write the question and answer on the board. Ask for a volunteer to show you where you should draw the rectangle. Ask the class why we use a question mark here. Ask a different volunteer to show you where the triangles go. Ask the class if they can remember why these words have capitals (this punctuation work is all recycled from Grade 5). Repeat the procedure for commas and full stops.

What's in Maha's pencil case?  
A pen, a pencil, a ruler and a book.



*This activity provides an opportunity to assess how well children understand and can use common conventions of punctuation.*

- ▶ Now ask the class to look at activity 3 and read the rubric and instruction text. Check their understanding in the usual way. Ask them to read the questions and answers and add the correct punctuation.
- ▶ Do a whole class feedback. Use a prepared OHT, if you have one. Elicit answers orally from the class and ask them to check their work. If you do not have an OHT available, make a copy of the answers for each group and distribute these so that children can check their own work.  
The answers are as follows:

What is it?  
It's a Matryoshka doll.  
Where's it from?  
Russia.

What's in Maha's jewellery box?  
A necklace, a bracelet, a pair of earrings and an anklet.

## STEP 5



▶ Ask children to look at Robby's hands and to read the rubric for activity 4. Check their understanding of the task in the usual way. Give children time to think about the rules and to complete the sentences. Elicit the completed rules from the class, orally.

The answers are as follows:

*We use a capital letter when we write a new sentence or when we write the name of a person, place or thing.*

*We use a full stop to show the end of a sentence.*

*We use a question mark to show a question.*

*We use a comma to take a little rest in a sentence.*

*We use a comma to separate all the things in a list.*

*We do not usually put a comma before the word and.*

### For homework

Tell the class that you would like them to learn to spell these 6 words: *colour, cut, draw, fold, put, stick*. Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio.

Encourage children to use the look, cover, write and check method to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling after a few lessons.

### Before the next lesson

If you have an OHP available, you will need to make an OHT for the whole class feedback in Step 4. If not, prepare a photocopied sheet with the answers on for each group.

# LESSON 12

## YOU WILL NEED:

- ▶ **SCISSORS**
- ▶ **GLUE**
- ▶ **OHT (optional) or PHOTOCOPIED SHEETS** for Step 4



the task in the usual way. Distribute scissors to the groups and ask them to cut out page 81 carefully from the back of their Skills Books. Then ask them to cut out the instructions and to try and order them into the boxes on page 9 of their Skills Book.

## STEP 1



▶ Ask children to **Look at page 6 of your Skills Book**. Ask children to look at the Peter Piper tongue twister on the page. Tell the class they will hear this on the tape.



▶ Play the tongue twister straight through (*Songs and Rhymes Tapescript 1.3*) and ask children to say it with the tape as it gets faster and faster. Now ask children to practise saying the tongue twister in their groups.

## STEP 2



▶ Ask children to **Look at page 9 of your Skills Book**. Ask them to read the rubric and instruction text. Check their understanding of



1 **Read and order.**

Ben has sent Ahmed instructions about how to make a sand painting. Unfortunately his instructions have got mixed up. Can you put them in the correct order? You can find the instructions on cut-out page 81 at the back of this book. Put the instructions in the correct order and then stick them on this page.

Stick Instruction 1 here.

Stick Instruction 2 here.

Stick Instruction 3 here.

Stick Instruction 4 here.


Stick Instruction 5 here.

Now you have sequenced the instructions correctly, why don't you try and make a sand painting? You can use this to decorate the front of your portfolio.

9

### How to make a sand painting

- a Decide what part of your picture you are going to colour first. Put some glue on this part of your picture and then pour some coloured sand onto the glue using a plastic spoon.
- b Draw a simple picture on a piece of paper.
- c When you have finished your picture, you can 'fix' the sand to the picture using hair spray or special artist's fixing spray.
- d Now pour some sand into an empty container. You can make containers of different coloured sand by adding food colouring or different coloured paints.
- e Now choose the next part of the picture that you want to colour with sand.



- ▶ When children have finished, ask them to compare ideas in their groups.
- ▶ Now tell them you want them to listen to the correct sequence on the tape so that they can check their instructions.
- ▶ Play the tape straight through.



**Listening Tapescript 1.14**

1. Draw a simple picture on a piece of paper.
  2. Now pour some sand into an empty container. You can make containers of different coloured sand by adding food colouring or different coloured paints.
  3. Decide what part of your picture you are going to colour first. Put some glue on this part of your picture and then pour some coloured sand onto the glue using a plastic spoon.
  4. Now choose the next part of the picture that you want to colour with sand.
  5. When you have finished your picture, you can 'fix' the sand to the picture using hair spray or special artist's fixing spray.
- ▶ Do a whole class feedback. Quickly write the numbers 1–5 vertically down the board. Elicit the letters of the instructions in the correct sequence and write the letters next to the numbers. Make sure that children check their work.

The answers are as follows:

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



*This activity provides an opportunity to assess how well children understand that written instructions occur in sequence.*

- ▶ Now distribute glue to the groups and ask them to stick the sentences in the right boxes.
- ▶ Encourage the children to try making sand paintings at home. Tell them they could use these for the front cover of their portfolio.

**STEP 3**



- ▶ Now ask the children to **Look at page 10 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'WORDS'. Then show them the streamer coming from his head – 'Nouns, verbs and adjectives'. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way.
- ▶ Now ask children to read the questions in the information text – 'Can you remember the difference between different kinds of words in English? Do you have the same kinds of words in your language?' Ask children if they can tell you what different kinds of words there are in



**1 Read and think.**

Can you remember the difference between different kinds of words in English? Do you have the same kinds of words in your language?

*Nouns, verbs and adjectives*

**Nouns are naming words. They tell us the names of people, places, animals and things.** This is Ahmed. Where's the necklace? **Underline the nouns in these sentences.**

**Verbs are doing or being words.** Cut the paper. I am 12 years old. **Underline the verbs in these sentences.**

**Adjectives are describing words. They tell us more about the noun in a sentence.** I've got five small dolls. There are three big blue and white flowery rugs. **Underline the adjectives in these sentences.**

**2 Look and sort.**

Look at all these words from Unit 1. Sort them into nouns, verbs and adjectives.

cut pencil draw square stick striped put  
paper scissors unfold doll colour rug zigzag  
bird frog fold blue seven necklace pink big

**Nouns** **Verbs** **Adjectives**

**3 Think and complete the rules.**

A \_\_\_\_\_ is a word that names someone or something.

A \_\_\_\_\_ is a doing or being word.

An \_\_\_\_\_ is a word that describes the noun in a sentence.

10

English and discuss these two questions with them. (Children analysed nouns, verbs and adjectives in Grade 5.)

- ▶ Now ask children to look at the first box (about nouns). Ask them to read the description of nouns and the examples. Then ask them to underline the nouns in these sentences. When children have finished do a quick feedback, orally.
- ▶ Repeat this procedure for the boxes about verbs and adjectives.

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Write the headings *Nouns*, *Verbs* and *Adjectives* on the board and elicit an example of each one. Write these under the headings. Now ask children to sort the rest of the words. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.
- ▶ Do a whole class feedback. Use a prepared OHT or make a photocopy of the completed table for each group so that children can check their work.

The answers are as follows:

<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>
pencil	cut	square
paper	draw	striped
scissors	stick	zig zag
doll	put	blue
rug	unfold	seven
bird	colour	pink
frog	fold	big
necklace		



*This activity provides an opportunity to assess how well children are able to understand the difference between nouns, verbs and adjectives.*

## STEP 5



- ▶ Ask children to read the rubric for activity 3 and ask them to complete the rules. This should be a quick consolidation activity. When children have finished do a quick feedback orally.

The answers are as follows:

*A noun is a word that names someone or something.*

*A verb is a doing or being word.*

*An adjective is a word that describes the noun in a sentence.*

### *For homework*

Remind children to continue learning the spelling of the 6 words you asked them to learn: colour, cut, draw, fold, put, stick. Tell children you will check their spelling of these words in a later lesson.

### *For the next lesson*

Remind children to bring all their information about the craft they have researched to the next lesson.

### *Before the next lesson*

You may like to book the LRC for the next lesson so that the class can use the books and computers for their projects.

# LESSON 13

## YOU WILL NEED:

- ▶ **SCISSORS**

*You may wish to use the LRC for the project work in this lesson*

### STEP 1



▶ Ask children to **Look at page 6 of your Skills Book**. Ask them to look at the Peter Piper tongue twister on the page. Tell the class they will hear this on the tape.



▶ Play the tongue twister straight through (*Songs and Rhymes Tapescript 1.3*) and ask children to say it with the tape as it gets faster and faster. Now ask children to practise saying the tongue twister in their groups.

### STEP 2



▶ Ask children to **Look at page 11 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Discuss the questions with the class. Then ask the class to read the ideas on the page and to match them to a picture.

▶ When children have finished, ask them to compare their ideas. Then do a whole class



**1 Look and match.**

How do you remember words in English? Have you got a special word book? Do you put them in your portfolio?

Here are some ideas to help you organise how you store words in English. Look at each idea and find a picture that shows you what it looks like.

- You can have pages for words beginning with the same letter.
- You can have pages for different topics.
- You can have pages for grammar – for example, nouns, verbs, adjectives.

It's a good idea to put pictures in your word store too.

**2 Read and sort.**

Your word store does not have to be like your friends'. We all learn and remember in different ways, so it is important that you choose the best ways for you.

Look at these English words.

Take cut-out page 79 from the back of this book and sort the words in the rug into these different groups.

- Alphabetical order
- Topics
- Grammar groups



### STEP 3

feedback. Write the numbers 1–3 vertically down the board. Elicit the corresponding picture from the class and write the letter next to the correct number.

The answers are as follows:

- c
- a
- b

▶ Draw children's attention to the sentence at the end of this activity. Remind them that you can also store pictures in the vocabulary section to illustrate words.



▶ Now ask the class to read the rubric and instruction text for activity 2. Discuss the ideas in the instruction text about how each of us learns in different ways. Some ways of storing vocabulary will be better for some people than others, so we need to find the ways that suit each person best.

▶ Now ask the children to cut out cut-out page 79 carefully from the back of their Skills Book and sort the words in the box into the three different groups on the cut-out page:

- Alphabetical order
- Topics
- Grammar groups



**Word stores**

- Alphabetical order
 

1	7
2	8
3	9
4	10
5	11
6	12
- Topics
- Grammar groups
 

nouns	verbs	adjectives



- ▶ When children have finished, get them to compare their ideas and then do a whole class feedback. Ask the class to store these sheets in their portfolios.

## STEP 4



- ▶ Ask children to turn to their Project Record Sheet and ask them to look at [stage 5](#). Ask them if they can tell you what they have to do now to complete their project.
- ▶ Give children time to do this and circulate around the class providing guidance and support where necessary.
- ▶ Then ask them to look at the Project Record Sheet and ask them if they have completed [stage 6](#). If so, they should tick the check box.

### For homework

Tell children to work on their drafts to show their friends in the next lesson for editing.

You should also remind children to learn the spelling of the 6 words: *colour, cut, draw, fold, put, stick*. Tell them that you will check their spelling of these words in the next lesson.

Remind children that they should be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling at the end of the unit.

### Before the next lesson

You may like to book the LRC for the next lesson so that children can use the books and computers for their projects.

# LESSON 14

*You may wish to use the LRC for the project work in this lesson*

## STEP 1



- ▶ Ask children to **Look at page 6 of your Skills Book**. Ask them to look at the Peter Piper tongue twister on the page. Tell the class they will hear this on the tape.



- ▶ Play the tongue twister straight through (*Songs and Rhymes Tapescript 1.3*) and ask children to say it with the tape as it gets faster and faster. Now ask children to practise saying the tongue twister in their groups.

## STEP 2

- ▶ Tell children that you are now going to check their spelling of the 6 words you asked them to learn – *colour, cut, draw, fold, put, stick*.



- ▶ Ask children to **Look at page 12 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the next 6 writing lines in activity 2. Tell children

that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 1.15

1. colour
2. cut
3. draw
4. fold
5. put
6. stick

- ▶ Do a whole check. Ask the class **What was the first word?** and elicit **colour**. Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other words.

## STEP 3



- ▶ Ask children to turn to their Project Record Sheet and ask them to look at [Stages 7, 8 and 9](#). Ask them if they can tell you what they have to do now to complete their project. Make sure children know what they have to do next to complete their project.

- ▶ Give children time to do this and circulate around the class providing guidance and support where necessary.
- ▶ Ask children to show their work to their friends' and to listen to their friends' suggestions as to how they can make their work better. Then ask them to look at the Project Record Sheet and ask them if they have completed **stages 7 and 8**. If so, they should tick the check boxes.
- ▶ Give children time to add pictures and make any final changes to their work and then ask them to tick **stage 9** when they have finished. If they have finished their projects, collect them in to make a display for the next lesson.

*For homework*

If they have not already done so, ask children to finish their information text and e-mail. Tell them they will look at each other's projects in the next lesson.

Remind children that they should be practising the spelling of the five words they have chosen from this unit. Tell them that you will be checking their spelling in the next lesson.

*Before the next lesson*

Display all the children's projects on the walls or on display tables. Put them at a height where all the children can see them easily.

# LESSON 15

## STEP 1

- ▶ Give children some time to walk around and look at each other's projects.

## STEP 2



- ▶ Ask children to **Look at pages 12 and 13 of your Skills Book**. Ask **What day is it today?** Elicit the day of the week. Then ask **What's the date today?** and elicit it from the class. Write the day and date on the board, for example:



*Wednesday, 18 September, 2002*

Show children the top of page 12 of their Skills Book and ask a child to volunteer to read what is written at the top of the page – 'Today is'. Ask children to write today's day and date on the writing lines.

- ▶ Now ask children to **Look at activity 1 at the top of page 12**. Point to the pictures of Robby the Robot's face and ask children to look at the words under each one and the numbers above each one. Now read the first statement written underneath to the class. Say



Today is: \_\_\_\_\_

### My learning record

**1 How well can you do these things?**

1	2	3	4	5
very, very well	very well	OK	not sure	not very well

- understand and talk about personal information about yourself and others
- understand and talk about crafts from around the world
- read and understand factual information about crafts from around the world
- write factual information about an Omani craft
- write a reply to an e-mail
- understand and use the verb 'to be'

**2 What new words can you spell?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**3 What did you learn in this unit?**

These are some things I've learned about this topic:

\_\_\_\_\_

These are some things I would like to learn about this topic:

\_\_\_\_\_

**4 What activities did you like in this unit?**

I liked:

\_\_\_\_\_

I didn't like:

\_\_\_\_\_

**5 How well did you work with others?**

My work with my friends was:

excellent	very good	good	OK	not very good

**6 How well did you work?**

My work in this unit was:

excellent	very good	good	OK	not very good

**How well can you... ?** Point to the first statement and read it to the class – **understand and talk about personal information about yourself and others?** Point to the pictures of Robby the Robot again and ask **very, very well? very well? OK? not sure? or not very well?** Although the meaning of these adverbs should be clear from the pictures, you may want to use mime and gesture to reinforce the meaning. Get children to think about this statement and then decide for themselves which of these adverbs is right for them. Make sure children understand they only have to write the number of the face and adverb, not the words, in the diamond at the end of the statement.

- ▶ Quickly read the remaining statements to the class. Use L1 where necessary to support understanding. **Do not** get individual children, or groups of children, to read the statements aloud to the rest of the class. The purpose of the activity is to get children to reflect on their own learning and not to check their ability to read these statements aloud. Make sure children understand that they have to read all the statements silently and then make a decision about how well they think they can do these things. Remind the class they have to write a number, indicating the adverb, for each statement.
- ▶ Give the class a few minutes to read, think about the statements and record how well they feel they can do these things. While children are doing this, circulate around the class providing support and guidance.

### STEP 3



- ▶ Ask children to **Look at activity 2 on page 12 of your Skills Book**. Remind children that this is where they write some of the words they have learned to spell in the unit.
- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of words that they have learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell in the space provided in section 2. Remind children that they should write their words from memory and not look at the words or copy them. When both children have finished writing their

words, they should check and mark each other's spelling.

### STEP 4

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



- ▶ Ask children to **Look at activity 3 on page 13 of your Skills Book**.
- ▶ Read the first statement to the class – 'These are some of the things I've learned about this topic'. Ask children to discuss this in their groups and then ask the class to suggest some ideas about what they feel they have learned in Unit 1. Encourage children to suggest things that are related to the ideas they have learned about, not just the language.
- ▶ Elicit ideas from the class and help children formulate their ideas so that they can express them in writing using simple sentences. You may want to write the children's ideas on the board to give them a model to copy. The need to provide this model based on the children's ideas will vary from class to class depending on the confidence and level of the children.
- ▶ Now read the second statement to the class – 'These are some things I would like to learn about this topic'. Ask children to discuss this in their groups and then elicit some suggestions from the class. Give children time to think about this and circulate around the class providing support and guidance. You may wish to provide some model sentences on the board based on the children's ideas. However, children's responses to this statement will probably be more individual, so try and ensure that children do not feel restricted by any models given.

### STEP 5



- ▶ Ask children to **Look at activity 4**. Ask them to read the two statements and then look back through the unit and decide what activities they liked and what activities they didn't like. Encourage children to discuss their

ideas in their groups and then elicit a few ideas from individual children. You may want to write useful vocabulary on the board as children suggest their ideas. This would provide a useful support to children writing their individual responses to these statements.

## STEP 6



- ▶ Ask children to **Look at activity 5**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that they have to think about their work with their friends, not their individual work. Encourage children to think honestly about their participation and behaviour with others in class and then colour the appropriate shield.

- ▶ Now ask children to **Look at activity 6**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that in this activity they have to think about their individual work in this unit. Encourage children to think honestly about their work in this unit and reassure them that it is normal to find some things more difficult than others when learning something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

### *At the end of this lesson*



- ▶ Don't forget to remind children to complete **stage 10** of their Project Record Sheet when they have placed their project in their portfolio. Remind them to cut out their Project Record Sheet carefully from the back of the Skills Book and put that in their portfolio as well.



# UNIT 2 Communication

## Aims

### Children will learn how to:

- ▶ Understand and talk about different ways of communicating
- ▶ Ask and answer questions about the meaning of symbols
- ▶ Ask and answer questions about how they and other people feel
- ▶ Use adjectives to describe feelings
- ▶ Use their voice, body and gesture to convey meaning
- ▶ Listen to a variety of texts for specific information and general understanding
- ▶ Write instructions to match symbols
- ▶ Read and understand a variety of factual texts about methods of communication
- ▶ Read and understand a biography
- ▶ Recognise and understand paragraph structure
- ▶ Recognise and use intonation to convey meaning

### Main language

- ▶ How do you feel? I'm excited. I feel tired.
- ▶ How does he/she/it feel? He feels sad. She's bored. It's tired.
- ▶ Are you angry? Yes I am. No I'm not.
- ▶ What does [number two] mean?  
It means [no smoking].  
I think it means [don't turn right].  
I don't know.

### Vocabulary

- ▶ *Feelings*: happy, sad (R) angry, bored, excited, scared, tired
- ▶ *Language from symbols*: turn left/right, Stop! (R) don't turn left/right, throw your rubbish here, don't throw your rubbish here, Look out! Danger! No smoking! Disabled parking, [wadi] crossing
- ▶ *Verbs*: be, clap your hands, cry, feel, go to sleep, laugh, mean, scream, stamp your feet, wake up, yawn (R)
- ▶ *Communication*: rock art, sign, symbol, body language, gesture, voice, code, Braille, Morse code, semaphore, sign language
- ▶ *Body parts*: ear, eye, feet, first finger, second finger, third finger, fourth finger, hand, head, mouth, nose, thumb, shoulder (R)
- ▶ *Miscellaneous*: left, right (R) biography

### Skills and strategies

- ▶ Applying prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visuals to predict meaning
- ▶ Categorise
- ▶ Listen to short texts for specific information
- ▶ Take part in conversations asking and answering questions about people's feelings
- ▶ Follow the rules of a game
- ▶ Read a variety of factual texts for specific information
- ▶ Read longer more complex factual texts for general understanding
- ▶ Read a biography
- ▶ Recognise and understand paragraph structure
- ▶ Read and understand codes
- ▶ Decode images and symbols
- ▶ Write simple sentences to describe how they and others feel
- ▶ Recognise the stress, rhythm and intonation patterns of English through song
- ▶ Understand how intonation can be used to convey meaning
- ▶ Use voice, body language and facial expressions to convey meaning
- ▶ Independent learning skills:  
plan work  
check spelling

### Activities

- ▶ Act out situations
- ▶ Play mime games
- ▶ Sing a song
- ▶ Do a role play
- ▶ Do a mini-project
- ▶ Read a biography
- ▶ Read and match
- ▶ Listen and match
- ▶ Read codes
- ▶ Make flags
- ▶ Send messages in code
- ▶ Draw symbols

In this unit, children will be introduced to using the Dewey Decimal Classification System in English. It is introduced in this unit in the context of looking at codes, as this system is another example of a code to convey messages and information. Children should already be familiar with this system, as it is used in the LRC. You may want to liaise with the LRC teacher before you begin this unit for any information that may be helpful to you in planning this unit.

# LESSON 1

## Before this lesson

You will need to put up the Dr. Dewey poster for Unit 2 on the wall in your classroom. You should put it somewhere where all the children can see it easily, but also at a height where children will be able to stand in front of the poster and identify objects and words in it.

## STEP 1

- ▶ To introduce the topic of communication, do a *silent* TPR activity with the whole class. For this activity, use *gestures only* to give your instructions. Ask children to watch your gestures and follow the instructions you give, for example 'stand up', 'sit down', 'turn around', 'point to the window', 'touch the ground', 'come here', etc. **Do not** use any words.

*This activity begins to sensitise children to the use of body language to communicate meaning.*

## STEP 2

- ▶ Ask children to look at the poster and tell you what they can see. Ask children to look particularly at the faces of the camels in the border. Elicit as much vocabulary as possible from the class, ask children to say what they think this unit is about. Now tell children to **Look at pages 12 and 13 of your Classbook.** Ask them to **Look at the title of the unit on page 12.** Read the title – 'Communication' – to the class and encourage children to consider if this matches with their guesses about what the unit would be about.



- ▶ Now ask children to **Look at the pictures in the frieze on page 13.** Get children to name anything they can. Establish that the unit is going to be about different ways of communicating. Tell children that they will come back to the frieze in a later lesson.

- ▶ Ask children how they knew what to do in the TPR activity that they did at the beginning of the lesson. Establish that the gestures you used communicated the message. Ask them how else we can communicate our message.

## STEP 3



- ▶ Ask children to **Look at page 12 of your Classbook.** Ask children to read the rubric and information text for activity 1. Give children time to look at the photos and discuss what they can see in the photos in groups. Elicit ideas from the class.
- ▶ Ask children to read the question under the photos and check their understanding of the task in the usual way. Give children time to discuss their ideas in their groups. Now ask children to share their ideas with the rest of the class. Encourage children to express the idea that people used to draw pictures and tell each other stories as a way of recording their history.



UNIT 2 Communication

1 Read and think.

Before people could write, they could draw. Look at these pictures found in Oman and Jordan. What can you see?

1 2

This rock art was found in the north of Oman in a wadi in Musandam.

This rock art was found in the south of Jordan in Wadi Rum.

Why do you think these pictures were drawn?

2 Read and label.

We still use pictures today to communicate. Sometimes we use simple pictures to show real things. Look at these pictures. What do they show? Write the word under each picture.

12

- ▶ Ask children if anyone has seen rock art in Oman. If so, encourage children to tell the class about it.

## STEP 4



- ▶ Ask children to look at activity 2. Ask them to read the rubric and text. Ask them to discuss what the pictures show and elicit **sun, scissors** and **rain** (these are all recycled words). Children should be able to name these pictures and write the words.
- ▶ Ask the children to write the words under the pictures. When children have finished, write the answers on the board and ask children to check each other's spelling.

## STEP 5



- ▶ Ask children to **Look at page 13 of your Classbook**. Ask them to read the rubric and information text for activity 3. Ask children **Where can you see these symbols?** Elicit the idea that they can see these symbols in the environment around them and that they can see these symbols around them every day. Ask children **What do they show?** Give children time to discuss their ideas in pairs. Then elicit ideas from the whole class.
- ▶ Now ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Show children how the first one has been done as an example. Ask children to complete the rest of the task together. As children do



**3 Look and talk.**  
Look at these symbols that we see around us every day. What do the symbols tell us? Discuss your ideas with a friend.

**4 Read and match.**  
Read the messages below and match them to the symbols. Write your answers on the road.

a b c d e f g h

- 1 Park your car here.
- 2 Don't throw rubbish here.
- 3 People can cross the road here.
- 4 Don't turn left.
- 5 Turn right.
- 6 Disabled parking.
- 7 Look out! Camels crossing the road.
- 8 No smoking.

this task, circulate around the class providing guidance and support where necessary. While children are completing the task, copy the road onto the board with the same boxes. Write the letters a–h in the boxes on the top row.

- ▶ When children have finished the activity, do a whole class feedback. Elicit the answers and write the numbers in the appropriate box on the board. Ask children to check each other's work.

The answers are as follows:

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



# LESSON 2

## STEP 1

- ▶ Do a *silent* TPR activity with the whole class. For this activity, use *gestures only* to give your instructions. Ask children to watch your gestures and follow the instructions you give, for example 'stand up', 'sit down', 'turn around', 'point to the window', 'touch the ground', 'come here', etc. **Do not** use any words.
- ▶ Now get children to do the activity themselves in groups. Ask them in their groups to take it in turns to demonstrate one instruction. The rest of the group must follow it. Once the group has followed the instruction correctly the next child should demonstrate their instruction. Remind the children not to use any words.

## STEP 2



- ▶ Ask children to **Look at page 14 of your Skills Book**. Ask them to read the rubric and the instruction text for activity 1. Check their understanding of the task in the usual way. Give children time to discuss their ideas. Now ask the children to share their ideas with the whole class. Ask the class **Where can you find these symbols?** Discuss their ideas. Encourage children to realise that these are symbols they can see around them every day.



**UNIT 2 Communication**

**1 Look and talk.**  
Look at these symbols. What do these symbols tell us? Discuss your ideas with a friend.

1. [Symbol: No entry] 2. [Symbol: Danger] 3. [Symbol: Stop]

4. [Symbol: Children crossing] 5. [Symbol: No mobile phones] 6. [Symbol: Wadi crossing]

**2 Listen and match.**  
Listen to these children talking about these symbols. Which symbols are they talking about? Listen and write the numbers on the road.

START a b c d e f

**3 Read and match.**  
Read these statements and match each one to a symbol in activity 1.

a. You can't use your GSM.

b. Look out! Children crossing!

c. Stop!

d. Look out! Wadi crossing here!

e. You can't go in here.

f. Look out! Danger!

**4 Ask and answer.**  
What does number 6 mean?  
I think it means Look out! Wadi crossing here!

## STEP 3



- ▶ Ask children to look at the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Show children where they should write their answers on the road. Make sure they realise that they should write the number of each symbol from activity 1 in the check boxes on the road.
- ▶ Play the tape once, pausing after each question and answer to give children time to write the number in the box. At the end of the listening, ask children to compare their answers.



### Listening Tapescript 2.1

- What does this one mean?  
It means, 'Look out! Danger!'
- What do you think this one means?  
I think it means, 'Look out! Wadi crossing here!'
- What do you think this symbol means?  
I think it means you can't go in here.
- What does this one mean?  
It means you can't use your GSM.
- What does this symbol mean?  
I think it means, 'Look out! Children crossing!'
- What do you think this one means?  
It means you must stop.

- ▶ Now rewind and play the tape again. Pause so that children can check their answers. Then do a whole class feedback. Quickly draw the road on the board. Write the numbers 1–6 along the top boxes. Elicit the answers from the class and write them in the appropriate box on the board. Ask children to check each other's work.

The answers are as follows:

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

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3. Ask them to try and match the text to the symbols in activity 1. When they have finished, ask children to compare their answers.
- ▶ Now tell children they will hear the statements on the tape. Ask them to read and listen and check what they have written as they listen. Play the tape straight through [the first recording of the tape does not contain the answers].



### Listening Tapescript 2.2

- a. You can't use your GSM. // picture number 5
  - b. Look out! Children crossing! // picture number 4
  - c. Stop! // picture number 3
  - d. Look out! Wadi crossing here! // picture number 6
  - e. You can't go in here. // picture number 1
  - f. Look out! Danger! // picture number 2
- ▶ Now tell children that you will play the tape once more so that they can check their answers. Play the tape [you will not need to rewind. This second recording of the tapescript contains the answers]. Pause after each answer is given so that children can check their work.
  - ▶ Do a whole class feedback. Each time you elicit the answer ask children **What does picture [number 2] mean?** This will give children plenty of opportunity to hear the question before doing the following activities.

## STEP 5



- ▶ Ask children to look at the rubric for activity 4. Ask children to read the text in the speech bubbles and listen to the dialogue on the tape. Play the tape straight through.



### Listening Tapescript 2.3

Girl 1: What does number 6 mean?

Girl 2: I think it means, 'Look out! Wadi crossing here!'

- ▶ Now divide the class in half and get children to repeat the dialogue after the tape in the usual way, with one half repeating the question and one half repeating the answer. Then get the class to change roles. Play the tape as usual [there are 2 paused repetitions of the dialogue on tape].
- ▶ Now ask children to volunteer to ask other children a different question. Get a few pairs of children to ask and answer similar questions about the symbols in activity 1 across the class.
- ▶ Now organise the class into pairs. Ask children to ask and answer questions about the rest of the pictures in activity 1. Ask them what they say if they do not know the answer. Elicit or remind children of the expression **I don't know**. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

## STEP 6



- ▶ Ask children to **Look at page 13 of your Classbook** and get them to ask and answer questions about the meaning of the symbols on the page. You may want to ask for pairs of children to volunteer to demonstrate asking and answering questions about the symbols. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

*This activity gives children further practice in asking the question **What does [picture 5] mean?** and giving appropriate answers. It also demonstrates children's understanding of the concepts of the various symbols.*

# LESSON 3

## STEP 1

- ▶ Do a very quick *silent* TPR activity with the whole class. Use the same method as you did in Lesson 2, Step 1, using *gestures only* to give your instructions.
- ▶ Then get the children to do the activity in groups, as they did before. Remind them not to use any words.

## STEP 2



- ▶ Ask children to **Look at page 15 of your Skills Book**. Ask them to read the rubric and the instruction text for activity 1. Check their understanding of the task in the usual way. Encourage children to help each other and to use the phrases on page 13 of their Classbook and page 14 of their Skills Book for ideas. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.



- ▶ When children finish, ask them to check each other's work. Try and make children aware of the fact that there is more than one correct answer for each one. Then do a whole class feedback eliciting one or two examples of what the children wrote for each picture. Some sample answers are as follows:
  1. *Turn left. Turn left here.*

2. *No parking. Don't park here.*
3. *Throw rubbish here. Put your rubbish here.*
4. *Don't turn right. Don't turn right here.*

## STEP 3



- ▶ Ask children to look at the rubric for activity 2 on page 15 of their Skills Book. Ask them to read the instruction text. Check children's understanding of the task in the usual way. Encourage children to be creative. Elicit a few of their ideas and suggest some of your own. Give children time to complete this activity. While they are doing this activity, circulate around the class providing guidance and support where necessary.

## STEP 4

*During this unit, children will carry out a mini-project.*



- ▶ Ask children to read the rubric and the instruction text in activity 3. Discuss with the children where they can find examples of signs and symbols around them. Encourage children to look for as many examples as possible, to find out their meanings and to make drawings, or perhaps take photos, of them. Tell them to keep their drawings and pictures in their portfolio. Later on in the unit, they will use these to make a display.

*Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 2 of the next lesson.



**1 Look and write.**  
Look at these symbols. What do they mean? Write a message for each one.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**2 Read and draw.**  
Read these messages and draw a symbol to show each message.

Look out! Goats crossing!

Have a picnic here!

**3 Do a mini-project.**  
Look for symbols around you. Find out what they mean and draw a picture of each one. Collect as many as you can and keep them in your portfolio. Later, you will use them for a class display.

Braille  
Morse code  
rock art  
sign language  
semaphore  
signpost

# LESSON 4

## YOU WILL NEED:

- ▶ **SCISSORS**
- ▶ **OHT (optional)** for Step 2

## STEP 1

*Children are very familiar with simple TPR activities. As children develop and increase their knowledge of English, instructions should become more complex. Remember that TPR activities help develop children's capacity to process spoken language. See the introduction of this Teacher's Book for more information on why we use TPR.*

*This TPR listening activity revises facial features and body parts. It also gives children the opportunity to hear authentic English and to become familiar with natural patterns of stress and intonation.*

- ▶ Divide the class into 6 groups and give each group a different number from 1–6. Quickly ask them to show you their left hand and their right hand to check their understanding of the concept of left and right.
- ▶ Now tell the class they will hear a set of instructions and that you want them to follow the instruction for their group. Play the tape straight through.



### Listening Tapescript 2.4

- Group 1 touch your nose with your left thumb.
- Group 4 cover your right eye with your left hand.
- Group 6 touch your left shoulder with your right hand.
- Group 2 touch your head with your right hand.
- Group 5 touch your nose with your right thumb.
- Group 3 put your right hand over your mouth.
- Group 2 touch your left eye with your left hand.
- Group 1 cover your left eye with your right hand.
- Group 5 touch your left shoulder with your right hand.
- Group 3 touch your right shoulder with your left hand.

Group 4 touch your right ear with your right hand.

Group 6 cover your eyes with your left hand.

Group 3 put both hands on your head.

Group 1 touch your right shoulder with your left hand.

Group 6 touch your nose with your right thumb.

Group 2 put your right hand on your head.

Group 4 touch your left shoulder with your left hand.

Group 5 put your right hand over your mouth.

- ▶ Ask children which parts of the body we use to communicate and how. Elicit that we can use our face, body and voice to communicate our message.

## STEP 2



- ▶ Now ask children to **Look at page 14 of your Classbook** and ask them to read the rubric and information text for activity 1. Check their understanding in the usual way. Ask children to look at the pictures and discuss in their groups what they think each picture shows. Give children time to discuss their ideas in their groups.

- ▶ Ask children to look at the words in the face in the middle of the page and see if they can



**1 Look, listen and write.**  
We use our face, our body and our voice to communicate. Look at the pictures below. They show us how we use our face to help us communicate.

happy  
bored  
scared  
excited  
angry  
tired  
sad

Listen to the people talking about how they feel and write the correct word under each picture.

**2 Play a game.**  
Look at cut-out page C on page 71 at the back of this book. Cut out the picture cards and play a game with your friend.

guess which word goes with each picture. Do not get them to write the words yet.

- ▶ Now ask the children to read the instruction text under the pictures and check their understanding in the usual way. Do the first one as an example. Play the tape and pause after the first statement. Ask children what adjective they heard and elicit the word **bored**. Then ask children to write that word in pencil under the picture they think it is describing.
- ▶ Now play the rest of the tape. Pause after each statement to give children time to write the word under the picture they think is correct.



### Listening Tapescript 2.5

1. I'm really bored.
  2. I'm so excited.
  3. I feel very tired.
  4. I'm really happy.
  5. I'm very angry.
  6. I feel very sad.
  7. Ooh, I'm really scared.
- ▶ At the end of the listening, ask children to compare their ideas with their friends. Then do a whole class feedback. Quickly write the letters *a–g* vertically down the board or use a prepared OHT if you have one. Rewind and play the tape again for children to check their work. Pause after each statement and elicit the answers from the class. Write the adjective next to the appropriate letter. The answers are as follows:
- a. *angry*
  - b. *scared*
  - c. *bored*
  - d. *happy*
  - e. *tired*
  - f. *excited*
  - g. *sad*

### STEP 3

- ▶ Ask children to listen to the tape again and get them to repeat each statement. Tell them they are going to hear the statements again. Rewind and play the tape. Pause after each statement and ask children to repeat the statements. As they do this, they should point to the appropriate picture in their books.

Encourage children to make appropriate facial expressions to help show their meaning.

### STEP 4



- ▶ Tell the children they are going to play a game. Ask them to read the rubric and instruction text for activity 2. Tell them to turn to cut-out page C on page 71 of their Classbook. Ask them to remove the page carefully. Distribute the scissors and ask children to cut out the 7 pictures and words.
- ▶ When children have finished cutting out the pictures, tell them to put the words away somewhere safe, as they will only need the pictures for the next activity.
- ▶ Explain how to play the game. The rules are as follows:
  - Each child has their own pile of 7 pictures. One child selects one of their picture cards and puts it to one side. They must not show their partner the card.
  - Then this child should make a facial expression to convey the meaning of the card they have chosen.
  - Their partner must choose the most appropriate card from their own pile and say the adjective that describes how their partner feels.
  - The first child then shows their card to see if their partner guessed correctly.



		
		
angry		
bored	happy	tired
sad	scared	excited

71 C

- ▶ Quickly demonstrate how to play the game with a pair of children. Then organise the class into pairs and tell them to play the game.
- ▶ While children are engaged in the activity, circulate around the class providing guidance and support where necessary.



This activity provides an opportunity to assess children's understanding and use of adjectives for expressing feelings.

- ▶ At the end of the activity, get children to store both the picture cards and the word cards for the next lesson.

### Before the next lesson

You will need to prepare the Feelings Check Sheet from the photocopiable pages at the back of this book. You will need enough for one sheet for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 2 and Step 3 of the next lesson.

## LESSON 5

### YOU WILL NEED:

- ▶ **FEELINGS CHECK SHEET** one for each group
- ▶ **OHT (optional)** for Steps 2 and 3

### STEP 1

- ▶ Give each group a copy of the Feelings Check Sheet from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way.

### STEP 2



- ▶ Ask children to **Look at page 16 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'SOUNDS' – and then show them the streamer coming from his head with the word 'Intonation' written on it. Discuss with children how we also use our voices to help us show how we feel. Tell them we call this **intonation**.

- ▶ Now ask them to read the rubric and the instruction text for activity 1 in their Skills Book. Check their understanding of the task in the usual way. Ask children to look at the words in their groups and see if they can match them to the pictures. Do not get them to write anything yet.
- ▶ Do the first one with them as an example. Play the tape and pause after the first statement. Elicit the adjective from the children and then elicit the letter of the matching picture. Show them how the adjective – *bored* – has already been written next to the picture. Then play the tape,



**1 Read, listen and write.**

The way we use our voice helps us to show the meaning of some words. We call this **intonation**. Read the words below, listen to the voices on the tape and write an adjective next to each picture.

angry   *bored*   excited   happy   sad   scared   tired

**2 Listen and write.**

Listen to Robby and his friend Rosy. Write how Rosy feels each time.

Where are you going? I'm going to the cinema.

Where are you going? I'm going to the park.

Are you tired? Yes, I am.

1. *excited*

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**3 Do a role play.**

Where are you going? I'm going to the park.

Are you tired? Yes, I am.

pausing again after the correct picture letter – c – has been stated. Continue in this way, pausing after each statement to give children time to find the correct picture and write the adjective next to it. Get children to compare their answer in their groups and then play the picture letter for them to check.



### Listening Tapescript 2.6

1. I'm really bored. // c
2. I'm so excited. // f
3. I feel very tired. // e
4. I'm really happy. // d
5. I'm very angry. // a
6. I feel very sad. // g
7. Ooh, I'm really scared. // b

- ▶ Do a quick class check. Write the letters a–g vertically down the board, or use a prepared OHT if you have one. Elicit each adjective from the class and write it next to the appropriate letter.

The answers are as follows:

- a. *angry*
- b. *scared*
- c. *bored*
- d. *happy*
- e. *tired*
- f. *excited*
- g. *sad*

- ▶ Now rewind and play the tape again. Pause after each statement and ask children to repeat each one, using their voices and facial expressions to convey their feelings.

*Encouraging children to play with their voice in this way sensitises them to recognising and creating different intonation patterns.*

## STEP 3



- ▶ Ask children to look at the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask them **Who can you see in this activity?** Explain that Robby is asking his friend Rosy a question. Tell children that they should listen to the sound of her voice and write how she feels each time Robby asks her the question.
- ▶ Do the first one with them as an example. Play the tape and pause after the first conversation. Elicit the adjective and show children how this has been written on the first writing line in their Skills Book. Now ask

children to listen to the rest of the tape and complete the rest of the adjectives on their own. Tell children they can use the adjectives from activity 1 if they need help. Continue playing the tape in the same way, pausing after each question and answer to give children time to write the words. Then get children to check each other's work in groups.



### Listening Tapescript 2.7

1.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*excited voice*]
2.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*sad voice*]
3.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*tired voice*]
4.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*angry voice*]
5.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*happy voice*]
6.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*bored voice*]
7.  
Robby: Where are you going?  
Rosy: I'm going to the cinema. [*scared voice*]

- ▶ Rewind and play the tape again. Ask the class to listen and check their answers. Then quickly do a whole class feedback. Elicit the answers from the class and write them on the board, or use a prepared OHT if you have one. The answers are as follows:

1. *excited*
2. *sad*
3. *tired*
4. *angry*
5. *happy*
6. *bored*
7. *scared*

## STEP 4



- ▶ Tell children they are going to do a role play. Ask them to look at Robby and Rosy in activity 3, who are back to back doing the role play. Ask children to listen to their

conversation and read the text in the speech bubbles.



### Listening Tapescript 2.8

Robby: Where are you going?

Rosy: I'm going to the park.

Robby: Are you tired?

Rosy: Yes, I am.

- ▶ Now divide the class in half, and get children to sit face to face. Ask one half of the class to repeat the questions after the tape, and the other half to repeat the answers and then get the class to change roles in the usual way. Play the tape, pausing after each question and answer [there are two repetitions of the dialogue on tape] for children to repeat.
- ▶ Ask children to volunteer to ask other children the question **Where are you going?** Get a few pairs of children to ask and answer the questions and answers across the class.
- ▶ Ask them what Rosy would say if Robby had guessed the wrong answer. Elicit the response, for example **No, I'm not. Try again!**
- ▶ Organise children into pairs. Get them to sit back to back. Tell children to get out their picture cards and word cards that they cut out in the previous lesson. The child answering the questions must first choose a picture card and put it to one side. Tell them that this card represents how they feel. They must not show their partner the card.

- ▶ Tell children that they should use the same statement – **I'm going to the park** – each time to respond to their partner's question **Where are you going?** but they should use their voices each time to show how they feel. The other child has to find the correct adjective word card, ask the question using **Are you [tired]?** and show the card.

- ▶ If they have guessed the word correctly, the child who is answering the questions responds by saying **Yes, I am** and shows the picture card they had chosen. If they have guessed the word incorrectly, the pair should continue until the child asking the questions has guessed. Children take it in turns to ask and answer questions.

*Getting children to sit back to back during this activity will encourage children to focus on using their voice to convey their message.*

- ▶ Ask a child to help you do one first as an example with the class to make sure children understand what they have to do.
- ▶ While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

#### *Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 3 and 4 of the next lesson.



# LESSON 6

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 3 and 4

### STEP 1



- ▶ Ask children to **Look at page 17 of your Skills Book**. Ask them to read the title of the song and see if anyone in the class can remember it. (Children learned this song in Grades 1–4.) Ask children if they can remember any of the words of the song they learned in previous grades. Tell them they are going to learn a new version of this song.
- ▶ Ask children to demonstrate the meaning of happy using their own gestures. Now ask children to read the first verse of the song. Ask them what it says you should do if you are happy and elicit **laugh out loud**.
- ▶ Ask children to look at texts below the first verse of the song. Explain that they are the remaining verses of the song. Tell children that the two halves are mixed up. Ask them to try and match the phrases on the left with the appropriate action phrase on the right by writing the appropriate number in the check box. Do the first one with them as an example. Read them the first phrase (number 2) – ‘If you’re tired and you know it’ – and elicit the letter of the corresponding action phrase (letter e) – ‘go to sleep’. Show

children where to write the number in the check box. Give children time to complete this in their groups.

- ▶ Now ask children to listen to the song and see if their guesses were correct. Encourage children to join in as they listen and check their work. Play the song, pausing after each verse for children to check their work.



### Songs and Rhymes Tapescript 2.1 If you're happy and you know it

#### verse 1

If you're happy and you know it, laugh out loud,  
If you're happy and you know it, laugh out loud,  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it, laugh out loud.

#### verse 2

If you're tired and you know it, go to sleep,  
If you're tired and you know it, go to sleep,  
If you're tired and you know it and you really want to show it,  
If you're tired and you know it, go to sleep.

#### verse 3

If you're sad and you know it, cry out loud,  
If you're sad and you know it, cry out loud,  
If you're sad and you know it and you really want to show it,  
If you're sad and you know it, cry out loud.

#### verse 4

If you're excited and you know it, clap your hands,  
If you're excited and you know it, clap your hands,  
If you're excited and you know it and you really want to show it,  
If you're excited and you know it, clap your hands.

#### verse 5

If you're bored and you know it, yawn out loud,  
If you're bored and you know it, yawn out loud,  
If you're bored and you know it and you really want to show it,  
If you're bored and you know it, yawn out loud.



**1 Look and match.**

*If you're happy and you know it*

1 If you're happy and you know it, laugh out loud.  
If you're happy and you know it, laugh out loud.  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it, laugh out loud.

2 If you're tired and you know it,  clap your hands. a

3 If you're sad and you know it,  scream out loud. b

4 If you're excited and you know it,  cry out loud. c

5 If you're bored and you know it,  stamp your feet. d

6 If you're angry and you know it,  go to sleep. e

7 If you're scared and you know it,  yawn out loud. f

### verse 6

If you're angry and you know it, stamp your feet,  
 If you're angry and you know it, stamp your feet,  
 If you're angry and you know it and you really  
 want to show it,  
 If you're angry and you know it, stamp your feet.

### verse 7

If you're scared and you know it, scream out loud,  
 If you're scared and you know it, scream out loud,  
 If you're scared and you know it and you really  
 want to show it,  
 If you're scared and you know it, scream out loud.

- ▶ After the class has listened to the whole song, do a whole class feedback. Write the numbers 2–7 vertically down the board. Elicit the answers and write each letter next to the corresponding number. As you elicit the answers, ask the children to point to the picture that matches each verse.

The answers are as follows:

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

- ▶ Ask children to check each other's work in their groups.

## STEP 2



- ▶ Ask children to **Look at page 18 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'WORDS' – then show them



**1 Read and think.**  
 Look at these adjectives. Some describe size, number, colour and pattern. Others describe how we feel.  
 thin pink bored striped excited yellow fat short three scared spotted  
 Circle the words that describe how we feel.

**2 Read and underline.**  
 Look at these sentences. Which ones tell us how a person feels? Underline the adjectives in the sentences that help us decide how a person feels.  
 1. I feel really happy today. 5. He's angry with me.  
 2. He's very tall. 6. It's a checked scarf.  
 3. She's got brown hair. 7. I'm eleven years old.  
 4. I feel very tired. 8. She's very sad.

**3 Think and sort.**  
 Look at the adjectives in activity 1 and the adjectives in the sentences in activity 2. Sort all the adjectives into the groups below and write them in the correct spaces.  
 Size Colour  
 Feelings  
 Pattern Number

the streamer coming from his head with the word 'Adjectives' written on it. Tell them they are going to learn more about adjectives.

- ▶ Ask children to read the rubric and instruction text for activity 1. Ask them to read the adjectives and circle the ones that describe how we feel. When children have finished, elicit the words that children have circled orally.

The answers are as follows:

*bored, excited, scared*

## STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask them to read the sentences and decide which ones tell us how a person feels. Then ask them to underline the adjectives in those sentences that describe how a person feels.
- ▶ Give children time to complete the task. When they have finished, elicit the answers from the class orally. Ask the children to check each other's work.
- ▶ Do a whole class feedback. Elicit the answers and write the number of the sentence and the adjective on the board, or use a prepared OHT if you have one.  
 The answers are as follows:  
 1. *happy*  
 4. *tired*  
 5. *angry*  
 8. *sad*



*This activity provides an opportunity to assess children's understanding and use of adjectives for expressing feelings.*

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure children understand that they should use the adjectives they can see on the page. As children are completing this task, quickly write the 5 headings on the board.
- ▶ When children have finished this activity, get them to check each other's work in groups. Then elicit answers from the class and write

<b>Size</b> thin fat tall short	<b>Feelings</b> angry bored excited happy sad scared tired	<b>Colour</b> pink yellow brown
<b>Pattern</b> striped spotted checked		<b>Number</b> three eleven

them in the appropriate place on the board, or use a prepared OHT if you have one. The answers are shown above.



This activity provides an opportunity to assess children's understanding and use of adjectives for expressing feelings.

*For homework*

Tell the class that you would like them to learn to spell these 7 adjectives: *angry, bored, excited, happy, sad, scared, tired*. Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio.

Ask children if they can remember how to learn to spell words. Encourage children to try and describe the look, cover, write and check method. Remind them that they should use the following procedure:

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

Encourage children to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling after a few lessons.

You should also remind children to keep on collecting symbols for the mini-project from page 15 of their Skills Book. Tell them you will collect them in a later lesson.

*Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 4 of the next lesson.

# LESSON 7

**YOU WILL NEED:**

- ▶ **OHT (optional)** for Step 4



Now ask children to **Look at page 15 of your Classbook**. Then ask them to read the rubric and text for activity 1. Ask children to look at the pictures and discuss in their groups what they think each picture shows.

## STEP 1



▶ Ask children to **Look at the song If you're happy and you know it** on page 17 of your Skills Book. Ask them in their groups to demonstrate actions to go with each verse of the song.



▶ Play the song straight through (*Songs and Rhymes Tapescript 2.1, Lesson 6*) and ask children to join in with the words of the song where they can and perform their actions.



**1 Listen and find.**  
We also use our bodies to communicate what we want to say. Look at these pictures. What do they show us?  
Listen and find the correct picture. Write the number in the box below the picture.

**2 Act it out.**  
Choose an adjective and act out an activity to show how you feel. Here are some ideas.

wake up  
take something out of your bag  
make a sandwich  
clean your room  
go to bed

Make a list of all the adjectives you know and sort them into these groups:  
**size colour number pattern feelings**  
Put them in your portfolio.

15

## STEP 2

▶ Ask children to think about the different ways they have talked about so far to communicate their feelings. Elicit that we can communicate by using our faces and voices. Ask them what else they used to communicate their message. Elicit their bodies – arms, hands, feet etc.

- ▶ Now ask children to listen to the tape and find the correct picture to go with each statement. Tell children to write the number of the statement in the box below the picture. Play the tape, pausing after each statement to give children time to write the number in the box.



### Listening Tapescript 2.9

1. Shh, be quiet! The baby is asleep.
  2. I don't know.
  3. Ohh, turn the music down. It's too noisy.
  4. Maha, come here, please.
  5. Goodbye, everyone.
  6. He's very excited. He's got a new bike.
- ▶ After children have listened to all the statements, ask them to check their answers with their friends. Then rewind and play the tape again, pausing after each statement so that they can check their work.
  - ▶ Do a whole class feedback. Write the letters a–f vertically down the board and elicit the answers. As children give you the correct answer, write the number next to the corresponding letter on the board. Make sure children check their work.

The answers are as follows:

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

### STEP 3

- ▶ Tell children to find the word cards that they cut out from cut-out page C of their Classbooks. Tell them they are going to use these in the following activity.



- ▶ Ask the class to **Look at activity 2 in your Classbook**. Ask them to read the rubric and instruction text. Check their understanding of the task in the usual way.
- ▶ Organise children into groups. One child from the group should select an adjective word card. They must then think of an activity and act it out to show how they feel (the adjective they have chosen). Some suggestions are in the Classbook, but children should be encouraged to think of their own examples. The rest of the group should try and guess how the child feels. Remind children of the questions they asked when they did the role

play in activity 3 in on page 16 of the Skills Book (*in Lesson 5*), for example, **Are you bored? No, I'm not. Try again. Are you happy? Yes, I am.** Encourage children to use their voice, body and gestures to act out the situations. When the other children in the group have guessed the answer, the first child shows the group their word card. Children should take it in turns to act out a situation in their group.

- ▶ Do one example with the class first to check that they understand what to do. Choose a word card, for example, *tired* and put it to one side. Now act out waking up and feeling tired. Ask the class to try and guess how you feel. Encourage them to ask you questions. When they have guessed correctly, show them your word.
- ▶ Now ask children to do the activity in their groups. While children are engaged in the activity, circulate around the class providing guidance and support where necessary.



*This activity provides an opportunity to assess children's understanding and use of adjectives for expressing feelings. It also provides an opportunity to assess children's understanding of the concept of body language, voice and facial expressions to convey meaning.*



- ▶ Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity in the road sign on page 15 of their Classbook. Remind children that they can do these extra tasks whenever they finish early or in their free time.

### STEP 4



- ▶ Ask children to **Look at page 19 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'LANGUAGE' – and then show them the streamer coming from his head with the words 'Expressing feelings' written on it. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Get children to read the text in the speech bubbles and to underline the verb in each answer.

**1 Read and think.**  
 Look at these questions and answers.  
 Underline the verb in each answer.

How do you feel? I'm bored.      How do you feel? I feel very tired.

Expressing feelings

We can use the verb \_\_\_\_\_ or the verb \_\_\_\_\_ to talk about our feelings.

**2 Read and think.**

How do you feel? I'm scared.      How do you feel? I feel sad.

The adjective which describes our feelings comes \_\_\_\_\_ the verb.

**3 Think and write.**  
 Write 3 sentences with the verb to be and 3 sentences with the verb to feel.

to be      to feel

1. He's \_\_\_\_\_      4. \_\_\_\_\_

2. \_\_\_\_\_      5. \_\_\_\_\_

3. \_\_\_\_\_

**4 Write.**  
 Now write two sentences about yourself describing how you feel today.  
 Then talk to two of your friends and write about how they feel today.  
 Put your sentences in your portfolio.

STEP 5

Ask children to read the rubric and instruction text for activity 2. Ask them to read the text in the speech bubbles and to think about the position of the adjective. Give children time to discuss this in their groups. Then ask children if they can complete the rule. Elicit that adjectives that describe our feelings come after the verb.

The answer is as follows:

*The adjective which describes our feelings comes after the verb.*

For homework

Remind children to continue to learn the spellings of the 7 adjectives: *angry, bored, excited, happy, sad, scared, tired*. Remind them they should practise writing the words using the look, cover, write and check procedure. Tell them you will check their spelling in a later lesson.

Remind the children to keep on collecting symbols for the mini-project from page 15 of their Skills Book. Tell them you will collect them in the lesson after next.

Ask them if they can tell you what the two verbs in the answers are. Encourage children to suggest **I'm/I am** and **I feel**. Elicit from the class that these are the verbs 'to be' and 'to feel'. Now ask them to complete the statement next to Robby's hand. Then do a quick class feedback and elicit from children what they wrote.

The answer is as follows:

*We can use the verb to be or the verb to feel to talk about our feelings.*

# LESSON 8

## STEP 1



- ▶ Tell children that you are going to play the song **If you're happy and you know it**. Play the song straight through (*Songs and Rhymes Tapescript 2.1, Lesson 6*) and ask the children to join in with the words of the song where they can and to perform the actions they created in the last lesson.

## STEP 2



- ▶ Ask children to **Look at page 19 of your Skills Book**. Ask them to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Point to each picture and say **How does he/she/it feel?** Elicit the correct pronoun – **he, she** or **it** – for each picture orally and get children to suggest a statement for each picture, for example **He's bored, She feels angry**, etc.
- ▶ Now ask children to work individually to complete the activity. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary. When they have finished, get children to check each other's work. Do a quick class check orally by eliciting a few ideas from the class.

## STEP 3



- ▶ Ask children to look at Portfolio Pete in activity 4. Ask them to read the rubric and instruction text. Check their understanding of the task in the usual way. Ask children to write two sentence about themselves first and then ask two other children in their group how they feel, using **How do you feel today?** They should then write some sentences about their friends.
- ▶ When children have finished, they should put their sentences in their portfolio. You may wish to collect in children's Skills Books to look at their work.

## STEP 4

- ▶ Elicit from children the different forms of communication you have looked at since the beginning of this unit. Try and elicit **rock art, signs and symbols, facial expressions, intonation** and **body language**. Ask them if they know any other different ways of communicating.



- ▶ Now ask children to **Look at page 16 of your Classbook**. Ask them to look at the pictures on this page and tell you what they can see. Elicit as many ideas as possible and then ask children if they can guess what kind of information they think will be in the texts on the page.

*This activity of predicting text content from pictures raises children's awareness of the value of visual images in helping them interpret texts. This is a very important strategy in developing reading and study skills.*


- ▶ Ask children **Do you know any of these different ways of communicating?** If so, get children to tell the class what they know. Also encourage children to tell you if they know anyone who uses these codes. Children may need to use L1 here.
- ▶ Now ask the children to read the rubric and instruction text for activity 1. Check their



**1 Read and match.**

Look at the pictures of different ways of communicating. Do you know any of them? Do you know anyone who uses these ways of communicating? Now read the texts and match each of them to a picture.

**a**  **1** People send messages by holding two flags in the air in different positions. These represent the letters of the alphabet. This code is called semaphore.

**b**  **2** People send electronic messages using a special machine by tapping out a code of dots (·) and dashes (–) to represent the letters of the alphabet. This is called Morse code.

**c**  **3** People who can't see very well can read by using their fingers to touch a code of raised dots on the page. These dots represent the letters of the alphabet. This is called Braille.

**d**  **4** People who can't hear very well can communicate using their hands and fingers to make shapes that represent letters of the alphabet or words and phrases. This is called sign language.

16

understanding of the task in the usual way. Show children where they should write their answers. You may want to encourage children to underline, in pencil, information in the texts that helped them match the texts to the pictures. Remind children that they do not have to understand every word.

*This activity encourages children to read the text quickly for general understanding and not to focus on individual words. Encouraging children to read quickly will also help to develop a natural reading speed.*

- ▶ While children are engaged in this activity, circulate around the class providing guidance and support where necessary. When children have finished, ask them to check their ideas in their groups. Then do a whole class feedback. Write the numbers 1–4 vertically down the board. Elicit answers from the children and write the letters on the board in the appropriate place. Encourage them to tell you what information in the text helped them to match the picture and the text. Make sure that children check each other's work.

The answers are as follows:

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

## STEP 5



- ▶ Tell the class that for this next activity they need both their Classbook and their Skills Book. Ask the class to **Look at page 13 of your Classbook**. Ask children to name what they can see in the frieze. Ask them to number the pictures vertically from 1–6. Now ask the class to **Look at page 15 of your Skills Book**. Get children to write the number of the pictures they have written on the frieze in the Classbook next to the matching word in the Skills Book.



### *For homework*

Remind children to continue to learn the spellings of the 7 adjectives: *angry, bored, excited, happy, sad, scared, tired*. Tell them you will check their spelling in a later lesson.

Remind the children to keep on collecting symbols for the mini-project from page 15 of their Skills Book. Tell them to bring everything they have collected to the next lesson.

### *Before the next lesson*

You will need to prepare Dr. Dewey Check Sheet 1 from the photocopiable pages at the back of this book. You will need enough for one sheet for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 3 of the next lesson.

# LESSON 9

## YOU WILL NEED:

- ▶ **DR. DEWEY CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Step 3

*At the beginning of this lesson*

Collect in the drawings and pictures children have done for their mini-project. Make sure that children write their names on the back so that they can take them back later and store them in their portfolios. Tell the class you will make a classroom display with their symbols. For the display, try to organise the symbols into different groups, for example, symbols in shops, symbols in the street, etc. If you have time, you may want children to help you organise your display. The display will be used in the next lesson.

## STEP 1

- ▶ Give each group a copy of Dr. Dewey Check Sheet 1 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way.

## STEP 2

*This activity gently sensitises children to the concept of main ideas in paragraphs. It also sensitises children, more overtly, to the skill of reading for specific information.*



- ▶ Ask children to **Look at activity 1 on page 20 of your Skills Book**. Ask them to read the rubrics and instruction text. Check their understanding of the task in the usual way. Make sure that children understand that they are not expected to understand every word.

- ▶ When children have finished, ask children to check their answers in their groups. Then do a whole class feedback. Write the numbers 1–3 vertically down the board. As you elicit answers from the children, write them on the board.

The answers are as follows:

1. b
2. c
3. a



*This activity provides an opportunity to assess how well children are able to read a text for specific information.*

## STEP 3



- ▶ Ask children to **Look at activity 2 on page 21 of your Skills Book**. Ask them to read the



**1 Read, find and write.**

Read the information about Morse code and answer the questions.

A .....  
B .....  
C .....  
D .....  
E .....  
F .....  
G .....  
H .....  
I .....  
J .....  
K .....  
L .....  
M .....  
N .....  
O .....  
P .....  
Q .....  
R .....  
S .....  
T .....  
U .....  
V .....  
W .....  
X .....  
Y .....  
Z .....

### Morse code

**a**

The Morse code was invented in 1838 by an American artist and inventor called Samuel Morse. It was used to send messages to people by radio telegraph. The first message in Morse code was sent in 1844. The code was called the International Morse code.

**b**

The International Morse code is a system of dots (·) and dashes (—) that represent each letter of the alphabet. To send a message, people tap out the code for each letter using their fingers and a special machine that sends the message to other people electronically. One dash takes the same time as three dots. To read the message, people listen to the sounds and copy the dots and dashes onto paper. Then, they use the code to write the letters of the alphabet so that they can read the message.

**c**

Morse code can also be sent using light. Some people use this at sea to send messages to other boats. They use a short flash of light to show a dot and a long flash of light to show a dash. People use Morse code to signal when they are in danger. The most famous message in Morse code is — — — — —. This message means that the person needs help.

1. Which part tells us how to read Morse code?

2. Which part tells us about sending Morse code using light?

3. Which part tells us about the inventor?



**2 Read and answer.**

Read the text about Morse code again and answer the questions below.

**Part a**

1. When was the Morse code invented? \_\_\_\_\_
2. Who invented the Morse code? \_\_\_\_\_
3. Where was the inventor from? \_\_\_\_\_

**Part b**

4. What represents each letter of the alphabet in Morse code? \_\_\_\_\_
5. Which takes more time – a dot or a dash? \_\_\_\_\_

**Part c**

6. What does the message ··· — — — mean? \_\_\_\_\_
7. What does it spell? \_\_\_\_\_

**3 Read, write and listen.**

Read these letters and write them in Morse code. Now listen. S O S

Now read these words and write the letters. Then listen and tick the word you hear.

1.  — — — — —
2.  — — — — —
3.  — — — — —

**4 Read and write.**

Read the message from Rosy. What is it?

···· ····· ····· ····· ····· ····· ····· ·····

Now write your own word in Morse code.



rubric and instruction text. Check their understanding of the task in the usual way. Again make sure that children understand that they are not expected to understand every word. If children have difficulty with the questions in part c, make sure they read the final sentence of the paragraph to discover what this message means in order to answer question 6. They should then only decode the Morse code letters for question 7.

*This activity sensitises children, more overtly, to the skill of reading for specific information.*

- ▶ When children have finished, ask them to check their answers in their groups and underline the words in the text that helped them answer the questions. Then do a whole class feedback. Write the numbers 1–7 vertically down the board. As you elicit the information, write the answers next to the numbers, or use a prepared OHT.

The answers are as follows:

**Part a**

1. in 1838
2. Samuel Morse
3. America

**Part b**

4. dots and dashes
5. a dash

**Part c**

6. help
7. SOS



*This activity provides an opportunity to assess how well children are able to read a text for specific information.*

## STEP 4



- ▶ Ask children to look at the rubric and instruction text for activity 3. Make sure that children understand they have to write the letters in Morse code under the letters SOS.
- ▶ Now tell them to listen to the message and read what they have written in their books. Play the tape.



**Listening Tapescript 2.10**

••• — — — •••  
[SOS in Morse code]

- ▶ When you have played the tape, get children to check in their groups. Then play the tape again [you will not need to rewind] so that

children can check their work. If you think it is necessary, write the Morse code for SOS on the board so children can check.



- ▶ Now ask children to look at the three pictures below. Ask them to name what they can see. Tell children that the dots and dashes below are the words written in Morse code. Ask them to write the letters of the words in the space provided under each one using the code on page 20 of their Skills Book.

- ▶ Tell children that now they will hear one of these three words in Morse code on the tape. They should listen and tick the sequence of dots and dashes they hear. Tell them they will hear it twice. Play the tape straight through [it is recorded twice on tape].



**Listening Tapescript 2.11**

— • • • — • — — • — — •  
[‘cap’ in Morse code]

- ▶ Ask children to tell you what the word is. Elicit **cap** from the class.

## STEP 5



- ▶ Ask children to look at the rubric and instruction text for activity 4. Ask them to find out what Rosy’s message is. Tell children to write the letters in the space provided under each one using the code on page 20. When children have finished, elicit the word from the class.

The answer is HELLO.



- ▶ Now ask them to write their own word in code. Then ask them to get their friends to read their word.

*Playing with alphabetic codes in this way reinforces children’s understanding of the alphabet and alphabetical order.*

*For homework*

Remind children to continue to learn the spellings of the 7 adjectives: *angry, bored, excited, happy, sad, scared, tired*. Tell them you will check their spelling in the next lesson.

*Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 3 of the next lesson.

You should also make a display of children’s pictures for their symbols mini-project.

# LESSON 10

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 3

### *Before this lesson*

You will need to put up the display you have made of children's mini-project symbols pictures.

## STEP 1

*Children are very familiar with simple TPR activities. As children develop and increase their knowledge of English, instructions should become more complex. Remember that TPR activities help develop children's capacity to process spoken language. See the introduction of the Teacher's Book for more information on why we use TPR.*

- ▶ Do a TPR activity with the whole class. Tell the class to listen to the instructions on the tape and follow the instructions. Play the tape and follow the instructions with the class.



### Listening Tapescript 2.12

hold up your right hand  
hold up your left hand  
close your left hand  
open your right hand  
hold up your first finger  
hold up your second finger  
hold up your third finger  
hold up your fourth finger  
hold up your thumb  
touch your first finger on your left hand with your second finger on your right hand  
touch your fourth finger on the left with the first finger on the right  
touch your right hand with your first finger on your left hand  
touch your left hand with your second finger on your right hand  
touch your left thumb with your first finger on your right hand  
touch your right hand with all 4 fingers of your left hand

*This listening activity focuses on actions to sensitise children to the topic of sign language. It also gives children the opportunity to hear authentic English and to become familiar with natural patterns of stress and intonation.*

## STEP 2

- ▶ Give children time to circulate around the class and look at the display of their work they have done on their symbols mini-project.

## STEP 3

- ▶ Tell children that you are now going to check their spelling of the 7 words you asked them to learn – *angry, bored, excited, happy, sad, scared, tired*.



- ▶ Ask children to **Look at page 24 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the first 7 writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 2.13

angry  
bored  
excited  
happy  
sad  
scared  
tired

- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **angry**. Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other 6 words.

## STEP 4



- ▶ Ask the children to **Look at page 17 of your Classbook**. Ask them what they remember about the short text they read on sign language in the previous lesson. Tell children that today they are going to learn more about sign language. Ask children to tell the class if they know anyone who uses sign language.

**1 Read and answer.**  
 Read about sign language and answer the questions.

People who find it difficult to hear and speak use their hands and fingers to communicate. We call this sign language. With lots of practice, sign language can be communicated very quickly.

In sign language, each letter is represented by different hand and finger positions. It is also possible to show complete words in sign language. Words can be communicated by spelling each individual letter in the word. This is called finger spelling. Some words can be signed without spelling out each letter in the word.

Every country has a different sign language. In Oman, Arabic letters and words are represented using United Arab sign language. In Britain and America, the sign language is in English. In Britain, the language is called BSL - British Sign Language. In America it is called ASL - American Sign Language.

1. What part of the body do people use to communicate sign language?
2. What do we call it when we sign each letter in the word?
3. What language is used in BSL?

**2 Look and do.**  
 Look at the pictures on the right. They show British Sign Language. Practise signing the letters of the alphabet and try these activities with a friend.

1. Learn how to spell your name.
2. Choose one of these words and sign it to a friend. Ask your friend to guess the word.  
 boy girl cat

**British Sign Language**

**STEP 5**

▶ Now ask children to read the rubric and instruction text for activity 2. Tell children that the pictures on the right show British Sign Language and that they are going to use this to do some activities.

▶ Practise the letters of the alphabet with the children once and then ask them to work with a friend to do the activities in activity 2. Ask children to look at number 1 in activity 2. Check their understanding of the task in the usual way. Give them time to practise signing their name.

▶ Once children feel comfortable with this, ask volunteers to sign their name to others in the class.

▶ Now ask children to read the next set of instructions. Make sure children understand this is a guessing game. Do one as an example with the class, signing one of the three words and seeing if children can guess which word it is. Then get children to do this in their pairs.

*For homework*

Ask children to practise signing these words for the next lesson: *friend, English, happy*. You may also like to practise signing one of them yourself for Step 1 of the next lesson.

Also, tell children that you would like them to choose 5 words that they would like to learn to spell in this unit. Ask them to write these in their exercise books or on a piece of paper and put it in their portfolios. Remind them that they should practise spelling these words in their free time. Remind them of the procedure – look, cover, write and check. Tell them that you will check their spelling of these words in a later lesson.

*For the next lesson*

If they are available, you may like to take a selection of fiction and non-fiction books to the class to remind children of the distinction between them.

- ▶ Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Remind children that they are not expected to understand every word.
- ▶ Give children time to read the text and to find the answers to the questions. When children have finished, ask them to compare their answers in their groups. Encourage children to underline the parts of the text that help them find the answers.
- ▶ Now do a whole class feedback. Write the numbers 1–3 vertically down the board. Elicit the answers from different groups and write them on the board, or use a prepared OHT if you have one.

The answers are as follows:

1. *hands and fingers*
2. *finger spelling*
3. *English*

# LESSON 11

## YOU WILL NEED:

- ▶ **A SELECTION OF FICTION AND NON-FICTION BOOKS (if available)**



## STEP 1

- ▶ Ask children if they remembered to learn how to sign these words in sign language: *friend, English, happy*. Ask them to sign the words with you.
- ▶ Now tell them you are going to sign one of the three words and the groups must watch your actions carefully and decide which word it is. Sign one of the words and elicit the answer from the class.
- ▶ Now get the children to do the same activity in pairs. One child should sign one of the three words while the other watches carefully and chooses the correct word. Then children should reverse roles.

## STEP 2

- ▶ Ask children what stories they remember and what books they have read. If you have them, hold up a selection of fiction and non-fiction books. Ask the class what they are called. Elicit **fiction** and **non-fiction** and establish that fiction is not real and non-fiction is real. This

follows on from the work they did in Grade 5 on classifying fiction and non-fiction.

Ask children to **Look at pages 18 and 19 of your Classbook**. Ask children to read the rubric and to look at the pictures. Ask the class **What do you think the story is about?** Give children time to discuss what they can see in the pictures in their groups. Then elicit their ideas. They should be able to guess from the pictures that the story is about the life of a girl who was deaf and blind. Discuss what they can see in the pictures.

*This activity of predicting text content from pictures raises children's awareness of the value of visual images in helping them.*

Now ask the class to read the information text. Ask if the story is fiction or non-fiction. Establish that it is non-fiction because it is a true story. Tell the children that the story is about someone's life and that this type of story is called a **biography**.

Now ask children to read the story silently to themselves to find out how she learned to communicate with other people. Remind children that they are not expected to read and understand every word.

*This activity sensitises children to reading a longer more extensive text, in a different genre, for general understanding.*



1 Read.

This is a true story about a girl's life. This kind of story is called a biography. Read the story and find out how the girl learned to communicate with other people.

### The Life of Helen Keller

1 Helen Keller was born on 27 June 1880 in Tuscumbia, a small town in the USA. She was a normal, healthy baby, but when Helen was only nineteen months old, she became very ill. Helen's mother and father thought she was going to die. Fortunately, she didn't die and her parents thought she was well again. Sadly, soon after her illness, Helen's mother discovered that her daughter couldn't see or hear. She was now deaf and blind.



2 By the time Helen was six, her family didn't know what to do with her. Helen and her family visited a doctor who had helped another deaf and blind child. The doctor told Helen's parents that she would never see or hear again. But they were told not to give up hope - the doctor believed Helen could be taught. He suggested that they should visit a local expert on the problems of deaf children. This expert was Alexander Graham Bell, the inventor of the telephone.

3 Alexander Graham Bell suggested that Helen's parents should write to the Perkins School for the Blind and ask for a teacher for Helen. Annie Sullivan, who went to the same school when she was a child, became Helen's teacher. In March 1887, Annie arrived in Tuscumbia to live with the Kellers as Helen's teacher. Annie immediately began to use finger spelling in Helen's hand to name objects. Helen quickly learned the finger spelling patterns, but thought it was a game and did not understand that they were the names for objects.



4 When Helen was 8 years old, she left her home with Annie to go to the Perkins School for the Blind in Boston. She learned quickly and had an excellent memory for details. Because of her ability to learn and remember so quickly, she was called the 'miracle child' by some people.



5 At the end of school, Helen decided she wanted to go to college. She was quite famous and many colleges wanted her to attend. She chose to go to college in America that did not want her - Radcliffe College. They thought she couldn't compete with students who could see and hear. This made Helen determined to go to Radcliffe College. She passed her entry exams and then, with Annie Sullivan as a translator, attended regular classes. She successfully completed her studies and graduated in 1904.

6 While Helen was at college, she wrote a book called 'The Story of My Life'. Later on, she wrote two more books about her life. Helen became very famous and spent much of her life travelling the world giving lectures and telling people how they could help the blind and deaf.



7 As she got older, Helen stopped travelling and spent more time in the USA helping to raise money for deaf and blind people. She was often seen walking in the garden talking to herself with her fingers. She died on 1 June 1968.



- ▶ Give children plenty of time to read the story. If necessary, you may feel that children will need to track along the words of the story with their fingers as they read.
- ▶ When children have finished reading the story, ask them how they think she learned to communicate. Elicit any ideas the class can suggest.

### STEP 3



- ▶ Now tell children that they will hear the story on the tape. Ask them to listen to the tape and read the story in their books as they listen. Play the tape straight through.



#### Listening Tapescript 2.14

##### The Life of Helen Keller

Helen Keller was born on 27 June 1880 in Tuscumbia, a small town in the USA. She was a normal, healthy baby, but when Helen was only nineteen months old, she became very ill. Helen's mother and father thought she was going to die. Fortunately, she didn't die and her parents thought she was well again. Sadly, soon after her illness, Helen's mother discovered that her daughter couldn't see or hear. She was now deaf and blind.

By the time Helen was six, her family didn't know what to do with her. Helen and her family visited a doctor who had helped another deaf and blind child. The doctor told Helen's parents that she would never see or hear again. But they were told not to give up hope – the doctor believed Helen could be taught. He suggested that they should visit a local expert on the problems of deaf children. This expert was Alexander Graham Bell, the inventor of the telephone.

Alexander Graham Bell suggested that Helen's parents should write to the Perkins School for the Blind and ask for a teacher for Helen. Annie Sullivan, who went to the same school when she was a child, became Helen's teacher. In March 1887, Annie arrived in Tuscumbia to live with the Kellers as Helen's teacher. Annie immediately began to use finger spelling in Helen's hand to name objects. Helen quickly learned the finger spelling patterns, but thought it was a game and did not understand that they were the names for objects.

One day, Annie took Helen to the water pump. As she pumped the water over Helen's hand, Annie spelled out the word w-a-t-e-r in the girl's free hand. Suddenly, Helen realised that the liquid coming from the pump had a name – water. Now she understood that there were names for everything. She was very excited and wanted to learn the name of everything she touched. She also asked for Annie's name. Annie spelled the name 'teacher' on Helen's hand. Helen learned thirty words by the end of that day and she never stopped learning. Helen's progress was amazing. Very soon, Annie was teaching Helen to read with Braille and to write with both ordinary and Braille typewriters.

When Helen was 8 years old, she left her home with Annie to go to the Perkins School for the blind in Boston. She learned quickly and had an excellent memory for details. Because of her ability to learn and remember so quickly, she was called the 'miracle child' by some people.

At the end of school, Helen decided she wanted to go to college. She was quite famous and many colleges wanted her to attend. She chose the one college in America that did not want her – Radcliffe College. They thought she couldn't compete with students who could see and hear. This made Helen determined to go to Radcliffe College. She passed her entry exams and then, with Annie Sullivan as a translator, attended regular classes. She successfully completed her studies and graduated in 1904.

While Helen was at college, she wrote a book called 'The Story of My Life'. Later on, she wrote two more books about her life. Helen became very famous and spent much of her life travelling the world giving lectures and telling people how they could help the blind and deaf.

As she got older, Helen stopped travelling and spent more time in the USA helping to raise money for deaf and blind people. She was often seen walking in the garden talking to herself with her fingers. She died on 1 June 1968.

*This activity of reading while listening helps develop children's awareness of sound-written word correspondence and the natural patterns of stress, rhythm and intonation.*

- ▶ Now ask children **Did you enjoy the story? What did you learn that was new?** Help children to understand the main ideas in the story.

## STEP 4

- ▶ Ask children to work in pairs. One child should choose a word from the story and sign it to their partner. The other child then has to decide what the word is and find it in the text.

### For homework

Tell children to choose three words from the story to learn to sign. Ask them to practise these for homework.

Tell children that they should also add these three words to their list of 5 words they would like to learn to spell in this unit. They now have a total of 8 words to learn to spell. Remind them that they should practise spelling these words in their free time. Remind them of the procedure – look, cover, write and check. Tell them that you will check these in a later lesson.

# LESSON 12

## STEP 1



- ▶ Tell children to **Look at pages 18 and 19 of your Classbook.** Ask children to work in pairs. One child should choose one of the three words from the story that they learned to spell and sign for homework and sign it to their partner. The other child then has to decide what the word is and find it in the text.
- ▶ Do one as an example yourself with the whole class to remind them. Elicit the word from the class.

## STEP 2



- ▶ Tell children to **Look at the story again on pages 18 and 19 of your Classbook.** Ask them **What can you remember about the life of Helen Keller?** Give children time to discuss in their groups and then elicit what they can remember. Try and elicit the main events in her life. Encourage children to use the pictures to support their understanding.



- ▶ Now tell them they will hear the story again. Ask them to **Listen to the tape and read the story in your Classbook.** Play the tape straight through [you will need to rewind].

## STEP 3

*This activity encourages children to read for specific information and also sensitises children to text cohesion in paragraphs.*





- ▶ Tell children that they will now look in more detail at the story. For this they will need both their Classbooks and their Skills Books. Ask children to **Look at activity 1 on page 22 of your Skills Book.** Ask them to read the rubric and the instruction text. Check their understanding of the task in the usual way.

**1 Read and answer.**

Look at pages 18 and 19 of your Classbook. Read the story about Helen Keller's life again and answer these questions.

1. Which part of the story tells us about Helen writing books?
2. Which part of the story tells us about when Helen became deaf and blind?
3. Which part of the story tells us about Helen going to college?
4. Which part of the story tells us about how her parents were given help by a doctor?
5. Which part of the story tells us about Helen understanding that the words she learned to spell named objects?
6. Which part of the story tells us about when Annie Sullivan started to teach Helen?
7. Which part of the story tells us about when Helen died?
8. Which part of the story tells us about how quick Helen was to learn and remember?

- ▶ Do the first one with them as an example. Discuss what the key words in the question are and ask them how they will find the information. Once children have found the information, ask them to underline the words in the text in their Classbook that helped them answer the question. Make sure they realise that they then have to write the appropriate letter for that part of the story in the check box on page 22 of their Skills Book.
- ▶ Discuss the key words in the rest of the questions before children do the activity. Encourage them to underline the words in the text that helped them find the information and then write the letter for each part of the story in the relevant check box. Give children time to do this activity in their groups.



This activity provides an opportunity to assess how well children are able to read a text for specific information.

- ▶ When they have finished, do a whole class feedback. Write the numbers 1–8 vertically down the board. As you elicit the letters of each part of the story, write them on the board. Then ask children to check each other's work.

The answers are as follows:

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

## STEP 4



- ▶ Now ask children to **Look at page 23 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the words in the robot's tummy – 'YOUR WRITING' – and then show them the streamer coming from his head with the word 'Paragraphs' written on it.




- ▶ Ask children to read the rubric and the instruction text below and look again at the Helen Keller story on pages 18 and 19 of their Classbook. Ask them if they can answer the first question – 'How many parts are there in the story?' The answer is: *8 parts*.



**1 Read and think.**

Look at the story of Helen Keller's life again.

How many parts are there in the story?

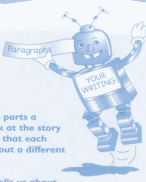


**We call each of these parts a paragraph. If you look at the story carefully, you can see that each paragraph tells us about a different topic.**

The first paragraph tells us about how Helen became deaf and blind.

The next paragraph tells us about Helen's parents finding help from a doctor.

What does the last paragraph tell us about? \_\_\_\_\_



Paragraphs


**2 Read and complete.**

New paragraphs are usually about new ideas. Each paragraph usually has its own topic. If writing is not broken into paragraphs, it is very difficult to read and understand.

**Now complete the rule:**

When we write long pieces of writing, we organise it into different parts to make it easier to read.

These different parts are called \_\_\_\_\_



- ▶ Now ask children to read the remaining sentences. Then read the sentences to the class. When you read the sentence about the first paragraph, ask them to show you the first paragraph in the story. Do the same with the second paragraph. Then ask children to see if they can answer the question about the last paragraph. The answer is: *when she was old*. You could also accept that it is about *when she died*.

## STEP 5



- ▶ Now ask children to read the rubric for activity 2. Check their understanding of the task in the usual way. Ask children to read the sentences that tell us what paragraphs are. Read the sentences to the class and make sure they understand the concepts. You may need to use L1 for clarification.

- ▶ Now ask children to read the statement next to Robby's hand and complete the statement. The answer is as follows:  
*When we write long pieces of writing, we organise it into different parts to make it easier to read. These different parts are called paragraphs.*

## STEP 6



- ▶ If there is time, you could do a short TPR activity using the instructions on the tape from Lesson 10, Step 1 (*Listening Tapescript 2.12*).

For homework

Remind children they should practise spelling the 8 words they have chosen from this unit. Remind them that they should practise spelling these words in their free time. Remind them of the procedure – look, cover, write and check. Tell them that you will check these in a later lesson.

*Before the next lesson*

You will need to prepare Dr. Dewey Check Sheet 2 from the photocopiable pages at the back of this book. You will need one sheet for each group.

You may also like to prepare two semaphore flags using cut-out page D from the Classbook and following the instructions on page 21 of the Classbook. Also, if you have any straws, you should take them to the next lesson for children to use when making their flags. If not, children can use two of their pencils.

## LESSON 13

### YOU WILL NEED:

- ▶ **DR. DEWEY CHECK SHEET 2**  
one for each group
- ▶ **SCISSORS**
- ▶ **GLUE**
- ▶ **STRAWS or PENCILS**
- ▶ **SELLOTAPE (optional)**
- ▶ **SEMAPHORE FLAGS** if you have made them

### STEP 1

- ▶ Give each group a copy of Dr. Dewey Check Sheet 2 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way.

### STEP 2



- ▶ Ask children to **Look at page 20 of your Classbook**. Ask them to look at the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Give children time to read the e-mail and answer the questions. When children have finished, ask them to compare their ideas in their groups.

- ▶ Now do a whole class feedback. Elicit the answers from the class and write them on the board. Make sure that children check each other's work.

The answers are as follows:

1. David
2. Ahmed
3. semaphore

### STEP 3



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Tell them they are going to find out how to send a message in semaphore. Ask them to listen



**1 Read and answer.**  
Read this e-mail and answer the questions.

To: ahmed@kic.com  
From: david@kic.com  
Subject: I'm a scout!

Dear Ahmed,  
Hello again! How are you? I'm fine. I'm really excited as I have just joined the scouts. Are you a scout yet?  
In scouts, we're learning about different ways of communicating. I'm really enjoying it. This week we looked at different ways of communicating in codes. Today we had fun because we learned about sending messages in semaphore. Do you know what sending messages using two flags to someone standing a long way from you.  
Do you know any codes? If you do, send me a message in code.  
Bye for now!  
David

1. Who is the e-mail from?  
2. Who is the e-mail to?  
3. What code did David learn in scouts?

**2 Listen and number.**  
Listen to the information about semaphore and number the pictures.

a b c d

20



to the information and number the pictures. Play the tape straight through.



### Listening Tapescript 2.15

1. To send a message in semaphore, you need two flags.
  2. Use the flags to spell the letters in your words.
  3. When you finish a word, hold your arms straight out to the side.
  4. If you make a mistake, cross your arms in the air and then uncross them.
- ▶ Ask children to compare their answers and then tell them you will play the tape again. Rewind the tape and play it again. Pause after each statement for children to check their answers.
  - ▶ Do a whole class feedback. Write the numbers 1–4 vertically down the board. As you elicit the answers from the class, write them on the board.

The answers are as follows:

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

## STEP 4



- ▶ Now ask the class to **Look at page 21 of your Classbook**. Ask children to read the rubric and instruction text for activity 3. Tell



**3 Make semaphore flags.**  
Remove cut-out page D from page 69 at the back of this book. Read the instructions below and make two semaphore flags.

1. Cut the page in half along the dotted line.
2. Put glue on the flag.
3. Put the pencil on the flag.
4. Roll the pencil and flag together.
5. Roll the pencil until you reach the line.
6. Make a red flag and a yellow flag.

If you have some sticky tape, put it over the pencil before you glue the flag.

**4 Read and do.**  
Can you read this message?

Can you send these messages to your friend?

Help!  
English is fun.  
What is your name?



children they are going to make two semaphore flags. Tell them to turn to cut-out page D on page 69 at the back of their Classbook and ask them to remove the page carefully. Then get them to follow the instructions on page 21 of the Classbook to make their flags. You may like to use sellotape to secure the pencil but this is not essential. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.



- ▶ When they have finished, tell children that the red flag is for the right hand and the yellow flag is for the left hand. If there is time, ask children to look at the borders of pages 20 and 21 of the Classbook and practise signing their name in semaphore.
- ▶ Make sure children keep their flags somewhere safe and that they bring them to the next lesson.

### For homework

Remind children they should continue to practise spelling the 8 words they have chosen from this unit. Remind them that they should practise spelling these words in their free time. Remind them of the procedure – look, cover, write and check. Tell them that you will check these in the next lesson.

### For the next lesson

You may like to use the playground or a large room for Step 3 in the next lesson, so you may need to plan this in advance.



Glue here

Put pencil or straw here

Glue here

Put pencil or straw here

Glue here

Put pencil or straw here

Glue here

Put pencil or straw here

D

# LESSON 14

## STEP 1

- ▶ Do a quick TPR activity to revise right and left and to familiarise children with the semaphore movements. Ask children to get out their semaphore flags and make sure they hold their red flag in their right hand and their yellow flag in their left hand. Then say, for example, **hold up your left flag – hold your left flag straight out – hold up your right flag – hold up your yellow flag – hold up your red flag – hold your yellow flag straight out to the side – hold both flags straight out to the side**, etc.

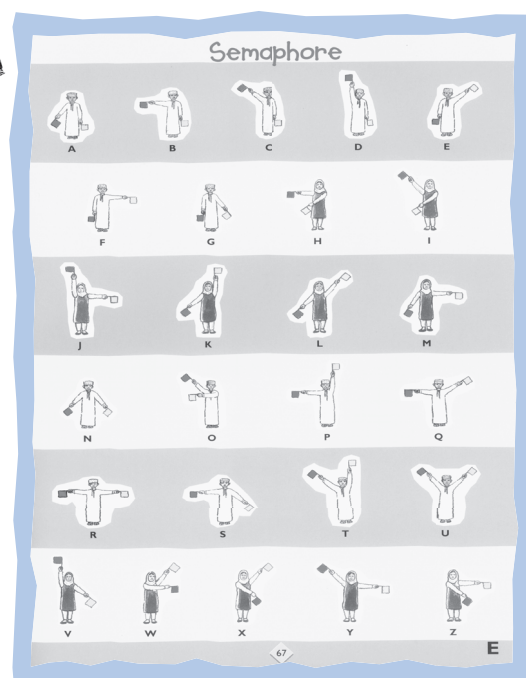


- ▶ Ask children to **Look at cut-out page E on page 67 at the back of your Classbook**. Get children to remove the page carefully and keep it in their portfolios. They will need this semaphore alphabet chart later.

## STEP 2



- ▶ Ask children to **Look at activity 2 on page 24 of your Skills Book**. Remind children that this is where they write some of the words they have learned to spell in this unit.
- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 8 words that they have learned to spell. Get children to compare the words they chose.



Now ask children to write the words they have learned to spell in the space provided in activity 2 on page 24 of their Skills Book. Remind children they should write their words from memory and not look at the words or copy them. When both children have finished writing their words, they should check and mark each other's spelling.

## STEP 3

*This activity would work well in the playground or in a large room.*



- ▶ Now ask children to **Look at Page 21 of your Classbook**. Ask them to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Show children where they should write the letters. Tell children they can either use the borders on pages 20 and 21 to help them, or they can use their semaphore alphabet cut-out page.
- ▶ When children have finished, ask them to tell you the message. The answer is *HELLO*.
- ▶ Now ask the children to read the instruction text below the message and check their understanding of the task in the usual way. Ask them if they can remember how to send a message. Remind children that the red flag is for the right hand and the yellow flag is for the left hand. Tell children they will need the semaphore alphabet cut-out page from their Classbook to help them.
- ▶ Organise children into pairs. Make sure children stand as far apart as possible to send the messages to each other. If you can, take them into the playground, or a large room, for this activity.
- ▶ At the end of this activity, make sure children keep their flags somewhere safe and that they bring them to the next lesson.

### *For homework*

Ask children to practise a simple message in semaphore to send to the friends in their group in the next lesson.

# LESSON 15

## STEP 1

- ▶ Ask children to get out their semaphore flags. Ask children in their groups to take it in turns sending the message they practised for homework to their group. The other children in the group should look at the semaphore alphabet cut-out page and try and decode the message.

## STEP 2



- ▶ Ask children to **Look at pages 24 and 25 of your Skills Book.** Ask **What day is it today?** and elicit the day of the week. Then ask **What's the date today?** and elicit it from the class. Write the day and date on the board. Show children the top of page 24 of their Skills Book and ask a child to volunteer to read what is written at the top of the page – 'Today is'. Ask children to write today's day and date on the writing lines.



- ▶ Now ask children to **Look at activity 1 at the top of page 24.** Point to the pictures of Robby the Robot's face and ask children to look at the words under each one and the numbers above each one. Now read the first statement written underneath to the class. Say **How well can you...** and then point to and read the first statement – **understand and talk about different ways of**

**communicating?** Point to the pictures of Robby the Robot again and ask **very, very well? very well? OK? not sure? or not very well?** Although the meaning of these adverbs should be clear from the pictures, you may want to use mime and gesture to reinforce the meaning. Get children to think about this statement and then decide for themselves which of these adverbs is right for them. Make sure children understand that they only have to write the number of the face and adverb, not the words, in the diamond at the end of the statement.

- ▶ Quickly read the remaining statements to the class. Use L1 where necessary to support understanding. **Do not** get individual children, or groups of children, to read the statements aloud to the rest of the class. The purpose of the activity is to get children to reflect on their own learning and not to check their ability to read these statements aloud. Make sure children understand that they have to read all the statements silently and then make a decision about how well they think they can do these things. Remind the class they have to write a number, indicating the adverb, for each statement.
- ▶ Give the class a few minutes to read, think about the statements and record how well they feel they can do these things. While



Today is: \_\_\_\_\_

### My learning record

**1 How well can you do these things?**

1 2 3 4 5

very, very well very well OK not sure not very well

- understand and talk about different ways of communicating
- ask and answer questions about how people feel
- use adjectives to describe feelings
- read and understand factual texts about codes
- understand about paragraphs
- read and understand a biography

**2 What new words can you spell?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**3 What did you learn in this unit?**

These are some things I've learned about this topic:

\_\_\_\_\_

\_\_\_\_\_

These are some things I would like to learn about this topic:

\_\_\_\_\_

\_\_\_\_\_

**4 What activities did you like in this unit?**

I liked:

\_\_\_\_\_

I didn't like:

\_\_\_\_\_

**5 How well did you work with others?**

My work with my friends was:

excellent very good good OK not very good

**6 How well did you work?**

My work in this unit was:

excellent very good good OK not very good

children are doing this, circulate around the class providing support and guidance.

### STEP 3

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



▶ Ask children to **Look at activity 3 on page 25 of your Skills Book.**

- ▶ Read the first statement to the class – ‘These are some of the things I’ve learned about this topic’. Ask children to discuss this in their groups and then ask the class to suggest some ideas about what they feel they have learned in Unit 2. Encourage children to suggest things that are related to the ideas they have learned about, not just the language.
- ▶ Elicit ideas from the class and help children formulate their ideas so that they can express them in writing using simple sentences. You may want to write the children’s ideas on the board to give them a model to copy. The need to provide this model based on the children’s ideas will vary from class to class depending on the confidence and level of the children.
- ▶ Now read the second statement to the class – ‘These are some things I would like to learn about this topic’. Ask children to discuss this in their groups and then elicit some suggestions from the class. Give children time to think about this and circulate around the class providing support and guidance. You may wish to provide some model sentences on the board based on the children’s ideas. However, children’s responses to this statement will probably be more individual, so try and ensure that children do not feel restricted by any models given.

### STEP 4



▶ Ask children to **Look at activity 4.** Ask them to read the two statements and then look back through Unit 2 and decide what activities they liked and what activities they didn’t like. Encourage children to discuss their ideas in their groups and then elicit a few ideas from individual children. You may want to write useful vocabulary on the board as children suggest their ideas. This would provide a useful support to children writing their individual responses to these statements.

### STEP 5



- ▶ Ask children to **Look at activity 5.** Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that they have to think about their work with their friends, not their individual work. Encourage children to think honestly about their participation and behaviour with others in class and then colour the appropriate shield.
- ▶ Now ask children to **Look at activity 6.** Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that in this activity they have to think about their individual work in this unit. Encourage children to think honestly about their work in this unit and reassure them that it is normal to find some things more difficult than others when learning something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

#### *Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 4 of the next lesson.



# UNIT 3 Fitness fun!

## Aims

### Children will learn how to:

- ▶ Understand and talk about fitness and health
- ▶ Give oral instructions
- ▶ Understand more complex oral instructions
- ▶ Understand more complex written instructions
- ▶ Read and understand a variety of factual texts about fitness and health
- ▶ Write positive and negative instructions
- ▶ Write instructions for an exercise routine
- ▶ Read and understand simple definitions
- ▶ Recognise and use apostrophes in contractions
- ▶ Recognise and use the soft and hard 'ow' sound in common words
- ▶ Listen to a variety of texts for specific information and general understanding

### Main language

- ▶ Stand with your feet together.
- ▶ Don't bend backwards.
- ▶ Slowly bend your knees and pull your feet towards your body.
- ▶ How high can you jump?
- ▶ I can jump 2m 20cm.

### Vocabulary

- ▶ *Body parts:* ankle, arm, body, elbow, finger, foot, hand, head, knee, leg, neck, shoulder, thumb, toe, wrist (R) hip, stomach, waist
- ▶ *Health and fitness:* exercise, fitness, heart beat, pulse, stamina, strong, supple,
- ▶ *Numbers:* 1–120 (R)
- ▶ *Verbs:* carry, catch, climb, count, cycle, dive, draw, fly, give, hide, hit, jump, kick, paint, point, pull, push, run, sit, skate, skip, stand, swim, take, throw, touch, walk (R) bend, bounce, juggle, raise, stretch

### Skills and strategies

- ▶ Apply prior knowledge
- ▶ Sort
- ▶ Use deductive reasoning skills
- ▶ Give and follow oral instructions
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer more complex texts for general understanding
- ▶ Write simple instructions
- ▶ Record factual information
- ▶ Recognise and use the soft and hard 'ow' sound in common words
- ▶ Recognise the stress, rhythm and intonation patterns of English through songs
- ▶ Independent learning skills:
  - use definitions to understand words
  - keep a diary
  - check spelling

### Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Label a picture
- ▶ Do exercises
- ▶ Sing songs
- ▶ Do experiments
- ▶ Measure levels of fitness
- ▶ Keep an exercise diary
- ▶ Do a project

This unit looks at the issue of health and fitness. During some of the lessons, children will be required to undertake relatively strenuous activities in order to measure things such as pulse rates, strength, etc. It would be advisable to consult with the school nurse and the school sports teacher to make sure there is no medical reason for children not to undertake these activities.

This unit also makes links across the curriculum with IT, Science and Maths. Children are doing an IT, Science and Maths project on analysing and predicting data based on standing long jump information. The information children gather in this unit about standing high jump measures will also be used in IT. You will need to liaise with the IT teacher to co-ordinate this information gathering. The analysis will be done in the IT lesson.

# LESSON 1

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 4

### Before this lesson

You will need to put the Fitness fun poster for Unit 3 on the wall in your classroom. You should put it somewhere where all the children will be able to stand in front of the poster and identify the people and words in it.

## STEP 1

- ▶ Ask children to look at the Fitness fun poster. Ask them to tell you what they can see, for example, people doing exercises, having fun, etc. Elicit as many of the activities that children can name as possible.

## STEP 2



- ▶ Ask children to **Look at pages 22 and 23 of your Classbook**. Ask them to look at the title of the unit, the pictures on the pages and the pictures in the frieze. Ask them what they think the unit is going to be about. Elicit that the unit will be about fitness and health. Discuss ideas with children about how we keep fit and healthy, for example through exercise and through healthy diet. Ask them what they remember about the unit they studied in Grade 5B about Food and health (Unit 2).



- ▶ Ask children to **Look at the pictures in the frieze on page 23 again**. Ask children to name any of the activities they recognise. Give

children time to discuss these in their groups and then do a whole class feedback orally.

## STEP 3

- ▶ Ask children what we use when we keep fit. Try and elicit **our bodies**. Quickly elicit from children any body parts they remember. Then ask children if they remember the **Head and shoulders song** and the actions that go with it from previous grades.
- ▶ Tell children to listen to the song and follow your actions. Play the song. Sing and mime the actions for the class: each time a body part is mentioned, touch it with two hands.



### Songs and Rhymes Tapescript 3.1 Head and shoulders song

Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

- ▶ Ask children to stand and go through the actions with you and to join in with the words.
- ▶ Rewind and play the song again, with children doing the actions and joining in with the words where they can.

## STEP 4



- ▶ Ask children to **Look at page 22 of your Classbook**. Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Now ask children to read the title of the leaflet – ‘Why exercise?’ – and discuss any ideas they have in answer to the question. Then ask them to read the text in the leaflet and see if they can find the pictures that match each section of the text.
- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback. Write the headings vertically down the board and elicit the appropriate numbers from the class.

The answers are as follows:

Supple – picture 3

Strong – picture 2

Stamina – picture 1

## STEP 5

*This activity gives children further practice in reading questions for key vocabulary and texts for specific information.*



- ▶ Ask children to read the rubric for activity 2. Make sure that children understand that they should read the text in activity 1 again and answer the questions. Ask children to read question 1 and identify the key words in the question – ‘How long’ and ‘stamina’. Now ask them in which part of the text they will find the answer and elicit **Stamina**. Now ask them to look at the text quickly, find the answer – ‘20 minutes’ – and write it on the writing line provided.



UNIT  
**3** Fitness fun!

1 Read and find.

Read this leaflet about exercise. Can you find pictures to show someone who is supple, strong or has lots of stamina? Write the number in the box next to each heading.

**WHY EXERCISE?**

People who are fit live longer, healthier lives than people who are not fit. To be fit is to be supple, strong and have lots of stamina!

**SUPPLE**  
If you can bend, stretch, twist and turn easily then you are supple. If you are supple you will keep active and be able to move all your life.

**STRONG**  
If you can pull, push and lift objects easily then you are strong. To do this you need strong arms, legs, shoulders, back and tummy.

**STAMINA**  
If you can do hard physical work and not get tired then you have stamina. The best activities for stamina are ones where you have to keep moving for 20 minutes or more, until you are a little out of breath.

1  1

2  2

3  3

2 Read and answer.

1 How long should you exercise to improve your stamina?  
2 What can you do if you are supple?  
3 What do you need if you want to pull, push and lift objects easily?



- ▶ Repeat this procedure for the other two questions.  
For question 2, children should suggest that the key words in the question are ‘What can you do’ and ‘supple’.  
For question 3, they should suggest that the key words in the question are ‘need’, ‘pull’, ‘push’ and ‘lift’.
- ▶ As a final check, write the answers on the board or use a prepared OHT if you have one.  
The answers are as follows:
  1. 20 minutes [or more]
  2. bend, stretch, twist and turn [easily]
  3. strong arms, legs, shoulders, back and tummy

### Before the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 2 of the next lesson.



# LESSON 2

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

### STEP 1

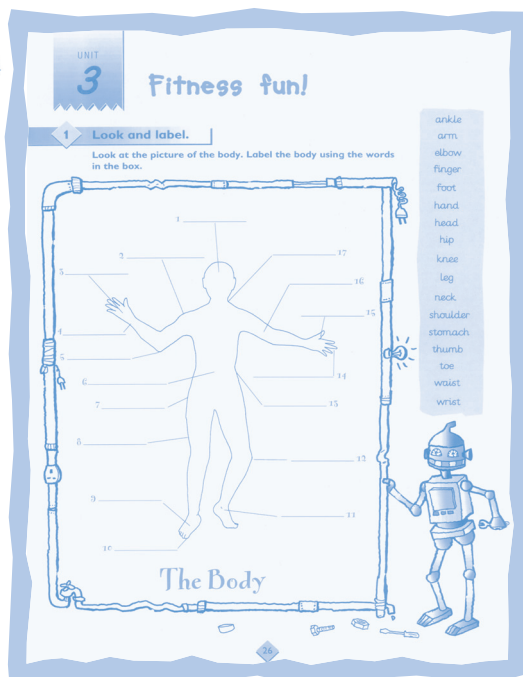


- ▶ Play the **Head and shoulders song** (*Songs and Rhymes Tapescript 3.1, Lesson 1*). Encourage children to do the actions and join in with the words.

### STEP 2



- ▶ Ask children to **Look at page 26 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Remind children to use pencil and to join their handwriting. All of this vocabulary is recycled, apart from 'hip', 'waist' and 'stomach'. Teach the words **hip** and **waist**. Children have learned the word **tummy**. Some children may have discovered by themselves that **stomach** means **tummy**. If not, teach them the new word **stomach**.
- ▶ While children are engaged in this activity, circulate around the class providing support and guidance where necessary.
- ▶ When children have finished this activity, do a whole class feedback. Write the numbers 1–17 vertically down the board. Elicit answers



from the children and write the words next to the appropriate numbers, or use a prepared OHT if you have one.

The answers are as follows:

1. head
2. shoulder
3. hand
4. wrist
5. elbow
6. stomach
7. hip
8. leg
9. foot
10. toe
11. ankle
12. knee
13. waist
14. finger
15. thumb
16. arm
17. neck

### STEP 3

- ▶ Tell the class that you would like them to learn to spell these 6 body words: *arm, elbow, hand, foot, knee, leg*.
- ▶ Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio.
- ▶ Ask children if they can remember how to learn to spell words. Encourage children to try and describe the look, cover, write and check method. Remind them that they should use the following procedure:
  - 1 Look at the word.
  - 2 Cover the word.
  - 3 Write the word.
  - 4 Check the word.
- ▶ Encourage children to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling later in the unit.

## STEP 4



- ▶ Ask children what they remember about the health leaflet they read in the previous lesson. Then ask them to **Look at page 23 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Show children where they should write the headings. Remind them to use pencil.
- ▶ When children have finished, do a whole class feedback. Write the numbers 1–3 vertically down the board and elicit the headings for each paragraph. As children give you the answers, write them next to the appropriate number.  
The answers are as follows:
  1. *Stamina*
  2. *Strong*
  3. *Supple*

## STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure children understand that they should write the number of the matching sentence in the check box next to each picture.
- ▶ Give children time to read the statements and find the matching pictures. When children have finished, ask them to compare their answers.



**1 Read and label.**  
Look at this information about exercise. Choose a word from the basketball to label each sentence with.

1 \_\_\_\_\_  
Exercise makes your heart and lungs stronger, so you won't get out of breath.

2 \_\_\_\_\_  
Exercise makes your muscles stronger, so you won't get tired when you play and work.

3 \_\_\_\_\_  
Exercise helps you move more easily, so you won't feel stiff or sore.

**2 Read, think and match.**  
Look at these statements below. Match each statement to a picture.

**Are you fit?**

a  1. If you can't touch your toes easily, you are too stiff – you are not supple.

b  2. If you get out of breath when you run for more than 2 minutes, you do not have stamina.

c  3. If your legs hurt when you climb stairs, you are not strong enough.

- ▶ Then do a whole class feedback in the usual way. As you elicit the answers, write the letters of the matching pictures next to the appropriate number.  
The answers are as follows:
  1. *b*
  2. *c*
  3. *a*

*This activity checks children's understanding of the concepts of suppleness, stamina and strength.*

### *Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 4 and 5 of the next lesson.

# LESSON 3

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 4 and 5

## STEP 1

- ▶ Quickly chain the numbers 1 to 100 around the class. Then tell the class they are going to play a game of **Fizz Buzz**. Find out if anyone remembers the game **Buzz** which they played in Grade 3.

- ▶ Then write the following on the board:

5 10 15 20 52

Explain that for any number which is a multiple of 5 or contains the number 5 (for example 52) they cannot say the number. Instead they should say the word **Buzz**. Count the numbers 1 to 21 slowly with the children, replacing 5, 10, 15, 20 with the word **Buzz**.

The sequence would therefore be as follows:

**1, 2, 3, 4, Buzz, 6, 7, 8, 9, Buzz, 11, 12, 13, 14, Buzz, 16, 17, 18, 19, Buzz, 21**

- ▶ Now write this on the board:

7 14 17 21

Explain that for any number which is a multiple of 7 or contains the number 7 (for example 17) they cannot say the number. Instead they should say the word **Fizz**. Count the numbers 1 to 21 again slowly with the children, replacing 7, 14, 17, 21 with the word **Fizz** and 5, 10, 15, 20 with the word **Buzz**. The sequence would be as follows:

**1, 2, 3, 4, Buzz, 6, Fizz, 8, 9, Buzz, 11, 12, 13, Fizz, Buzz, 16, Fizz, 18, 19, Buzz, Fizz**

- ▶ Ask them what they would say for number 35. Children should suggest **Fizz Buzz**.
- ▶ Explain that if children say the numbers instead of **Fizz** or **Buzz** or **Fizz Buzz** then they are out. Children should listen carefully to each other. If they hear someone make a mistake, they should call out **No! Buzz!** or **No! Fizz!** etc.
- ▶ Now play the game, chaining the numbers around the class. This time, start at number 1 as before, but continue on when you reach 21. See how far you can get with the numbers. Join in with the game.

## STEP 2



▶ Ask children to **Look at page 24 of your Classbook**. Ask them to read the rubric and check their understanding of the task in the usual way. Now tell them to look at the picture of the heart and ask them if anyone knows what this is and what it does. Discuss children's ideas.

- ▶ Now ask them to listen to the information about the heart. As they listen, tell children to read the text in the book.



### Listening Tapescript 3.1

Your heart is a muscle that pumps blood all around your body in regular beats. Each pump of your heart is called a heartbeat or pulse.

Did you know your heart beats about 100,000 times a day? That's about 60 times a minute.

- ▶ At the end of the tape, discuss the information in the text with the children.

## STEP 3



▶ Ask children to look at the pictures below the information about the heart and see if they can guess what they are going to do. Explain that they are going to measure their pulse and do a small experiment. Before beginning



**1 Read, listen and do.**

Your heart is a muscle that pumps blood all around your body in regular beats. Each pump of your heart is called a heartbeat or pulse.

Did you know that your heart beats about 100,000 times a day? That's about 60 times a minute.

Follow these instructions and do this experiment.

Find your pulse on your neck or on the inside of your wrist.

Count your pulse for 30 seconds. Write the number here.

Now jump up and down for 30 seconds.

Count your pulse again. Write the number here.

What happens to your pulse after you have exercised?

the experiment, give children time to check that they can find their pulse. Make sure that children use their index finger, or index and third finger (as the boy is doing in the pictures), to find their pulse and **not** their thumb. Now tell children to follow the instructions on the tape and read them in the book.

- ▶ Play the tape, pausing after each line where shown ( // ) to give children time to carry out the instruction. You will need to time each set of 30 seconds for children. Start them with **1, 2, 3, Start**, then measure 30 seconds and call out **Stop!**



### Listening Tapescript 3.2

Follow these instructions and do this experiment.

Find your pulse on your neck or on the inside of your wrist. //

Count your pulse for 30 seconds. //

Write the number here. //

Now jump up and down for 30 seconds. //

Count your pulse again. //

Write the number here. //

What happens to your pulse after you have exercised?

- ▶ Tell children they will learn more about their pulse in a later lesson.

## STEP 4



- ▶ Now tell children to **Look at page 27 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.
- ▶ When children have finished, ask them to compare their answers and then do a whole class feedback in the usual way. As you elicit the numbers, write them on the board or use a prepared OHT if you have one.

## STEP 5



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Play the tape, pausing after each line for children to complete the numbers in the chart. Show children how first line has been done as an example.



**1 Read and complete.**

The numbers have fallen off this tape measure. Can you write the numbers next to the words?

one	two	three	four	five
six	seven	eight	nine	ten
eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty
thirty	thirty five	forty	forty three	
fifty	fifty nine	sixty	sixty two	
seventy	seventy eight	eighty	ninety four	
one hundred		one hundred and eleven		
		one hundred and twenty		

**2 Read, listen and think.**

Look at this information about pulse rates. Some of the numbers are missing on the chart. Listen to the information about pulse rates on the tape and complete the missing numbers.

Normal pulse rates for healthy people are:

babies	120–140	beats a minute
3–7 year olds		beats a minute
7–14 year olds		beats a minute
14–20 year olds		beats a minute
adults		beats a minute



### Listening Tapescript 3.3

Normal pulse rates for healthy people are:  
 babies: 120–140 beats a minute  
 3–7 year olds: 90–120 beats a minute  
 7–14 year olds: 80–90 beats a minute  
 14–20 year olds: 70–90 beats a minute  
 adults: 60–80 beats a minute

- ▶ At the end of the tape, ask children to compare their ideas. Then play the tape again [you will not need to rewind], pausing after each line for them to check their answers.
- ▶ At the end of the listening, do a whole class feedback. Write the headings vertically down the board. As you elicit the answers from the children, write the numbers on the board in the appropriate place or use a prepared OHT if you have one.

The answers are as follows:

#### Normal pulse rates for healthy people are:

babies	120–140	beats a minute
3–7 year olds	90–120	beats a minute
7–14 year olds	80–90	beats a minute
14–20 year olds	70–90	beats a minute
adults	60–80	beats a minute

- ▶ Ask children to look at the pulse rate chart again. Ask them to look at the information and tell you what happens to people's heart rates as they get older. Children should be able to suggest that as we get older, our pulse rates get lower.

## STEP 6

- ▶ If you have time, play the **Head and shoulders song** (*Songs and Rhymes Tapescript 3.1, Lesson 1*). Encourage children to do the actions and join in with the words.

### For the next lesson

In the next lesson, children will be doing a variety of activities to measure their fitness levels. You may want to suggest that children wear their school sports clothes for this lesson.

### Before the next lesson

You will need to be able to measure time in seconds and height in metres. You may want to consult with your Sports, Maths and Science colleagues to see if they have stopwatches and tape measures that you could use in the next lesson.

For Step 4 of the next lesson, you need to prepare 4–6 height charts where children jump, from a standing position, and record the height they can reach on the chart. You will need 4–6 sheets of the poster paper from the Class Resource Pack. Also, you will need to put measurements on the charts so that children can record their jumping height on the chart.

# LESSON 4

## YOU WILL NEED:

- ▶ **POSTER PAPER**
- ▶ **BLU-TAC**
- ▶ **MARKER PENS** for measuring the jumping activity
- ▶ **TAPE MEASURES**
- ▶ **STOPWATCHES (if available)**

## STEP 1

- ▶ Ask children if they remember how to play **Fizz Buzz**. Remind them of the rules (see Lesson 3, Step 1). Now play **Fizz Buzz**, chaining the numbers around the class.

## STEP 2

*In this lesson, children will be moving between the Classbook and the Skills Book and also undertaking physical activities guided by you. This cross-referencing between books and activities is an important stage in children becoming more independent and active learners.*



- ▶ Ask the class to **Look at page 25 of your Classbook**. Ask children to read the rubric and instruction text for activity 1. Make sure children understand that in this lesson they are going to be measuring their fitness.



- ▶ Now ask children to look at task 1 – Measure your pulse. Ask them to read the instruction text. Make sure children understand that they now have to go to page 28 of their Skills Book to find the instructions for measuring their pulse.
- ▶ Ask children to **Read the rubric and instruction text for activity 1 on page 28 of your Skills Book**. Tell the class that in this activity they are going to measure their pulse rate when they are quiet or at rest, when they have done a little bit of exercise and



**1 Measure how fit you are.**

### How fit are you?

Remember that to be fit is to be supple, strong and have lots of stamina. In this lesson, you are going to measure each of these things and record the information on cut-out page 77 at the back of your Skills Book.

- 1. Measure your pulse.**  
Look at page 28 of your Skills Book. Follow the instructions to measure and record your pulse rate.
- 2. Measure your strength.**  
Look at these children. They are trying to measure how high they can jump from standing. Jumping from a standing position tells you how strong you are.  
Work in your groups to measure how high you and your friends can jump from a standing position. Then record this information on cut-out page 77 at the back of your Skills Book.
- 3. Measure your suppleness.**  
How supple are you? Can you bend and move easily? Try this exercise.  
Keep your legs straight and slowly bend forwards from the waist. Reach as far as possible. Can you touch your knees? your ankles? the floor?  
Record your answer on cut-out page 77 at the back of your Skills Book.

**1 Measure your pulse.**  
Follow the instructions your teacher gives you to measure your pulse at rest, after 2 minutes' exercise and after 5 minutes' exercise. Record the information here.

1. Pulse at rest  
Count for 20 seconds \_\_\_\_\_ x 3  
Pulse at rest – for 1 minute \_\_\_\_\_

2. Pulse after 2 minutes' exercise  
Count for 20 seconds \_\_\_\_\_ x 3  
Pulse after 2 minutes' exercise – for 1 minute \_\_\_\_\_

3. Pulse after 5 minutes' exercise  
Count for 20 seconds \_\_\_\_\_ x 3  
Pulse after 5 minutes' exercise – for 1 minute \_\_\_\_\_

These are the numbers you should write on your chart on cut-out page 77 at the back of your Skills Book. Leave this page in the book until the end of the unit.

**2 Do a project.**  
To be fit and healthy, you should try and do some exercise every day.  
Remove cut-out page F from page 65 at the back of the Classbook.  
Keep a record of all the exercise you do every day.

Day	Activity	Time
Sunday	cycling	20 mins
Monday	playing basketball	45 mins
Monday	exercises	15 mins
Tuesday		

when they have done a lot of exercise. Ask children if they can remember how to measure their pulse. Get a few children to demonstrate measuring their pulse either at their neck or wrist. Make sure children do **not** use their thumb to find their pulse.

- ▶ Ask children to **Look at box 1 on page 28 of your Skills Book**. Tell them that you want them to count their pulse for 20 seconds. Start the class using **1, 2, 3, Start**, measure 20 seconds on your watch or stopwatch and then say **Stop!**
- ▶ Tell children to write the number of pulses they counted for 20 seconds and record it in the space provided. Explain that we usually measure pulse rates for every minute. Show children the text 'x 3' under their 20 second measure. Explain that if we multiply their pulse rate for 20 seconds by 3 we get a number for their pulse rate for 1 minute. Ask children to multiply their pulse rate by 3. Circulate around the class providing guidance and support where necessary.

### STEP 3

- ▶ Ask children to **Now look at box 2**. Tell the class that you want them to run on the spot for 2 minutes and then take their pulse. Tell the class that you will measure the time for them again. Start the class with **1, 2, 3, Start**, measure 2 minutes then tell the class to **Stop!** Ask children to count their pulse for 20 seconds. Again, measure the 20 seconds for the class.

- ▶ Repeat the procedure used in step 2 to help children calculate their pulse rate for 1 minute. Circulate around the class providing guidance and support where necessary.
- ▶ Repeat this whole procedure with box 3 so that children exercise and then measure their pulse rate after 5 minutes' exercise.

- ▶ At the end of this activity, get children to record their information on the Fitness Record on cut-out page 77 at the back of the Skills Book. It is better, for the moment, if children leave this page in the book.
- ▶ Elicit ideas from the class about what happens to your pulse after you have exercised. Children should be able to suggest that it increases.

### STEP 4

- ▶ Now ask children to go back to page 25 of their Classbook. Ask them to read the instruction text for task 2 – 'Measure your strength'.

- ▶ You will need to organise 4–6 stations in your classroom where you have put up height measuring charts. Ask the class if they can tell you what they are going to do. Encourage the class to tell you that they are going to jump, from a standing position, and see how high they can reach. Ask for a volunteer to demonstrate using one of the measuring charts.

**FITNESS RECORD**

*At the beginning of the unit*

1. Stamina

1. Pulse at rest \_\_\_\_\_  
2. Pulse after 2 minutes' exercise \_\_\_\_\_  
3. Pulse after 5 minutes' exercise \_\_\_\_\_

2. Strength  
I can jump \_\_\_\_\_

3. Suppleness  
I can touch \_\_\_\_\_

*At the end of the unit*

1. Stamina

1. Pulse at rest \_\_\_\_\_  
2. Pulse after 2 minutes' exercise \_\_\_\_\_  
3. Pulse after 5 minutes' exercise \_\_\_\_\_

2. Strength  
I can jump \_\_\_\_\_

3. Suppleness  
I can touch \_\_\_\_\_

- ▶ Explain to the class that you want them to work in their groups and measure each other's jumps. Tell children to only measure jumps from a standing position. Make sure the child who is jumping either uses a marker pen as they jump to mark how high they have jumped, or has a small piece of Blu-tac which they stick to the poster paper as they jump.



Make sure children record the information about how high they can jump on the Fitness Record on page 77 at the back of the Skills Book.

## STEP 5



- ▶ Ask children to look at task 3 on page 25 of their Classbook – 'Measure your suppleness'. Ask children to read the instruction text and tell you what they have to do. Make sure children understand they have to see how far



they can reach when they bend forwards from the waist and then record this information – knees, ankles, etc. – on the Fitness Record on page 77 at the back of the Skills Book.

- ▶ Show children the second photograph of the boy with his hands behind his back and over his shoulder. Explain that this also measures suppleness in the upper part of the body. If you have time, children may want to see if they can do this to see how supple they are.

### At the end of this lesson

Explain to children that towards the end of this unit they will come back to these activities again and see if their fitness level has improved.

### Before the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 6 of the next lesson.

# LESSON 5

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 6

## STEP 1

- ▶ Ask children if they remember how to play *Fizz Buzz*. Remind them of the rules (see Lesson 3, Step 1). Now play *Fizz Buzz*, chaining the numbers around the class.

## STEP 2



- ▶ Ask children to **Look at page 23 of your Classbook**. Ask children to **Look at the pictures in the frieze**. Elicit the names of the sports and activities children can see – **running, riding a bike, playing football, playing volleyball, playing basketball, doing exercise, swimming**. You may need to teach the phrase **doing exercise**. Ask children to number the pictures in the frieze, starting at the top, from 1–7. Ask the class if anyone does any of these activities.



- ▶ Then tell children to **Look at page 27 in your Skills Book**. Ask children to look at the words in the frieze and match them to the pictures

in the frieze in their Classbook. Point out to children that there is another word in the frieze which means the same as 'riding a bike'. Ask them to guess which word it is. If they cannot guess, tell them that the word is **cycling**. Ask children to write the number of the picture in the frieze next to the corresponding word in their Skills Book.

- ▶ Do a quick whole class feedback orally.

## STEP 3



- ▶ Ask children to **Look at page 28 of your Skills Book**. Ask them to read the rubric and instruction text for activity 2. Then ask them to look at the picture and see if they can guess what they are going to do. Discuss their ideas. Then explain that in this unit they are going to do a project. Part of their project will be to keep an exercise diary similar to the food diary they kept in Grade 5.



- ▶ Discuss the example on the Skills Book page and then ask them to **Look at cut-out page F on page 65 at the back of your Classbook**. Ask them to remove the page carefully.



- ▶ Now get children to write their names and today's date in the blank space at the top of their exercise diary. Do an example with the class. For example:

Monday walking 20 minutes  
 Monday playing football 45 minutes

Tell children to record **all** the activities they do in a day, not just one of them.

- ▶ Tell children they should keep a record of their activities each day for the rest of the unit. Tell them to keep their exercise diary in their portfolios.

**1 Read, listen and think.**  
 Some words have the same letter patterns but have different sounds.  
 Look at these words and listen to how they are pronounced.

yellow brown

Now listen and repeat the words.

**2 Write, listen and check.**  
 Write the words that match these descriptions. Use the words in the pencil case.

1. Where people live.	_____	6. A bird that has very big eyes.	_____
2. A part of your arm.	_____	7. A container for food.	_____
3. A funny person.	_____	8. Not fast.	_____
4. Very cold rain.	_____		
5. An animal that gives milk.	_____		

cow clown owl  
 elbow slow bowl  
 town snow

**3 Sort and write.**  
 Look at the words in the pencil case in activity 2.  
 Write the words that sound like the 'ow' in clown inside the clown.  
 Write the words that sound like the 'ow' in snowman inside the snowman.

**STEP 4**

- ▶ Tell children to **Look at page 29 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'SOUNDS' – then show them the streamer coming from his head with the words 'ow' sounds written on it. Show them your elbow and ask **What is this?** Then ask **How do we spell elbow?** Elicit the spelling and write the word *elbow* on the board. Now ask children **How do we spell 'how'?** Elicit the spelling and write the word *how* on the board. Underline the letters *ow* in both words:

*elow*                      *how*

Say both words and then ask **Is it the same sound?**

- ▶ Now ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Then ask children to read the information text by themselves. Give children time to read and then discuss the text with them. Then ask children to look at the packet of pencils and to tell you the names of the two colours. Elicit **yellow** and **brown**. Ask them **Is it the same sound?**
- ▶ Now tell them to listen to the tape, read the words and think about the 'ow' sound. Play the tape straight through once.



**Listening Tapescript 3.4**

yellow  
 brown

- ▶ Now ask them to repeat the words after the tape. Play the tape again [you will not need to rewind] pausing after each word for the children to repeat it.

**STEP 5**

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure children understand that they should match the words in the pencil case to the descriptions and write them on the line next to each statement. Remind children to join their handwriting.



- ▶ Give children time to complete the task and then ask them to compare their ideas.
- ▶ Now ask them to listen to the tape and check their answers. Play the tape straight through.



### Listening Tapescript 3.5

1. town
  2. elbow
  3. clown
  4. snow
  5. cow
  6. owl
  7. bowl
  8. slow
- ▶ Do a whole class feedback. Write the numbers 1–8 vertically down the board and elicit answers from the class. Write the words on the board next to the appropriate numbers.

- ▶ When children have finished, get them to compare their answers. Then do a whole class feedback. Quickly draw two columns on the board with the headings *clown* and *snowman*. As you elicit the answers from the class, write the words in the appropriate column, or use a prepared OHT if you have one.

The answers are as follows:

<b>clown</b>	<b>snowman</b>
cow	elbow
clown	slow
owl	snow
town	bowl

#### For homework

Tell the class that you would like them to learn to spell these 4 words: *bowl*, *cow*, *slow*, *town*. Ask children to add these words to the list of 6 body words they are learning to spell: *arm*, *elbow*, *hand*, *foot*, *knee*, *leg*.

Remind children to use the look, cover, write, check procedure. Encourage children to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling after a few lessons.

#### Before the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 4 of the next lesson.

## STEP 6



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure they understand that they are to sort the words from activity 2 according to how they sound. Remind children to join their handwriting.

# LESSON 6

### YOU WILL NEED:

- ▶ **OHT (optional)** for Step 4



### Songs and Rhymes Tapescript 3.2 The Health Song

#### verse 1

I exercise,  
I exercise,  
It's good for me,  
It's good for me,  
It makes me strong,  
It makes me strong,  
As you can see,  
As you can see,  
I exercise, it's good for me,  
It makes me strong, as you can see,  
I exercise, it's good for me.

## STEP 1

- ▶ Ask the children if they remember **The Health Song** they learned in Grade 4 and if so what they can remember about it. Ask the class if they can remember any of the words or actions to the song. Elicit as much information as possible and then ask children to listen to the song and watch you.
- ▶ Play the song straight through. As you play the song, do the actions for each verse.

verse 2

I eat good food,  
I eat good food,  
All through the day,  
All through the day,  
It helps me grow,  
It helps me grow,  
And helps me play,  
And helps me play,  
I eat good food, all through the day,  
It helps me grow, and helps me play  
I eat good food, it's good for me.

verse 3

I brush my teeth,  
I brush my teeth,  
Both front and back,  
Both front and back,  
After I eat,  
After I eat,  
To stop the plaque,  
To stop the plaque,  
I brush my teeth, both front and back,  
After I eat, to stop the plaque,  
I brush my teeth, it's good for me.

- ▶ The actions for each verse are as follows:

verse 1

- I exercise,  
It's good for me,  
*Touch your knees and toes, as if exercising.*
- It makes me strong,  
As you can see,  
*Stretch your arms out to the sides, and then flex the muscles of your arms, with your fingers closed.*
- I exercise, it's good for me,  
*Touch your knees and toes, as if exercising.*
- It makes me strong, as you can see,  
*Flex the muscles of your arms, with your fingers closed.*
- I exercise, it's good for me,  
*Touch your knees and toes, as if exercising.*

verse 2

- I eat good food,  
All through the day,  
*Mime eating.*
- It helps me grow,  
*Stretch upwards, reaching up with your arms and hands.*
- And helps me play,  
*Mime playing basketball.*
- I eat good food, all through the day,  
*Mime eating.*

etc.

verse 3

- I brush my teeth,  
*Mime brushing your teeth.*
- Both front and back,  
*Mime brushing your front teeth, then your back teeth.*
- After I eat,  
*Mime eating.*
- To stop the plaque,  
*Mime brushing your teeth.*
- I brush my teeth, both front and back,  
*Mime brushing your teeth, then mime brushing your front teeth, then your back teeth.*

etc.

- ▶ Ask children if they remember what plaque is. Explain that this is what grows on teeth and damages them if you don't brush your teeth regularly.
- ▶ Rewind the tape and play the song straight through again. Encourage children to join in with the actions where they can.
- ▶ Rewind and play the song one more time, verse by verse, and encourage children to join in with the words as well.

STEP 2



- ▶ Ask children to **Look at page 26 of your Classbook.** Tell them to read the rubric and instruction text for activity 1. Check children's understanding of the task in the usual way.



- ▶ Give children time to read the e-mail and discuss the questions.



This activity gives you an opportunity to assess how well children are able to read questions for key vocabulary and to extract specific information from text.

- ▶ Then elicit from the class the answers to the three questions.

The answers are as follows:

1. warm up
2. cool down
3. 20–30 minutes, 3 times a week

### STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.
- ▶ When children have finished, do a whole class feedback. Quickly copy the four exercises onto the board. Elicit answers from the class and write the number of each picture next to the appropriate exercise.

The answers are as follows:

- |                  |                       |
|------------------|-----------------------|
| 4 side stretches | 1 arm circles         |
| 3 knee bends     | 2 walking on the spot |

### STEP 4



- ▶ Ask children to **Look at page 27 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Make sure that children understand that the words in the exercise mat are there to help them



**1 Think and complete.**  
Look at these instructions. Use the words in the exercise mat to help you complete the instructions.

right forwards  
together Sit down.

1. Stand up. 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. Stand with your feet apart. 5. \_\_\_\_\_

6. Raise your left arm. 7. \_\_\_\_\_

**2 Listen and do.**  
You will hear some of these instructions on the tape. Listen carefully and follow the instructions.

8. Bend backwards.

complete the answers. These words do not give the whole answer – instead, children have to use deductive reasoning to complete the instructions.

- ▶ Give children time to finish the task. When they have finished, ask them to compare their answers with a friend. Then do a whole class feedback. Write the numbers 2, 3, 5, 7 vertically down the board. As you elicit answers from children, write them on the board, or use a prepared OHT if you have one.

The answers are as follows:

2. Sit down.
3. Stand with your feet together.
5. Raise your right arm.
7. Bend forwards.



Children who finish this activity early, or any activity in previous or later lessons, can look at the extra activity at the bottom of page 26 of the Classbook. Remind children that they can do these extra tasks whenever they finish early or in their free time.

### STEP 5



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children to listen carefully and follow the instructions.
- ▶ Ask children to **Stand up** and then play the tape straight through. Make sure children follow the instructions. Do the actions yourself with the children.



#### Listening Tapescript 3.6

1. Stand with your feet together.
2. Raise your right arm.
3. Stand with your feet apart.
4. Bend backwards.
5. Raise your left arm.
6. Bend forwards.
7. Sit down.

- ▶ Tell children that you are going to play the tape again. This time ask children to listen, repeat the instruction after the tape and then follow the instruction. Play the tape again [you will not need to rewind].

### For homework

Remind children to learn the spelling of the 6 body part words: *arm, elbow, hand, foot, knee, leg*. Also, remind them to learn the spelling of the 4 'ow' words: *bowl, cow, slow, town*.

Tell the class you will check their spelling of the 6 body part words in the next lesson.

Remind children that they should be filling in their exercise diary every day.

### Before the next lesson

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 3 and 4 of the next lesson.

# LESSON 7

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 3 and 4

## STEP 1



- ▶ Tell children you are going to play **The Health Song** (*Songs and Rhymes Tapescript 3.2, Lesson 6*). Play the song. Ask children to listen and join in with the words and actions where they can.

## STEP 2

- ▶ Tell children that you are now going to check their spelling of the body words you asked them to learn: *arm, elbow, hand, foot, knee, leg*.



- ▶ Ask children to **Look at page 36 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the first 6 writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 3.7

1. arm
2. foot
3. hand
4. knee
5. leg
6. elbow

## STEP 3



- ▶ Ask children to **Look at page 30 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.



Encourage children to use the vocabulary on page 27 of their Classbook to help them.

- ▶ While children are engaged in the task, circulate around the class giving support and guidance where necessary.



*This activity provides an opportunity to assess children's understanding of some of the key vocabulary associated with exercise: verbs of movement, body parts and positions.*

- ▶ When they have finished, ask children to compare their answers and then do a whole class feedback. Write the numbers 1–6 vertically down the board. As you elicit



**1 Read and complete the instructions.**  
Look at these exercises. Complete the instructions for each one.

1. Stand with your feet 50 cm apart.
2. Raise your \_\_\_\_\_.
3. Put your \_\_\_\_\_.
4. Stretch your \_\_\_\_\_.
5. Bend your \_\_\_\_\_.
6. Bend to the \_\_\_\_\_.

**2 Think and write.**  
Look at these positive and negative instructions. Think carefully and write the missing letters, words or sentences.

1. Sit down.	1. Don't sit down.
2. Stand up.	2. _____.
3. Bend forwards.	3. _____.
4. _____.	4. Don't raise your left arm.
5. Bend to the right.	5. _____.
6. _____.	6. Don't put your hands on your hips.

**3 Give and follow instructions.**  
Write 5 positive and 5 negative instructions on a piece of paper for your group.

Put your hands together. Don't touch your toes.

Work in your group. Take it in turns to give an instruction and make sure your friends follow it correctly.

Put your instructions in your portfolio.

answers from the class, write them on the board, or use a prepared OHT if you have one. Make sure children check their work. The answers are as follows:

1. *Stand with your feet 50cm apart.*
2. *Raise your right leg.*
3. *Put your hands together.*
4. *Stretch your arms forwards.*
5. *Bend your head backwards.*
6. *Bend to the right.*

## STEP 4



▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Explain to children that the left-hand column contains positive instructions and the right-hand column contains negative instructions. The first one is done as an example. Make sure children understand that they should complete the table as in the first example. Remind them to join their handwriting.

- ▶ Give children time to complete the instructions. While they are engaged in this task, circulate around the class giving support and guidance where necessary.
- ▶ When children have finished, ask them to check their work with a friend. Then do a whole class feedback in the usual way. As you elicit answers from the children, write these on the board or use a prepared OHT if you have one.

The answers are as follows:

2. *Don't stand up.*
3. *Don't bend forwards.*
4. *Raise your left arm.*
5. *Don't bend to the right.*
6. *Put your hands on your hips.*

## STEP 5



▶ Ask children to read the rubric and instruction text for activity 3. Check children's understanding of the task in the usual way. Make sure children understand that they should write 5 positive and 5 negative instructions for their group and that later their group will carry out these instructions. Encourage children to use the models on page 27 of their Classbook and page 30 of their Skills Book.



- ▶ While children are engaged in this task, circulate around the class giving support and guidance where necessary.
- ▶ When children have finished preparing their instructions, ask them to look at the talking heads in activity 3 and the instruction text below. Organise children into groups to give their instructions for the others to carry out. Children should take it in turns to give instructions to the rest of the children in their group.
- ▶ At the end of the activity, ask children to put these instructions in their portfolio.

*This activity continues to develop children's increasing opportunities to create the English in use in the classroom. Children should increasingly be able to see that they now have enough English to create new language themselves.*

### *For homework*

Remind children to learn the spelling of the 4 'ow' words: *bowl, cow, slow, town*. Tell them you will check their spelling in a later lesson.

Also, remind children that they should be filling in their exercise diary every day.

### *Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 3 and 5 of the next lesson.

# LESSON 8

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 3 and 5

## STEP 1



- ▶ Tell children you are going to play **The Health Song** (*Songs and Rhymes Tapescript 3.2, Lesson 6*). Play the song. Ask children to listen and join in with the words and actions where they can.

## STEP 2

- ▶ Ask children to get out the instructions they wrote in the last lesson from their portfolio. Tell them that they are going to use these to give instructions to their friends as in the previous lesson. Organise children into groups. Children give an instruction for their friends to follow and do. Children should take it in turns to give an instruction to the rest of their group.

## STEP 3

*This activity gives children practice in listening to more complex instructions for specific information.*



- ▶ Ask children to **Look at page 28 of your Classbook**. Ask children to read the rubric and instruction text for activity 1. Check their



**1 Listen and match.**

Listen to these instructions for 5 different exercises and look at the photographs below. Listen carefully and number the photographs as you hear the exercise described on the tape.

**2 Listen and do.**

Listen to these exercises again. Follow the instructions on the tape.

understanding of the task in the usual way. Then get children to look at the pictures and discuss in their groups possible instructions for each picture.

- ▶ Now play the tape. Get children to listen and write the number of each exercise in the appropriate check box.



## Listening Tapescript 3.8

1. Stand with your feet about 50 cm apart. Stretch your arms out to the sides. Raise your right arm above your head. Bend to the left gently and touch your left leg with your left arm. Hold this position for 5 seconds. Repeat this action 5 times on each side.
  2. Stand with your feet about 50 cm apart. Now bend slowly forwards as far as you can. Don't bend your knees. Hold this position for 5 seconds. Repeat this action 5 times.
  3. Stand with your feet about 50 cm apart. Put your hands on your hips. Slowly raise your right knee as high as you can. Don't bend to the side. Hold this position for 5 seconds. Repeat this action 5 times for each leg.
  4. Stand with your feet about 50 cm apart. Bend your head slowly to the right. Keep your shoulders still. Then bend your head slowly to the left. Keep your shoulders relaxed. Then bend your head forwards. Repeat this 5 times.
  5. Sit on the floor. Stretch your legs out straight and put your feet together. Put your hands on the floor at your side. Pull your stomach in. Don't bend backwards. Slowly bend your knees and pull your feet towards your body. Hold this position for 2 seconds and then gently push your knees towards the ground. Repeat this 5 times.
- ▶ When you have played the tape, ask children to compare their answers. Then do a whole class feedback. Write the letters a–e vertically down the board. As you elicit answers from

the class, write the numbers next to the appropriate picture, or use an OHT if you have one.

The answers are as follows:

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

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Explain that they will hear the tape again and that you want them to follow the instructions and do the exercises.



- ▶ Rewind and play the tape straight through (*Listening Tapescript 3.8*). Do the exercises yourself with the children as you listen to the tape.

## STEP 5



- ▶ Ask children to **Look at page 29 of your Classbook** and ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure children understand they should look at the pictures on page 28 and use the words on the right in the goal posts to help them complete the instructions.



*This activity provides an opportunity to assess children's understanding of some of the key vocabulary in this unit.*

- ▶ When children have finished, get them to check what they have written in their groups. Then do a whole class feedback. Write the



**1 Read and complete.**

Read these instructions for the exercises on page 28 of your Classbook. Some of the words are missing. Complete the instructions using the words in the goal posts to help you.

Stand with your feet about 50 cm apart. Stretch your \_\_\_\_\_ arms \_\_\_\_\_ out to the sides. Raise your right arm above your \_\_\_\_\_.

1 Bend to the left gently and touch your left \_\_\_\_\_ with your left arm. Hold this position for 5 seconds. Repeat this action 5 times on each side.

2 \_\_\_\_\_ with your feet about 50 cm apart. Now \_\_\_\_\_ slowly forwards as far as you can. Don't bend your knees. Hold this position for 5 seconds. Repeat this action 5 times.

Stand with your feet about 50 cm apart. Put your hands on \_\_\_\_\_.

3 your \_\_\_\_\_ Slowly raise your right \_\_\_\_\_ as high as you can. Don't bend to the side. Hold this position for 5 seconds. Repeat this action 5 times for each leg.

Stand with your \_\_\_\_\_ about 50 cm apart. Bend your head \_\_\_\_\_

4 slowly to the right. Keep your \_\_\_\_\_ still. Then bend your head slowly to the left. Keep your shoulders relaxed. Then bend your head forwards. Repeat this 5 times.

5 Pull your \_\_\_\_\_ in. Don't bend backwards. Slowly bend your knees and pull your feet towards your \_\_\_\_\_. Hold this position for 2 seconds and then gently push your knees towards the ground. Repeat this 5 times.

**2 Read, match and do.**

Look at the instructions again. Match the instructions above with the photographs on page 28 of your Classbook.

1

2

3

4

5

shoulders	<input type="checkbox"/>
leg	<input type="checkbox"/>
hips	<input type="checkbox"/>
eyes	<input type="checkbox"/>
bend	<input type="checkbox"/>
Stand	<input type="checkbox"/>
body	<input type="checkbox"/>
Sit	<input type="checkbox"/>
Feet	<input type="checkbox"/>
stomach	<input type="checkbox"/>
hands	<input type="checkbox"/>
knee	<input type="checkbox"/>
head	<input type="checkbox"/>

numbers 1–5 vertically down the board. Then elicit each of the missing words in turn from the class and write them on the board, or use a prepared OHT if you have one.

The answers are as follows:

1. arms head leg
2. Stand bend
3. hips knee
4. feet shoulders
5. Sit hands stomach body

### For homework

Remind children to learn the spelling of the 4 'ow' words: *bowl, cow, slow, town*. Tell them you will check their spelling in a later lesson.

Remind children that they should be completing their exercise diary every day.

### Before the next lesson

You will need to prepare sets of the Fitness fun Verb Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one set for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 2 and 4 of the next lesson.

# LESSON 9

## YOU WILL NEED:

- ▶ **FITNESS FUN VERB CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Steps 2 and 4

## STEP 1

- ▶ Give each group a copy of Fitness fun Verb Check Sheet 1 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way.

## STEP 2



- ▶ Ask children to **Look at page 31 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'WORDS' – then show them the streamer coming from his head with 'Finding the meaning of words' written on it. Ask them to read the rubric for activity 1. Check children's understanding of the task in



**1 Read, think and order.**

When you see a new word, you can try and guess its meaning from the other words around it. You can also use a dictionary. A dictionary can help you to check the meaning and the spelling of words. Dictionaries are organised in alphabetical order so that you can find words easily. Look at the words below. Write them in the order you would find them in a dictionary.

head    body  
finger    arm    knee  
          hip

**2 Read and think.**

Dictionaries tell us what words mean, how to spell a word and what kind of word a word is. Look at the definition of these words.

**hand** [n] the part of the body at the end of a person's arm that includes the fingers and the thumb

**touch** [v] to put your hand or finger on something

**tired** [adj] the feeling that you want to sleep or rest

What do you think the letters **n**, **v** and **adj** mean? If you need help, look back at page 10 of your Skills Book. Look back at page 29 of your Classbook. Which of the words in the goalposts are nouns and which are verbs? Write **n** or **v** in the check box after each word.

**3 Read and match.**

Look at these words from page 27 of your Classbook. Match each word to a definition.

word	definition
<input type="checkbox"/> feet [n]	1 to lift, move or push upwards
<input type="checkbox"/> bend [v]	2 the middle part of your leg where it bends
<input type="checkbox"/> raise [v]	3 to move a part of your body so it is no longer straight
<input type="checkbox"/> knee [n]	4 the two parts of your body at the end of your legs that you stand on

the usual way. Ask children to read the information text in activity 1 and discuss the ideas contained in the text.

- ▶ Now ask children to look at the words in the exercise mat and put them in the alphabetical order they would find in a dictionary. When children have finished, do a whole class feedback. Write the numbers 1–6 on the board. As you elicit answers from the class, write the words next to the appropriate number so that it is clear what order the words should be in, or use an OHT if you have one.

The answers are as follows:

1. arm
2. body
3. finger
4. head
5. hip
6. knee

## STEP 3

*This activity develops children's cross-referencing skills, in addition to developing independent learning skills.*



- ▶ Ask children to read the rubric and the text for activity 2. Ask them to read the three definitions. Discuss the text with the class and ask them **What do you think the letters 'n', 'v' and 'adj' mean?** If they need help with this, they should look at page 10 in Unit 1 of their Skills Book. Elicit **noun**, **verb** and **adjective**.



- ▶ Now ask children to look back at page 29 of their Classbook and to decide which of the words in the goal posts are nouns or verbs. Ask them to write **n** or **v** in the check box after each word.



*This activity provides an opportunity to assess children's awareness and understanding of different parts of speech.*

- ▶ Do a whole class feedback orally.

The answers are as follows:

- |           |   |
|-----------|---|
| shoulders | n |
| leg       | n |
| hips      | n |
| arms      | n |



bend	v
Stand	v
body	n
Sit	v
feet	n
stomach	n
hands	n
knee	n
head	n

board and then elicit the number of each definition from the class and write it on the board, or use an OHT if you have one.

The answers are as follows:

feet [n]	4
bend [v]	3
raise [v]	1
knee [n]	2

## STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 3 on page 31 of their Skills Book. Check their understanding of the task in the usual way. Encourage them to look at page 27 of their Classbook to help them match each word to a definition.



- ▶ When children have finished, ask them to check in their groups. Then do a whole class feedback. Quickly write the four words on the

### For homework

Remind children to learn the spelling of the 4 'ow' words: *bowl, cow, slow, town*. Tell them you will check their spelling in a later lesson.

### Before the next lesson

You will need to prepare sets of Fitness Fun Verb Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one set for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 4 of the next lesson.

# LESSON 10

## YOU WILL NEED:

- ▶ **FITNESS FUN VERB CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Step 4

## STEP 1

- ▶ Give each group a copy of Fitness fun Verb Check Sheet 2 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2



- ▶ Ask children to **Look at page 32 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the



**1 Read and complete.**  
Read the instructions for the exercises on page 27 of your Classbook. Find these instructions and complete them.

1. \_\_\_\_\_ down.      2. \_\_\_\_\_ with your feet apart.  
3. \_\_\_\_\_ backwards.      4. \_\_\_\_\_ your right arm.

**2 Think and complete.**  
Complete this rule using one of the words in the football.  
We usually begin a positive instruction in English with a \_\_\_\_\_.

**3 Read and write.**  
Find the negative of these instructions on page 29 of your Classbook. Write them here.

positive	negative
1. Bend to the side.	1. _____
2. Bend your knees.	2. _____
3. Bend backwards.	3. _____

**4 Think and complete.**  
We make an instruction negative in English by adding \_\_\_\_\_ before the verb.

robot's tummy – 'LANGUAGE' – and then show them the streamer coming from his head with the words 'Instructions' written on it. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Make sure children understand that they should look at page 27 of their Classbooks to help them complete this activity.



- ▶ Give children time to complete the instructions and then do a whole class feedback. Write the numbers 1–4 vertically on the board. As you elicit the instruction from the class, write the missing words next to the appropriate number. The answers are as follows:

1. Sit
2. Stand
3. Bend
4. Raise

### STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Give children time to complete the rule and then do a whole class feedback. The rule is as follows:

*We usually begin a positive instruction in English with a verb.*

### STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 3. Check children's understanding of the task in the usual way. Make sure children understand that they should look at page 29 of their Classbook to help them complete this activity.



*This activity provides an opportunity to assess children's understanding of the use of a verb at the beginning of a sentence to give positive instructions and the use of don't to give negative instructions.*

- ▶ Give children time to complete the instructions and then do a whole class feedback. Write the numbers 1–3 vertically down the board. Elicit each positive instruction from the class and then elicit the corresponding negative instruction and write it on the board next to the appropriate number, or use a prepared OHT if you have one.

The answers are as follows:

1. Don't bend to the side.
2. Don't bend your knees.
3. Don't bend backwards.

### STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Give children time to complete the rule and then do a whole class feedback.

The rule is as follows:

*We make an instruction negative in English by adding don't before the verb.*

### STEP 6



- ▶ Now ask children to **Look at activity 2 on page 29 of your Classbook**. Ask children to read the rubric and instruction text. Check children's understanding of the task in the usual way. Make sure children understand that after they have read and matched the instructions and photographs, you will ask them to do the exercises.



- ▶ Give children time to read the instructions and match them to the photographs on page 28. Encourage them to check their ideas in their groups and then do a whole class feedback. Write the numbers 1–5 vertically down the board and elicit the letters of the matching photographs.

The answers are as follows:

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

- ▶ Now ask children to read the instructions and do the exercises with you.

*For homework*

Remind children to learn the spelling of the 4 'ow' words: *bowl, cow, slow, town*. Tell them you will check their spelling in the next lesson.

Remind children that they should be completing their exercise diary every day.

*Before the next lesson*

You will need to prepare sets of Fitness Fun Verb Check Sheet 3 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one set for each group.

# LESSON 11

## YOU WILL NEED:

- ▶ **FITNESS FUN VERB CHECK SHEET 3** one for each group

## STEP 1

- ▶ Give each group a copy of Fitness fun Verb Check Sheet 3 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2

- ▶ Tell children that you are now going to check their spelling of the 'ow' words you asked them to learn: *bowl, cow, slow, town*.



- ▶ Ask children to **Look at page 36 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the next 4 writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.
- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 3.9

1. cow
  2. town
  3. slow
  4. bowl
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit cow. Write this on the board. Ask children to look at the word on the board, check their own spelling

and make any corrections necessary. Repeat this procedure for the other 3 words.

## STEP 3

*This activity gives children further practice in listening to more complex instructions for specific information.*



- ▶ Ask children to **Look at page 30 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.
- ▶ Play the tape, pausing after each set of instructions to give children time to identify the photograph and write the number in the appropriate check box.



### Listening Tapescript 3.10

*Radio announcer:*

OK kids, ready for some fitness fun? Let's start the day in a healthy way. Do these exercises with me, and you'll feel fit and free – all day. OK, here we go.

1. Stand with your feet about 50 cm apart. Keep your head and shoulders up and your arms by your sides. Hold this position 1, 2, 3, 4, 5.
2. Stretch your arms out to the sides and hold them there 1, 2, 3, 4, 5.



**1 Listen and number.**

Look at the photographs below. They show children following an exercise routine from a keep fit programme on the radio. Unfortunately, the photographs are in the wrong order. Listen to the instructions and number the photographs in the correct order.

**2 Listen and do.**

Listen to the radio programme again. This time, follow the instructions and do the exercises yourself.

**3.**  
Slowly raise your arms straight above your head. Hold your hands together and stretch as high as you can. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5.

**4.**  
Slowly lower your arms and bend forwards until your hands touch the floor. Keep your head and shoulders relaxed. Bend your knees a little and hold this position 1, 2, 3, 4, 5. Now stand up again.

**5.**  
Slowly lower your arms to your sides. Put your hands on your hips and gently lower your head backwards. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5.

**6.**  
Lower your arms to the sides again. Gently bend to the left and slide your left hand down your left leg. Keep your head, shoulders and hips facing forwards. Hold this position 1, 2, 3, 4, 5.

**7.**  
Slowly stretch up again and then gently bend to the right and slide your right hand down your right leg. Keep your head, shoulders, and hips facing forwards. Hold this position 1, 2, 3, 4, 5.

**8.**  
Slowly stretch up again and then shake your arms and your legs and jump up and down. You should feel full of energy and ready to have a great day.

- ▶ At the end of the tape, ask children to compare their ideas. Now do a whole class feedback. Write the numbers 1–8 vertically down the board. As you elicit children's answers, write the letter of the picture on

page 30 of the Classbook next to the appropriate number on the board.

The answers are as follows:

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

## STEP 4



- ▶ Tell children to read the rubric for activity 2. Explain that they will hear the tape again, but this time you would like them to listen carefully to the instructions and do the exercises.



- ▶ Rewind and play the tape again (*Listening Tapescript 3.10*). Do the exercises with the children yourself as you listen to the instructions.



*This activity provides an opportunity to assess children's understanding of some of the key vocabulary in this unit.*

### *For homework*

Tell children that you would like them to choose 5 words that they would like to learn to spell from this unit. Remind children to use the look, cover, write and check method.

Make sure children understand they can choose the 5 words they want to learn to spell. Explain that at the end of the unit, when they do their self-evaluation, you will ask them to spell the words. Children should practise spelling their words in their free time. Encourage them to keep a record of the new words they want to learn to spell in their exercise book, and eventually in their portfolio.

Remind children that they should be completing their exercise diary every day.

### *Before the next lesson*

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 4 and 5 of the next lesson.

# LESSON 12

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 4 and 5

### STEP 1



- ▶ Ask children to **Look at page 30 of your Classbook**. Tell them that you are going to play the instructions again for the pictures and that you would like them to listen carefully and do the exercises.



- ▶ Play the tape [you will need to rewind] (*Listening Tapescript 3.10*). Join in with the children yourself as you listen to the instructions.

### STEP 2



- ▶ Ask children to **Look at page 33 of your Skills Book**. Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Check that children understand they will also



- need to look at page 30 of their Classbooks for this activity.



*This activity provides an opportunity to assess how well children are able to read and understand more complex instructions.*

- ▶ When children have finished matching the pictures to the instructions, ask them to



**1 Read and find.**

Look at these instructions from the radio programme *Fitness Fun!* Read each instruction and match it to one of the photographs on page 30 of your *Classbook*. Write the letter of the photograph next to the matching instruction. Underline the words in the text that help you match the instructions to the photographs.

**A** Slowly stretch up again and then gently bend to the right and slide your right hand down your right leg. Keep your head, shoulders, and hips facing forwards. Hold this position 1, 2, 3, 4, 5.

**B** Lower your arms to the sides again. Gently bend to the left and slide your left hand down your left leg. Keep your head, shoulders, and hips facing forwards. Hold this position 1, 2, 3, 4, 5.

**C** Slowly stretch up again and then shake your arms and your legs and jump up and down. You should feel full of energy and ready to have a great day.

**D** Stand with your feet about 50 cm apart. Keep your head and shoulders up and your arms by your sides. Hold this position 1, 2, 3, 4, 5.

**E** Stretch your arms out to the sides and hold them there 1, 2, 3, 4, 5.

**F** Slowly raise your arms straight above your head. Hold your hands together and stretch as high as you can. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5.

**G** Slowly lower your arms to your sides. Put your hands on your hips and gently lower your head backwards. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5.

**H** Slowly lower your arms and bend forwards until your hands touch the floor. Keep your head and shoulders relaxed. Bend your knees a little and hold this position 1, 2, 3, 4, 5. Now stand up again.

**2 Order and do.**

Put the instructions in the correct order. Look at page 30 of your *Classbook* to help you.

1  2  3  4  5  6  7  8

Now read the instructions in the correct order and do the exercises.



- ▶ Ask children to **Look at page 34 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'YOUR WRITING' – then show them the word coming from his head – 'Apostrophes'. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way.

compare their answers. Then do a whole class feedback. Write the capital letters A–H vertically down the board. As you elicit the answers from children, write the small letter of the picture next to the appropriate number:

The answers are as follows:

- A c
- B e
- C f
- D g
- E b
- F d
- G a
- H h

- ▶ Tell the class that they will look at activity 2 in the next lesson.

### STEP 3



**1 Read and think.**

This mark ' ' is called an apostrophe. It is used for two purposes.

**1. To show who or what something belongs to.**  
This is Salim's cap.  
This cap belongs to Salim.

**2. To show that a letter or letters are missing in words.**  
Sometimes when we speak, or when we write, there are some words in English that we naturally make shorter and leave letters out. These words are called contractions. We use an apostrophe to show where letters are missing.

I'm from Oman. I am from Oman. Don't turn left. Do not turn left. It's from Russia. It is from Russia.

**2 Read, match and write.**

Match each contraction with its longer form. Write the contraction next to the matching words.

1. he is \_\_\_\_\_ 5. has not got \_\_\_\_\_  
2. they are \_\_\_\_\_ 6. have not got \_\_\_\_\_  
3. I have \_\_\_\_\_ 7. is not \_\_\_\_\_  
4. she has got \_\_\_\_\_ 8. let us \_\_\_\_\_

**3 Think and write.**

Write in the missing apostrophes in the words below.

1 dont 2 theyre 3 its 4 Im 5 hes  
6 shes 7 theyve 8 havent 9 lets 10 hasnt

**4 Think and complete.**

We use an apostrophe to show who or what something \_\_\_\_\_ to.

We use an apostrophe to show that a letter or letters are \_\_\_\_\_ in words.

- ▶ Ask them to read the information text in number 1 and the examples to themselves. Then discuss with the class the concept of using the apostrophe to show who or what something belongs to.
- ▶ Now ask them to read the information text in number 2 and the examples to themselves. Then discuss with the class the concept of using the apostrophe for contractions.

## STEP 4



- ▶ Now ask the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure they understand that they should choose the contractions from the ones in the gym mat.
- ▶ Give children time to complete the activity and then do a whole class feedback. Write the numbers 1–8 vertically on the board. As you elicit the answers from the children, write the contracted form on the board next to the appropriate number, or use a prepared OHT if you have one.

The answers are as follows:

- |                     |                       |
|---------------------|-----------------------|
| 1. <i>he's</i>      | 5. <i>hasn't got</i>  |
| 2. <i>they're</i>   | 6. <i>haven't got</i> |
| 3. <i>I've</i>      | 7. <i>isn't</i>       |
| 4. <i>she's got</i> | 8. <i>let's</i>       |

## STEP 5



- ▶ Now ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way.
- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback. Copy the chart onto the board. Ask children to show you where the apostrophe should be and write in the missing apostrophe, or use a prepared OHT if you have one. Make sure that children check their work.

The answers are as follows:

1	don't	2	they're	3	it's	4	I'm	5	he's
6	she's	7	they've	8	haven't	9	let's	10	hasn't

## STEP 6



- ▶ Now ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way.
- ▶ Give children time to complete the rules and then do a whole class feedback. Children should suggest the word 'belongs' for the first rule and the word 'missing' for the second rule.

The completed rules are as follows:

*We use an apostrophe to show who or what something belongs to.*

*We use an apostrophe to show that a letter or letters are missing in words.*

### *For homework*

Remind children to continue learning the spelling of the 5 words that they have chosen from this unit. Remind children to use the look, cover, write and check method.

Also, remind children that they should be completing their exercise diary every day.

# LESSON 13

## STEP 1



- ▶ Ask children to **Look at page 33 of your Skills Book**. Ask them to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Give children time to sequence the instructions. This should be a very quick checking activity as children have to go to page 30 of their Classbook, find what picture shows exercise 1 and then write the letter of the instruction from page 33 of the Skills Book in check box 1. They should repeat this procedure for all 8 instructions.



*This activity provides an opportunity to assess how well children are able to read and follow more complex instructions.*

- ▶ When children have finished, ask them to compare their answers in their groups. Then do a whole class feedback. Write the numbers 1–8 vertically on the board. As you elicit the answers from children, write the letter of the instruction next to the appropriate number.  
The answers are as follows:  
1. D                      5. G  
2. E                      6. B  
3. F                      7. A  
4. H                      8. C
- ▶ Ask children to look at the instruction text under the check boxes. Ask for children to tell you what they have to do. Encourage the class to tell you that they have to read the instructions in the correct order and do the exercises. Tell children to do the exercises in their groups and to watch each other to check that they are all doing the correct exercise.

## STEP 2



- ▶ Ask children to **Look at page 35 of your Skills Book**. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Show the class the title and ask if they can tell you what they are going to learn about in this activity. Encourage children to suggest that they are going to learn about planning their writing.

- ▶ Ask the class to read part 1 of the information text and the examples to themselves. Then discuss with the class the concept of what instructions are.
- ▶ Now ask them to read part 2 of the information text. Then discuss with the class the concept of instructions usually happening in a sequence. Ask children to look carefully at the series of instructions and work out which instruction comes first, second, etc. Make sure children understand they have to write the order of the instructions and show them how number 1 has been done as an example. Encourage children to read all the instructions and then imagine doing these actions themselves.
- ▶ Give children time to work the sequence out and then ask them to check their ideas with a friend. If children have difficulty with this, ask them to physically perform the actions. This will help them understand the logic of the sequence.
- ▶ Do a whole class feedback. Write the numbers 1–7 vertically on the board. Point at number 1 and ask children to volunteer to tell you what the first instruction is. Elicit **Take your pencil case out of your school bag**. Repeat this procedure until you have elicited all the instructions in the correct order.



### Planning your writing

**1. Read and think.** When we write instructions, we are describing how something is done. We are usually describing actions. Look at these instructions.

Open your book.      Touch your toes      Cut along the line.

**2. Usually, we write instructions in a sequence – one action comes before another action. Put these instructions in the correct order.**

Put your pencil case back in your school bag.  
 Take a pen out of your pencil case.  
 Open your pencil case.  
 Put your pen back in your pencil case.  
 Write your name.  
 Take your pencil case out of your school bag.  
 Close your pencil case.

**3. Look and answer.** Look back at some of the instructions in this unit on Classbook pages 27 and 29 and Skills Book page 33. What kind of words do the instructions begin with?

**4. Look, think and write.** Look at this chart. Choose words from the chart to make 4 instructions. Write them on a piece of paper and put them in your portfolio. Be careful – you don't need to use words from every column.

Raise	with	your	right	arm	arms	together
Touch	on		left	leg	legs	apart
Stand				foot	feet	on the floor
Stretch						up
Sit						down.

**5. Think and write.** Work with a friend and use instructions like these to write a short exercise routine for the rest of your group. Check each other's writing and then take it in turns to give and follow the instructions.

Put your exercise instructions in your portfolio.

The correct order is as follows:

1. Take your pencil case out of your school bag.
2. Open your pencil case.
3. Take a pen out of your pencil case.
4. Write your name.
5. Put your pen back in your pencil case.
6. Close your pencil case.
7. Put your pencil case back in your school bag.

### STEP 3



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding in the usual way. This should be a very short checking activity as this picks up on the rule they discovered earlier in the unit that instructions generally begin with a verb. Ask for a volunteer to tell you what kind of word an instruction usually begins with. Encourage the rest of the class to listen carefully and say if the answer is correct or not. The answer is **verbs**.

### STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3. Check children's understanding of the task in the usual way. It is important that children understand they do not have to use a word from each column when making their instructions. To check this, you may want to elicit a few oral examples from the class before children begin writing.
- ▶ When children have written 4 instructions, ask them to check each other's work in their groups.

### STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 4. Check children's understanding of the task in the usual way. Make sure children understand that they are going to write a short exercise routine for the rest of their group. You may decide to limit the number of instructions to 4 or 5 if you think your class will take a long time doing this. Organise the class into pairs in their groups. While children are engaged in this activity, circulate around the class providing support and guidance.



*This activity provides an opportunity to assess how well children can write and understand instructions.*

- ▶ Encourage children to check each other's writing before giving their instructions. Then get pairs to take it in turns giving their instructions to their group, while the other children in the group should try and follow the instructions.

#### *For homework*

Remind children that they should be practising the spelling of the 5 words they have chosen from this unit. Tell them that you will check their spelling in the lesson after next.

Also, remind children that they should be completing their exercise diary every day.

#### *For the next lesson*

In the next lesson, children will be doing the same activities they did in Lesson 4 to measure their fitness levels. You may want to suggest that children wear their school sports clothes for this lesson.

#### *Before the next lesson*

As with lesson 4, you will need stopwatches and tape measures for the next lesson. You will also need to prepare 4–6 height charts where children record the height they can reach on the chart from a standing position, again as in lesson 4.

You will also need to check children's fitness records to see what the resting pulse rate range is in the class for Step 3. For example, if the lowest pulse rate is 62 and the highest is 78 you have a range of 16. When children are organising their pulse rates into 3 groups you should suggest groups of 62–67, 68–72 and 73–78. These groups will depend entirely on the pulse range of your class.

As part of the next lesson you will need to make a bar chart to show the resting pulse range of the class (see page 31 of the Classbook for an example). You will need to prepare a sheet of poster paper with numbers marked on the vertical axis and 3 pulse ranges marked on the horizontal axis. This will be completed with information from the class during the next lesson.

Finally, you will need to prepare Group pulse rate Tables 1 and 2 from the photocopiable pages at the back of this book. You will need one copy of each table for each group.



# LESSON 14

## YOU WILL NEED:

- ▶ **POSTER PAPER**
- ▶ **BLU-TAC**
- ▶ **MARKER PENS** for measuring the jumping activity
- ▶ **TAPE MEASURES**
- ▶ **STOPWATCHES (if available)**
- ▶ **GROUP PULSE RATE TABLES 1 and 2** from the photocopiable pages
- ▶ **PREPARED POSTER PAPER** for class pulse rate bar chart

## STEP 1

- ▶ Ask children to work in their groups and take it in turns to give each other the instructions they wrote in the last lesson.

## STEP 2



- ▶ During this stage of the lesson, you will need to repeat the activities you did with the class in Lesson 4 to help children measure their fitness levels. They will need to measure their pulse at rest, after 2 minutes' exercise and after 5 minutes' exercise and record it in their Fitness record on page 77 at the back of the Skills Book.

- ▶ They will also need to measure their strength through the standing high jump activity and record it in their Fitness record at the back of the Skills Book.

- ▶ They will also need to measure their suppleness through the forward stretching activity and record it in their Fitness record at the back of the Skills Book.

- ▶ Follow the procedures to carry out all of this as they are detailed in Lesson 4, Steps 2–5.

## STEP 3



- ▶ Ask children to **Look at page 31 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Give each group the Group pulse rate Table 1 from the photocopiable pages at the back of this book.

Explain that they will be organising their group's pulse rates into 3 different groups.

- ▶ Ask children to make a record of their group's resting pulse rates, which they have just measured and written in their Fitness record. Write the child with the lowest pulse rate at the top of the table and write the results from the lowest to the highest. Ask children to record this on the Group pulse rate Table 1 that you have given them.

- ▶ A group's completed table may look like this:

Name	Resting pulse rate
Fatma	61
Najma	64
Fawziya	66
Alia	69
Muna	73

- ▶ When children have entered all the pulse rate information for their group on Table 1, give them Table 2. Write the pulse rate groups for this class on the board, for example:

62–67

68–72

73–78

- ▶ Ask children to write these groups on their table. Get children to calculate how many in



**1 Chart your class results.**

Use the information from your record sheet to find out about the pulse rates of the rest of your class.

Work in your groups.  
Organise your resting pulse rate into these 3 groups:

Resting pulse rates	Number of children
from 60–66	1
from 67–72	3
from 73–79	2

With your teacher, order the results for the class starting from the lowest pulse rate to the highest. Draw a bar graph to show the results.

**2 Compare your results.**

Work in your groups.  
Find out who can jump the highest.

How high can you jump?

I can jump 1m 95 cm.

\_\_\_\_\_ can jump the highest in our group.  
\_\_\_\_\_ can jump \_\_\_\_\_ m \_\_\_\_\_ cm.

With the help of your teacher, find out who can jump the highest in your class.

\_\_\_\_\_ can jump the highest in our class.  
\_\_\_\_\_ can jump \_\_\_\_\_ m \_\_\_\_\_ cm.

**3 Remember.**

Keep your Fitness record in your portfolio. Remember to try and do some exercise every day.

their group have a pulse rate for the first range, for example 62–67, and record the number of children in that range on the table. Get children to complete the table for all 3 group pulse ranges.

- ▶ A group's completed table may look like this:

Resting pulse rate	Number of children
60–66	1
67–72	3
73–79	2

- ▶ Put your prepared bar graph on the board and tell the class that they are going to calculate the resting pulse rate of the whole class. Ask each group to tell you how many children in their group have a resting pulse rate in the first group of [60–66]. Write the number each group gives you on the board and ask the class to count the total number of children with that pulse rate. Write this number on the bar graph.
- ▶ Ask for the number of children with the other two groups of pulse rates and record this information on the graph. When you have elicited all the information, you should have a completed bar graph similar to the one at the top of page 31 of the Classbook.

#### STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 2. Ask children to tell you what they have to do and where they will get the information from. Try and elicit from the class that they are going to compare their Fitness records to see who in their group can jump the highest. Children should compare their fitness records and complete the 2 sentences about who can jump the highest.

- ▶ You may want to get an oral example from the class before children write in their Classbook. For example, give children time to find out who can jump the highest and then ask the groups **Who can jump the highest in your group?** Elicit **[Mohammed] can jump the highest in our group.** Show children that they would write *Mohammed* in the space in the first sentence in the green box. Then ask **How high can [he] jump?** and elicit **[He] can jump [2m 15cm].** Show the class that they should write the pronoun *He* or *She* and the height in the spaces in the second sentence in the green box.

- ▶ Ask each group **Who can jump the highest in your group?** and **How high can he/she jump?** Elicit the answers and record this information on the board. Then ask the class **Who can jump the highest in our class?** and **How high can he/she jump?** and elicit the answers. Ask the class what they should write in the sentences in the red box. Encourage children to look at the information on the board and find the child who can jump the highest and how high they can jump. They should then complete the sentences in the red box using this information.

#### STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check children's understanding of the task in the usual way. Make sure they keep their Fitness record in their portfolio and remind them of the importance of exercising as much as possible, even when this unit is finished.

##### For homework

Remind children that they should be practising the spelling of the 5 words they have chosen from this unit. Tell them that you will be checking their spelling in the next lesson.

Also, remind children that they should be completing their exercise diary every day. Tell children to bring them to the next lesson.

# LESSON 15

## STEP 1

- ▶ Ask children to get out their exercise diaries. Give children time to discuss the different activities they did and compare the amount of exercise each child in the group did. While children are engaged in this activity, circulate around the class providing support and guidance where necessary. You should also take this opportunity to look at children's exercise diaries.
- ▶ Have a brief discussion with the class about the importance of exercising as often as possible to keep themselves fit and healthy. Tell children to keep their exercise diaries in their portfolios.



▶ Now ask children to **Look at activity 1 at the top of page 36**. Point to the pictures of Robby the Robot's face and ask children to look at the words under each one and the numbers above each one. Now read the first statement written underneath to the class. Say **How well can you...** and then point to and read the first statement – **understand and talk about fitness and exercise?** Point to the pictures of Robby the Robot again and ask **very, very well? very well? OK? not sure? or not very well?** Although the meaning of these adverbs should be clear from the pictures, you may want to use mime and gesture to reinforce the meaning. Get children to think about this statement and then decide for themselves which of these adverbs is right for them. Make sure children understand that they only have to write the number of the face and adverb, not the words, in the diamond at the end of the statement.

## STEP 2



▶ Ask children to **Look at pages 36 and 37 of your Skills Book**. Ask **What day is it today?** and elicit the day of the week. Then ask **What's the date today?** and elicit it from the class. Write the day and date on the board. Show children the top of page 36 of their Skills Book and ask a child to volunteer to read what is written at the top of the page – 'Today is'. Ask children to write today's day and date on the writing lines.



- ▶ Quickly read the remaining statements to the class. Use L1 where necessary to support understanding. **Do not** get individual children, or groups of children, to read the statements aloud to the rest of the class. The purpose of the activity is to get children to reflect on their own learning and not to check their ability to read these statements aloud. Make sure children understand that they have to



Today is: \_\_\_\_\_

### My learning record

1 How well can you do these things?

1	2	3	4	5
very, very well	very well	OK	not sure	not very well
◆ understand and talk about fitness and exercise				◆
◆ understand spoken instructions				◆
◆ understand written instructions				◆
◆ write instructions for an exercise routine				◆
◆ measure your fitness level				◆
◆ keep an exercise diary				◆

2 What new words can you spell?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3 What did you learn in this unit?

These are some things I've learned about this topic:

\_\_\_\_\_

These are some things I would like to learn about this topic:

\_\_\_\_\_

4 What activities did you like in this unit?

I liked:

\_\_\_\_\_

I didn't like:

\_\_\_\_\_

5 How well did you work with others?

My work with my friends was:

excellent	very good	good	OK	not very good

6 How well did you work?

My work in this unit was:

excellent	very good	good	OK	not very good

read all the statements silently and then make a decision about how well they think they can do these things. Remind the class they have to write a number, indicating the adverb, for each statement.

- ▶ Give the class a few minutes to read, think about the statements and record how well they feel they can do these things. While children are doing this, circulate around the class providing support and guidance.

### STEP 3



- ▶ Ask children to **Look at activity 2 on page 36 of your Skills Book**. Remind children that this is where they write some of the words they have learned to spell in this unit.
- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 5 words that they have learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell in the space provided in activity 2. Remind children that they should write their words from memory and not look at the words or copy them. When both children have finished writing their words, they should check and mark each other's spelling.

### STEP 4

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



- ▶ Ask children to **Look at activity 3 on page 37 of your Skills Book**.
- ▶ Read the first statement to the class – 'These are some of the things I've learned about this topic'. Ask children to discuss this in their groups and then ask the class to suggest some ideas about what they feel they have learned in Unit 3. Encourage children to suggest things that are related to the ideas they have learned about, not just the language.
- ▶ Elicit ideas from the class and help children formulate their ideas so that they can express them in writing using simple sentences. You

may want to write the children's ideas on the board to give them a model to copy. The need to provide this model based on the children's ideas will vary from class to class depending on the confidence and level of the children.

- ▶ Now read the second statement to the class – 'These are some things I would like to learn about this topic'. Ask children to discuss this in their groups and then elicit some suggestions from the class. Give children time to think about this and circulate around the class providing support and guidance. You may wish to provide some model sentences on the board based on the children's ideas. However, children's responses to this statement will probably be more individual, so try and ensure that children do not feel restricted by any models given.

### STEP 5



- ▶ Ask children to **Look at activity 4**. Ask them to read the two statements and then look back through Unit 3 and decide what activities they liked and what activities they didn't like. Encourage children to discuss their ideas in their groups and then elicit a few ideas from individual children. You may want to write useful vocabulary on the board as children suggest their ideas. This would provide a useful support to children writing their individual responses to these statements.

### STEP 6



- ▶ Ask children to **Look at activity 5**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that they have to think about their work with their friends, not their individual work. Encourage children to think honestly about their participation and behaviour with others in class and then colour the appropriate shield.
- ▶ Now ask children to **Look at activity 6**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that in this activity they have to think about their individual work

in this unit. Encourage children to think honestly about their work in this unit and reassure them that it is normal to find some things more difficult than others when learning something new.

- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

# UNIT 4 Survival!

## Aims

### Children will learn how to:

- ▶ Make statements and ask and answer questions about the past (R)
  - ▶ Recognise and use past forms of regular and irregular verbs (R)
  - ▶ Make and respond to suggestions about survival
  - ▶ Understand and talk about survival
  - ▶ Listen to a variety of text for specific information and general understanding
  - ▶ Read and understand a variety of texts for specific information
  - ▶ Read and understand a story about survival
  - ▶ Read and understand story structure – beginning, middle and end
  - ▶ Read and understand simple definitions (R)
  - ▶ Write statements and answers about events in the past using 'did' and 'didn't'
  - ▶ Recognise and use indefinite articles
  - ▶ Recognise and use the soft and hard 'th' sound in common words
- ▶ *Time expressions*: today, yesterday, last week (R)
  - ▶ *Sequencers*: first, next, then, after that, later, a lot later (R)
  - ▶ *Adverbs*: carefully, excitedly, quickly, quietly, slowly, suddenly
  - ▶ *Past tense of regular verbs* (R)
  - ▶ *Past tense of irregular verbs* (R)
  - ▶ *Story language*: beginning, middle, end, fiction (R)
  - ▶ *Miscellaneous*: water (R) plants

### Main language

- ▶ Where did you go? I went to [Oman].  
Who did you stay with? I stayed with [Maha].  
What did you do there? I visited [Bahla].
- ▶ Did you have a good time? Yes, I did. No, I didn't.  
Did you use the computer yesterday? Yes, I did. No, I didn't.  
Did they have a lot of water? Yes, they did. No, they didn't.
- ▶ They had some food.
- ▶ They didn't leave the car.
- ▶ We should take a compass.  
That's a good idea. I don't agree. I'm not sure.
- ▶ We should take a torch. Why? Because we could see in the dark.

### Vocabulary

- ▶ *Survival equipment*: axe, candle, fishing rod, knife, ladder, map, mirror, scissors, string, telescope, tent, torch, (R) anchor, compass, hammer and nails, magnifying glass, matches, rope, plastic sheet, safety pin, shelter, spade, water container, wire
- ▶ *Animals*: dolphin, oryx (R)
- ▶ *Transport*: car, aeroplane (R) helicopter,
- ▶ *Natural features*: desert, sand, sun (R) desert island, dune
- ▶ *Compass points*: North, South, East, West

### Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visuals to predict meaning
- ▶ Take part in conversations asking and answering questions about activities and events in the past
- ▶ Take part in conversations making and responding to suggestions about survival
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Read stories for general understanding and specific information
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer, more complex texts for specific information and general understanding
- ▶ Write answers about past events and activities
- ▶ Write positive and negative statements about past events and activities
- ▶ Recognise and understand story structure
- ▶ Recognise the stress, rhythm and intonation patterns of English through a rhyme and tongue twister
- ▶ Recognise and use the soft and hard 'th' sound in common words
- ▶ Independent learning skills:  
use definitions to understand words  
check spelling

### Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Read stories
- ▶ Label a picture
- ▶ Play a board game
- ▶ Say a rhyme
- ▶ Say a tongue twister

In this unit, children will be reading stories and doing activities around the theme of survival. This theme is being linked with the IT curriculum where children will be engaged in a number of decision-making activities linked to the same theme and culminating in a survival simulation. Much of the new language and vocabulary in this unit will link directly to the IT project. You will need to liaise with the IT teacher before beginning this unit with your class. Several topics also overlap with Science. You may want to read through the unit and discuss some of the issues raised in it with your Science colleagues.

# LESSON 1

## Before this lesson

You will need to put the poster for Unit 4 on the wall in your classroom. You should put it somewhere where all the children will be able to stand in front of the poster and identify the topic and words in it.

The answers are as follows:

1. in Australia
2. in Oman
3. to look for oryx

## STEP 1

- ▶ Ask children to look quickly through the Classbook pages for this unit and see if they can guess what the unit is going to be about.



- ▶ Ask children to **Look at page 32 and 33 of your Classbook**. Ask them to look at the title of the unit, the pictures on the pages in the unit and the pictures in the frieze. Ask them what they think the unit is going to be about. Establish that the unit will be about how to survive in different environments.



## STEP 2



- ▶ Ask children to **Look at page 32 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Show children the 3 small photographs to the side of the e-mail and ask them to tell you what they can see. Children should be able to name the **dolphin** and the **fort**, but may be unfamiliar with the term **helicopter**.
- ▶ Give children time to read the e-mail quickly to find the answers to the questions.
- ▶ Now do a whole class feedback. Elicit the answer to each question from the class and write them on the board.



## STEP 3

Now ask children to **Look at page 38 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure they understand that they should put the sentences in the order in which they happened and number the boxes. Show them how the first one has been done as an example.

- ▶ When children have finished, ask them to compare their answers and then do a whole class feedback. Write the numbers 1–6 vertically down the board and elicit the order of the sentences. As children give you the



**UNIT 4 Survival!**

**1 Read, think and answer.**  
Do you remember in Unit 1, Ahmed told you that his friend David visited him in Oman? Look at this e-mail from David to a friend about his holiday and answer these questions:

1. Where is David today?
2. Where was David last week?
3. Why did they go to the desert?

**2 Read and answer.**  
Do you remember in Unit 1, Ahmed told you that he and his friend David had a great adventure? Read the story of Ahmed and David's Amazing Adventure and answer these questions:

1. Where did they go?
2. What happened?
3. How did they make water?
4. How did they signal for help?

**From:** ben@kic.com  
**To:** david@kic.com  
**Subject:** My holiday  
**Attachments:** Oman.jpg

Dear Ben,

I arrived back in Australia today. I left Oman 2 days ago - it took a long time to travel home! I went to Oman to visit Ahmed. It was great! I stayed in Oman for 2 weeks and did lots of exciting things.

On my first day, we went on a boat trip to see the dolphins. I took lots of photographs. The next day we visited Flaming Fort in the morning - it was fantastic! In the afternoon we went shopping and I bought some Alkhalid. It was amazing. We saw a helicopter taking food and materials to the villages at the top of the mountain.

The most exciting part of my holiday started the next day. Ahmed's brother Ali said he would take us into the desert to look for oryx. We had a real 'Ahmed and David's Amazing Adventure'. I really loved Oman. I want to go back again some day. Hope you are OK.

David

**UNIT 4 Survival!**

**1 Read and order.**  
Read David's e-mail on page 32 of your Classbook again. Put these sentences about his holiday in Oman in order.

<input type="checkbox"/> a. He visited Jibreen Fort.	<input type="checkbox"/> d. He went on a boat trip.
<input type="checkbox"/> b. He arrived home.	<input type="checkbox"/> e. He went to the desert.
<input type="checkbox"/> c. He went to Jebel Akhdhar.	<input type="checkbox"/> f. He bought some postcards.

**2 Read and match.**  
Match the questions and answers about David's holiday.

1. Where did you go?	a. I stayed with my friend Ahmed.
2. Who did you stay with?	b. Yes, it was fantastic.
3. What did you do there?	c. I went to Oman.
4. Did you have a good time?	d. I visited a fort, went on a boat trip and went into the desert.

**Now listen and check.**

**3 Do a role play.**  
Work with a friend. Take a role card and take it in turns to ask each other about your holidays.

Where did you go?

I went to Dubai.

Who did you stay with?

I stayed with my aunt and uncle.

correct order, write the appropriate letter next to the number.

The answers are as follows:

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

- ▶ Ask the class if they know where any of these places are, or if they have seen or done any of these things themselves.

*This activity gently raises children's awareness of sequencers in cohesive text.*

## STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 2 on page 38 of their Skills Book. Check their understanding of the task in the usual way. Give children time to find the answers to the questions.
- ▶ When children have finished, ask them to compare their ideas and then tell them they are going to listen to a friend of David's asking him about his holiday. Tell them to listen to the conversation and check that they have matched the questions and answers correctly.
- ▶ Play the tape straight through.



### Listening Tapescript 4.1

David: Oh. Hi Simon. I've just got back from holiday.

Simon: Oh. Where did you go?

David: I went to Oman.

Simon: Wow! That's great!

David: Yeah, it was.

Simon: Who did you stay with?

David: I stayed with my friend Ahmed. Do you remember he visited me in Australia last year?

Simon: Oh, yes. What did you do there?

David: Oh, lots of different things. I visited Jabrin Fort, I went on a boat to see the dolphins, I went up a really high mountain called Jebel Akhdhar and I went on a really exciting trip into the desert.

Simon: Gosh. Did you have a good time?

David: Yes, it was fantastic!

- ▶ At the end of the tape, do a whole class feedback and elicit the answers from the class orally. Ask the questions yourself and get the class to read you the answers.

The answers are as follows:

*Where did you go?*

*I went to Oman.*

*Who did you stay with?*

*I stayed with my friend Ahmed.*

*What did you do there?*

*I visited a fort, went on a boat trip and went into the desert.*

*Did you have a good time?*

*Yes, it was fantastic.*

### Before the next lesson

You will need to prepare the 12 past tense verbs from the photocopiable pages at the back of the Teacher's Book for the next lesson. You will need enough for one set of past verbs for each group of 6.

You will also need to prepare sets of Holiday role play cards from the Class Resource Pack for Step 3 of the next lesson. There are 7 sets, each containing 6 different role cards. You will need 1 set of 6 cards for each group of 4–6 children.

You may want to liaise with your Science colleagues, before the next lesson, to discover how much children should know about the idea of plants in air tight containers producing water (that is, about photosynthesis and evaporation). You may also want to find out if the issue of poisonous plants has been covered in Science and what information children should know, or should be made aware of.



# LESSON 2

## YOU WILL NEED:

- ▶ **HOLIDAY ROLE PLAY CARDS** one set for each group of 4–6 children
- ▶ **PAST TENSE VERBS** from the photocopiable pages



## Listening Tapescript 4.2

Boy 1: Where did you go?

Boy 2: I went to Dubai.

Girl 1: Who did you stay with?

Girl 2: I stayed with my aunt and uncle.

## STEP 1

- ▶ Organise the class into groups of 6. Give each group a set of 12 past tense verbs from the photocopiable pages at the back of this book. The verbs should be mixed up, and not given to groups in order. **Do not** distribute the present tense verbs at this point.
- ▶ Ask children to put the set of 12 verbs in the centre of their tables, face down. Tell children to take two verbs each. Tell children that they are going to play a game. Explain that you will say one of the verbs in the present tense and the child with the matching past tense verb must stand up and show it. The child who stands up first, with the correct past tense verb, scores a point for his/her group.
- ▶ Demonstrate the activity first and then play the game. This should be a short, lively activity that reinforces children's recognition of these verbs in their different forms.
- ▶ Collect the words at the end of the activity.

## STEP 2



- ▶ Ask children to **Look at page 38 of your Skills Book**. Ask them to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Ask children what questions they could ask about each other's holidays. Elicit children's ideas. Then ask them **What questions did Simon ask David about his holiday?**
- ▶ Now ask children to look at the two sets of talking heads of children doing the role play. Ask children to listen to the two conversations and read the text in the speech bubbles.

- ▶ Now divide the class in half and get children to repeat the dialogues after the tape in the usual way, with one half repeating the questions and one half repeating the answers. Then get the class to change roles. Play the tape as usual [there are 2 paused repetitions of the dialogues on tape], pausing after each question and answer for children to repeat.
- ▶ Ask children to volunteer to ask other children a different question. Get a few pairs of children to ask and answer the questions across the class.

## STEP 3

- ▶ Now organise the class into pairs. Make sure that children are sitting in groups of 6. Tell them you are going to give them role cards containing information about their holidays. Explain that you want them in pairs to ask and answer questions about their holidays. Tell children to put all the cards in the centre of the table. One child in each pair should pick up a role card from the centre of the table and the other child should ask them questions about their holiday (on the role card). Children should take it in turns to ask and answer questions.
- ▶ While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

*Asking and answering questions in the past about holidays is recycled from earlier grades. Children should be quite confident in their use of this language at this level.*

- ▶ At the end of the activity, ask for pairs of volunteers to ask and answer questions about their holidays using one of the role cards. Remember to collect in the role cards at the end of the activity.



This activity provides an opportunity to assess how well children are able to produce and respond to questions and answers about events in the past.

This activity of predicting text content from pictures raises children's awareness of the value of visual images in helping them understand text.

## STEP 4



Ask children to **Look at pages 33 to 35 of your Classbook.** Ask them to look at the title on page 33 and the pictures on pages 33 to 35. Ask the class **What do you think the story is about?** Give children time to discuss what they can see in the pictures in their groups. Then elicit their ideas. They should be able to guess from the pictures that the story is about an adventure that David and Ahmed had in the desert. Discuss what they can see in the pictures.



Now ask the class to read the rubric and instruction text for activity 2 on page 32 of their Classbook. Check children's understanding of the task in the usual way. Discuss what the key words in the questions are and what information they need to find in the story. Remind children to underline the words that help them answer the questions.

Ask children to read the story silently to themselves to find out what happened and to find the answers to the questions. Remind children that they are not expected to read and understand every word.

Give children plenty of time to read the story. If you feel it is necessary, you may feel that children will need to track the words of the story with their fingers as they read.

When children have finished, ask them to compare their answers. Then do a whole class feedback orally.

The answers are as follows:

1. into the desert
2. they had an accident
3. they put plants inside plastic bags
4. they used a torch and a mirror

At the end of this checking activity it would be useful to have a brief discussion with the class about how water was produced by the plants. It is also important to point out to



**Ahmed and David's Amazing Adventure**

David was very excited. He and Ahmed and Ahmed's brother Ali were going on a trip to the desert to look for oryx. Ali worked for an organisation called Save the Oryx. He often went into the desert to see how many oryx there were and to check if there were any problems with them. Before they left home, Ali gave his dad a map. The map showed where they were going. He told his dad they would be home in 3 days' time. Ali and the two boys got into the car and started their journey.



They drove out of the town and after a few hours reached the desert. They started driving up and down the sand dunes. David began to feel very sleepy. He was very tired after the long flight from Australia...

Suddenly, David woke up. Everything was upside down. His hair and clothes were wet. He heard Ali asking, 'David, are you OK? Can you climb out?'


He saw Ali, who was upside down outside the car. 'How strange!' he thought. He looked again - Ahmed was upside down too.

David undid his seat belt and climbed through the window. He fell into the soft sand. It was very hot.


'What happened?' David asked.

'We had an accident while you were sleeping,' explained Ali. 'I was driving across a sand dune, when suddenly we had a puncture and the car rolled over.'

'Is everybody OK?' asked Ali. David and Ahmed nodded. David wiped his face with his wet t-shirt. They sat in silence. They were all very scared. They were in the middle of the desert and their car was upside down.



After a while, Ali said, 'Well, there's no need to panic. At least we've got 50 litres of...'. He stopped talking. They looked at David's wet t-shirt and his wet hair. David jumped up and looked inside the car. 'Oh no!' he cried. 'The water containers have broken!'





They checked the water containers and found that there was a little water left in each one. They drank some of the water and saved the rest for later.

'I'm hungry,' said Ahmed. Ali suggested that Ahmed and David should look for the food from the car while he put up the tent. Then, they sat inside the tent and ate some of the food. They talked about what they should do next.

'Maybe one of us should go and look for help,' suggested David.

'No!' said Ali. 'It's very hot and you'll need to drink lots of water if you walk now. We should rest here until someone rescues us. Dad will send someone to look for us. It's really important that we stay together by the car.'

'Can we survive for 3 days without water?' asked David. 'I hope so!' Ali said.



The sun was very hot. Ali told the boys to stay in the tent and rest. He had an idea. He went to the car and found some empty plastic bags. He pulled some little green plants out of the sand and put them inside the plastic bags. He blew some air into the bags, tied them tightly and left them in the sun.

Later the sun went down and the moon came up. Soon, the sky was full of stars. They were all hungry, so they ate a little more food. Then they drank a few sips of the water that was left in the containers.

'I wish we had more water!' said Ahmed. Ali went to the plastic bags. He opened them carefully and took out the little plants. Then he poured some water out of each bag into the cups.

'Wow!' said David. 'How did you do that?' Ali smiled and told them how he did it. They drank the water. It tasted wonderful.


Suddenly Ali pointed to the sky and shouted, 'Look! An aeroplane!'

'Great!' said David. 'Let's try using the Morse code.' He quickly took out his torch and signalled SOS to the aeroplane, but the aeroplane didn't see them and flew away.

'Let's take turns to stay awake tonight,' said Ali. 'Then, if an aeroplane flies over, we can try and signal them again.'


The boys fell asleep and Ali stayed awake looking out for aeroplanes in the sky.

When Ahmed and David woke up, the sun was rising.




Suddenly, Ali saw something moving in the sand a few metres away. There was just enough light in the sky to see... an oryx! It was standing right in front of them! David was very excited and wanted to take a photograph of the oryx. He quietly picked up his camera and took a photograph. Click! Flash! The oryx turned around and quickly ran away.

Soon, the sun was high in the sky and it was very hot again. The boys collected more plants and put them in the plastic bags. It got hotter and hotter. They drank all the water from the plastic bags but they were still thirsty.



They tried to go to sleep again to save their energy. Suddenly, they heard a noise. They ran out of the tent and looked up. It was a helicopter! They jumped up and down and waved but the helicopter didn't see them.

'What shall we do?' cried Ahmed.

'We need a mirror,' shouted Ali.

Ahmed looked around and saw the mirror from the side of the car in the sand. He quickly picked it up. Then he held the mirror so that the sunlight reflected off it and flashed towards the helicopter.

They all watched the helicopter. Had it seen their signal? Ahmed flashed the mirror towards the helicopter again. Slowly, it turned in a big circle and flew back towards them. The boys jumped up and down excitedly.

'We're saved! Hooray!' they shouted.




children that some plants are poisonous and should not be touched.

- ▶ Now ask children **Did you enjoy the story? If you did, what did you like? If you didn't, what didn't you like? What did you learn that was new?** Help children to understand the main ideas in the story.

#### For homework

Tell the class that you would like them to learn to spell the past tense of these 5 verbs: *ask–asked*, *want–wanted*, *watch–watched*, *open–opened*, *suggest–suggested*.

Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio. Ask children if they can remember how to learn to spell words. Encourage children to try and describe the look, cover, write and check method. Remind them

that they should use the following procedure:

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

Encourage children to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling in two lessons' time.

#### For the next lesson

You will need to prepare the 12 present tense verbs from the photocopiable pages at the back of this book for the next lesson. You will need enough for one set of present tense verbs for each group of 6.

Also, if you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 3 of the next lesson.

## LESSON 3

### YOU WILL NEED:

- ▶ **PRESENT TENSE VERBS** from the photocopiable pages
- ▶ **OHT (optional)** for Step 3

### STEP 1

- ▶ Organise the class into groups of 6. Give each group a set of 12 present tense verbs from the photocopiable pages at the back of this book. The verbs should be mixed up, and not given to groups in order.
- ▶ Ask children to put the set of 12 verbs in the centre of their tables, face down. Tell children to take two verbs each. Tell children that they are going to play a game similar to the one you played in the last lesson, only this time you will say one of the verbs in the past tense and the child with the matching present tense verb must stand up and show it. The child who stands up first, with the correct present tense verb, scores a point for his/her group.
- ▶ Collect the words at the end of the activity.

### STEP 2



- ▶ Ask children to **Look at pages 33 to 35 of your Classbook**. Ask them what they can remember of the story. Encourage children to use the pictures as visual clues to help them remember.



- ▶ Ask them to read the story again silently to themselves. Give children plenty of time to read the story. When children have finished reading, check how much of the story they can recall.

### STEP 3



- ▶ Tell children they will need both their Classbook and Skills Book for the next activity. Ask them to **Look at page 39 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure children understand that they should read the story again and complete the questions and answers on page 39 of the Skills Book using the words in the sleeping bag.

**1 Read and complete.**  
 Look at these questions about the story on pages 33–35 of your Classbook. Read the story again and complete the questions and answers using the correct verbs from the sleeping bag.

1. What did Ali give his father?  
 He gave him a map.

2. Where did they have an accident?  
 They had an accident in the desert.

3. What did they drink?  
 They drank water.

4. What did Ali put in the plastic bags?  
 He put plants in the plastic bags.

5. What did Ali pour from the plastic bags?  
 He poured water from the plastic bags.

6. When did the plane fly over them?  
 It flew over them at night.

7. How many oryx did they see?  
 They saw one oryx.

**2 Ask and answer.**  
 Look at the questions below. Work with a friend and take it in turns to ask and answer the questions.

Where did you go last Thursday?  
 How did you travel to school yesterday?  
 What did you watch on television last night?  
 What did you have for lunch yesterday?

**3 Write.**  
 Write your answers to the questions above. Put them in your portfolio.

some rope  
 a tent  
 a compass  
 a mirror  
 a water container  
 a tent  
 a spade  
 some matches

- ▶ Give children time to complete the task. While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ Do a whole class feedback. Write the numbers 1–7 vertically down the board. Elicit the correct form of the verb for each question and answer and write the answers on the board, or use a prepared OHT if you have one.

The answers are as follows:

- give  
gave
- have  
had
- drink  
drank
- put  
put
- pour  
poured
- fly  
flew
- see  
saw

*This activity familiarises children further with the use of regular and irregular past tense verbs in questions, answers and narrative. It also gives them further practice in reading for specific information.*

**STEP 4**

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Do one or two examples with the whole class. Ask for a pair of volunteers to ask and answer one of the questions in the speech bubble. Now ask a different pair of volunteers to ask and answer another question in the speech bubbles. Continue in this way with the remaining two questions.
- ▶ Now divide the class into pairs and ask children to ask and answer the questions in the speech bubbles in their pairs.

**STEP 5**

- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished writing their answers, ask them to put these in their portfolio.

*For homework*

Remind children to learn to spell the past tense of these 5 verbs: *ask–asked, want–wanted, watch–watched, open–opened, suggest–suggested*. Tell children you will check their spelling of these 5 verbs in the next lesson.

*For the next lesson*

You will need to prepare sets of the Present and past Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Steps 4 and 5 of the next lesson.

# LESSON 4

## YOU WILL NEED:

- ▶ **PRESENT AND PAST CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Steps 4 and 5

## STEP 1

- ▶ Give each group a copy of the Present and past Check Sheet 1 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2

- ▶ Tell children that you are now going to check their spelling of the past tense of the 5 verbs you asked them to learn: *ask-asked*, *want-wanted*, *watch-watched*, *open-opened*, *suggest-suggested*.



- ▶ Ask children to **Look at page 48 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the **past** tense of the verbs they hear on the first five writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 4.3

1. ask
2. open
3. suggest
4. want
5. watch

- ▶ Do a whole class check. Ask the class **What was the first word?** Elicit **ask** and then elicit the past tense of the verb – **asked**. Write the past tense on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other 4 words.

## STEP 3

- ▶ Ask children what they remember of David and Ahmed's adventure. Give children time to discuss their ideas in their groups.



- ▶ Now ask them to **Look at pages 33 to 35 of your Classbook**. Tell the class that you want them to listen to the story and read it in their books.



- ▶ Play the tape straight through. Encourage children to follow the text in their books as they listen.



### Listening Tapescript 4.4

David was very excited. He and Ahmed and Ahmed's brother Ali were going on a trip to the desert to look for oryx. Ali worked for an organisation called *Save the Oryx*. He often went into the desert to see how many oryx there were and to check if there were any problems with them. Before they left home, Ali gave his dad a map. The map showed where they were going. He told his dad they would be home in 3 days' time.

Ali and the two boys got into the car and started their journey.

They drove out of the town and after a few hours reached the desert. They started driving up and down the sand dunes. David began to feel very sleepy. He was very tired after the long flight from Australia ...

Suddenly, David woke up. Everything was upside down. His hair and clothes were wet. He heard Ali asking, 'David, are you OK? Can you climb out?'

He saw Ali, who was upside down outside the car. 'How strange,' he thought. He looked again – Ahmed was upside down too.

David undid his seat belt and climbed through the window. He fell into the soft sand. It was

very hot.

'What happened?' David asked.

'We had an accident while you were sleeping,' explained Ali. 'I was driving across a sand dune, when suddenly we had a puncture and the car rolled over.'

'Is everybody OK?' asked Ali. David and Ahmed nodded. David wiped his face with his wet t-shirt. They sat in silence. They were all very scared. They were in the middle of the desert and their car was upside down.

After a while, Ali said, 'Well, there's no need to panic. At least we've got 50 litres of ...'. He stopped talking. They looked at David's wet t-shirt and his wet hair. David jumped up and looked inside the car.

'Oh no!' he cried. 'The water containers have broken!'

They checked the water containers and found that there was a little water left in each one. They drank some of the water and saved the rest for later.

'I'm hungry,' said Ahmed. Ali suggested that Ahmed and David should look for the food from the car while he put up the tent. Then, they sat inside the tent and ate some of the food. They talked about what they should do next.

'Maybe one of us should go and look for help,' suggested David.

'No!' said Ali. 'It's very hot and you'll need to drink lots of water if you walk now. We should rest here until someone rescues us. Dad will send someone to look for us. It's really important that we stay together by the car.'

'Can we survive for 3 days without water?' asked David.

'I hope so!' Ali said.

The sun was very hot. Ali told the boys to stay in the tent and rest. He had an idea. He went to the car and found some empty plastic bags. He pulled some little green plants out of the sand and put them inside the plastic bags. He blew some air into the bags, tied them tightly and left them in the sun. Later the sun went down and the moon came up. Soon, the sky was full of stars. They were all hungry, so they ate a little more food. Then they drank a few sips of the water that was left in the containers.

'I wish we had more water!' said Ahmed. Ali went to the plastic bags. He opened them carefully and took out the little plants. Then he poured some water out of each bag into the cups.

'Wow!' said David. 'How did you do that?' Ali smiled and told them how he did it. They drank the water. It tasted wonderful.

Suddenly Ali pointed to the sky and shouted, 'Look! An aeroplane!'

'Great!' said David. 'Let's try using the Morse code.' He quickly took out his torch and signalled SOS to the aeroplane, but the aeroplane didn't see them and flew away. 'Let's take turns to stay awake tonight,' said Ali. 'Then, if an aeroplane flies over, we can try and signal them again.'

The boys fell asleep and Ali stayed awake looking out for aeroplanes in the sky. When Ahmed and David woke up, the sun was rising.

Suddenly, Ali saw something moving in the sand a few metres away. There was just enough light in the sky to see ... an oryx! It was standing right in front of them! David was very excited and wanted to take a photograph of the oryx. He quietly picked up his camera and took a photograph. Click! Flash! The oryx turned around and quickly ran away.

Soon, the sun was high in the sky and it was very hot again. The boys collected more plants and put them in the plastic bags. It got hotter and hotter. They drank all the water from the plastic bags but they were still thirsty.

They tried to go to sleep again to save their energy. Suddenly, they heard a noise. They ran out of the tent and looked up. It was a helicopter! They jumped up and down and waved but the helicopter didn't see them. 'What shall we do?' cried Ahmed.

'We need a mirror,' shouted Ali.

Ahmed looked around and saw the mirror from the side of the car in the sand. He quickly picked it up. Then he held the mirror so that the sunlight reflected off it and flashed towards the helicopter.

They all watched the helicopter. Had it seen their signal? Ahmed flashed the mirror towards the helicopter again. Slowly, it turned in a big circle and flew back towards them.

The boys jumped up and down excitedly.  
‘We’re saved! Hooray!’ they shouted.



## STEP 4



- ▶ Tell children that for this activity, they will need both their Classbook and their Skills Book. Ask children to **Look at page 40 of your Skills Book**. Ask children to read the rubric and instruction text for activity 1. Check their understanding in the usual way.



- ▶ Do the first two with them as examples. Ask children to read the question for number 1 and to find the answer in the text on pages 33 to 35 of their Classbook. Then get them to look at the answer given in the book. Repeat this procedure for the second example. Now ask children to complete the rest of the answers. Remind children to join their handwriting.



- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary. Then do a whole class feedback. Write the numbers 3–8 vertically down the board. Elicit the answers from the class and write these next to the appropriate number, or use a prepared OHT if you have one.

The answers are as follows:

3. *Yes, they did.*
4. *Yes, they did.*
5. *No, they didn't.*
6. *No, he didn't.*
7. *Yes, they did.*
8. *Yes, he did.*

- ▶ Make sure children check their work.

## STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Go through the first two examples with the class. Then ask them to complete the rest of the sentences using the words in the brackets at the end to help them.

**1 Read and answer.**  
Look at these questions about the story. Read the story again to find the answers. Write short answers in the speech bubbles.

Did Ali give his father a map? Did they go and look for help?

1 Yes, he did. 5

Did they have a lot of water? Did the pilot of the aeroplane see them?

2 No, they didn't. 6

Did they have some food? Did they see an oryx?

3 7

Did they have a tent? Did the pilot of the helicopter see them?

4 8

**2 Think and write.**  
Look at these sentences about the story. Complete them using the verbs at the end of each sentence to help you.

1 They didn't have a lot of water. (not have)

2 They had some food. (have)

3 They didn't leave the car. (not leave)

4 They had a tent. (have)

5 Ali collected some little green plants. (collect)

6 An aeroplane flew over the desert. (fly)

7 The pilot of the aeroplane didn't see them. (not see)

8 They didn't see lots of oryx. (not see)

- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback. Write the numbers 3–8 vertically down the board. Elicit the answers from the class and write them next to the appropriate number, or use a prepared OHT if you have one.

The answers are as follows:

3. *didn't leave*
4. *had*
5. *collected*
6. *flew*
7. *didn't see*
8. *didn't see*

- ▶ Make sure children check their work.

### For the next lesson

You will need to prepare sets of the Present and past Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

# LESSON 5

## YOU WILL NEED:

- ▶ **PRESENT AND PAST CHECK SHEET 2** one for each group

### STEP 1

- ▶ Give each group a copy of the Present and past Check Sheet 2 from the photocopiable pages at the back of this book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

### STEP 2



- ▶ Ask children what they remember of David and Ahmed's adventure. Give children time to discuss their ideas in their groups.



- ▶ Now ask them to **Look at pages 33 to 35 of your Classbook**. Tell the class that you want them to listen to the story and read it in their books.



- ▶ Play the tape straight through [you will need to rewind] (*Listening Tapescript 4.4, Lesson 4*).

### STEP 3



- ▶ Ask children to **Look at page 41 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.

- ▶ Tell children to look at the examples in the speech bubbles. Now ask children to write true answers using *Yes, I did* or *No, I didn't*. Remind children to join their handwriting.

### STEP 4



- ▶ When children have finished, ask them to read the rubric and instruction text for activity 2.

Check their understanding of the task in the usual way. Make sure children use the questions from activity 1 to ask and answer questions to find out what their friend did yesterday.

- ▶ Do one or two examples across the class and then organise the class into pairs. Encourage children to take it in turns to ask and answer questions about what they did yesterday.



*This activity provides an opportunity to assess how well children are able to ask and answer questions about the past.*

### STEP 5



- ▶ Tell the class to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure children understand that they have to write their sentences on a piece of paper which they will later put in their portfolio. Encourage children to use the information they wrote in activity 1 to write their sentences. Remind children to join their handwriting.

- ▶ While are engaged in this activity, circulate around the class giving guidance and support where necessary.



**1 Read and complete.**

Answer the questions about what you did yesterday. Write true answers using *Yes, I did* or *No, I didn't*.

Did you pray yesterday? 1	Did you go skiing yesterday? 4
Did you use the computer yesterday? 2	Did you speak English yesterday? 5
Did you do any exercise yesterday? 3	Did you go swimming yesterday? 6
Did you see a helicopter yesterday?	Did you see an frog yesterday?

**2 Ask and answer.**

Work with a friend. Take it in turns to ask and answer the questions about what you did yesterday.

**3 Write.**

Write sentences like these about what you did and didn't do yesterday. Put them in your portfolio.

I prayed. I didn't go to the park.  
I used the computer.  
I spoke English. I didn't see a helicopter.

**4 Imagine and write.**

Imagine that yesterday was a perfect day. Look at cut-out page G on page 63 at the back of your Classbook.

Write 5 sentences about the things you did on your perfect day and 5 sentences about the things you didn't do.





This activity provides an opportunity to assess how well children are able to write statements about what they did and didn't do in the past.



## STEP 6



- ▶ Tell the class to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way.



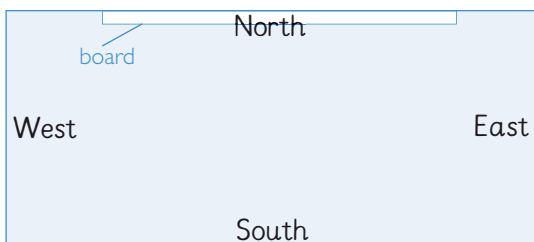
- ▶ Ask children to **Look at cut-out page G on page 63 at the back of your Classbook.** Ask children to remove the page carefully. Make sure children understand that they should try to imagine their perfect day and write sentences about what they did and didn't do in this perfect day.
- ▶ Give children time to think about the things they would want to do and wouldn't want to do on a perfect day. For example, they might want to play computer games but they may not want to tidy their room. Ask children to share some of their ideas with their friends in their group.
- ▶ Ask children to finish this for homework and bring it to the class in the next lesson. Remind

children that they should write their first draft either in pencil or on a separate piece of paper and that they will check it in the next lesson. Tell them not to write their sentences on the cut-out page yet and that they will do that after they have corrected their draft sentences in the next lesson.

# LESSON 6

## STEP 1

- ▶ Tell children that they are going to follow some instructions on the tape. Explain that the front of the classroom is North, the right side of the classroom (as you are facing the board) is East, the back of the classroom is South and the left side of the classroom is West.



- ▶ Ask the class to stand up and follow the instructions. Do the instructions yourself together with the class.
- ▶ Play the tape straight through.



## Listening Tapescript 4.5

Walk North 3 steps.  
Walk East 2 steps.  
Walk South 3 steps.  
Walk West 1 step.  
Walk East 1 step.  
Walk West 3 steps.  
Walk North 2 steps.  
Walk South 2 steps.  
Walk West 2 steps.  
Walk South 1 step.  
Walk East 3 steps.  
Walk North 1 step.

## STEP 2

- ▶ Ask children to get out the sentences they wrote about their perfect day. Ask them to share their ideas about their perfect day with their friends. Then ask a few volunteers to

read their sentences about their perfect day to the rest of the class.

- ▶ Get children to check each other's work and then tell them that you would like them to make any corrections and to write out their sentences neatly for a class display onto cut-out page G. You should remember collect these at the beginning of the next lesson.

### STEP 3



▶ Ask children to **Look at page 42 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'LANGUAGE' – then show them the streamer coming from his head with the words 'Talking about the past: positive and negative' written on it. Now ask the class to read the rubric and information text in activity 1 and read the examples underneath. When children have finished reading, discuss the ideas contained in the text and show children the time line.

### STEP 4



▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. When children have finished writing the two sentences, ask them to turn to pages 33–35 of their Classbook to check their answers. They could also look at the sentences they



**1 Read and think.**  
We use the past simple to talk about finished actions or situations in the past.

Talking about the past: positive and negative

← THE PAST    NOW    THE FUTURE →

What did Ahmed do last summer?  
He went to Australia.

What did you do yesterday?  
I went to school.

**2 Write and check.**  
Write the negative of these sentences.

1. They had a lot of water.

2. The pilot of the aeroplane saw them.

Now look at pages 33–35 of your Classbook to check your answers.

▶ To make negative statements in the past, we use **didn't** and we don't add **-d** or **-ed** to the main verb.

**3 Think and answer.**  
Write true answers for these questions.

1. Did you pray yesterday?

2. Did you fly in an aeroplane yesterday?

When we give short answers about the past, what verb do we repeat?

**4 Think and complete.**

▶ We use the \_\_\_\_\_ to talk about a finished action or situation in the past.

▶ We use \_\_\_\_\_ to make the negative and we don't add \_\_\_\_\_ or \_\_\_\_\_ to the main verb.

▶ We repeat the verb \_\_\_\_\_ in short answers.

completed in activity 2 on page 40 of their Skills Book to find the two correct sentences.

- ▶ Now ask children to read the information text at the end of this activity and discuss the ideas contained in the text.

### STEP 5



▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Ask them to write true answers for the questions using *Yes, I did* or *No, I didn't*.

- ▶ When children have finished, elicit the answer to the final question. Children should suggest **did**. Ask children to write this on the line provided.

### STEP 6



▶ Ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Ask children to think about the answers and complete the rules in Robby's hands.

- ▶ When children have finished elicit the rules. Children should suggest the following:

*We use the past tense to talk about a finished action or situation in the past.*

*We use didn't to make the negative and we don't add d or ed to the main verb.*

*We repeat the verb did in short answers.*

*In Grade 5 children looked at the use of did to ask and answer questions about the past. This unit develops children's understanding of making positive and negative statements, as well as recycling questions using did.*

#### For homework

Tell the class that you would like them to learn to spell the past tense of these 5 irregular verbs: *drive–drove, have–had, see–saw, eat–ate, drink–drank*.

Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio. Encourage children to use the look, cover, write and check method to learn to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling in a later lesson.

# LESSON 7

## At the beginning of this lesson

Collect in children's sentences describing their perfect day for a class display.

### STEP 1

- ▶ Tell children that they are going to follow some instructions on the tape. Remind children that the front of the classroom is North, the right side of the classroom (as you are facing the board) is East, the back of the classroom is South and the left side of the classroom is West.
- ▶ Ask the class to stand up and follow the instructions. Do the instructions yourself together with the class.
- ▶ Play the tape straight through.



#### Listening Tapescript 4.6

Walk South 2 steps.  
Walk East 2 steps.  
Walk West 3 steps.  
Walk North 1 step.  
Walk South 3 steps.  
Walk West 2 steps.  
Walk South 1 step.  
Walk East 3 steps.  
Walk North 2 steps.  
Walk West 1 step.  
Walk North 3 steps.  
Walk East 1 step.

### STEP 2



- ▶ Ask children to **Look at the pictures in the frieze on page 33 of your Classbook.** Ask children to name any of the pictures they recognise. Give children time to discuss these in their groups and then do a whole class feedback, orally.

- ▶ Now ask the class to number the pictures vertically down the frieze from 1–8.



- ▶ Then ask them to **Look at the words in the frieze on page 39 of your Skills Book.** Ask them to try and match the words to the pictures in the frieze in their Classbook. Make sure children understand that they should write the number that they wrote next to

each picture in the Classbook next to the correct word in the frieze in their Skills Book.

- ▶ When children have finished this activity, do a whole class feedback orally.

### STEP 3



- ▶ Ask children to **Look at page 36 of your Classbook.** Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Ask children what they think they would need to take on a trip to the desert. Get some ideas from the class.

- ▶ Now tell them they are going to hear a radio programme with people talking about what you need to take to the desert to make sure you are safe. Make sure children understand that they should tick the things on the page that they hear described on the tape. Explain that they won't hear everything.

- ▶ Play the tape straight through once.



#### Listening Tapescript 4.7

*Radio presenter:*

Welcome to our weekly travel programme. This week we're going to look at travelling into the desert.



**1 Listen and find.**

Listen to this radio programme. You will hear people talking about the things that you need to take on a trip to the desert to make sure you are safe. Listen carefully and tick the things you hear described.

**2 Read and match.**

Look at the pictures above. Match each picture to one of these words.

<input type="checkbox"/> an anchor	<input type="checkbox"/> a hammer and some nails	<input type="checkbox"/> a mirror	<input type="checkbox"/> some string
<input type="checkbox"/> an axe	<input type="checkbox"/> a knife	<input type="checkbox"/> a plastic sheet	<input type="checkbox"/> a telescope
<input type="checkbox"/> some candles	<input type="checkbox"/> a ladder	<input type="checkbox"/> some rope	<input type="checkbox"/> a tent
<input type="checkbox"/> a compass	<input type="checkbox"/> a magnifying glass	<input type="checkbox"/> some safety pins	<input type="checkbox"/> a torch
<input type="checkbox"/> a fishing rod	<input type="checkbox"/> some matches	<input type="checkbox"/> scissors	<input type="checkbox"/> a water container
		<input type="checkbox"/> a spade	<input type="checkbox"/> some wire

**3 Listen and talk.**

Listen to these children making suggestions for the things they need to take on a trip to the desert.

We should take a compass.

We should take some water.

Now work with a partner and take it in turns to make suggestions about the things you should take on a trip to the desert. Find the picture of the things that your partner suggests.

There are many items that you should take with you when you go on a trip into the desert to make sure that you have a happy and safe experience. I'll begin by telling you about a few of the most important pieces of equipment you need to take.

You should take a compass.

You should take a spade.

You should take some matches.

You should take a torch.

You should take a tent.

You should take water containers with lots of drinking water.

These are just a few of the things you should take. Of course, there are many other ... [sfx: fade out]

- ▶ When the tape has finished, ask children to compare their ideas with a friend. Then play the tape again [you will not need to rewind] for them to check their answers. Do a whole class feedback orally.

The answers are as follows:

*a compass*  
*a tent*  
*a spade*  
*a torch*  
*water container*  
*matches*

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.
- ▶ Ask children to look at the pictures of equipment and name any of the things they recognise. Children should be able to name: **a knife, some matches, a mirror, scissors, some string, a telescope, a torch, a water container, and a tent** as these are all recycled words. Some children may be able to name other pieces of equipment as well, particularly if they are members of the guides or scouts. Ask children to write the number of each corresponding picture in the check boxes next to the words.
- ▶ When children have finished, get them to check their work with a friend.
- ▶ Now tell the class they will hear all the items named on the tape. Ask children to listen carefully and write the number of any items that they haven't matched yet. Tell the class

that they will hear the items as the words are listed in the Classbook.

- ▶ Play the tape, pausing after each item is named and giving children time to write in any missing numbers as well as checking the numbers they have already written. Ask children to repeat the new vocabulary after the tape. **Don't** ask them to repeat the known vocabulary, as this will make the activity too long and boring.



## Listening Tapescript 4.8

an anchor // picture 11  
 an axe // picture 18  
 some candles // picture 3  
 a compass // picture 6  
 a fishing rod // picture 4  
 a hammer and some nails // picture 12  
 a knife // picture 2  
 a ladder // picture 5  
 a magnifying glass // picture 19  
 some matches // picture 21  
 a mirror // picture 9  
 a plastic sheet // picture 1  
 some rope // picture 7  
 some safety pins // picture 20  
 scissors // picture 22  
 a spade // picture 14  
 some string // picture 13  
 a telescope // picture 17  
 a tent // picture 8  
 a torch // picture 15  
 a water container // picture 16  
 some wire // picture 10

- ▶ When you have finished checking the items on the tapescript, ask the class to name some of them. For example, ask **What's picture 20?** and elicit **a compass** from a volunteer. Ask about a few more of the items and then get a child to ask another child about one of the objects.
- ▶ Organise the class into pairs. Ask children to take it in turns asking each other about the items in the pictures in the same way. While children are engaged in this activity, circulate around the class providing encouragement and support.

## STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way.

- ▶ Tell children to read the examples in the speech bubbles and to find the corresponding picture on the page. Ask them to listen to the children talking on tape.



- ▶ Play the tape straight through.

### Listening Tapescript 4.9

*Girl 1:* We should take a compass.

*Girl 2:* We should take some water.

- ▶ Tell children that you will play the tape again and that you want them to repeat the sentences. Play the tape again [you will not need to rewind], pausing after each statement for the whole class to repeat.
- ▶ Ask children to imagine that they are going on a trip to the desert and that they should make suggestions about what they should take. Ask for one or two examples from the class. Encourage children to use the language for suggestions as in the examples: **We should take [a compass].**
- ▶ Now divide the class into pairs. Ask one child to make a suggestion and the other to point to the corresponding picture on the page.
- ▶ While children are engaged in this activity, circulate around the class giving guidance and support as necessary.

### For homework

Tell children that you want them to choose 5 words that they would like to learn to spell from this unit. Remind children to use the look, cover, write and check method.

Make sure children understand that they can choose the 5 words they want to spell. Explain that at the end of the unit, when they do their self-evaluation, you will ask them to spell the words. Children should practise spelling these words in their free time. Encourage them to keep a record of the new words they want to learn to spell in their exercise book, and eventually in their portfolio.

Remind children that they should also continue to learn the spelling of the past tense of these 5 irregular verbs: *drive–drove, have–had, see–saw, eat–ate, drink–drank.*

### For the next lesson

You will need to prepare sets of Robinson Crusoe reading cards for Step 4 of the next lesson. There are 7 sets each containing 6 different reading cards. You will need 1 set of 6 cards for each group of 4–6 children.

## LESSON 8

### YOU WILL NEED:

- ▶ **ROBINSON CRUSOE READING CARDS** one set for each group of 4–6 children

### STEP 1

- ▶ Ask the class if anyone can remember the clapping rhyme A sailor went to sea that they learned in a previous grade. Then play the tape. Ask the class just to listen to the rhyme the first time you play it.



### Songs and Rhymes Tapescript 4.1 A sailor went to sea

A sailor went to sea, sea, sea,  
To see what he could see, see, see,

But all that he could see, see, see,  
Was the bottom of the deep blue  
sea, sea, sea.

A sailor went to sea, sea, sea,  
To see what he could see, see, see,  
But all that he could see, see, see,  
Was the bottom of the deep blue  
sea, sea, sea.

- ▶ Tell the class that there are two words which sound the same in the rhyme – 'sea' and 'see'. Explain that one means the 'sea' that you swim in and that the other one means to 'see' with your eyes.
- ▶ Rewind the tape and play the rhyme again. As you say the words with the rhyme, use gesture to help make the meaning clear. For

example, when the word 'see' occurs, put your hand over your eyes and look around.

- ▶ Tell the children you are going to say the rhyme again and show them how to clap the rhythm of the rhyme. Demonstrate this facing the class.
- ▶ The clapping is as follows – you need to clap on the 'strong' beats of each line, so clap on the following words or parts of words:
 

. . . . .

A sailor went to sea, sea, sea,

. . . . .

To see what he could see, see, see,

. . . . .

But all that he could see, see, see,

. . . . .

Was the bottom of the deep blue sea, sea, sea.

- ▶ Ask children to copy your clapping as you say the rhyme. Repeat this two or three times. Encourage children to join in with the words as they do this.
- ▶ Now tell the class you are going to show them how to do this in pairs. Select a volunteer to come to the front of the class and demonstrate the clapping actions of the rhyme.

- ▶ The actions are as follows:
 

The children stand in pairs facing each other and clap in time to the rhyme marked above the words. The claps go like this for the first line of the rhyme:

  - 1st beat: A *clap own hands*
  - 2nd beat: sai- *clap partner's right hand*
  - 3rd beat: lor *clap own hands*
  - 4th beat: went *clap partner's left hand*
  - 5th beat: to *clap own hands*
  - 6th, 7th & 8th beats: sea, sea, sea, *clap both your hands against both partner's hands three times (once for each word)*

The claps are then the same for every line of the rhyme. See the pictures to illustrate this.

- ▶ Organise the class into pairs and get children to practise the clapping rhyme together.
- ▶ Once children have had time to practise, tell them that you are going to play the tape and that you want the whole class to try and do the clapping rhyme together in their pairs.
- ▶ Rewind and play the tape one more time, encouraging children to join in with the clapping and the words.



A  
clap own hands



sai-  
clap partner's right hand



-lor  
clap own hands



went  
clap partner's left hand



to  
clap own hands



sea, sea, sea  
clap both your hands against your partner's hands three times

- ▶ You will know if you have successfully taught this rhyme because you will see children practising it in the playground in their own time!

## STEP 2



- ▶ Ask children to **Look at page 43 of your Skills Book**. Ask them to read the rubric for activity 1 and the information text. Check their understanding of the task in the usual way.
- ▶ Now ask children to read the information about 'Story beginnings' in section 1. Discuss



**1 Read and think.**

All stories have a beginning, a middle and an end.

**1. Story beginnings**

If a story has a very exciting beginning, we will want to read more. If it is boring, we won't want to read the rest of the story. Look at these story beginnings.

Which one do you think is more interesting? Why?

a It was late. Rashid walked up the path to his house. He heard a noise from behind the tree.

b Scream! Rashid heard a loud noise in the quiet of the night. He found a tree, and slowly walked towards the tree. Suddenly, he saw something move in the dark.

**2. Story endings**

The way a story ends is also very important. Look at these story endings.

Which one do you think is more interesting? Why?

a Rashid's dad looked behind the tree and suddenly started to laugh. He slowly bent down to pick something up. When he turned around, he had a tiny cut in his hands. The little cut had made the screeching noise as it scurried away a mouse. Rashid smiled. He felt a little bit silly. He had been very scared and it was only a tiny cut.

b The noise was not a wolf. It was a cat.

**3. The middle of a story**

The middle of a story gives us more information about the characters and gives us more details about where and when the action takes place.

**2 Read and order.**

You are now going to read a story about a man who survived an amazing experience. It is one of the most famous stories in English fiction. It is called **Robinson Crusoe**. Do you know this story?

Your teacher will give you the story on a set of reading cards for your group. Work in your group to read the story and put the parts of the story in the correct order.

Start by choosing the text that tells the beginning of the story. Next choose the text that tells the middle of the story. Now find the text that tells the end of the story. Write the letters of the different parts of the story in the spaces below.

beginning                  middle                  end

the ideas contained in the information text. Then ask children to read the two story beginnings and decide which they think is more interesting and why.

- ▶ Give children time to read the two story beginnings and discuss their ideas. Then ask them to share their ideas with the class. Children should suggest that the second story beginning is more exciting because it has more description, which makes you want to find out what happened next.

### STEP 3



- ▶ Now ask children to read the information about 'Story endings' in section 2. Discuss the ideas contained in the information text. Then ask children to read the two story endings and decide which they think is more interesting and why.
- ▶ Give children time to read the two story endings and discuss their ideas. Then ask them to share their ideas with the class. Children should suggest that the first story ending is more exciting because it has more action and explains what happened in the story.
- ▶ Now ask children to read about 'The middle of the story' in section 3. Discuss the ideas contained in the information text with the children.

### STEP 4

*The activities in this lesson gently raise children's awareness of the structure of stories. In addition, the jigsaw reading activity makes a link between the ideas and language that children will use in their IT project about survival.*



- ▶ Ask the class to read the rubric and the first part of the instruction text for activity 2. Check their understanding of the task in the usual way. Ask if anyone knows the story about Robinson Crusoe and if they do, ask them to tell the class what they know.
- ▶ Now ask them to read the next part of the instruction text. Check their understanding of the task in the usual way. Explain that each group will be given a set of 6 cards, each with

a different part of the story on it. These should be placed face down in the centre of the table. Each child in the group should take a card and read it silently. They should then tell each other the main ideas on their card and try to put the story in order. Make sure children realise that they only have to read their own card and that they do not have to read the other cards, but just listen to what the other children in their group say happened in their part of the story.

- ▶ Now ask them to read the final parts of the instruction text. Check their understanding of the task in the usual way. Make sure they understand that they should write the letter of each card in the correct order and in the correct box at the bottom of the page.
- ▶ Organise the class into groups of 6 and distribute a set of 6 cards to each group. If you have more than 6 children in a group, ask 2 children to share a card. While children are engaged in this activity, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished, do a whole class feedback. Elicit the correct order from the class, orally.  
The answers are as follows:

**beginning**

card C

**middle**

card E

card A

card F

card D

**end**

card B

*For homework*

Remind children that they should be practising the spelling of the past tense of these 5 irregular verbs: *drive—drove, have—had, see—saw, eat—ate, drink—drank.*

Remind them that they should also be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

# LESSON 9

## STEP 1



- ▶ Tell the class that you are going to play the rhyme **A sailor went to sea** (*Songs and Rhymes Tapescript 4.1 Lesson 8*). Ask children to listen to the rhyme the first time you play it and beat out the rhythm on their desk.
- ▶ Organise children into pairs and get them to join in with the words as they perform the clapping actions with the rhyme. Rewind the tape and play the rhyme again.

## STEP 2



- ▶ Ask children to **Look at page 37 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Ask children what they remember about the story of Robinson Crusoe and the things that he used to survive on the island. Give children time to discuss this in their groups. Elicit as many ideas as possible from the class and then ask children to read the next part of the instruction text. Ask children what things they would want to take to a desert island if they had time to find them. Again, give children time to discuss this and then elicit their ideas.
- ▶ Ask children to read the texts in the speech bubbles. Now tell them they will hear some

people talking about what they would take to an island. Tell children to listen to the conversations and match the suggestions to the replies. Children write the number of the suggestion in the check box next to the reply they hear. Play the tape, pausing after each suggestion and reply.



### Listening Tapescript 4.10

Voice 1: We should take a box of matches.

Voice 2: I don't agree.

Voice 1: We should take a spade.

Voice 2: I'm not sure.

Voice 1: We should take a knife.

Voice 2: That's a good idea.

## STEP 3

- ▶ Now divide the class in half and get children to repeat the dialogues after the tape in the usual way, with one half repeating the suggestions and one half repeating the replies. Then get the class to change roles. Play the tape as usual [there are 2 paused repetitions of the dialogues on tape], pausing after each suggestion and reply for children to repeat.
- ▶ Now ask children to work in their pairs and make different suggestions from the ones on the tape and make appropriate replies.

## STEP 4

*This activity helps to develop children's reasoning skills in English.*



- ▶ Ask children to **Look at the rubric and instruction text for activity 2**. Check children's understanding of the task in the usual way. Give children time to look at the suggestions and the reasons for suggesting these things and then do the first one with the class. Ask **Why should you take a box of matches?** Try and encourage children to respond with **Because we could light a fire**. Show children how they should write number 1 in the box next to the first suggestion. Give children time to look at the rest of the suggestions and try and match them to the



**1 Listen and match.**

Do you remember the story of Robinson Crusoe? What things did he use to help him survive on the island?

Imagine that you are on a ship that is sinking. You have enough time to take some things from the ship to the island. What things would you take?

Listen to these people deciding what to take. Match each suggestion to a reply.

1 We should take a box of matches.

2 We should take a spade.

a That's a good idea.

b I don't agree.

3 We should take a knife.

c I'm not sure.

**2 Read and match.**

Look at these suggestions. Match each suggestion to a reason.

Suggestion	Reason
a. We should take a box of matches. <input type="checkbox"/>	1. Because we could see in the dark.
b. We should take a fishing rod. <input type="checkbox"/>	2. Because we could cut wood to make a fire.
c. We should take a hammer and nails. <input type="checkbox"/>	3. Because we could catch some fish to eat.
d. We should take an axe. <input type="checkbox"/>	4. Because we could light a fire.
e. We should take a torch. <input type="checkbox"/>	5. Because we could build a shelter.

**Why?**

Look at the story on pages 33-35. Make two lists of all the verbs that you can find. Write a list of regular verbs and one list of irregular verbs.



corresponding reason. Get children to discuss their ideas in their groups.

- ▶ Tell the class they will now hear these suggestions and reasons on the tape. Ask children to listen and check their ideas. Play the tape, pausing after each suggestion and reason. Give children time to check their work then play the part of the tape which gives the reason number for children to check.



### Listening Tapescript 4.11

a.

Voice 1: We should take a box of matches.

Voice 2: Why?

Voice 3: Because we could light a fire.  
reason number 4

b.

Voice 1: We should take a fishing rod.

Voice 2: Why?

Voice 3: Because we could catch some fish to eat.  
reason number 3

c.

Voice 1: We should take a hammer and some nails.

Voice 2: Why?

Voice 3: Because we could build a shelter.  
reason number 5

d.

Voice 1: We should take an axe.

Voice 2: Why?

Voice 3: Because we could cut wood to make a fire.  
reason number 2

e.

Voice 1: We should take a torch.

Voice 2: Why?

Voice 3: Because we could see in the dark.  
reason number 1

- ▶ Do a whole class feedback with the class. Use the first suggestion and reason as a model for the rest of the feedback. Get a child from one group to make the suggestion: **We should take a box of matches.** Get a different child in the group to ask **Why?** Then get a third child to reply with the reason **Because we could light a fire.** Use this procedure with different groups to check the remaining suggestions and replies. (Children have already learned the **Why? Because ...** formula in earlier grades.)

## STEP 5



- ▶ Ask children to work in their groups making suggestions, asking for reasons and giving them. Children can use the models on page 37 of their Classbook or, if you feel they are ready for it, make different suggestions with their own reasons.



- ▶ Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity in the sign on page 37 of their Classbook. Remind children that they can do these extra tasks whenever they finish early or in their free time.

### For homework

Remind children that they should be practising the spelling of the past tense of these 5 irregular verbs: *drive–drove, have–had, see–saw, eat–ate, drink–drank.*

Remind them that they should also be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

# LESSON 10

## STEP 1



▶ Tell the class that you are going to play the rhyme **A sailor went to sea** (*Songs and Rhymes Tapescript 4.1 Lesson 8*). Ask children to listen to the rhyme the first time you play it and beat out the rhythm on their desk.

▶ Organise children into pairs and get them to join in with the words as they perform the clapping actions with the rhyme. Rewind the tape and play the rhyme again.

## STEP 2

*This activity gently sensitises children further to basic dictionary skills. In addition, it also provides a vocabulary link to the IT project that children will do.*



▶ Ask children to **Look at page 44 of your Skills Book**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.

▶ Give children time to label the boat using the definitions to help them. When they have finished, ask them to compare ideas and then do a whole class feedback. Write the numbers 1–6 vertically down the board and elicit the parts of the boat. Write the answers next to the appropriate number.

The answers are as follows:

1. head
2. galley
3. bridge
4. cabin
5. deck
6. engine room

## STEP 3



▶ Ask children to **Look at page 45 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'YOUR WRITING' – then show them the streamer coming from his head with the words 'a' and 'an' written on it. Now ask the class to read the rubric and information text in activity 1. Discuss the ideas contained within the text.

▶ Now ask children to write two words that begin with a vowel and two words that begin with a consonant. They may like to look through their Classbook and Skills Book to help them. When children have finished, ask them to check each other's work.

▶ Draw two columns on the board and write the heading *vowels* at the top of one column and *consonants* at the top of the other. Elicit examples of words beginning with each from the class and write them in the appropriate columns.



**1 Label the boat.**  
Look at this boat. Use the definitions of the words to help you label the boat.

deck [dek] the floor of a ship	galley [ˈɡæli] the kitchen on a ship
cabin [kæbɪn] the room on a ship where you sleep	engine room [ˈɛnʃɪn ru:m] the room where the ship's engines are
head [hed] the bathroom on a ship	bridge [brɪdʒ] the room where the captain controls the sailing of the ship

engine room  
deck  
galley  
cabin  
yard  
bridge



**1 Read and think.**  
Vowels are the letters a, e, i, o and u.  
A consonant is any letter of the alphabet that is not a vowel.  
Write 2 words that begin with a vowel and 2 words that begin with a consonant.

**2 Read and think.**  
Look at these two groups of words. What is the difference between the words in the two groups?

a pen a goat a car a tent a compass	an oryx an axe an island an umbrella an egg
---	---

In English we always use an instead of a before a word beginning with a vowel. Do you do the same in your language?

**3 Read and label.**  
Look at these pictures. Label them using a or an correctly.

1  an umbrella	4  oryx	7  candle
2  torch	5  ice-cream	8  egg
3  boat	6  spade	9  aeroplane

**4 Think and complete.**  
When you check your writing, remember to check your use of a and an. Remember the rule.  
We use \_\_\_\_\_ before a word beginning with a vowel and \_\_\_\_\_ before a word beginning with a consonant.

The complication of 'y' operating as a vowel in some words will be dealt with at a later stage when children are more able to discuss more complex phonological issues.

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Encourage children to see that the words in the second group all begin with a vowel.
- ▶ Now ask them to read the information text below the box. Discuss the ideas contained in the text.

It is important that children are made aware of the differences between the use of articles in Arabic and English.

## STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. The first one is done as an example.
- ▶ When children have finished labelling the pictures, ask them to compare their ideas with a friend. Then do a whole class feedback. Write the numbers 2–9 vertically down the board. Elicit the correct words with 'a' or 'an' and write these on the board next to the appropriate number.

The answers are as follows:

- |                 |                 |
|-----------------|-----------------|
| 2. a torch      | 6. a spade      |
| 3. a boat       | 7. a candle     |
| 4. an oryx      | 8. an egg       |
| 5. an ice-cream | 9. an aeroplane |

## STEP 6



- ▶ Ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Ask children to complete the rule by Robby's hand. When children have finished, do a whole class feedback. Children should suggest the following:

*We use an before a word beginning with a vowel and a before a word beginning with a consonant.*

### For homework

Remind children that they should be practising the spelling of the past tense of these 5 irregular verbs: *drive–drove, have–had, see–saw, eat–ate, drink–drank.*

Remind them that they should also be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

# LESSON 11

## STEP 1

- ▶ Tell children that they are going to follow some instructions on the tape. Remind children that the front of the classroom is North, the right side of the classroom (as you are facing the board) is East, the back of the classroom is South and the left side of the classroom is West.
- ▶ Ask the class to stand up and follow the instructions. Do the instructions yourself together with the class.
- ▶ Play the tape straight through.



### Listening Tapescript 4.12

Walk West 3 steps.  
 Walk South 2 steps.  
 Walk East 2 steps.  
 Walk North 3 steps.  
 Walk South 1 step.  
 Walk West 2 steps.  
 Walk North 2 steps.  
 Walk West 1 step.  
 Walk East 3 steps.  
 Walk North 1 step.  
 Walk South 3 steps.  
 Walk East 1 step.

## STEP 2



- ▶ Ask children to **Look at pages 38 and 39 of your Classbook**. Ask children to read the rubric for activity 1 and check their understanding of the task in the usual way. (Children do not write their ideas until activity 2, after they have had a chance to hear ideas from the rest of the class.) Ask children to work in their groups discussing which of the ideas from page 39 they should do first, later, etc. Encourage children to think carefully about what would be most important in the first few days, the first few months and then in later months and the reasons why this should be so.
- ▶ Encourage children in their groups to 'argue their case', that is, give reasons for why they should choose one of these before another. Remind children to use the language they have studied in earlier lessons:  
**We should ...**  
**Why?**  
**Because ...**  
**That's a good idea.**  
**I don't agree.**  
**I'm not sure.**
- ▶ Give children plenty of time to discuss this in their groups. Circulate around the class providing guidance and support while children are engaged in this activity.



**1 Read, think and discuss.**  
 Imagine that you are shipwrecked with 20 other people of all ages. You are on a desert island. You will not be rescued for a long time. In your groups, discuss what you should do to survive. Look at the ideas on page 39 and decide:

1. which things you should do in the first few days
2. which things you should do later – after a few weeks
3. which things you should do a lot later – after a few months

**2 Organise your ideas.**  
 When you have decided in your groups which of these things you should do first and then later, and then a lot later, write them in the spaces below. Do you have any other ideas about what you should do to survive? Write them in the empty islands at the bottom of page 39 and then add them to the list below.

First	Later	A lot later



Find or make shelters

Collect wood to make a fire

Choose leaders

Explore the island

Find fresh water

Make boats for fishing

Look for animals that give milk and eggs

Ask if there is a doctor or a nurse

Find food

Agree who is to do which jobs

Find out what skills people have

Stay together in one place

Check for dangerous animals

Agree rules



*This activity provides an opportunity for you to assess how well children are able to make and respond to suggestions and also how well they are able to reason in English.*

▶ When you feel children have had enough time to discuss this, elicit some ideas from each group orally, with their reasons for their decisions.

▶ A sequence of activities might be:

**First**

*Satisfying immediate physical needs such as finding food and water and building shelters.*

**Later**

*Then, satisfying longer term goals such as exploring the island, finding out what skills people have, making boats for fishing, etc.*

**A lot later**

*Finally, setting up a community structure including choosing leaders, agreeing rules, agreeing who is to do what jobs, etc.*

*This is one suggested sequence of activities, but children may argue for other sequences with valid reasons for their decisions. There is not one correct sequence for this activity.*

### STEP 3



▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way.



Encourage children to think again in their groups about the best sequence of activities for survival on the island. They may want to change some of their decisions after hearing other groups making their suggestions and giving their reasons. Also, ask children to decide if there are other activities they would consider important and if so, to add them to their list or write them in the blank islands on page 39.

▶ Once children have agreed on the sequence of activities in their groups, ask them to write the activities in the columns on page 38 and to add any extra ideas. If there is time, you may want to give children time to circulate around the class and look at different groups' final decisions.

This whole activity, in addition to giving children practice in making and responding to suggestions, giving reasons, and working co-operatively to reach consensus, also encourages children to think simply about the establishment of an organised society. Considering immediate, medium and long-term plans takes children (very simply) through the historical process that most societies go through in establishing an organised community. It also sensitises children to the benefits of a society for the individual. It helps children learn that on our own we cannot do very much for ourselves, but if everyone contributes, we can all benefit from each other's skills.

It would be useful to pick up on this idea of everyone contributing to a society in the next unit on jobs. It is important for children to realise that every society needs a workforce that has a balance of skills, whether they are manual, administrative, educational, etc. Promoting the idea of respecting different skills in a society is key to helping children feel secure in their later career choices.

*For homework*

Remind children that they should be practising the spelling of the past tense of these 5 irregular verbs: *drive–drove*, *have–had*, *see–saw*, *eat–ate*, *drink–drank*. Tell children that you will check their spelling of these 5 verbs in the past tense in the next lesson.

Remind them that they should also be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

# LESSON 12

## STEP 1

- ▶ Ask the class if they remember the North, South, East, West game that they played following instructions on the tape at the beginning of the last lesson. Tell children that this time they are going to play the game in their groups with one child giving the instructions.
- ▶ Ask for a volunteer to come to the front of the class to give the whole class some similar instructions. For example, **Walk North 1 step**, etc. and get the class to follow them. Remind children that the front of the classroom is North, the right side of the classroom (as you are facing the board) is East, the back of the classroom is South and the left side of the classroom is West.

## STEP 2

- ▶ Tell children that you are now going to check their spelling of the past tense of the 5 verbs you asked them to learn: *drive–drove*, *have–had*, *see–saw*, *eat–ate*, *drink–drank*.



- ▶ Ask children to **Look at page 48 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the past tense of the verbs they hear on the next five writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 4.13

1. drink
  2. drive
  3. eat
  4. have
  5. see
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **drink** and then elicit the past tense **drank**. Write the past tense on the board. Ask children to look at the word on the board, check their own

spelling and make any corrections necessary. Repeat this procedure for the other 4 words.

## STEP 3



- ▶ Ask children to **Look at page 46 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'SOUNDS' – and then show them the streamer coming from his head with the words 'soft and hard 'th'' written on it. Ask them to read the rubric and instruction text for activity 1. Check children's understanding of the task in the usual way.
- ▶ Now ask children to listen to the sentence. Play the tape once.



### Listening Tapescript 4.14

This is the Earth.

- ▶ Then ask **Are all the sounds the same?** Children should be able to hear that 'th' in 'This' and 'the' is pronounced in the same way but is pronounced differently in 'Earth'. Tell them that the pronunciation of 'th' in 'This' and 'the' is a hard sound and that the pronunciation of 'th' in 'Earth' is a soft sound.



**1 Listen and think.**  
Look at this picture of the Earth.  
Now listen to the sentence about it.  
Are all the th sounds the same?  
This is the Earth.  
What positions are missing on the Earth? Write them on the picture.  
Now listen and check.

**2 Read and complete.**  
Look at the pictures below. Complete the words next to the pictures.  
1. tee \_\_\_\_\_ 2. \_\_\_\_\_ in  
3. \$ 1000 \_\_\_\_\_ ousand 4. \_\_\_\_\_ umb  
Listen and repeat the words.

**3 Think and sort.**  
Look at these words containing the letters th. Sort them into two groups – words that have a soft 'th' sound as in 'thin' and words that have a hard 'th' sound as in 'that'.  
soft th sounds: thin, thumb, then, there, South, North, that, Earth, this, teeth, that.  
hard th sounds: thin, thumb, then, there, South, North, that, Earth, this, teeth, that.

**4 Say the tongue twister.**  
Three thousand thin thumbs!

- ▶ Play the tape again [you will not need to rewind]. Ask children to listen carefully and repeat the sentence after the tape.
- ▶ Now ask them to read the instruction text at the end of this activity. Check their understanding of the task in the usual way. Make sure they understand that they should complete the positions on the Earth by writing the correct words on the writing lines.
- ▶ When children have finished this, ask them to listen and check. Play the tape so that children can check what they have written.



#### Listening Tapescript 4.15

North  
South  
East  
West

### STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure that children understand that they should write the words next to the pictures.
- ▶ When children have finished ask them to listen to the tape and check their answers.



#### Listening Tapescript 4.16

teeth  
thousand  
thin  
thumb

- ▶ Tell children that these all have the soft 'th' sound. Ask them to listen carefully and repeat the words after the tape. Play the tape again [you will not need to rewind], pausing after each word for children to repeat.

### STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure children understand that they should sort the words into those that have a soft 'th' sound as in the word 'thin' and those that have a hard 'th' sound as in the word 'that' and write the words in the appropriate boxes. Encourage children to say the words aloud to help them decide which box they

should write the words in. Remind them that they should use pencil.

- ▶ When children have finished, ask them to compare their ideas. Then ask them to listen and check. Play the tape, pausing after each word for children to check their work.



#### Listening Tapescript 4.17

##### soft 'th' sounds

thin  
teeth  
North  
thumb  
Earth  
South

##### hard 'th' sounds

that  
then  
the  
this  
there

- ▶ Do a quick class feedback orally to check that children have the words in the correct columns. Elicit all the soft 'th' words and then all the hard 'th' words from the class.

### STEP 6



- ▶ Ask them to read the rubric for activity 4. Check their understanding of the task in the usual way. Ask children to repeat the tongue twister with the tape. Play the tape and pause after the first version.



#### Songs and Rhymes Tapescript 4.2

Three thousand thin thumbs!

- ▶ Get children to practise the tongue twister quickly by themselves. Then play the tape again [there are three versions of the tongue twister, each time getting faster]. Encourage children to repeat the tongue twister with the tape and see if they can keep up!

##### *For the next lesson*

You will need to prepare sets of the Present and past Check Sheet 3 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

If you have access to an OHP, you may want to prepare an OHT for the whole class feedback in Step 3 of the next lesson.

# LESSON 13

## YOU WILL NEED:

- ▶ **PRESENT AND PAST CHECK SHEET 3** one for each group
- ▶ **OHT (optional)** for Step 3

## STEP 1

- ▶ Give each group a copy of the Present and past Check Sheet 3 from the photocopiable pages at the back of this book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2



- ▶ Ask children to **Look at page 47 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'WORDS' – then show them



**1 Read and think.**

Adverbs are words that describe verbs. Many adverbs end with the letters -ly.

The oxen quickly ran away.  
The word 'quickly' is the adverb. It describes the verb 'ran' – it tells us how it was done.

Ali talked quietly to David.  
The word 'quietly' is the adverb. It describes the verb 'talked' – it tells us how it was done.

**2 Read and find.**

Which words are the verbs and adverbs in these sentences? Draw a circle around the adverb and underline the verb.

a. The gecko jumped quickly.      c. The camel walked slowly.  
b. The baby cried loudly.      d. He opened the window carefully.

**3 Read, think and complete.**

Read the sentences about the story carefully. Complete the sentences using the adverbs in the water container. Look at the story on pages 33–35 of your Classbook for help.

1. Ali opened the plastic bags carefully.  
2. David \_\_\_\_\_ took out his torch.  
3. He \_\_\_\_\_ picked up his camera.  
4. \_\_\_\_\_, they heard a noise.  
5. The helicopter \_\_\_\_\_ turned in a big circle.  
6. They jumped up and down \_\_\_\_\_.

**4 Think and complete.**

We use an \_\_\_\_\_ to tell us more about a \_\_\_\_\_.

Many adverbs end with the letters \_\_\_\_\_.



## STEP 3

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure children understand that they should draw a circle around the adverb and underline the verb in each sentence.
- ▶ When children have finished, ask them to compare their ideas with a friend. While children are engaged in this task, write the sentences on the board in preparation for feedback, or use a prepared OHT if you have one. Then do a whole class feedback. As you elicit their answers, draw circles around the adverbs and underline the verbs. Make sure children check their work. The answers are as follows:

- a. The gecko jumped quickly.
- b. The baby cried loudly.
- c. The camel walked slowly.
- d. He opened the window carefully.

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure children understand that they should use the adverbs in the water container and that they can look back at the story on pages 33 to 35 in their Classbook about Ahmed and David's adventure to help them. Show them how the first one has been done as an example.
- ▶ When children have finished, ask them to



compare their ideas and then do a whole class feedback. Write the numbers 1–6 vertically on the board. Elicit answers from the class and write the correct adverb next to each number.

The answers are as follows:

1. *carefully*
2. *quickly*
3. *quietly*
4. *Suddenly*
5. *slowly*
6. *excitedly*

## STEP 5



Ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Ask children to complete the rule in Robby's hand. When children have finished, do a whole class feedback. Children should suggest the following:

*We use an adverb to tell us more about a verb. Many adverbs end with the letters 'ly'.*

### For homework

Remind children that they should be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in a later lesson.

# LESSON 14

## YOU WILL NEED:

- ▶ **DICE**
- ▶ **COUNTERS**

## STEP 1



- ▶ Play the tongue twister **Three thousand thin thumbs** (*Songs and Rhymes Tapescript 4.2, Lesson 12*) and ask children to repeat it after the tape.
- ▶ Now tell children that they are going to play a sound game with the soft 'th' sound and the hard 'th' sound. Explain that they will hear words with 'th' on the tape and that when they hear the soft 'th' sound as in 'thumb', they should stand up. When they hear the hard 'th' sound as in 'the', they should sit down.
- ▶ Play the tape, pausing after each word for children to stand up or sit down.



### Listening Tapescript 4.18

thumb  
then  
teeth  
this  
there  
North  
the  
South

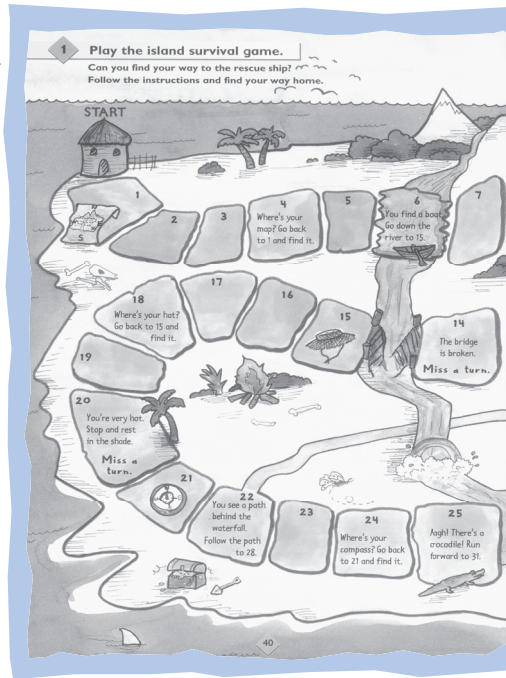
that  
Earth

- ▶ Children should stand (or remain standing) for these words:  
thumb teeth North South Earth  
They should sit down (or remain sitting) for these words:  
then this there the that

## STEP 2



- ▶ Tell the class that they are now going to play a game. Ask children to **Look at pages 40 and 41 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Ask children to tell you what they can see on the board game. Elicit as much vocabulary as possible. Now ask children to look at some of the instructions on the game and tell you what they think the rules are. (Children have been playing board games like this since Grade 2 and by now should be very familiar with the written instructions.)
- ▶ Try and elicit the following rules from the class:
  - In their groups, each child should choose a counter and put it on **START** – the hut.
  - They should take it in turns to throw the dice and move along the path.



If they land on a square with an instruction on it, they should follow that instruction.

The winner is the first child to reach **FINISH** – the rescue ship.

- ▶ Give children plenty of time to play the game in their groups.

*For homework*

Remind children that they should be practising the spelling of the 5 words they have chosen from this unit, and that you will be checking their spelling in the next lesson.

# LESSON 15

## STEP 1

- ▶ Play the tongue twister **Three thousand thin thumbs** (*Songs and Rhymes Tapescript 4.2, Lesson 12*) and ask children to repeat it after the tape.
- ▶ Now play the sound game with the soft 'th' sound and the hard 'th' sound (as in Lesson 14, Step 1). Remind children that they should stand up when they hear words on the tape with the soft 'th' sound as in 'thumb' and they should sit down when they hear words on the tape with the hard 'th' sound as in 'the'.
- ▶ Play the tape, pausing after each word for children to stand up or sit down.



**Listening Tapescript 4.19**

North  
this  
Earth  
then

South  
thumb  
there  
teeth  
that  
the

- ▶ Children should stand (or remain standing) for these words:  
thumb teeth North South Earth  
They should sit down (or remain sitting) for these words:  
then this there the that

## STEP 2



- ▶ Ask children to **Look at pages 48 and 49 of your Skills Book**. Ask **What day is it today?** and elicit the day of the week. Then ask **What's the date today?** and elicit it from the class. Write the day and date on the board. Show children the top of page 48 of their

Today is: \_\_\_\_\_

### My learning record

**1 How well can you do these things?**

1 2 3 4 5

very, very well very well OK not sure not very well

- ◆ understand and talk about survival
- ◆ understand and use did and didn't to talk about the past
- ◆ make and respond to suggestions about survival
- ◆ write sentences about what you did and didn't do in the past
- ◆ read and understand longer stories

**2 What new words can you spell?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 What did you learn in this unit?**

These are some things I've learned about this topic:

\_\_\_\_\_

\_\_\_\_\_

These are some things I would like to learn about this topic:

\_\_\_\_\_

**4 What activities did you like in this unit?**

I liked:

\_\_\_\_\_

I didn't like:

\_\_\_\_\_

**5 How well did you work with others?**

My work with my friends was:

excellent very good good OK not very good

**6 How well did you work?**

My work in this unit was:

excellent very good good OK not very good

Skills Book and ask a child to volunteer to read what is written at the top of the page – 'Today is'. Ask children to write today's day and date on the writing lines.



Now ask children to **Look at activity 1 at the top of page 48**. Point to the pictures of Robby the Robot's face and ask children to look at the words under each one and the numbers above each one. Now read the first statement written underneath to the class. Say **How well can you...** and then point to and read the first statement – **understand and talk about survival?** Point to the pictures of Robby the Robot again and ask **very, very well? very well? OK? not sure? or not very well?** Although the meaning of these adverbs should be clear from the pictures, you may want to use mime and gesture to reinforce the meaning. Get children to think about this statement and then decide for themselves which of these adverbs is right for them. Make sure children understand that they only have to write the number of the face and adverb, not the words, in the diamond at the end of the statement.

- ▶ Quickly read the remaining statements to the class. Use L1 where necessary to support understanding. **Do not** get individual children, or groups of children, to read the statements aloud to the rest of the class. The purpose of the activity is to get children to reflect on

their own learning and not to check their ability to read these statements aloud. Make sure children understand that they have to read all the statements silently and then make a decision about how well they think they can do these things. Remind the class they have to write a number, indicating the adverb, for each statement.

- ▶ Give the class a few minutes to read, think about the statements and record how well they feel they can do these things. While children are doing this, circulate around the class providing support and guidance.

### STEP 3



- ▶ Ask children to **Look at activity 2 on page 48 of your Skills Book**. Remind children that this is where they write some of the words they have learned to spell in this unit.
- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 5 words that they have learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell in the space provided in activity 2. Remind children that they should write their words from memory and not look at the words or copy them. When both children have finished writing their words, they should check and mark each other's spelling.

## STEP 4

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



▶ Ask children to **Look at activity 3 on page 49 of your Skills Book.**

- ▶ Read the first statement to the class – ‘These are some of the things I’ve learned about this topic’. Ask children to discuss this in their groups and then ask the class to suggest some ideas about what they feel they have learned in Unit 4. Encourage children to suggest things that are related to the ideas they have learned about, not just the language.
- ▶ Elicit ideas from the class and help children formulate their ideas so that they can express them in writing using simple sentences. You may want to write the children’s ideas on the board to give them a model to copy. The need to provide this model based on the children’s ideas will vary from class to class depending on the confidence and level of the children.
- ▶ Now read the second statement to the class – ‘These are some things I would like to learn about this topic’. Ask children to discuss this in their groups and then elicit some suggestions from the class. Give children time to think about this and circulate around the class providing support and guidance. You may wish to provide some model sentences on the board based on the children’s ideas. However, children’s responses to this statement will probably be more individual, so try and ensure that children do not feel restricted by any models given.

## STEP 5



▶ Ask children to **Look at activity 4.** Ask them to read the two statements and then look back through Unit 4 and decide what activities they liked and what activities they didn’t like. Encourage children to discuss their ideas in their groups and then elicit a few ideas from individual children. You may want to write useful vocabulary on the board as children suggest their ideas. This would provide a useful support to children writing their individual responses to these statements.

## STEP 6



- ▶ Ask children to **Look at activity 5.** Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that they have to think about their work with their friends, not their individual work. Encourage children to think honestly about their participation and behaviour with others in class and then colour the appropriate shield.
- ▶ Now ask children to **Look at activity 6.** Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that in this activity they have to think about their individual work in this unit. Encourage children to think honestly about their work in this unit and reassure them that it is normal to find some things more difficult than others when learning something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.



# UNIT 5 The world of work

## Aims

### Children will learn how to:

- ▶ Talk about jobs they and their friends want to do
- ▶ Talk about jobs their family members do
- ▶ Read and understand information about a variety of jobs and related skills and activities
- ▶ Understand and talk about time
- ▶ Understand and use the question form of the verb in the present tense
- ▶ Plan their writing
- ▶ Write a simple report
- ▶ Recognise and use the concept of syllabification
- ▶ Listen to a variety of texts for specific information and general understanding

### Main language

- ▶ What do you want to be? What does he/she want to be? What do they want to be?
- ▶ What do you do? What does he/she do?
- ▶ Where do you work? Where does he/she work?
- ▶ What time do you start/finish work? What time does he/she start/finish work?
- ▶ What do you do in your job? What does he do in his job? What does she do in her job?
- ▶ Do you like your job? Does he like his job? Does she like her job?
- ▶ Do you like [helping people]? Yes, I do. No, I don't. Does he/she like [helping people]? Yes, he/she does. No, he/she doesn't.
- ▶ I like [drawing pictures]. He/she likes [meeting new people].

### Vocabulary

- ▶ *Jobs:* astronaut, doctor, driver, fireman, fisherman, Head Teacher, housewife, pilot, policeman, scientist, teacher (R), accountant, actor, architect, artist, builder, carpenter, computer programmer, electrician, engineer, fitness instructor, journalist, mechanic, musician, nurse, photographer, physiotherapist, secretary, sports teacher, tailor, vet
- ▶ *Job related activities:* drawing pictures, working with numbers, doing sport and exercise, working with tools and machines, playing music, meeting new people
- ▶ *Time expressions:* o'clock, a quarter past, half past, a quarter to (R)

### Skills and strategies

- ▶ Apply prior knowledge
- ▶ Categorise
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions for factual information
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information and general understanding
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to a variety of short factual texts for specific information
- ▶ Listen to longer more complex texts for general understanding
- ▶ Write a short report
- ▶ Recognise and use the concept of syllabification
- ▶ Recognise the stress, rhythm and intonation patterns of English through a chant
- ▶ Independent learning skills:
  - plan work using the writing route
  - research information
  - writing and integration of visuals
  - check spelling
  - record progress of project

### Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Play guessing games
- ▶ Play mime games
- ▶ Say a chant
- ▶ Do a role play
- ▶ Do a survey
- ▶ Do an interview
- ▶ Do a project
- ▶ Write a report

In this unit, children will take part in a project to interview an adult about their job. This project links with a project in IT where children learn about interview techniques and analysing skills and activities in different kinds of jobs. You should liaise with the IT teacher to co-ordinate your work.

# LESSON 1

## Before this lesson

You will need to put the World of work poster for Unit 5 on the wall in your classroom. You should put it somewhere where all the children will be able to stand in front of the poster and identify the people and words in it.

## STEP 1

- ▶ Ask children to look at the World of work poster. Ask them to tell you what they can see, for example, **a fisherman, a doctor**, etc.
- ▶ Ask children what they remember about different jobs. They studied this topic in Grade 4. Get children to brainstorm all the different jobs they can remember.
- ▶ Now ask **What jobs do people in your family do?** Elicit examples across the class and then get children to tell each other in their groups.

## STEP 2



- ▶ Ask children to **Look at page 42 and 43 of your Classbook**. Ask them to look at the title of the unit, the pictures on the pages and the pictures in the frieze. Ask them what they think the unit is going to be about. Elicit **jobs**.



- ▶ Ask children to **Look at the pictures in the frieze on page 43**. Ask children to name the jobs they recognise. Give children time to discuss these in their groups and then do a whole class feedback orally. Ask children which of these jobs adults do in their community. Make sure children understand that their community is the group of people who live together in their village or town. Ask if there are other jobs that adults do in their community.
- ▶ Tell children you are going to mime an activity for one of the jobs in the frieze and you want them to guess the job. For example, throwing

a net and fishing [fisherman], driving a car [driver], cradling a baby [housewife] etc. Do one or two examples with the children.

- ▶ Then organise children into groups. Ask children to play the guessing game in their groups. One child mimes an activity for one of the jobs in the frieze and the others in the group guess what it is. Children should take it in turns to mime an activity.

## STEP 3



- ▶ Now ask children to **Look at page 42 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Give children time to discuss ideas in their groups.
- ▶ Elicit ideas from the class. Then ask them to look at the rubric and instruction text for activity 2. Check children's understanding of the task in the usual way. Ask children to read questions 1 and 2 and answer them.



**UNIT 5**     **The world of work**

**1 Look and think.**  
Ahmed and Maha are dreaming about what they want to be when they grow up. Can you guess what they want to be?

**2 Read, listen and check.**  
Listen to these children asking and answering questions about what Ahmed and Maha want to do when they grow up. Check your ideas.

What does Ahmed want to be?  
What does Maha want to be?     What do you want to be?

42

- ▶ Now ask children to listen to the tape and check their answers. Play the tape straight through.



### Listening Tapescript 5.1

Girl 1: What does Ahmed want to be?

Girl 2: He wants to be an astronaut.

Boy 1: What does Maha want to be?

Boy 2: She wants to be a doctor?

Girl 1: What do you want to be?

- ▶ At the end of the tape, elicit the answers to questions 1 and 2 from the children. The answers are as follows:
  1. *Ahmed – an astronaut*
  2. *Maha – a doctor*
- ▶ Now ask children to look at question 3 and to think about their answers. Elicit one or two examples from the class. Then ask children to listen to the tape and repeat the question after the tape. The question is repeated twice [you will not need to rewind] so get children to repeat the question twice.



### Listening Tapescript 5.2

What do you want to be?

*Listening to the question on the tape will give children a good model to practise the natural elision of sounds in the question 'What do you want to be?'*

- ▶ Now ask one child the question. Encourage children to respond with **I want to be a/an ...**. Ask some pairs of children to ask and answer the question across the class
- ▶ Then organise children into groups and ask children to find out what each member of the group wants to be by asking and answering the question.




**UNIT 5**      **The world of work**


**1 Read, think and label.**

Look at the two pictures below. Now look at the two descriptions of jobs. Label each picture with the correct job title.

a



b



1. A vet is a person who looks after sick animals.      2. A tailor is a person who makes clothes.

**2 Read and complete.**

Read these descriptions of jobs and use the words in the frieze to help you complete the sentences.

1. An astronaut is a person who flies in space.

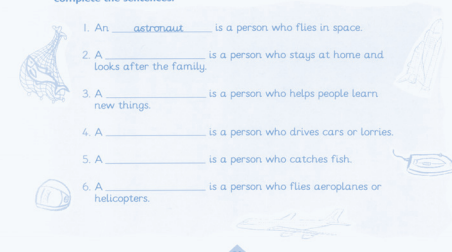
2. A homemaker is a person who stays at home and looks after the family.

3. A teacher is a person who helps people learn new things.

4. A driver is a person who drives cars or lorries.

5. A fisherman is a person who catches fish.

6. A pilot is a person who flies aeroplanes or helicopters.



## STEP 4



- ▶ Ask children to **Look at page of 50 of your Skills Book**. Ask them to look at the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Give children time to discuss the answers in their groups and label the pictures. Remind children to use pencil.
  - ▶ Then do a whole class feedback. Elicit the answers from the class and write them on the board.
 

The answers are as follows:

    - a. *a vet*
    - b. *a tailor*
- Before the next lesson*
- You will need to prepare the 'I want to be ...' sentence strips from the photocopyable pages at the back of this book. You will need one sentence strip for each child in your class.



# LESSON 2

## YOU WILL NEED:

- ▶ **'I WANT TO BE ...'** SENTENCE STRIPS one for each child

## STEP 1

- ▶ Tell children you are going to mime an activity for a job and you want them to guess the job. Try and mime a variety of the jobs that children encountered in Lesson 1.
- ▶ Now organise the class into groups. Ask children to play the guessing game in their groups. One child mimes an activity for a job and the others in the group guess what it is. Children should take it in turns to mime an activity.

## STEP 2



- ▶ Ask children to **Look at page 43 of your Classbook**. Ask children to **Look at the pictures in the frieze**. Elicit the names of the jobs children can see: **pilot, astronaut, housewife, fisherman, driver, teacher**. Ask children to number the pictures from 1–6.



- ▶ Then tell children to **Look at page 51 of your Skills Book**. Ask children to look at the words in the frieze and match them to the pictures in the frieze in their Classbook. Children should write the number of the picture next to the corresponding word in their Skills Book.

- ▶ Do a quick whole class feedback orally.



- ▶ Now ask children to **Look at page 50 of your Skills Book**. Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Give children time to complete the sentences.

*This activity helps to develop children's ability to identify key words in a sentence.*

- ▶ When children finish the activity, get them to compare their answers. Then do a whole class feedback. Write the numbers 1–6 vertically down the board and elicit answers from the class.

The answers are as follows:

1. astronaut
2. housewife
3. teacher
4. driver
5. fisherman
6. pilot

- ▶ Ask children what words in the sentence helped them to decide what each job was.

## STEP 3

- ▶ Ask children **What do you want to be when you finish school?** Elicit examples from children using the question **What do you want to be?** each time. This will give children plenty of opportunity to listen to the question before they have to ask it themselves.
- ▶ Tell them you want them to practise asking the question. Ask children to listen to the tape and repeat the question after the tape. The question is repeated twice [you will not need to rewind] so get children to repeat the question twice.



### Listening Tapescript 5.3

What do you want to be?

*Listening to the question on the tape will give children a good model to practise the natural elision of sounds in the question 'What do you want to be?' It will also give them valuable practice for the language they will need in the next activities.*

- ▶ Now distribute the sentence strips. Give one to each child. Then ask children to complete the sentence 'I want to be ...'. While children are engaged in this activity, circulate around the class providing support and guidance where necessary.
- ▶ Now do a class mingle activity. Ask children to move around the class to find others who want to do the same job as they do. Children should walk around the class asking and answering the question **What do you want to be?** Give children time to circulate around the class finding others who want to do the

same job. Stop the activity when you feel children have had sufficient time to find others who want to do the same job in the class.

- ▶ Ask children to stand with the children they found who want to do the same job. Ask a child to tell you what another child in their group wants to be. For example, ask **What does [Muna] want to be?** Elicit the answer from the child **She wants to be a [teacher].** Repeat this procedure with two more groups. Now ask a child from one group to ask another child the same question. Repeat with more pairs of children so that children can practise the formula **What does she/he want to be? She/he wants to be a [doctor].**
- ▶ Now point to a pair of children in the same group and ask the rest of the class **What do they want to be?** Elicit the answer **They want to be [astronauts].** Repeat this procedure with two more pairs of children. Now get a volunteer to point to a pair of children and ask the rest of the class the same question. Repeat this procedure with a few more volunteers so that children can practise **What do they want to be? They want to be [drivers].**
- ▶ At the end of this activity, ask children to store their sentence strip in their portfolio.

## STEP 4



- ▶ Ask children to **Look at page 51 of your Skills Book.** Tell children they are going to learn a new chant. Ask them to read the title



**1 Read and complete the chant.**  
Read and complete the chant using the words in the box below.

**What do you want to be?**

What do you want to be when you're 21?  
I want to be a film star and have lots of fun.

What do you want to be when you're 22?  
I want to be a baker and make a cake for everyone.

What do you want to be when you're 23?  
I want to be a sailor and sail upon the sea.

What do you want to be when you're 24?  
I want to be a carpenter and use a saw.

What do you want to be when you're 25?  
I want to be a farmer with a big beehive.

What do you want to be when you're 26?  
I want to be a magician and learn lots of tricks.

What do you want to be when you're 27?  
I haven't decided. I'm only eleven.

beehive   you   sea   tricks  
saw   eleven   fun

**2 Listen and match.**  
Look at the 4 jobs on page 43 of your Classbook. Listen and decide which job each person is talking about. Write the letter of the picture showing the job in the boxes below.

1    2    3    4

a housewife  
a fisherman  
a teacher  
a driver  
a pilot  
an astronaut

of the chant – 'What do you want to be?' – and look at the pictures around it and encourage them to guess what the chant is going to be about. Elicit their ideas.

- ▶ Ask children to discuss anything they recognise in the pictures. Now ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.
- ▶ Ask children to tell you the number at the end of line one – **21** – and write it on the board. Ask them to suggest words that rhyme with the number twenty one. Write their suggestions on the board.
- ▶ Now ask children to look at the words in the box at the bottom of the chant and ask them to guess where the words go. Give children time to discuss their ideas and complete the chant. Remind them that they should write the words in pencil.
- ▶ Now play the tape straight through for children to check their work.



### Songs and Rhymes Tapescript 5.1 **What do you want to be?**

What do you want to be when you're 21?  
I want to be a film star and have lots of fun.

What do you want to be when you're 22?  
I want to be a baker and make a cake for you.

What do you want to be when you're 23?  
I want to be a sailor and sail upon the sea.

What do you want to be when you're 24?  
I want to be a carpenter and use a saw.

What do you want to be when you're 25?  
I want to be a farmer with a big beehive.

What do you want to be when you're 26?  
I want to be a magician and learn lots of tricks.

What do you want to be when you're 27?  
I haven't decided. I'm only eleven!

- ▶ At the end of the tape, ask children to compare their ideas. Now rewind and play the tape through again, pausing after each question and answer so that you can check their answers together.
- ▶ If there is time, rewind the tape and play it again. Get children to say the chant together with the tape.

# LESSON 3

## STEP 1



- ▶ Ask children to **Look at the What do you want to be? chant on page 51 of your Skills Book.** Play the chant straight through (*Songs and Rhymes Tapescript 5.1, Lesson 2*). Ask children to read the chant as they listen to the tape.
- ▶ Rewind the tape and play the chant again, pausing after the first question and answer. Ask the class to repeat the question and answer following the rhythm of the tape. It may help for children to gently tap the rhythm of the chant as they say the first two lines. Repeat this procedure for the rest of the chant, pausing after each set of question and answer for children to repeat.
- ▶ Now rewind the tape one more time and play the chant straight through, getting children to join in where they can.

## STEP 2



- ▶ Ask children to **Look at page 43 of your Classbook.** Ask them to look at the pictures on the page and see if they recognise any of the jobs. Now ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure that children understand that they



**1 Look, listen and match.**  
Look at these pictures of people at work. Now read the dialogues underneath the pictures. Match each dialogue to a picture.

**2 Listen and check.**  
Listen to these children asking and answering questions about the people in the photographs. Check that you have matched the pictures correctly.

should read each dialogue and match it to the picture. Tell children to write the correct number in the check box on the picture. Give children time to read the dialogues, write their answers and then compare their ideas.

- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Play the tape straight through, pausing after each dialogue for children to check their answers.



### Listening Tapescript 5.4

**a**

*Girl 1:* What does she do?

*Girl 2:* She's a doctor.

**b**

*Boy 1:* What does he do?

*Boy 2:* He's a policeman.

**c**

*Girl 1:* What does she do?

*Girl 2:* She's a Head Teacher.

**d**

*Boy 1:* What does he do?

*Boy 2:* He's an engineer.

- ▶ Do a whole class feedback. Write the numbers 1–4 vertically down the board and elicit the answers. Write the appropriate letter next to the number:

The answers are as follows:

1 a

2 d

3 b

4 c

## STEP 3

- ▶ Now divide the class in half and get children to repeat the dialogues after the tape in the usual way, with one half repeating the questions and one half repeating the answers. Then get the class to change roles. Play the tape as usual [there are 2 paused repetitions of the dialogues on tape], pausing after each question and answer for children to repeat.
- ▶ Ask children to volunteer to ask other children the question. Get a few pairs of

children to ask and answer the questions across the class.

- ▶ Now organise children into pairs. Get them to ask each other questions about any of the jobs on the page including those in the frieze. While the children are engaged in this activity, circulate around the class providing guidance and support where necessary.

## STEP 4



- ▶ Ask children to look again at the 4 photos in activity 1 and ask them to tell you anything they know about what these people do in their jobs. Discuss their ideas.

- ▶ Tell children that for the next activity they will need both their Classbook and Skills Book.



- ▶ Ask children to **Look at page 51 of your Skills Book**. Ask them to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure that they understand they need to look at the pictures on page 43 of their Classbook and match them to the listening texts. Remind children that they do not need to understand every word. Show them where they should put their answers in the check boxes at the bottom of page 51 of their Skills Book.

- ▶ Play the tape straight through. At the end of the tape, ask children to compare their ideas and discuss their answers.



### Listening Tapescript 5.5

1.  
I usually work in the centre of the town, but sometimes I work on the highways outside town. I usually work from 2.30 in the afternoon until 10.30 at night, but sometimes I work from 10.30 at night until 6.30 in the morning. I try to make sure that everyone drives safely. Sometimes I have to help if there is an accident. I like my job because I like helping people and I really like riding my motor bike!

2.  
I start work at 7 o'clock in the morning and usually finish at 2.30. I look after a school with 24 teachers and more than 600 children. Every day, I talk to teachers and parents about the children in the school. Sometimes I arrange special days at the school so that

parents can come and see their children's work and talk to their teachers. I love my job because I like working with children, teachers and parents.

3.

I work on an oil rig in the desert. I start work at 6.30 in the morning and finish at 2.30 in the afternoon. I take care of the big machines that we use to drill for oil. I calculate how much oil we will get. Sometimes I change the position of the machines so that we can get more oil. I like my job because I like working with machines.

4.

I take care of people who are ill. I sometimes give people medicine to make them well again. I usually work in the hospital from 7.45 in the morning until 4.15 in the afternoon. Sometimes I have to go back to the hospital at nights to see my patients. I like my job very much because I like helping people.

- ▶ Now rewind and play the tape again for children to check their answers. At the end of the tape, ask children to quickly check with each other and then do a whole class feedback. Write the numbers 1–4 vertically down the board and elicit the answers from the class. Write the letters next to the appropriate numbers.

The answers are as follows:

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

*The purpose of this activity is to develop children's ability to listen to longer texts for general understanding.*

#### *Before the next lesson*

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Steps 4 and 5 of the next lesson. If you do not have an OHT available you may like to make photocopied answer check sheets for Step 5.

# LESSON 4

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 4 and 5

### STEP 1



▶ Ask children to **Look at the What do you want to be? chant on page 51 of your Skills Book.**

- ▶ Divide the class into two groups and ask them to face each other. Tell one half of the class to ask the other half the questions in the chant, and ask the other half of the class to say the answers. Play the chant on the tape (*Songs and Rhymes Tapescript 5.1, Lesson 2*) and get children to say the chant across the class.



### STEP 2



▶ Ask children to **Look at page 52 of your Skills Book.** Ask children to look at activity 1 and ask them if they can suggest what they are going to do. Elicit some ideas and then ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure that children understand they should use the 4 job words – *doctor, engineer, Head Teacher, policeman* – to label the paragraphs. Remind children to underline words that help them to

decide their answers. Also remind them that they do not need to understand every word.

- ▶ While children are engaged in the activity, circulate around the class providing guidance and support where necessary. Once children have finished the activity, ask them to discuss their ideas and compare their answers. Then do a whole class feedback. Write the letters *a–d* vertically down the board. As you elicit their answers, write the job title in the appropriate place.

The answers are as follows:

- doctor
- Head Teacher
- engineer
- policeman

- ▶ Discuss with children the words in the text that helped them to match the description to the job.

*This activity helps develop children's skill in identifying key words in reading texts.*

### STEP 3



▶ Tell children to **Look at page 53 of your Skills Book.** Show the class the picture of Robby the Robot and ask them if they can tell you what they are going to learn about in this activity. Ask children to read the word in the



**1 Read and label.**  
Read these descriptions of jobs. Use the information in the text to decide which job is being described. Underline the words in the text that help you match the job to the description. Label each text with the title of the job.

**a**  
I take care of people who are ill. I sometimes give people medicine to make them well again. I usually work in the hospital from 7.45 in the morning until 4.15 in the afternoon. Sometimes I have to go back to the hospital at night to see my patients. I like my job very much because I like helping people.

**b**  
I start work at 7 o'clock in the morning and usually finish at 2.30. I look after a school with 24 teachers and more than 600 children. Every day, I talk to teachers and parents about the children in the school. Sometimes I arrange special days at the school so that parents can come and see their children's work and talk to their teachers. I love my job because I like working with children, teachers and parents.

**c**  
I work on an oil rig in the desert. I start work at 6.30 in the morning and finish at 2.30 in the afternoon. I take care of the big machines that we use to drill for oil. I calculate how much oil we will get. Sometimes I change the position of the machines so that we can get more oil. I like my job because I like working with machines.

**d**  
I ride a motor bike in my job. I usually work in the centre of town, but sometimes I work on the highways outside town. I usually work from 2.30 in the afternoon until 10.30 at night, but sometimes I work from 10.30 at night until 6.30 in the morning. I try to make sure that everyone drives safely. Sometimes I have to help if there is an accident. I like my job because I like helping people and I really like riding my bike!



**1 Read and think.**  
When we say some words, we can break them down into smaller parts called syllables. Some words are easier to read and say if you break them down into syllables.

**2 Think and write.**  
Look at these job words. Some of the syllables are missing. Write the missing syllable in the space and then write the whole word.

1. fis her man  
2. doc \_\_\_\_\_  
3. ar tect \_\_\_\_\_  
4. as taut \_\_\_\_\_  
5. ga neer \_\_\_\_\_

**3 Think and sort.**  
Look at all the job words under the charts. Sort them into words with 2, 3 or 4 syllables and write them in the correct space on the charts.

2 syllables      3 syllables      4 syllables

architect      doctor      actor      mechanic      housewife  
photographer      electrician      accountant      teacher      driver  
secretary      astronomer      artist      policeman      fisherman  
pilot      musician      engineer

robot's tummy – 'SOUNDS' – and then show them the streamer coming from his head with the words 'Syllables' written on it. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Ask children what they can remember about syllables in words from Grade 5. Children may remember some of the syllable songs they created. Then ask children to read the text by themselves. Give children time to read and then discuss the text with them. Ask them to look at the word *fish|er|man*. Get them to clap the syllables as they say the word with you (3 claps). Ask them **How many syllables are there?** and elicit **three**.

## STEP 4



- ▶ Now ask children read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children where they can check a word if they are not sure of the spelling. Children may suggest they can look at previous pages of their Classbook and Skills Book, the poster or at the Word Store at the back of their Classbook.
- ▶ Do the first word – *po| |man* – with children as an example. Ask children to say what the word is and elicit **policeman**. Explain that the word is divided into syllables. Say the word and clap the syllables. Ask them how many syllables there are and elicit **three**. Show them how the word is divided into syllables. Ask them to spell the letters of the missing syllable and elicit **l-i-c-e**. Write the complete word on the board and show children where they should write their answers. Now ask children to complete the rest of the activity in their groups. Remind children to look through their Classbook and Skills Book and the poster to help them complete the words.
- ▶ While children are engaged in this activity, circulate providing support and guidance where necessary. When children have completed the activity, do a whole class feedback. Write the numbers 2–5 vertically down the board, or use a prepared OHT if you have one. Ask children what number 2 is and elicit **doctor**. Say the word and ask them how many syllables there are. Elicit **two**. Ask them to spell the letters of the missing syllable and elicit **o-r**. Then write the word on

the board next to the number. Now repeat the same feedback procedure for the remaining words.

The answers are as follows:

1. *po|lice|man*
2. *doc|tor*
3. *ar|chit|ect*
4. *as|tro|naut*
5. *en|gi|neer*

- ▶ Make sure children check each other's work.

## STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure children understand that they should sort the words into categories according to how many syllables each word has. Encourage children to say the words to each other and to try and identify the number of syllables in each word. Remind children that clapping the syllables will help them to say the words. Do one or two words with the class as examples. Show them where they should write their answers.
- ▶ Give children time to do the activity. While children are engaged in the task, circulate around the class providing support and guidance where necessary.
- ▶ Once children have finished the activity, ask them to listen and check their ideas. Play the tape, pausing after each word for children to check their answers. Check children's answers orally and ask children to repeat the words after the tape.



### Listening Tapescript 5.6

#### 2 syllable words

doctor  
pilot  
actor  
artist  
teacher  
housewife  
driver

#### 3 syllable words

architect  
astronaut  
accountant  
musician  
mechanic

policeman  
fisherman  
engineer

#### 4 syllable words

photographer  
secretary  
electrician

- ▶ At the end of the tape, do a whole class feedback. Use a prepared OHT if you have one, or give each group a photocopy of the table below so children can check their answers.

2 syllables	3 syllables	4 syllables
doctor pilot actor artist teacher housewife driver	architect astronaut accountant musician mechanic policeman fisherman engineer	photographer secretary electrician

- ▶ Make sure children check each other's work.



*These activities provide an opportunity to assess how well children have understood the concept of syllabification.*

#### For homework

Tell the class that you would like them to learn to spell these 6 job words: *artist, pilot, architect, engineer, electrician, photographer.*

Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio.

Ask children if they can remember how to learn to spell words. Encourage children to try and describe the look, cover, write and check method. Remind them that they should use the following procedure:

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

Encourage children to use this to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling after a few lessons.

#### Before the next lesson

You will need to prepare sets of Jobs Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

## LESSON 5

### YOU WILL NEED:

- ▶ **JOBS CHECK SHEET 1** one for each group

### STEP 1

- ▶ Give each group a copy of Jobs Check Sheet 1 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and

repeating this procedure until all the questions have been asked and answered correctly.

### STEP 2



- ▶ Ask children to **Look at pages 44 and 45 of your Classbook.** Ask the class to identify anything they recognise in the pictures. Ask them to tell you what they know about the jobs they can see. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Encourage children to underline words in the text that help them to match the e-mails to the pictures. Show them the check boxes in the pictures. Make sure children know that they do not need to understand every word in the e-mails.

**1 Read and match.**

Maha is doing a project about jobs. She has asked friends in the IKC to write to her to tell her about the jobs that members of their families do. Read what they wrote in the e-mails and match them to the pictures.

**a**



To: maha@ikc.com  
From: suzy@ikc.com  
Subject: My sister's job

Dear Maha,  
This is my sister Paula. She's a fitness instructor. She works in a gym with lots of other people. She works from 4 o'clock in the afternoon until 10 o'clock at night. Paula teaches people to do exercises in time to music. This is called aerobics. She usually teaches classes of 20 to 30 students. Paula likes her job because she loves keeping fit and helping others to keep fit too!  
I want to go to Paula's classes but she says I'm too young!  
Bye!  
Suzy

**1**

**b**



To: maha@ikc.com  
From: david@ikc.com  
Subject: My cousin James

Dear Maha,  
My cousin James is an artist. He works in an office with three other artists. He starts work at 8.45 and usually finishes at 5.15. In his job, he draws cartoons for films. He has to read the story and draw pictures to show what is happening. First, James draws some ideas for pictures on paper and then he draws his final pictures on a computer. He loves his job because he likes drawing and using the computer.  
In the summer, James has promised to show me how to draw cartoons on the computer!  
Hope this helps you with your project.  
David

**2**

**2 Ask and answer.**

What does Toshi's dad do?

He's a pilot.

**1**

Where does Paula work?

She works in a gym.

**2**

**3**

To: maha@ikc.com  
From: maria@ikc.com  
Subject: My aunt's job

Dear Maha,  
This is my Aunt Kate. She's an astronaut. Last year, she flew in the space shuttle and did some experiments in space. When she went out of the shuttle into space, she wore a special space suit. The space suit has oxygen so that astronauts can breathe because there's no air in space. When she's on Earth, she usually works in a science laboratory doing experiments about travelling in space. Her job is very exciting and very dangerous! She loves her job because she loves exploring space.  
When she was in space she took some photographs of Earth for me - they're fantastic!  
Write again soon!  
Maria

**3**

**4**

To: maha@ikc.com  
From: toshi@ikc.com  
Subject: My dad's job

Dear Maha,  
My dad is a pilot. He flies all over the world. He usually only works for 4 days and then he has 3 days free. He uses the airplane computers a lot in his job. They tell him if the airplane is safe before he starts a flight and then tell him if there are any problems while he is flying the airplane. They also tell him how high and how fast he is flying. He likes his job because he likes flying aeroplanes and he likes travelling, too.  
I like flying too! I want to be a pilot like my dad.

**4**

What time does James start work?

At 8.45.

What time does James finish work?

At 5.15.

Does Kate like her job?

Yes, she does.

Why?

Because she loves exploring space.

This activity develops children's skills in reading longer texts for general understanding.

- ▶ While children are engaged in the activity, circulate around the class providing guidance and support where necessary. Once children have finished the activity, ask them to discuss their ideas and compare their answers. Then do a whole class feedback. Write the letter a–d vertically down the board. As you elicit their answers, write the number next to the appropriate letter. The answers are as follows:
  - 4
  - 1
  - 3
  - 2
- ▶ Discuss with children the words in the text that helped them to match the e-mails to the pictures.

**A** This activity provides an opportunity to assess how well children are able to read longer texts for general understanding.

**STEP 3**

- ▶ Now ask children to read the rubric for activity 2. Tell them that they will hear children asking and answering questions about the people in the e-mails. Ask children to tell you the number of the e-mail that matches each dialogue they hear. Play the first dialogue and pause the tape. Give children time to find the e-mail and then elicit the number of the

e-mail. Repeat this procedure with the remaining three dialogues.

**Listening Tapescript 5.7**

- 1.**

Girl 1: What does Toshi's dad do?

Girl 2: He's a pilot.  
[e-mail number 4]
- 2.**

Boy 1: Where does Paula work?

Boy 2: She works in a gym.  
[e-mail number 1]
- 3.**

Girl 1: What time does James start work?

Girl 2: At 8.45.

Girl 1: What time does James finish work?

Girl 2: At 5.15.  
[e-mail number 2]
- 4.**

Boy 1: Does Kate like her job?

Boy 2: Yes, she does.

Boy 1: Why?

Boy 2: Because she likes exploring space.  
[e-mail number 3]

**STEP 4**

- ▶ Ask one child to volunteer to ask another child the question from dialogue 1. Elicit the answer from the second child. Repeat this procedure with the remaining dialogues until all 4 dialogues have been practised. Now ask children to work in pairs and get them to ask and answer similar questions about the other



people on pages 44 and 45. You may want to get a pair of children to demonstrate this before children start to work in their pairs.

## STEP 5



- ▶ If there is time, you may want to get children to do the **What do you want to be?** chant. Ask children to look at the chant on page 51 of their Skills Book.
- ▶ Divide the class into two groups and ask them to face each other. Tell one half of the class to ask the other half the questions in the



chant, and ask the other half of the class to say the answers. Try and ensure that the half of the class that asked the question in the previous lesson now answer the questions in the chant and vice versa. Play the tape (*Songs and Rhymes Tapescript 5.1, Lesson 2*) and get children to say the chant across the class.

### Before the next lesson

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Steps 3 and 4 of the next lesson.

# LESSON 6

## YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 3 and 4

## STEP 1



- ▶ Ask children to **Look at the What do you want to be? chant on page 51 of your Skills Book.**

- ▶ Divide the class into two groups and ask them to face each other. Tell one half of the class to ask the other half the questions in the chant, and ask the other half of the class to say the answers. Try and ensure that the half of the class that asked the question in the

previous lesson now answer the questions in the chant and vice versa. Play the tape (*Songs and Rhymes Tapescript 5.1, Lesson 2*) and get children to say the chant across the class.



## STEP 2



- ▶ Ask children to **Look at pages 44 and 45 of your Classbook.** Ask them a question about when one of the characters starts or finishes work. For example, ask **What time does Paula start work?** Give children time to find the e-mail containing the information and then elicit the answer from a volunteer – **She starts work at 4 o'clock.** Ask a child to volunteer to ask the class a question about the time one of the other characters starts and finishes work. Ask the class to listen carefully to the question and then find the



e-mail containing the answer. Elicit the answer from a volunteer. Finally, ask the class **What time do you start school?** and elicit the correct time from the class. Tell children that in the following activities they are going to talk about time.

## STEP 3



- ▶ Ask children to **Look at page 54 of your Skills Book.** Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the



**1 Look and think.**  
Can you remember how to say the time in English? o'clock

What is the time now?

a quarter to      a quarter past

half past

**2 Look, listen and think.**  
Look at these times and listen to the tape.

It's two o'clock.      It's a quarter past two.      It's half past two.      It's a quarter to three.

Now think and complete these rules about saying the time in English.

We use \_\_\_\_\_ for complete hours.

We use \_\_\_\_\_ for 15 minutes and \_\_\_\_\_ for 30 minutes.

We use \_\_\_\_\_ before the hour and \_\_\_\_\_ after the hour.

**3 Think and complete.**  
Look at these different types of clocks. Complete the missing times.

<b>4.05</b>	_____	_____	<b>3.40</b>
five past four	twenty past four	five to four	twenty to four
<b>4.10</b>	<b>4.25</b>	<b>3.50</b>	_____
ten past four	twenty five past four	ten to four	twenty five to four

robot's tummy – 'WORDS' – then show them the streamer coming from his head with the words 'Time expressions' written on it. Ask them to read the rubric for activity 1. Check children's understanding of the task in the usual way. Ask them to discuss the two questions – 'Can you remember how to say the time in English?' and 'What is the time now?' – in their groups. Then ask a volunteer to tell the class the time now. Draw their attention to the clock face. Ask children if they can tell you what the big hand on a clock tells us and try and elicit **the minutes**. Then ask them to tell you what the small hand tells us and try and elicit **the hour**.

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Play the tape straight through once. Ask the class to point to each clock as they hear the time.



### Listening Tapescript 5.8

It's two o'clock.  
It's a quarter past two.  
It's half past two.  
It's a quarter to three.

- ▶ Now play the tape again [you will not need to rewind] and ask the class to point to each clock as they hear the time. Pause after each time expression, and ask children to repeat it after the tape.
- ▶ Now ask the class to read the rubric below and see if they can complete the rules by Robby's hands. Give them time to discuss their ideas.



*This activity provides an opportunity to assess children's understanding and use of time expressions.*

- ▶ Do a whole class feedback. Elicit the answers orally and write them on the board, or use a prepared OHT if you have one. The rules are as follows:  
*We use o'clock for complete hours.*  
*We use a quarter for 15 minutes and half for 30 minutes.*  
*We use to before the hour and past after the hour.*

## STEP 5



- ▶ Now ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Show them the two clock faces for 4.05. Explain that the numbers show a digital clock. Ask if anyone in the class has a digital watch. Then explain that we normally say **five past four** for both clock faces. Now ask them to look at the clocks and the digital times to see what information is missing. Make sure they understand that they need to draw the time on the clock or write the numbers in the digital clock.

### Note

Some children may say **three twenty** or **three forty** instead of **twenty past three** or **twenty to four**. Tell them that this is another way of saying the time and that this is correct as well. The most common standardised way of telling the time has been taught up to now, as it is a very difficult concept for many children to grasp, particularly in another language. If you feel your class are secure in their understanding of time and time telling, you may want to elaborate on the different ways of telling the time.

- ▶ While children are engaged in the activity, circulate around the class giving guidance and support where necessary.



*This activity provides an opportunity to assess children's understanding and use of time expressions.*

- ▶ When children have finished, do a whole class feedback. As you elicit the answers, write them on the board or use a prepared OHT.

### For homework

Remind children to learn the spelling of these words: *artist, pilot, architect, engineer, electrician, photographer*. Tell children you will check their spelling of these 6 words in a later lesson.

# LESSON 7

## STEP 1



▶ Ask children to **Look at the What do you want to be? chant on page 51 of your Skills Book.**

▶ Ask children to decide in their groups who will ask the questions and who will answer them. Play the chant (*Songs and Rhymes Tapescript 5.1, Lesson 2*) and get children to say the chant across their groups.



## STEP 2



▶ Ask children to **Look at page 46 of your Classbook.** Ask them to read the rubric for activity 1. Then read the first sentence to the children and discuss the concept of choosing a job that interests you. Discuss with children the importance of thinking of jobs that involve activities that interest them.

▶ Now ask children to look at the pictures below. Explain that they show some of the activities that people do in different jobs. Ask them if they like doing any of these activities. Give children time to discuss the question in their groups. Then elicit one or two answers from around the class. Ask them for suggestions for other activities that people might do in their jobs.



**1 Think and match.**

It is very important when you think about the kind of job you might want to do to think about the activities you like doing. Look at the pictures below. They show some activities that people do in different kinds of jobs. Do you like doing any of them?

Match each activity to a picture.

- drawing pictures
- working with numbers
- doing sports and exercise
- working with tools and machines
- playing music
- meeting new people

**2 Listen and complete.**

Listen to these 2 children talking about the activities they like and don't like doing. Complete the chart. Put a tick ✓ for the things they like doing and a cross X for the things they don't like doing.

	Ben		Maria	
	Yes	No	Yes	No
drawing pictures				
working with numbers				
doing sports and exercise				
working with tools and machines				
playing music				
meeting new people				

**3 Ask and answer.**

Does Maria like working with numbers?  
Yes, she does.

Does Ben like working with numbers?  
No, he doesn't.

▶ Now ask children to read the instruction text above the photos. Check their understanding of the task in the usual way. Make sure children understand that they should match the activities to the pictures. Show children where they should write their answers.

▶ Once children have finished, do a whole class feedback. Write the numbers 1–6 vertically down the board. As you elicit their answers, write the letters next to the appropriate number:

The answers are as follows:

- b
- a
- d
- e
- c
- f

*This activity, and the ones following it, gently raise children's awareness of the activities and skills involved in different jobs. It also begins to sensitise them to the need to consider the activities they enjoy when thinking of future career choices.*

## STEP 3

*This activity develops children's skills in listening to longer aural texts for specific information.*



▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Make sure that children understand they should tick ✓ the things that Ben and Maria like doing in the **Yes** column and put a cross X for the things they don't like doing in the **No** column.

▶ Play the tape straight through once.



### Listening Tapescript 5.9

Ben: Maria, can I ask you some questions for the jobs survey?

Maria: Yeah sure. Can I ask you as well?

Ben: Sure, OK. Do you like drawing pictures?

Maria: Yes, I do. What about you?

Ben: Oh, yes. I love drawing pictures. What about working with numbers?

## STEP 4

*Maria:* I really like working with numbers. I'm always doing maths puzzles.

*Ben:* Oh, I don't like working with numbers. I find it really boring.

*Maria:* Oh, well. We can't all like the same things. What about doing sports and exercise? Do you like doing that?

*Ben:* Yes! I love sports. Basketball is my favourite game.

*Maria:* Yuk! I don't like doing sports and exercise. It's boring.

*Ben:* Oh, I think it's really exciting. What about working with tools and machines? Do you like that?

*Maria:* Yes, I do.

*Ben:* Mmm. Me too. I like helping my dad make things out of wood.

*Maria:* Oh, yeah! Me too! OK – music. I really like playing music. What about you?

*Ben:* Oh, I don't like playing music but I like listening to it.

*Maria:* I like listening to it and I like playing it.

*Ben:* Last question! Do you like meeting new people?

*Maria:* Yes! I love making new friends.

*Ben:* Oh, yes, me too! I've made so many new friends with the IKC.

*Maria:* Yeah, me as well. Last year ...  
[sfx. fade out]

- ▶ Ask children to compare their ideas and then rewind and play the tape again for them to check their answers. Pause after each question and answer for children to check their ideas against the tape.
- ▶ Give children time to check again in their groups and then do a whole class feedback. Elicit the answers orally from the class or use a prepared OHT.  
The completed chart should look like this:

	Ben		Maria	
	Yes	No	Yes	No
drawing pictures	✓		✓	
working with numbers		X	✓	
doing sports and exercise	✓			X
working with tools and machines	✓		✓	
playing music		X	✓	
meeting new people	✓		✓	



- ▶ Ask children to read the rubric for activity 3. Ask children to read the text in the speech bubbles and listen to the dialogue on the tape. Play the tape straight through.



### Listening Tapescript 5.10

*Girl 1:* Does Maria like working with numbers?

*Girl 2:* Yes, she does.

*Boy 1:* Does Ben like working with numbers?

*Boy 2:* No, he doesn't.

- ▶ Now divide the class in half and get children to repeat the dialogues after the tape in the usual way, with one half repeating the questions and one half repeating the answers. Then get the class to change roles. Play the tape as usual [you will not need to rewind, as there are 2 paused repetitions of the dialogues on tape], pausing after each question and answer for children to repeat.
- ▶ Ask children to volunteer to ask other children a different question about Ben and Maria using the information in the chart. Get a few pairs of children to ask and answer similar questions about Ben and Maria.
- ▶ Now organise the class into pairs. Ask children to ask and answer questions about the rest of the activities in the chart. While children are engaged in this activity circulate around the class providing guidance and support where necessary.

### For homework

Tell children that you want them to choose 6 words that they would like to learn to spell from this unit. Remind children to use the look, cover, write and check method.

Make sure children understand that they can choose the 6 words they want to spell. Explain that at the end of the unit, when they do their self-evaluation, you will ask them to spell the words. Children should practise spelling these words in their free time. Encourage them to keep a record of the new words they want to learn to spell in their exercise book, and eventually in their portfolio.

You should also remind them to learn the spelling of the 6 job words you asked them to learn: *artist, pilot, architect, engineer, electrician,*

photographer. Tell children you will check their spelling of these 6 words in a later lesson.

*Before the next lesson*

You will need to prepare the Activity card Job words. You will need enough for one job word for each group in your class.

# LESSON 8

**YOU WILL NEED:**

- ▶ **JOB WORD ACTIVITY CARDS** one for each group

## STEP 1

- ▶ Tell the class you are going to mime an activity for a job and that you want them to guess the job. Mime an activity and elicit an answer from the class for the job that you are miming. You may have to mime a variety of actions before the class guess the job correctly.
- ▶ Now tell the class that you are going to give them a job word and that in their group they must decide what activities they can mime that demonstrate that job. For example, for a carpenter, children might decide a sawing action or a hammering action would demonstrate what the job is.
- ▶ Give each group a different Job word Activity card and ask them to brainstorm in their groups the actions that would demonstrate what their job is. Give children time to discuss their ideas and practise the actions in their groups. When children are ready, ask them to demonstrate their actions, as a group, to the rest of the class. Encourage the class to guess what the job might be. If anyone guesses correctly the group should hold up their job word to confirm the guess. Ask each group to perform their actions and get the rest of the class to guess the job words.

*This simple mime activity gently raises children's awareness of the tasks involved in certain jobs.*

## STEP 2



- ▶ For this activity, tell children they will need both their Classbook and Skills Book. Ask children to **Look at page 55 of your Skills**



**Book.** Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Ask them to read the sentences about Ben below the instruction text and to find the information in the chart on page 46 of their Classbook.

- ▶ Now ask them to look for information about Maria in the chart and ask them to write one sentence about some of the things she likes doing and one sentence about some of the things she doesn't like doing.
- ▶ When children have finished writing the sentences, ask them to check each other's work. Then ask for volunteers to read you their sentences.

## STEP 3



▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children to complete the chart for



**1 Read and write.**

Look at the chart on page 46 of your Classbook. Now read these sentences.  
Ben likes drawing pictures and doing sports and exercise.  
He doesn't like working with numbers.

Now look at the information about Maria. Write a sentence about the things she likes doing and a sentence about the things she doesn't like doing.

---

**2 Do a survey.**

Look at the chart. Complete the chart for yourself. Put a tick for the things you like doing and a cross for the things you don't like doing.  
Now ask a friend about the activities they like doing. Record the information on the chart.

	You		Your friend	
	Yes	No	Yes	No
drawing pictures				
working with numbers				
doing sports and exercise				
working with tools and machines				
playing music				
meeting new people				

*Do you like drawing pictures? Yes, I do.* *Do you like drawing pictures? No, I don't.*

---

**3 Write about your friend.**

Now look at the information about your friend. Write a sentence about the things they like doing and a sentence about the things they don't like doing.

---

**4 Write about yourself.**

Now write sentences about the things you like doing and the things you don't like doing. Show your sentences to a friend.  
Put your sentences in your portfolio.

themselves. Get them to tick ✓ the things they like doing and to put a cross ✗ against the things they don't like doing. Give children time to do this.

- ▶ Ask them what question they would ask to find out the information from their friends. Now ask them to read the text in the speech bubble. Ask one child the question **Do you like [drawing pictures]?** Get the child to look at their chart and respond. Encourage them to say **Yes, I do** or **No, I don't**. Ask one child to ask another child a similar question across the class. Repeat this with a few more pairs of children
- ▶ Now divide the class into pairs. Ask them to interview their friend about the things they like and don't like doing. Get them to record the information on the chart. While children are engaged in this activity, circulate around the class giving support and advice where necessary.



*This activity provides an opportunity to assess children's ability to ask and answer questions about likes and dislikes using the present tense.*

## STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Make sure that children understand that they should use the information recorded in their chart from their survey of their friend's likes and dislikes to write their sentences. Remind them to look at the sentences in activity 1 as examples.

## STEP 5



- ▶ Now ask children to look at Portfolio Pete in activity 4 at the bottom of the page. Ask children what they think they are going to do. Then ask them to read the instruction text. Children should write sentences about themselves using the information in the chart. When they finish, they should show them to a friend and then put them in their portfolio.
- ▶ If there is not enough time in the lesson, children should finish these sentences for homework and show them to their friend at the beginning of the next lesson.

### *For homework*

Remind children to learn the spelling of the 6 job words you asked them to learn: *artist, pilot, architect, engineer, electrician, photographer*. Tell children you will check their spelling of these 6 words in a later lesson.

You should also remind them to continue learning the spelling of the 6 words they have chosen themselves to learn from this unit.

### *Before the next lesson*

You will need to prepare the Activity card Job words. You will need enough for one job word for each group in your class.

You will also need to prepare sets of Job role play cards. You will need one set of 6 cards for each group.

# LESSON 9

## YOU WILL NEED:

- ▶ **JOB WORD ACTIVITY CARDS** one for each group
- ▶ **JOB ROLE PLAY CARDS** one set of cards for each group

## STEP 1

- ▶ Tell the class you are going to mime an activity for a job and that you want them to guess the job. You may have to mime a variety of actions before the class guess the job correctly.
- ▶ Now tell the class that you are going to give them a job word and that in their group they must decide what activities they can mime that demonstrate that job. For example, for a carpenter, children might decide a sawing action or a hammering action would demonstrate what the job is.
- ▶ Give each group a different Job word Activity card. Try and give each group a different job word from the one they had in the last lesson. Ask children to brainstorm in their groups the actions that would demonstrate what their job is. Give children time to discuss their ideas and practise the actions in their groups. When children are ready, ask them to demonstrate their actions, as a group, to the rest of the class. Encourage the class to guess what the job might be. If anyone guesses correctly, the group should hold up their job word to confirm the guess. Ask each group to perform their actions and get the rest of the class to guess the job words.

## STEP 2



- ▶ Ask children to **Look at page 47 of your Classbook**. Ask them to look at the pictures and discuss who they can see and what they think is happening. Give children time to discuss this in their groups and then elicit their ideas. Children should recognise the IKC members: **Suzy, David, Toshi, Maria**. They may also suggest the following jobs: **an artist, a fitness instructor, an astronaut, a pilot**. Children may also suggest that IKC members are interviewing these people.

- ▶ Now ask the children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Make sure that they understand that they should listen to the interview and decide what question each person is answering.
- ▶ Now ask children to read the questions for the first picture. Ask them to discuss in their groups possible answers to the question. Then elicit their ideas. Repeat the same procedure with the other pictures.

*This pre-listening activity puts the listening in context and gives children a real purpose for listening.*

- ▶ Now play the tape, pausing after each interview to give children time to tick the question they think the person is answering. At the end of the listening task, ask children to compare their ideas.



## Listening Tapescript 5.11

- Suzy's sister:** I work in a gym with lots of exercise machines.

**Suzy:** Thanks a lot.
- David's cousin:** Well, usually, I start work at 8.45 in the morning.

**David:** Thank you very much.



**Listen and check.**


Look at these children from the IKC. They are interviewing members of their family about their jobs. Listen and decide what question each person is answering. Tick ✓ the correct question.

1. Suzy interviewed her sister.

a. Where do you work?

b. What time do you start work?


c. Do you like your job?


2. David interviewed his cousin.

a. What do you do in your job?

b. What time do you start work?


c. Where do you work?


3. Toshi interviewed his dad.

a. What time do you finish work?

b. Do you like your job?


c. What do you do in your job?


4. Maria interviewed her aunt.

a. What do you do in your job?

b. Do you like your job?

c. What time do you start work?



Make 3 lists of all the job words that you know ending in -er, -or and -ist.

Teacher Aocher Aenish

3.  
*Toshi's dad:* I fly planes. In fact, I fly people to countries all over the world.  
*Toshi:* Thanks, Dad.

4.  
*Maria's aunt:* Yes, I do. It's so exciting. I really love my job!  
*Maria:* That's great. Thanks.

- ▶ Now play the tape again [you will not need to rewind]. Pause after each interview and give children time to check their answers. At the end of the listening task, do a whole class feedback in the usual way. Write the letter of each question next to the appropriate number.

The answers are as follows:

1. a. *Where do you work?*
2. b. *What time do you start work?*
3. c. *What do you do in your job?*
4. b. *Do you like your job?*



Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity on the computer screen on page 47 of the Classbook. Remind children that they can do these extra tasks whenever they finish early or in their free time.

### STEP 3



▶ Ask children to **Look at page 48 of your Classbook**. Ask them to read the rubric and instruction text. Check their understanding of the task in the usual way. Now tell the children to listen to some children playing the



**1 Do a role play.**  
 Put the role cards face down in the middle of your desks. Everyone pick up a role card. In pairs in your group, interview each other to find out what your jobs are.

**2 Do a project.**  
 Think of someone you would like to interview about their job. Think about the questions you would like to ask them. Talk about the questions you want to ask with your friends. When you have decided on your questions, write them on cut-out page 75 at the back of your Skills Book.

game. As they listen, children should read the text in the speech bubbles.



### Listening Tapescript 5.12

*Girl 1:* Where do you work?

*Girl 2:* In an office.

*Girl 3:* What time do you start work?

*Girl 4:* I start work at 7 o'clock.

*Boy 1:* What do you do in your job?

*Boy 2:* I teach people to drive.

*Boy 3:* Do you like your job?

*Boy 4:* Yes, because I like using computers.

- ▶ Now divide the class in half, and get children to sit face to face. Ask one half of the class to repeat the questions after the tape, and the other half to repeat the answers. Play the tape again [you will not need to rewind], pausing after the first question and answer for children to repeat. Repeat the procedure for the second question and answer.

- ▶ Now tell the class to change roles, and get the half who repeated the questions the last time to repeat the answers, and vice versa. Play the tape for the third conversation, pausing after the question and answer for children to repeat. Repeat the procedure for the fourth question and answer.

*This activity provides valuable language practice to support children in the following role play activity.*

### STEP 4



▶ Now organise children into pairs in their groups. Tell them they are going to do a similar role play. Tell children they will have a set of role play cards that they must put face down on the table as in the picture in their Classbook. Explain to the class that they must imagine they are interviewing each other about their jobs. Ask the class what question you would ask if you want to know what somebody's job is. Elicit **What do you do?**

- ▶ Now tell the class how to play the game. One child in the pair should pick up a role card. This gives them information about what they do, the hours they work, what they do in their job and whether they like their job. The other child should interview them about their job, using the questions they have just practised. They should take it in turns to pick up a role card. Children should put their role cards back



in the middle of the table when they have finished with them, so that other children in the group can use them.

- ▶ While children are engaged in this activity, circulate around the class providing guidance and support where necessary. At the end of the activity, collect in the role cards.



This activity provides an opportunity to assess children's ability to ask and answer questions about people's jobs using the present tense.

#### At the end of the lesson

Tell the class that in the next lesson they are going to discuss doing a project where they really do interview someone about their job.

#### For homework

Tell the class that you would like them to learn to spell these 3 job words: *doctor, dentist, teacher*.

Ask children to write these words in their exercise books or on a piece of paper and put it in their portfolio. Encourage children to use the look, cover, write and check method to help them to spell the words. Children should practise spelling these words in their free time. Tell them you will check their spelling after a few lessons.

You should also remind them to continue learning the spelling of the other 6 job words you asked them to learn: *artist, pilot, architect, engineer, electrician, photographer*. Tell children you will check their spelling of these 6 words in a later lesson.

You should also remind them to continue learning the spelling of the 6 words they have chosen themselves to learn from this unit.

## LESSON 10

### YOU WILL NEED:

- ▶ **SCISSORS**

### STEP 1



- ▶ Tell the class that they are going to do a project to find out about some of the jobs that adults do in their community. Ask children to **Look at page 48 of your Classbook**. Ask children to read the rubric and instruction text for activity 2.

- ▶ Get children to decide who they want to interview. Try and encourage children to interview different people as far as possible. For example, they may choose to interview members of their family, people in the school or in the larger community. When children have decided, ask them to tell their friends who they are going to interview.



- ▶ Ask children to **Look at the Project Record Sheet on page 85 of your Skills Book**. Tell children that this record will help them plan and check their project. Make sure that children do not cut out the page now, but


that they leave it in their Skills Book until they have finished the project.

- ▶ Ask children to look at **stage 1** on their Project Record Sheet. Ask them to write the name of the person they want to interview, in pencil, in the appropriate place and then tick box 1 when they have done it. (Children may



**Project Record Sheet**  
Do an interview and write a job report.  
Tick each stage of your project as you complete it.

1. Who do you want to interview? Write their name here.
2. Make a questionnaire for your interview.
3. How will you record the information from the interview?  
Will you use a tape recorder or camera?  
Will you write the answers on the questionnaire or in your exercise book?  
Write your ideas here.
4. When and where will you do your interview? Write your ideas here.
5. Plan the information for your job report.
6. Write the first draft of your job report.
7. Ask your friends to check your writing.
8. Make any changes to your writing.
9. Add any pictures to your job report. Display your work.
10. Finally, store your work in your portfolio.





**1 Look and guess.**  
Maha interviewed her Uncle Hamad for her project. Look at the photographs. Can you guess what his job is?

**Oman News Sport**

Monday 26 March, 2007 12:00pm OMS 1000

...-ash Seeb, Al Nasr triumph

... of Wadhwa had one of

**2 Listen and write.**  
Listen to Maha's interview with her uncle. Fill in the missing information. Use some of the words in the box to help you.

in 1

- Hamad is a \_\_\_\_\_.
- He works in a big \_\_\_\_\_ in Muscat.
- He starts work at \_\_\_\_\_.
- He usually finishes at \_\_\_\_\_.
- He writes about \_\_\_\_\_.
- He likes his job because \_\_\_\_\_ and he travels and meets new people.

8 o'clock	dentist
office	school
6 o'clock	science
journalist	4 o'clock
7 o'clock	sports
writing	he loves sports

This pre-listening activity puts the listening in context and supports children in listening to more extended dialogues by predicting vocabulary areas.

**STEP 4**

- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Explain that they will hear Maha interviewing her uncle on the tape and that they should fill in the missing information. Ask them to look at the incomplete sentences and tell you what sort of information is missing. Elicit some ideas from the class.
- ▶ Now draw children's attention to the words in the box next to the sentences. Explain that some of these words, not all, may help them to complete the sentences as they listen.
- ▶ Now play the tape straight through.



**Listening Tapescript 5.13**

**Maha:** Hello Uncle Hamad. Can you help me? I've got to interview someone about their job for my project. Can I interview you?

**Hamad:** Yes, that's fine, Maha.

**Maha:** Thank you. OK. What do you do?

**Hamad:** I'm a journalist. I write for the Oman News.

**Maha:** Oh. I'm sorry, but how do you spell journalist?

**Hamad:** That's OK. It's a very long word. It's j-o-u-r-n-a-l-i-s-t.

**Maha:** OK. That's great. Umm. Where do you work?

**Hamad:** I work in a big office with lots of other journalists.

**Maha:** That's nice. OK. Umm. What time do you start work?

**Hamad:** I start at 8 o'clock, not too early.

**Maha:** That's good. And ... what time do you finish work?

**Hamad:** I usually finish at about 4 o'clock.

**Maha:** Every day?

**Hamad:** Oh, no. Not every day. Some days I go to watch football matches and those are in the evenings, so I work until quite late.

**Maha:** Oh ... What do you do in your job?

**Hamad:** Well, lots of different things really. I write about sports for the newspaper. I go to football matches and other sports events. Sometimes I interview people. Sometimes I travel to other countries to watch sports events. Last year I went to the Grand Camel Race in Dubai. It was very exciting, I really enjoyed it.

**Maha:** That sounds great. How do you remember what happens when you watch a football match or when you interview someone?

**Hamad:** Well, sometimes I use a tape recorder when I interview people, but usually I just write notes. When I get back to the office, I type up my report on the computer.

**Maha:** Oh, I see. Do you like your job?

**Hamad:** Oh, yes. I like it very much. I love sports and I get to travel and meet new people. It's great. I hope I can keep writing about sports for many more years.

**Maha:** I'm sure you will, Uncle Hamad. Thank you so much for your time.

**Hamad:** You're welcome, Maha.

- ▶ At the end of the tape, ask children to compare their ideas. Then rewind and play the tape again. Ask them to listen again and check their answers.
- ▶ Do a whole class feedback. Write the numbers 1–6 vertically down the board. As you elicit the answers from the class, write the missing information on the board next to the numbers.

The answers are as follows:

1. *journalist*
2. *office*
3. *8 o'clock*
4. *4 o'clock*
5. *sports*
6. *he loves sports*

*This activity develops children's skill in listening to longer more complex texts for specific information.*

## STEP 5



- ▶ Now ask children to look at the answer to the first sentence and think about what question Maha asked. Elicit ideas. Children should be able to suggest **What do you do?** Now ask children to think about the question for the second sentence. Children should be able to suggest **Where do you work?** Now

ask children to work together to decide what the other questions should be.

### *For homework*

Remind children that they should be practising the spelling of the 9 words you have asked them to learn: *doctor, dentist, teacher, artist, pilot, architect, engineer, electrician, photographer*. Tell them you will be checking their spelling in later lessons.

Remind them that they should also be practising the spelling of the 6 words they have chosen to learn from this unit.

### *Before the next lesson*

You will need to prepare sets of Jobs Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

# LESSON 11

## **YOU WILL NEED:**

- ▶ **JOBS CHECK SHEET 2** one for each group

*At the beginning of the lesson*

Check that children have completed *stage 4* of their Project Record Sheet.

## STEP 1

- ▶ Give each group a copy of Jobs Check Sheet 2 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2



- ▶ Ask children to **Look at page 56 of your Skills Book**. Show the class the picture of Robby the Robot and ask if they can tell you what they are going to learn about in this activity. Ask children to read the word in the robot's tummy – 'LANGUAGE' – then show them the streamer coming from his head with the word 'Present simple questions' written on it. Now ask the class to read the rubric and information text in activity 1. Give children time to read the information. They should be familiar with these concepts, as they studied them in Grade 5.
- ▶ Now ask children to read the information again and complete the rules by Robby's hands. When children have finished, elicit the following rules:
- We use do and does to make questions in the present simple.*
- We use don't and doesn't to make the negative in the present simple.*

**1 Read and think.**

We use the present simple to talk about daily activities and things that are true.  
**Read this true information.**

Paula works in a gym. They like maths.  
 Paula doesn't work in an office. They don't like sport.

Does Paula work in a gym? Yes, she does.  
 Do they like sport? No, they don't.

**Read the information again and then complete the rules.**

We use \_\_\_\_\_ and \_\_\_\_\_ to make questions in the present simple.  
 We use \_\_\_\_\_ and \_\_\_\_\_ to make the negative in the present simple.

**2 Read, write and think.**

When we want to ask questions about daily activities and things that are true, we use the auxiliary verb *do* and *does* to help the main verb.

Do you like working with numbers?  
 Yes, I do. / No, I don't. / I don't mind.

Look at page 46 of your Classbook and page 55 of your Skills Book. Find one question beginning with *Do* and one question beginning with *Does*. Write the questions and answers here.

1 \_\_\_\_\_  
 2 \_\_\_\_\_

**Read the questions and answers again and then complete the rule.**

You can answer *Do/Does* questions with \_\_\_\_\_ or a short answer.

**3 Read and write.**

Some question words begin with the letters 'Wh-'. These are called 'Wh' questions.  
 What...? Where...? What time...?

Look through Unit 5 of your Classbook and Skills Book. Find an example of a 'What...' question, a 'Where...' question and a 'What time...' question. Write them here.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

Find the answers to the questions and write them under the questions.

We cannot answer \_\_\_\_\_ questions with *Yes* or *No*, we must give more information.

**STEP 3**



Now ask children to read the rubric and information text for activity 2. Discuss the examples in the speech bubbles with the class. Then ask them to read the instruction text. Check their understanding of the task in the usual way. Get children to find an example of a question beginning with 'Do' and a question beginning with 'Does' on pages 46 of their Classbook and 55 of their Skills Book. Ask children to copy the examples onto the writing lines and add the answers.



- ▶ Now ask children to read the questions and answers they have written again and use these to complete the rule below by Robby's hand.
- ▶ When children have finished, elicit the following rule:  
*You can answer Do/Does questions with Yes, No or a short answer.*

**STEP 4**



- ▶ Ask children to read the rubric and information text for activity 3 on page 57 of their Skills Book. Ask them to find an example of each type of question in the unit of their Classbook and Skills Book and get them to copy the questions and answers they choose onto the writing lines below.
- ▶ Now ask them to read the questions and answers that they have written again and use these to complete the rule by Robby's hand.

- ▶ When children have finished, elicit the following rule:  
*We cannot answer 'Wh' questions with Yes or No, we must give more information.*

*These activities provide an opportunity to assess children's ability to understand and use the question form in the present tense.*

*For homework*

Remind children that they should be practising the spelling of the 9 words you have asked them to learn: *artist, pilot, architect, engineer, electrician, photographer* and *doctor, dentist, teacher*. Tell them you will be checking their spelling in later lessons.

Remind them that they should also be practising the spelling of the 6 words they have chosen to learn from this unit.

*For the next lesson*

Ask children to bring the information they have gathered from their interviews to the next lesson.

*Before the next lesson*

You will need to prepare sets of Jobs Check Sheet 3 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one sheet for each group.

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Step 5 of the next lesson.

# LESSON 12

## YOU WILL NEED:

- ▶ **JOBS CHECK SHEET 3** one for each group
- ▶ **SCISSORS**
- ▶ **OHT (optional)** for Step 5

## STEP 1

- ▶ Give each group a copy of Jobs Check Sheet 3 from the photocopiable pages at the back of this Teacher's Book. Tell the class they are going to have a reading race. Follow the usual procedure for conducting a reading race, reminding children that only one child from a group at a time can come to the poster (for further help, see the introduction of this book or Unit 1, Lesson 4, Step 1).
- ▶ Do a whole class feedback in the usual way, by asking a child in one group to ask a child in another group one of the questions and repeating this procedure until all the questions have been asked and answered correctly.

## STEP 2



- ▶ Ask children to **Look at page 50 of your Classbook**. Ask the class to read the rubric and instruction text. Check their understanding of the task in the usual way.



**1 Read and think.**  
Look at Maha's report about her uncle's job.

### My Uncle Hamad

My Uncle Hamad is a journalist. He writes about sports for a newspaper. He works in a big office. He usually starts work at 8 o'clock and finishes work at about 4 o'clock.



Uncle Hamad writes about sports. He often goes to football matches and other sports events. He also interviews people who take part in different sports. Last year, Uncle Hamad went to the Grand Camel Race in Dubai. It was very exciting and he really enjoyed it.



Sometimes Uncle Hamad uses a tape recorder to interview people, but usually he just takes notes. When he watches football matches, he writes notes and then writes his article later on his computer.

Uncle Hamad likes his job very much because he loves all sports and because he gets to travel and meet new people. He hopes to keep writing about sports for many years.

50

Make sure children realise that this is Maha's final report of her job interview with her Uncle Hamad.

## STEP 3



▶ Ask children to **Look at page 58 of your Skills Book**. Ask them to read the rubric and the heading 'Planning your Writing'. Ask them if they remember the steps in the writing route. If not, refer them quickly to 8 of their Classbook. Tell them that they are now going to look more closely at planning their writing of their job report. Read the instruction text to children and discuss the concept with the class. Then ask children how they might plan and structure their writing. Elicit ideas from children.



- ▶ Now ask them to look at Maha's mind map showing her plans for writing up her interview.
- ▶ Give children a few minutes to look at the mind map. Then explain to children that making a map like this can help to organise your ideas so they make sense. Ask them what order they think these sections could be in.
- ▶ Now ask them to look at the mind map again and to compare it with Maha's report on



**1 Read, think and label.** **Planning your writing**  
It is important before you start writing to organise your ideas. Look at Maha's mind map below.

Introduction  
journalist  
works in office  
starts at 8 o'clock  
finishes at 4 o'clock

Information about job  
writes about sports  
goes to football matches  
Interviews people  
Grand Camel Race

Conclusion  
Likes his job  
wants to continue

More information about job  
uses a tape recorder  
takes notes  
uses a computer

Uncle Hamad

There needs to be a clear order for writing your ideas. Look at Maha's mind map again. Now look at her writing on page 50 of the Classbook. Write the number of each paragraph on Maha's mind map.

**2 Read and think.**  
When we write about factual information we often organise our writing in the same way Maha has.  
We start with a general introduction.  
Then, we write more detailed information.  
Finally, we write a conclusion.  
Look at cut-out page 73 at the back of your Skills Book. Use this mind map to help you plan and draft your writing.

**3 Think and write.**  
When we write about facts or true information and daily routines we use the present simple. Look at Maha's writing on page 50 of your Classbook and underline all the verbs in the present simple.  
Use all the information on this page to help you write your report.

58



page 50 of the Classbook. Children should look at Maha's report and then number the paragraphs on Maha's mind map.



- ▶ Do a quick class feedback. Elicit the number of each paragraph orally from the class.

The answers are as follows:

*paragraph 1 Introduction*

*paragraph 2 Information about job*

*paragraph 3 More information about job*

*paragraph 4 Conclusion*

## STEP 4

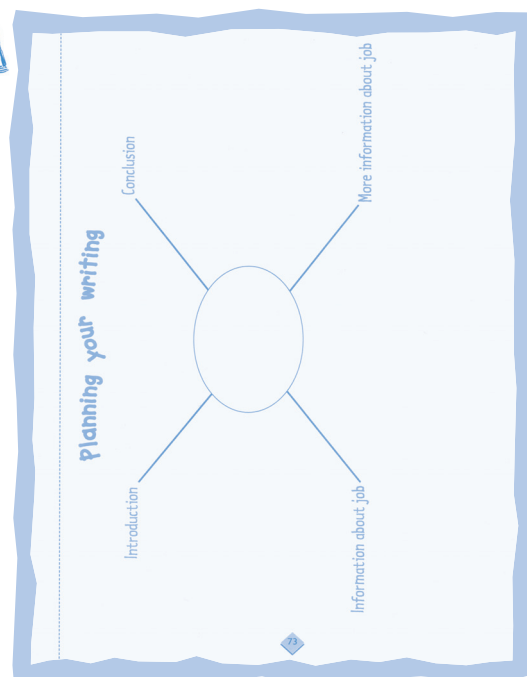


- ▶ Ask children to read the rubric and information text in activity 2. Then read the three sentences to the class and discuss the ideas. Ask children to find the introduction in Maha's writing and discuss with them the main ideas. Then ask them to tell you what the main ideas for the next two paragraphs are. Finally ask them to show you the closing paragraph (the conclusion) and discuss the main idea.



- ▶ Now ask children to **Look at the mind map on cut-out page 73 at the back of your Skills Book**. Distribute the scissors and ask children to cut the page out carefully. Ask them to use this mind map to help them plan and draft their writing in a similar way to Maha. Make sure that children have their interview information available.

- ▶ While children are planning their writing, circulate around the class giving guidance and support where necessary.



- ▶ When children have finished planning their writing ask them to tick [stage 5](#) on their Project Record Sheet.

## STEP 5



- ▶ When children have finished their plans, ask children to read the rubric and information text for activity 3 on page 58 of their Skills Book. Check their understanding of the task in the usual way.

- ▶ When children have finished underlining the present simple verbs, do a whole class feedback orally, or use a prepared OHT and underline the verbs as children suggest them to you. Remind children to use the present simple when they write their report.



- ▶ Tell children to use all the information on page 58 of their Skills Book to help them plan and write the first draft of their report.

- ▶ Ask children to write up their job report in draft form. Encourage children to use Maha's job report on page 50 of the Classbook as a model for their work. When children have finished their first draft, ask them to tick [stage 6](#) on their Project Record Sheet.



- ▶ If children do not finish their first draft in the lesson, ask them to complete this for homework and bring it to the next lesson

### For homework

Remind children to learn the spelling of the first 6 job words you asked them to learn: *artist, pilot, architect, engineer, electrician, photographer*. Tell children you will check their spelling of these 6 words in the next lesson.

Tell children that they should continue to learn the other 3 job words you asked them to learn: *doctor, dentist, teacher*. Tell them you will be checking their spelling of these 3 words in the lesson after next.

Remind them that they should also be practising the spelling of the 6 words they have chosen to learn from this unit.

### Before the next lesson

If you have access to an OHP, you will need to prepare an OHT for the whole class feedback in Step 2 of the next lesson.

# LESSON 13

## YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

## STEP 1

- ▶ Tell children that you are now going to check their spelling of the first 6 job words you asked them to learn: *artist, pilot, architect, engineer, electrician, photographer*.



- ▶ Ask children to **Look at page 60 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the first six writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 5.14

1. architect
2. artist
3. electrician
4. engineer
5. pilot
6. photographer

- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **architect**. Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other 5 words.

## STEP 2

- ▶ Ask children to think about the writing route and ask them what they should do after they have written the first draft of the project. Children should remember that next they need to review and revise their work.



- ▶ Now ask children to **Look at page 59 of your Skills Book**. Tell them they are going to help Ben review his writing. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Ask children what sort of mistakes

they might find. Elicit some ideas such as spelling, punctuation, grammar and vocabulary.

- ▶ Do the first one with them as an example. Ask children to read the title and decide if it is correct or not. Children should see that the question mark is missing. Show them how the full stop has been underlined and show them how the question has been rewritten on the first writing line.
- ▶ Now ask children to read the text and find 5 more mistakes. Get them to check their ideas in their groups and make sure they underline the words and write the corrections on the writing lines.
- ▶ While children are engaged in this activity, circulate around the class giving support and advice where necessary.
- ▶ When children have finished, do a whole class feedback. Elicit the mistakes and their corrections. Write the corrections on the board as you elicit children's ideas, or underline the mistakes in the text if you have an OHT. Make sure children check their work is correct.

The corrections are as follows:

**mistake**

*What's his job.*

*tom*

**correction**

*What's his job?*

*Tom*



**1 Read and find.**  
Look at Ben's first draft of his project about his brother's job. There are 6 mistakes in his draft. Can you help Ben find and correct them?

**What's his job...**  
My brother tom is an animal doctor. He in a big animal hospital works. He works from 9 o'clock to 6 o'clock every day.  
Tom takes care of animals when they are ill. He sees lots of dogs, cats, rabbits and birds every day.  
Sometimes Tom has to go out to farms to visit ill animals. He looks after farm animals like cows, horses and sheep.  
Tom liking his job. He's vet.

**2 Read and match.**  
Look at these different kinds of mistakes. Write the number of each kind of mistake next to the mistakes Ben made in his writing.

1. Capital letters ✓ Correct: Hamad X Incorrect: hamad	4. Word order ✓ Correct: I like playing football. X Incorrect: I like football playing.
2. Punctuation ✓ Correct: What do you do? X Incorrect: What do you do.	5. Missing words ✓ Correct: What do you do? X Incorrect: What you do?
3. Spelling ✓ Correct: teacher X Incorrect: teacher	6. Grammar ✓ Correct: He works in an office. X Incorrect: He work in an office.

**3 Think and check.**  
Do you have problems with these types of mistakes when you write in English? Remember to check for these different kinds of mistakes when you correct your own or your friends' writing.



<i>mistake</i>	<i>correction</i>
<i>docter</i>	<i>doctor</i>
<i>He in a big animal hospital works.</i>	<i>He works in a big animal hospital.</i>
<i>Tom liking his job.</i>	<i>Tom likes his job.</i>
<i>He's vet.</i>	<i>He's a vet.</i>

- ▶ Ask them what Ben should do next. Elicit some ideas from the class, for example that he should correct his mistakes, or get a friend to help him, etc.

### STEP 3



- ▶ Now ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children to look at the different types of mistakes. Then try and get children to tell you what's missing or incorrect about each of the mistakes (marked 'Incorrect'). For example, in number 1, try and elicit that 'H' in 'Hamad' should be a capital because it is a name. Repeat this procedure with the other examples.
- ▶ Now ask children to look at the instruction text again. Get children to look at Ben's writing again and ask them to identify the type of mistakes. Do the first one with them as an example. Ask children to read about capital letters. Now ask them to look at Ben's writing and find a mistake he made with capitals. Elicit that he should have written his brother's name – Tom – with a capital letter. Then tell children to write the number of the mistake – 1 – next to their correction of Ben's writing. If you have an OHT, you might like to demonstrate this on the OHT. If not, demonstrate this with your writing on the board.
- ▶ Ask children to find the rest of the mistakes in the same way. When they have finished, tell them to check their work with a friend. Then do a whole class feedback. Point at each mistake in turn and elicit the number of the mistake. Write this number next to the mistake and then ask children to tell you what is wrong with what Ben wrote.

The answers are as follows:

*What's his job?*

*mistake 2 (punctuation) – he didn't write the question mark*

*Tom*

*mistake 1 (capital letters) – he wrote a small t for Tom*

*doctor*

*mistake 3 (spelling) – he spelled the word incorrectly: 'docter'*

*He works in a big animal hospital.*

*mistake 4 (word order) – he wrote the words in the wrong order in the sentence*

*Tom likes his job.*

*mistake 6 (grammar) – he wrote 'liking' instead of 'likes'*

*He's a vet.*

*mistake 5 (missing words) – he missed out the word 'a'*

### STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 3. Get children to discuss the question in their groups. Then remind children that they should try and check for these type of mistakes when they correct their own and their friends' writing.

- ▶ Ask children to look at each other's first drafts of their job reports and to help their friends to make any corrections or changes. Tell them to use page 59 of the Skills Book to help them. When children have done this, ask them to tick [stage 7](#) on their Project Record Sheet.



*For homework*

Remind children to learn the spelling of the other 3 job words you asked them to learn: *doctor*, *dentist*, *teacher*. Tell children you will check their spelling of these 3 words in the next lesson.

Remind them that they should also be practising the spelling of the 6 words they have chosen to learn from this unit.

*For the next lesson*

You will need to take some poster paper for children to display their job reports on. You should also take glue, scissors and coloured pens or pencils in case children need them to complete their displays.

# LESSON 14

## YOU WILL NEED:

- ▶ **POSTER PAPER**
- ▶ **BLU-TAC**
- ▶ **SCISSORS**
- ▶ **GLUE**
- ▶ **COLOURED PENS/PENCILS**



them to tick [stage 8](#) on their Project Record Sheet. Remind children to add any pictures or photographs to make their report more interesting. Encourage children to mount their reports and accompanying pictures on coloured card to make a display of their work. Ask children to tick [stage 9](#) on their Project Record Sheet when they have done this.

## STEP 1

- ▶ Tell children that you are now going to check their spelling of the 3 job words you asked them to learn: *doctor, dentist, teacher*.



- ▶ Ask children to **Look at page 60 of your Skills Book**. Ask them to look at activity 2 and show them the writing lines. Tell the class that you are going to play the tape, and that they must write the words they hear on the next three writing lines in activity 2. Tell children that this is something they must do on their own, and not to look at their friend's work.

- ▶ Play the tape. Pause after each word to give children time to write.



### Listening Tapescript 5.15

1. dentist
  2. doctor
  3. teacher
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **dentist**. Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Repeat this procedure for the other 2 words.

## STEP 2



- ▶ Ask children to **Look at cut-out page H on page 61 of your Classbook**. Ask children to remove the cut-out page carefully. Tell children that this is where they should write the final draft of their job report. If they already have other plans and wish to do that instead, let children do what they originally planned. If not, encourage them to use this cut-out page for their final draft.
- ▶ Ask children to write the final draft of their job reports. When children have done this, ask

- ▶ If you have time in this lesson, make a display called 'People who work in our community'. If not, remember to put up the display before the next lesson. When you have put up your display, encourage children from other classes to come and look at it.

## STEP 3



- ▶ Ask children to **Look at page 51 of your Classbook**. Ask them to read the rubric for activity 1 and see if they can guess what they are going to do. Elicit some ideas and then ask them to read the instruction text. Check their understanding of the task in the usual way. Children should look at the career cards and tick the activities they like doing.
- ▶ When children have finished ticking the activities, explain that these activities are usually connected with the type of jobs written at the bottom of each card. If they have ticked more than 3 activities on one



**1 Find a job.**

Look at the career cards below. Read the activities and tick ✓ the things you like doing.  
If you tick 3 or more of the activities on one of the cards, you might want to choose one of the jobs on that card. Circle the jobs you might want to do.

**Do you like ... ?**

- helping other people
- working with other people
- studying and reading a lot
- solving problems
- understanding other people's problems

You might want to be:  
a doctor, a teacher,  
a policeman, a nurse

**Do you like ... ?**

- drawing
- working with your hands
- working with tools
- working with numbers
- creating things

You might want to be:  
an artist, a photographer,  
an architect, a carpenter

**Do you like ... ?**

- working with numbers
- using computers
- solving problems
- working carefully without making mistakes
- working in a group and by yourself

You might want to be:  
a scientist, an accountant, an  
engineer, a computer technician

**Do you like ... ?**

- playing sports and doing exercise
- working outside
- working with your hands and body
- helping others

You might want to be:  
a fitness instructor, a builder,  
a fireman, a physiotherapist

card, then they might like to choose one of the jobs on the card as a job they might like to do when they grow up. Ask them to circle the jobs they might like to do and then ask them to talk about their choices with their friends.

- ▶ Give children time to discuss their cards with their friends. Then ask for volunteers to tell the class what they discovered.
- ▶ Now ask the class to find the sentence strip that they stored in their portfolio at the beginning of the unit where they wrote what they wanted to be. Ask them if, after having looked at the career cards, they would like to change or add anything to what they wrote. If so, ask them to make any changes.

*For homework*

Remind children that they should also be practising the spelling of the 6 words they have chosen to learn from this unit. Tell them that you will be checking their spelling in the next lesson.

# LESSON 15

*Before this lesson*

Make sure that children's job reports are displayed in the classroom. Try and put everything at a height where children will be able to see it easily.

## STEP 1

- ▶ Give children some time to walk around and look at the display of each other's job reports.

## STEP 2



▶ Ask children to **Look at pages 60 and 61 of your Skills Book.** Ask **What day is it today?** and elicit the day of the week. Then ask



**What's the date today?** and elicit it from the class. Write the day and date on the board. Show children the top of page 48 of their Skills Book and ask a child to volunteer to read what is written at the top of the page – 'Today is'. Ask children to write today's day and date on the writing lines.



▶ Now ask children to **Look at activity 1 at the top of page 60.** Point to the pictures of Robby the Robot's face and ask children to look at the words under each one and the numbers above each one. Now read the first statement written underneath to the class. Say **How well can you...** and then point to and read the first statement – **understand and talk about jobs and their activities?** Point to the pictures of Robby the Robot again and ask **very, very well? very well? OK? not sure? or not very well?** Although the meaning of these adverbs should be clear from the pictures, you may want to use mime and gesture to reinforce the meaning. Get children to think about this statement and then decide for themselves which of these adverbs is right for them. Make sure children understand that they only have to write the number of the face and adverb, not the words, in the diamond at the end of the statement.

- ▶ Quickly read the remaining statements to the class. Use L1 where necessary to support

Today is: \_\_\_\_\_

### My learning record

**1 How well can you do these things?**

1 2 3 4 5

very, very well    very well    OK    not sure    not very well

- ◆ understand and talk about jobs and their activities
- ◆ read and understand factual information about different jobs
- ◆ ask and answer questions in the present tense
- ◆ understand and talk about time
- ◆ ask and answer questions about activities you and your friends like doing
- ◆ write a short report about someone's job

**2 What new words can you spell?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 What did you learn in this unit?**

These are some things I've learned about this topic:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

These are some things I would like to learn about this topic:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 What activities did you like in this unit?**

I liked:

\_\_\_\_\_

I didn't like:

\_\_\_\_\_

**5 How well did you work with others?**

My work with my friends was:

excellent    very good    good    OK    not very good

**6 How well did you work?**

My work in this unit was:

excellent    very good    good    OK    not very good

understanding. **Do not** get individual children, or groups of children, to read the statements aloud to the rest of the class. The purpose of the activity is to get children to reflect on their own learning and not to check their ability to read these statements aloud. Make sure children understand that they have to read all the statements silently and then make a decision about how well they think they can do these things. Remind the class they have to write a number, indicating the adverb, for each statement.

- ▶ Give the class a few minutes to read, think about the statements and record how well they feel they can do these things. While children are doing this, circulate around the class providing support and guidance.

### STEP 3



- ▶ Ask children to **Look at activity 2 on page 60 of your Skills Book**. Remind children that this is where they write some of the words they have learned to spell in this unit.
- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 6 words that they have learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell in the space provided in activity 2. Remind children that they should write their words from memory and not look at the words or copy them. When both children have finished writing their words, they should check and mark each other's spelling.

### STEP 4

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



- ▶ Ask children to **Look at activity 3 on page 61 of your Skills Book**.
- ▶ Read the first statement to the class – 'These are some of the things I've learned about this topic'. Ask children to discuss this in their groups and then ask the class to suggest some ideas about what they feel they have learned in Unit 5. Encourage children to suggest things that are related to the ideas they have learned about, not just the language.
- ▶ Elicit ideas from the class and help children formulate their ideas so that they can express them in writing using simple sentences. You may want to write the children's ideas on the board to give them a model to copy. The need to provide this model based on the children's ideas will vary from class to class depending on the confidence and level of the children.
- ▶ Now read the second statement to the class – 'These are some things I would like to learn about this topic'. Ask children to discuss this in their groups and then elicit some suggestions from the class. Give children time to think about this and circulate around the class

providing support and guidance. You may wish to provide some model sentences on the board based on the children's ideas. However, children's responses to this statement will probably be more individual, so try and ensure that children do not feel restricted by any models given.

## STEP 5



- ▶ Ask children to **Look at activity 4**. Ask them to read the two statements and then look back through Unit 5 and decide what activities they liked and what activities they didn't like. Encourage children to discuss their ideas in their groups and then elicit a few ideas from individual children. You may want to write useful vocabulary on the board as children suggest their ideas. This would provide a useful support to children writing their individual responses to these statements.

## STEP 6



- ▶ Ask children to **Look at activity 5**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if

they can tell you what they have to do. Make sure children understand that they have to think about their work with their friends, not their individual work. Encourage children to think honestly about their participation and behaviour with others in class and then colour the appropriate shield.

- ▶ Now ask children to **Look at activity 6**. Ask children to read the rubric and the statement and then look at the 5 shields. Ask children if they can tell you what they have to do. Make sure children understand that in this activity they have to think about their individual work in this unit. Encourage children to think honestly about their work in this unit and reassure them that it is normal to find some things more difficult than others when learning something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

*At the end of this lesson*



Don't forget to remind children to complete **stage 10** of their Project Record Sheet when they have placed their project in their portfolio. Remind them to cut out their Project Record Sheet carefully from the back of the Skills Book and put that in their portfolio as well.

# Assessment & evaluation

Assessment and evaluation are important features of the educational process.

- **Assessment** is the process of collecting information about a child's attainment. Its function is to determine what a child is actually achieving in relation to agreed criteria.
- **Evaluation** is the process of making a judgement about the assessment information in order to reflect between the present situation and what the situation ought to be.

## Evaluation

Evaluation is a tool for providing a global analysis of the effectiveness of the educational curriculum and for effecting change within it at all levels. The whole teaching-learning context needs to be evaluated in all areas (for example, the teaching methods, the materials, the individual learner, etc) in order to provide accurate feedback with which to improve on the processes which lead to successful teaching and learning. Analysing the performance of children alone does not provide adequate information to effect these changes.

The basis of evaluation in the course is the teacher's own reflection on the teaching-learning process in their own classroom. This involves:

- planning the lesson
- using the plan in class
- observing what children do in class
- reflecting on the lesson

Your lesson plans, observations, and analysis should be recorded in a lesson record. This will provide an ongoing record to help you adapt your teaching to follow up what children need to learn next.

## Continuous assessment

At this stage, assessment is still mainly based on your daily observation of the children and the children's own self-evaluation. The major emphasis will continue to be ongoing assessment, as in earlier grades, but there will be an increasing element of paper and pencil testing that will

develop gradually through the grades. A detailed system of continuous assessment is provided with *English for Me*, enabling you and the child to monitor progress throughout the course.

Continuous assessment will continue to include the use of profile charts and self-evaluation tools as currently used in Grades 1–5. These reflect children's increasing cognitive and linguistic development. Continuous assessment will include information gathered from portfolios, projects, and pencil and paper progress tests, as well as your daily observations.

The Teacher's Book includes a series of profile charts to be used throughout each semester to keep a record of your observation. Assessment should form a part of your daily classroom activities.

## Self-evaluation

It is important to give children a sense of the progress they are making in class, so that eventually they can become autonomous learners, capable of deciding for themselves what they need to learn and how they need to learn it. This autonomy has been developed in cycle 1 through very simple self-evaluation activities.

Self-evaluation activities appeared in Grade 5 in the Skills Book at the end of every unit. This continues in Grade 6. Notes on how to carry out these self-evaluation activities are provided in each unit. The activities concentrate on the particular objectives of each unit, and encourage children to think about the extent to which they feel they have achieved these objectives. They also provide useful feedback for the teacher on how the children enjoyed the activities and how they feel they performed in class. The self-evaluation is primarily for children, but it also provides useful information for the teacher, who can use it to help assess children's progress.

These self-evaluation statements should be looked at systematically and the information in them taken account of when you are compiling your reports. This feedback will complement your own observations, and will also help to highlight potential problems. If problems arise, they can often be solved by giving extra help, recycling some of the language, or changing the pace of activities.

## The use of profile charts to record continuous assessment

There must be a clear idea of what is to be learned in the teaching programme for effective teaching and assessment to take place. The objectives for Grade 6 of *English for Me* are stated on page 166.

All information on children's progress and achievements should be recorded on the profile charts, which are as follows:

- Profile Chart – Attainment Targets (one for each unit)
- Profile Chart – Project Work
- Profile Chart – Portfolios
- Profile Chart – Progress Tests

These profile charts contain information on:

- attainment targets for each unit
- development of learning strategies and attitudes
- results of progress tests

The profile charts are a summary of all observations recorded. More detailed information may be found in the portfolio, your own lesson plans, reflections and records.

The profile charts are not intended to be given to the child or the parent. They should, however, form the basis of the child's written report. The profile charts should also be made available to administrators and other teachers for consultation.

Your record of each child's attainment should be kept on the Profile Charts. For a copy of these charts, see pages 168–175. The charts are designed for a class of up to 35 children. You should record in the box the level of attainment for each child for each attainment target using the simple keys provided for each chart.

## Classroom observation

Children's performance in class will be measured against a set of attainment targets for each unit, which reflect the objectives for each grade. Information should be gathered from:

- your daily observation of children's performance in class
- project work and portfolio work

Achievement and progress should be recorded on the Profile Chart – Attainment Targets for the appropriate unit, using the descriptors below, and should give you an overall picture of the children's progress. This information should feed back immediately into the teaching–learning process.

- A confidently with no support
- B independently with occasional support
- C some support needed
- D more time and support needed
- E not covered/not achieved

The profile charts for recording information regarding the specific attainment targets for the unit are easier to complete if you focus on a small group of children at a time. You can decide to focus on this group over several lessons if necessary. You should aim to record the attainment targets for each child by the end of every unit.

These should be recorded in the box on the Profile Chart – Attainment Targets. The design is such that as a child progresses through the unit and develops confidence in use of the target language, then you can easily adjust the chart to reflect this progress. You may choose to look back at a later point in the course and adjust these still further and update them.

## Project work

As part of the course, children will be involved in working on individual and group projects periodically throughout the semester. For example, they might be making a classroom display, keeping an exercise diary, writing a report, etc. The projects are designed to use the target language and skills stated for the unit. The linguistic targets as identified in the unit should be assessed through daily observations which are recorded on the Profile Chart – Attainment Targets.

For example, in Unit 1 (*Creative crafts*), for the Omani craft project, the following objectives are all included in the attainment targets for this unit:

- can write short factual descriptions of arts and crafts
- can use the verb 'to be' to talk about factual information
- can apply the common conventions for punctuation

They should be recorded in the normal way on the Profile Chart – Attainment Targets.

In addition to classroom observation where specific objectives are noted and recorded on the Profile Chart – Attainment Targets, projects will also reflect children's developing strategies and attitudes to learning. A grade should be given at the end of each project for each of the following elements:

- effort put into the project
- organisation of the work
- co-operation with others
- initiative

These should be assessed using the following criteria and recorded on the Profile Chart – Project Work:

- A Excellent
- B Very good
- C Good
- D Satisfactory
- E Not satisfactory

You will then need to look at the grades for each element and use your judgement to decide on an overall grade.

These grades should then be recorded on the Profile Chart – Project Work.

## Portfolios

Children's portfolios should contain samples of work which reflect some of the stated attainment targets for each unit. These portfolios should also reflect children's developing strategies and attitudes to learning.

For example, in Unit 4 (*Survival!*), children are asked to imagine and write about what happened on their 'Perfect day' using verbs in the past. This should be assessed using the following attainment targets for the unit:

- can write positive and negative statements about past events and activities
- can use the past form of regular and irregular verbs

As with project work, the linguistic targets should be assessed and recorded on the children's Profile Chart – Attainment Targets as part of the normal classroom routine.

Portfolios should also reflect children's developing strategies and attitudes to learning. A grade should be given at the end of each reporting period for each of the following elements:

- effort put into the portfolio
- organisation of the work
- co-operation with others
- initiative

These should be assessed using the following criteria, and recorded on the Profile Chart – Portfolios:

- A Excellent
- B Very good
- C Good
- D Satisfactory
- E Not satisfactory

You will need to look at the grades for each element and use your judgement to decide on an overall grade. This should then be recorded on the Profile Chart – Portfolios.

## Progress tests

The purpose of progress tests is to provide further diagnostic information to show what children have learned. The progress tests also develop learning strategies in children, in a gradual manner, that help prepare them for more formal approaches to assessment as they progress through the grades.

Progress tests should be based on the attainment targets stated for the relevant units. Guidelines for creating simple paper and pencil progress tests and sample progress tests will be provided separately. Sample listening material is included on the reverse of the Songs and Rhymes cassette.

Progress tests should assess aural development, reading and writing development, and knowledge of vocabulary and grammar. Oral skills should be assessed as part of the ongoing classroom observation of children's performance and will be reflected in the attainment targets for each unit. For pedagogic reasons, these should not be assessed through the more formal progress test. The components of a progress test should be:

- listening
- reading
- writing
- vocabulary
- grammar

These tests should be conducted as part of the normal teaching programme. The only difference between these and any other activities is that you will ask children to work individually rather than working with a partner. The information from these tests should confirm your observations about children. The information from these tests should be added to the Profile Chart – Progress Tests.



# Specific objectives

## Specific objectives for Grade 6

### 1. Oral/aural language: receptive skills

- ▶ To follow more complex instructions given by the teacher and other children in English
- ▶ To extract specific information from a variety of aural texts and transfer it to another medium
- ▶ To understand the general meaning of longer, more complex aural texts
- ▶ To understand the linguistic conventions used by native speakers in different communicative situations
- ▶ To recognise the phonemes, stress, rhythm and intonation patterns of English

### 2. Oral/aural language: productive skills

- ▶ To use a wider range of English phrases in the context of the classroom situation
- ▶ To initiate and take part in short conversations involving core topics and functions
- ▶ To use English to seek and impart factual information
- ▶ To reproduce the phonemes, stress, rhythm and intonation patterns of English using models provided

### 3. Reading skills

- ▶ To read a variety of short written texts for specific information
- ▶ To read longer, more complex written texts for general understanding
- ▶ To read longer, more complex written texts and extract specific information from them
- ▶ To transfer information contained in written texts to charts, maps, tables, etc.
- ▶ To follow written directions and instructions
- ▶ To recognise the purpose of different types of written texts (informational, personal, etc.)
- ▶ To recognise word order
- ▶ To recognise text structure

### 4 Writing skills

- ▶ To create short written texts independently
- ▶ To create longer written texts (2–3 paragraphs) from models provided
- ▶ To use organisational skills in writing
- ▶ To check and correct their own writing
- ▶ To recognise and use punctuation and other conventions of the written language

### 5 Learning and social skills

- ▶ To co-operate with others in pair and group work
- ▶ To work independently
- ▶ To show interest in learning English
- ▶ To sequence numbers and events
- ▶ To compare and contrast information
- ▶ To apply prior knowledge
- ▶ To make associations
- ▶ To reason deductively
- ▶ To compare and classify
- ▶ To monitor and evaluate their own learning
- ▶ To brainstorm
- ▶ To distinguish real from imaginary
- ▶ To infer meaning from context
- ▶ To learn how to use a dictionary

# Cross-curricular links

*In addition to the specific linguistic objectives in the course, English For Me reinforces the following areas across the curriculum:*

## Unit 1 Creative crafts

applying prior knowledge  
sorting  
reasoning deductively  
sequencing  
transferring information  
cross referencing  
organising  
planning  
researching

### Art and Design:

knowledge of arts and crafts  
knowledge of materials in arts and crafts  
creativity – making tangram pictures

### Maths:

concepts of shape and pattern

### Motor skills:

higher order manipulative skills

## Unit 2 Communication

applying prior knowledge  
sorting  
reasoning deductively  
transferring information  
cross referencing  
planning

### Social sciences:

understanding gesture and non-verbal communication  
knowledge of different communication systems and codes

### Motor skills:

higher order manipulative skills

### Social:

following the rules of a game  
turn-taking  
co-operation

## Unit 3 Fitness fun!

applying prior knowledge  
sorting  
measuring and comparing  
reasoning deductively  
transferring information  
cross referencing  
sequencing  
recording

### Science/Sport:

concepts of fitness and health  
the heartbeat and pulse

### Maths:

measurement  
graphic recording

### Social:

co-operation

## Unit 4 Survival!

applying prior knowledge  
sorting  
reasoning deductively  
transferring information  
cross referencing  
recording

### Social sciences:

concepts of organisation of societies

### Social:

following the rules of a game  
turn-taking  
co-operation

## Unit 5 The world of work

applying prior knowledge  
sorting  
reasoning deductively  
transferring information  
cross referencing  
recording  
planning  
researching

### Social sciences:

knowledge of jobs and related activities

### Social:

turn-taking  
co-operation

















# Profile Chart Progress Tests

Class:

Teacher:

A	Excellent
B	Very good
C	Good
D	Satisfactory
E	Not satisfactory

score	letter grade
9-10	A
7-8	B
5-6	C
3-4	D
0-2	E

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
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## Reporting period 1

Writing	.....	score	.....	grade
Reading	.....	score	.....	grade
Listening	.....	score	.....	grade
Vocabulary	.....	score	.....	grade
Grammar	.....	score	.....	grade

## Reporting period 2

Writing	.....	score	.....	grade
Reading	.....	score	.....	grade
Listening	.....	score	.....	grade
Vocabulary	.....	score	.....	grade
Grammar	.....	score	.....	grade

# 'Alfred' font

a a b b

c c d d e e

f f g g h h i i

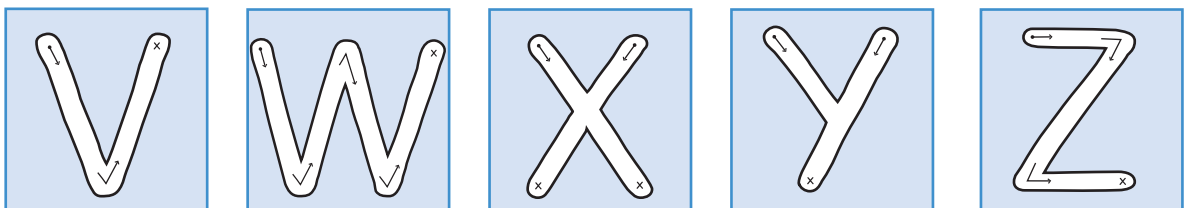
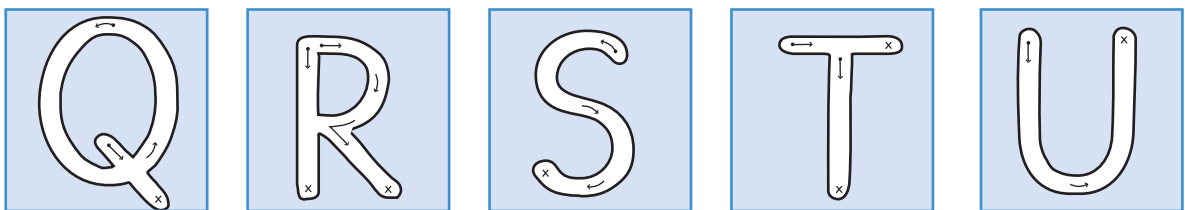
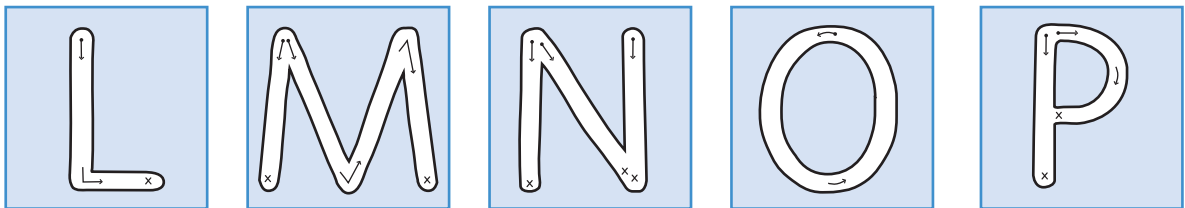
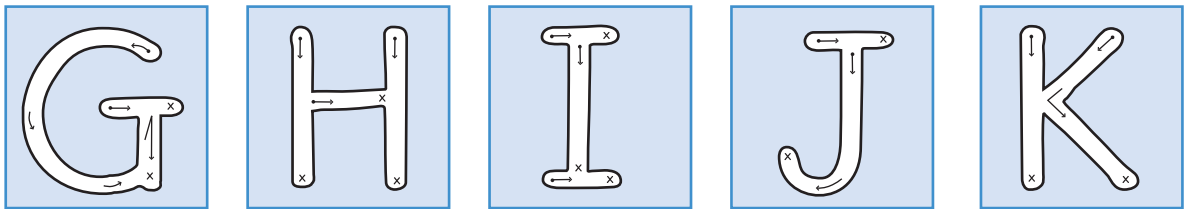
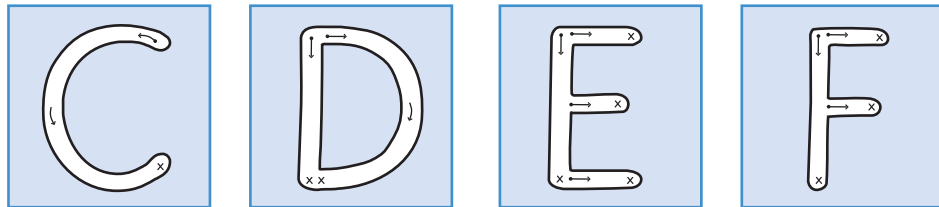
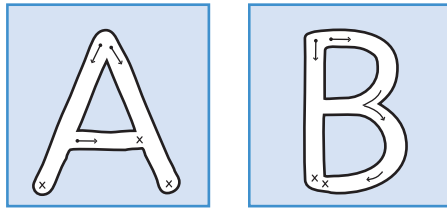
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u u v v w w

x x y y z



# Additional poster activities

These additional poster activities can be used by children who finish faster than others. Photocopy and put the activities on the wall close to the poster. Make sure children understand that these are activities they can use by themselves. They can either complete the activities and give them to you to check later, or you can put the answers on a piece of card and stick it on the opposite wall to the poster so that children can self-check. You can cut out these activities and use them in any order and you do not have to use all the activities at the same time.

Both the posters and poster activities need to be put at a height where all children can read them.

## Creative crafts

1. What colour are the striped pots?
2. What colour are the flowery bowls?
3. What colour are the checked rugs?
4. What colour are the origami birds?
5. What colour are the spotted pots?
6. What colour are the zig zag rugs?

1. What are mosaics usually made of?
2. Where were mosaics made a long time ago?
3. What are mosaics often used to decorate?

Look at these jumbled place names.

Read the information about mosaics and find the correct spelling of these place names.

E-R-E-C-E-G

M-O-E-R

T-Y-G-E-P

Don't forget to add the capital letters!

## Communication

1. How many fish are there?
2. How many robots are there?
3. How many balls are there?
4. How many dinosaurs are there?
5. How many flags are there?
6. How many whales are there?

1. What are the numbers called on the side of the books?
2. What is the name of the man who developed this system of organising books?
3. When was this system of organising books developed?
4. What is the name of the dog?

1. What Dewey number would you look under to find out how to play basketball?
2. What Dewey number would you look under to find out what stars are?
3. What Dewey number would you look under to find out how to make a cake?
4. What Dewey number would you look under to find out about rivers and mountains in Japan?
5. What Dewey number would you look under to find out about different types of cars?
6. What Dewey number would you look under to find out how to say hello in sign language?

## Fitness fun!

1. How many girls are there in the poster?
2. How many boys are there in the poster?
3. How many cats are there in the poster?
4. How many birds are there in the poster?
5. How many geckoes are there in the poster?
6. How many balls are there in the poster?

Look at these jumbled verbs. Find the verbs on the poster and write them correctly.

G-U-L-G-E-J

D-E-H-I

P-I-K-S

R-A-C-Y-R

Which animal is diving in the falaj? *number 21*  
Which boy is kicking the ball? *number 4*

1. Which girl is carrying books?
2. Which boy is pushing the goat?
3. Which animal is swimming in the falaj?
4. Which girl is bouncing a ball?
5. Which boy is throwing a ball?
6. Which girl is skipping?
7. Which animal is climbing the tree?
8. Which boy is counting to 10?

## Survival!

1. How many anchors are there?
2. How many spades are there?
3. How many maps are there?
4. How many hammers are there?
5. How many compasses are there?
6. How many axes are there?
7. How many knives are there?
8. How many water containers are there?

Look at these jumbled animal words.

S-A-N-O-D-I-R-U

H-O-N-D-P-I-L

Find the animals on the poster and write them correctly.

Find 3 things beginning with the letter **t**.  
Write them in alphabetical order.

Look at these definitions of words. Find the objects on the poster and write the word for each definition.

1. a tool used for cutting wood
2. an instrument for showing direction
3. a tool used for hitting nails into wood
4. a tool used for digging
5. a thin piece of metal used to hold pieces of wood together



## The world of work

Look at these jobs. They have got their words mixed up.  
Look at the poster and write the correct words for each job.

taxi technician  
driving guide  
tour instructor  
computer driver

Look at these jumbled job words. They have got their vowels in the wrong place. Write the words correctly.

irchetact

ilactrecein

sacretery

physeithoripast

Make a list of the jobs where you work:

in an office  
in a hospital  
in a car  
in a restaurant  
outside

Which jobs use the following equipment and materials?  
Use the photographs on the poster to help you.

1. a microscope
2. bricks
3. a camera
4. an oven
5. a car

# Photocopiable pages

## Creative crafts Check Sheet 1

		Number
1.	How many pots are there?	
2.	How many sand paintings are there?	
3.	How many rugs are there?	
4.	How many Matroyshka dolls are there?	
5.	How many origami birds are there?	
6.	How many bowls are there?	
7.	How many necklaces are there?	

## Creative crafts Check Sheet 1

		Number
1.	How many pots are there?	
2.	How many sand paintings are there?	
3.	How many rugs are there?	
4.	How many Matroyshka dolls are there?	
5.	How many origami birds are there?	
6.	How many bowls are there?	
7.	How many necklaces are there?	

## Creative crafts Check Sheet 2

		Number
1.	How many checked rugs are there?	
2.	How many zig zag bowls are there?	
3.	How many zig zag pots are there?	
4.	How many flowery bowls are there?	
5.	How many striped rugs are there?	
6.	How many spotted pots are there?	
7.	How many zig zag rugs are there?	
8.	How many striped pots are there?	

## Creative crafts Check Sheet 2

		Number
1.	How many checked rugs are there?	
2.	How many zig zag bowls are there?	
3.	How many zig zag pots are there?	
4.	How many flowery bowls are there?	
5.	How many striped rugs are there?	
6.	How many spotted pots are there?	
7.	How many zig zag rugs are there?	
8.	How many striped pots are there?	

# Feelings Check Sheet



	Number
1. How many bored camels are there?	
2. How many happy camels are there?	
3. How many scared camels are there?	
4. How many sad camels are there?	
5. How many excited camels are there?	
6. How many tired camels are there?	
7. How many angry camels are there?	

# Feelings Check Sheet



	Number
1. How many bored camels are there?	
2. How many happy camels are there?	
3. How many scared camels are there?	
4. How many sad camels are there?	
5. How many excited camels are there?	
6. How many tired camels are there?	
7. How many angry camels are there?	

# Dr. Dewey Check Sheet 1

What topic is covered in books under these Dewey numbers?



	Dewey number	Topic
1.	215	
2.	621.3	
3.	929.9	
4.	001.6	
5.	332.4	
6.	813	
7.	152.4	
8.	420	
9.	796.33	
10.	591	

# Dr. Dewey Check Sheet 1

What topic is covered in books under these Dewey numbers?



	Dewey number	Topic
1.	215	
2.	621.3	
3.	929.9	
4.	001.6	
5.	332.4	
6.	813	
7.	152.4	
8.	420	
9.	796.33	
10.	591	

## Dr. Dewey Check Sheet 2

What number would you look under for books about ...

	Topic	Dewey number
1.	Arabic language	
2.	dreams	
3.	fish	
4.	English literature	
5.	water pollution	
6.	whales	
7.	Qur'an stories	
8.	clothes	
9.	English encyclopaedias	
10.	forts	

## Dr. Dewey Check Sheet 2

What number would you look under for books about ...

	Topic	Dewey number
1.	Arabic language	
2.	dreams	
3.	fish	
4.	English literature	
5.	water pollution	
6.	whales	
7.	Qur'an stories	
8.	clothes	
9.	English encyclopaedias	
10.	forts	

## Fitness fun Verb Check Sheet 1

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Kick the ball.				
b.	Give your friend some dates.				
c.	Draw a picture.				
d.	Skip with a rope.				
e.	Swim in the falaj.				
f.	Raise your arm.				
g.	Push the goat.				
h.	Hit the ball.				
i.	Bend forwards.				
j.	Run quickly.				

## Fitness fun Verb Check Sheet 1

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Kick the ball.				
b.	Give your friend some dates.				
c.	Draw a picture.				
d.	Skip with a rope.				
e.	Swim in the falaj.				
f.	Raise your arm.				
g.	Push the goat.				
h.	Hit the ball.				
i.	Bend forwards.				
j.	Run quickly.				

## Fitness fun Verb Check Sheet 2

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Bounce the ball.				
b.	Hide in the bushes.				
c.	Take some dates from your friend.				
d.	Pull the goat.				
e.	Point to the gecko.				
f.	Climb a tree.				
g.	Throw the ball.				
h.	Paint a picture.				
i.	Stretch.				
j.	Walk slowly.				

## Fitness fun Verb Check Sheet 2

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Bounce the ball.				
b.	Hide in the bushes.				
c.	Take some dates from your friend.				
d.	Pull the goat.				
e.	Point to the gecko.				
f.	Climb a tree.				
g.	Throw the ball.				
h.	Paint a picture.				
i.	Stretch.				
j.	Walk slowly.				



## Fitness Fun Verb Check Sheet 3

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Dive in the falaj.				
b.	Count to 10.				
c.	Cycle around the tree.				
d.	Fly in the sky.				
e.	Juggle three balls.				
f.	Carry some books.				
g.	Roller skate around the tree.				
h.	Catch the ball.				
i.	Touch a friend.				
j.	Jump up high.				

## Fitness fun Verb Check Sheet 3

Look at these instructions. Find the number of the verb and say if it is a boy, girl or animal following the instruction on the poster.

		number of verb	boy	girl	animal
a.	Dive in the falaj.				
b.	Count to 10.				
c.	Cycle around the tree.				
d.	Fly in the sky.				
e.	Juggle three balls.				
f.	Carry some books.				
g.	Roller skate around the tree.				
h.	Catch the ball.				
i.	Touch a friend.				
j.	Jump up high.				

### Group pulse rate Table 1

Name

Resting  
pulse rate


### Group pulse rate Table 1

Name

Resting  
pulse rate


### Group pulse rate Table 2

Resting pulse rate

Number of  
children


### Group pulse rate Table 2

Resting pulse rate

Number of  
children


## Past tense verbs

asked	visited	looked
started	was	did
had	went	saw
drank	drove	took

## Present tense verbs

ask	visit	look
start	is	do
have	go	see
drink	drive	take

# Present and past Check Sheet 1

Find the past tense of these verbs.

	Present tense	Past tense
1.	raise	
2.	give	
3.	skip	
4.	dive	
5.	carry	
6.	touch	
7.	take	
8.	pull	
9.	bounce	
10.	hid	

# Present and past Check Sheet 1

Find the past tense of these verbs.

	Present tense	Past tense
1.	raise	
2.	give	
3.	skip	
4.	dive	
5.	carry	
6.	touch	
7.	take	
8.	pull	
9.	bounce	
10.	hid	

## Present and past Check Sheet 2

Find the present tense of these verbs.

	Present tense	Past tense
1.		drew
2.		kicked
3.		skated
4.		bent
5.		juggled
6.		rode
7.		walked
8.		counted
9.		swam
10.		pointed

## Present and past Check Sheet 2

Find the present tense of these verbs.

	Present tense	Past tense
1.		drew
2.		kicked
3.		skated
4.		bent
5.		juggled
6.		rode
7.		walked
8.		counted
9.		swam
10.		pointed

## Present and past Check Sheet 3

Find the past tense or present tense of these verbs.

	Present tense	Past tense
1.		stretched
2.	climb	
3.		threw
4.		pushed
5.	hit	
6.	paint	
7.	fly	
8.		jumped
9.		caught
10.	run	

## Present and past Check Sheet 3

Find the past tense or present tense of these verbs.

	Present tense	Past tense
1.		stretched
2.	climb	
3.		threw
4.		pushed
5.	hit	
6.	paint	
7.	fly	
8.		jumped
9.		caught
10.	run	

I want to be \_\_\_\_\_

I want to be \_\_\_\_\_

I want to be \_\_\_\_\_

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I want to be \_\_\_\_\_

I want to be \_\_\_\_\_

I want to be \_\_\_\_\_

## Jobs Check Sheet 1

	Find someone who ...	Job
1.	bakes bread and cakes	
2.	works in one of the Sciences – Biology, Chemistry or Physics	
3.	serves the food at the tables in a restaurant	
4.	owns or plans the work on a farm	
5.	drives people in a car for money	
6.	looks after ill people and is supervised by a doctor	
7.	takes photographs	
8.	looks after people's teeth	

## Jobs Check Sheet 1

	Find someone who ...	Job
1.	bakes bread and cakes	
2.	works in one of the Sciences – Biology, Chemistry or Physics	
3.	serves the food at the tables in a restaurant	
4.	owns or plans the work on a farm	
5.	drives people in a car for money	
6.	looks after ill people and is supervised by a doctor	
7.	takes photographs	
8.	looks after people's teeth	



## Jobs Check Sheet 2

	Find someone who ...	Job
1.	designs new buildings	
2.	repairs machinery such as cars	
3.	looks after people's eyes and sells them glasses	
4.	makes and repairs wooden objects	
5.	shows tourists around interesting places	
6.	looks after the money accounts of businesses or people	
7.	plays a musical instrument or writes music	
8.	prepares letters, faxes and e-mails and answers the telephone for another person	

## Jobs Check Sheet 2

	Find someone who ...	Job
1.	designs new buildings	
2.	repairs machinery such as cars	
3.	looks after people's eyes and sells them glasses	
4.	makes and repairs wooden objects	
5.	shows tourists around interesting places	
6.	looks after the money accounts of businesses or people	
7.	plays a musical instrument or writes music	
8.	prepares letters, faxes and e-mails and answers the telephone for another person	

## Jobs Check Sheet 3

	Find someone who ...	Job
1.	makes the walls, floors and ceilings of buildings	
2.	treats people's bodies after they have broken bones or been ill	
3.	installs and repairs electrical equipment	
4.	cuts and looks after people's hair	
5.	looks after computers and repairs them	
6.	looks after a building and its people	
7.	teaches people how to drive	
8.	races cars on roads and across country	

## Jobs Check Sheet 3

	Find someone who ...	Job
1.	makes the walls, floors and ceilings of buildings	
2.	treats people's bodies after they have broken bones or been ill	
3.	installs and repairs electrical equipment	
4.	cuts and looks after people's hair	
5.	looks after computers and repairs them	
6.	looks after a building and its people	
7.	teaches people how to drive	
8.	races cars on roads and across country	





