



His Majesty Qaboos bin Said, Sultan of Oman

CONTENTS

Contents map	ii
Introduction	viii
1. The course	
2. Assessment and evaluation	
3. Activities	
4. Classroom management	
5. Course components	
6. Symbols and abbreviations	
Detailed teaching notes	
Unit 1 Watching the world	1
Unit 2 The world of food	31
Unit 3 The story of stories	61
Unit 4 Great explorers	93
Unit 5 Time for fun!	123
Assessment and evaluation	151
Specific objectives for Grade 6	154
Cross-curricular links	155
Profile Charts	
Attainment Targets, Units 1–5	156
Project Work	161
Portfolios	162
Progress Tests	163
‘Alfred’ font	164
Additional poster activities	166
Photocopiable pages	171

Contents Map

Children will learn how to

Main language

Vocabulary

UNIT 1

Watching the world

- ▶ Understand and use the present continuous to talk about actions happening now
- ▶ Use the present continuous to ask and answer questions about actions happening now
- ▶ Read and understand a variety of short texts about what people are doing now for specific information
- ▶ Read and understand short factual descriptions
- ▶ Read and understand a short cartoon story for pleasure
- ▶ Listen to a variety of oral texts for specific information and general understanding
- ▶ Use the present continuous to write short descriptions about what people are doing now
- ▶ Write questions about what people are doing now using the present continuous
- ▶ Write a short cartoon story
- ▶ Recognise and use the short and long vowel sounds 'hot' and 'tall' in common words
- ▶ Understand and use personal pronouns

- ▶ I'm reading. I'm not reading.
- ▶ He/she/it's reading. He/she/it isn't reading.
- ▶ You/we/they're reading. You/we/they aren't reading.
- ▶ Is Khalfan eating a banana? Yes. Yes, he is. No. No, he isn't.
- ▶ What's Khalfan eating? A banana. He's eating a banana.
- ▶ Are Maha and Naila writing letters? No. No, they aren't.
- ▶ What are Maha and Naila doing? Reading. They're reading.
- ▶ Am I [singing]? Yes, I am. No, I'm not.
- ▶ Is he/she/it [singing]? Yes, he/she/it is. No, he/she/it isn't.
- ▶ Are you/we/they [singing]? Yes, you/we/they are. No, you/we/they aren't.

- ▶ **Verbs:** ask, be, colour, cook, do, eat, enjoy, give, have, happen, Hoover, iron, listen, live, look, make, paint, play, point, put, read, ride, run, sit, skate, ski, skip, sleep, stop, swim, take, throw, walk, wash, watch, wear, write (R)
- ▶ **Adjectives:** tall, short, small, hungry, thirsty, interesting, funny, scary, bored, sensible, silly (R)
- ▶ **Classroom objects:** book, globe, map, paper, pencil, pen (R)
- ▶ **Weather:** It's cold. It's cloudy. It's hot. It's raining. It's snowing. It's windy. The sun is shining. (R) weather forecast
- ▶ **Weather adjectives:** cold, cloudy, hot, windy, sunny (R)
- ▶ **Communication:** code, e-mail, letter, message, telephone (R)

UNIT 2

The world of food

- ▶ Ask and answer questions about time (R)
- ▶ Understand and use the present continuous to talk about actions that are happening now (R)
- ▶ Ask and answer questions using the present continuous (R)
- ▶ Understand and use the present simple to talk about habitual actions (R)
- ▶ Understand and use the present simple to talk about process (R)
- ▶ Listen to more complex texts for specific information
- ▶ Read and understand a variety of short texts about food from around the world for specific information
- ▶ Read and understand a simple recipe
- ▶ Write answers about present actions using the present continuous
- ▶ Write statements about habitual actions using the present simple
- ▶ Write a recipe
- ▶ Recognise and use the short and long vowel sounds 'pink' and 'green' in common words

- ▶ What's the time in Muscat? It's half past six.
- ▶ I go to school every day.
- ▶ What do you usually have for breakfast? I usually have [bread, yoghurt and a cup of tea].
- ▶ What do you have for lunch? I always/sometimes/usually have chicken and rice. I have chicken and rice every day for lunch.
- ▶ I am eating a big ice-cream now!
- ▶ What's Maha doing? She's eating breakfast.
- ▶ My favourite food is [Borsch].
- ▶ Wash the dates. Remove the stones.

- ▶ **Verbs:** cook, drink, eat, make, put, wash, weigh (R) add, chop, grate, knead, mix, peel, pour, press, roll, serve, slice, spread, squeeze, stir, whisk
- ▶ **Adverbs:** always, every day, never, sometimes, usually, gently, carefully, slowly (R)
- ▶ **Parts of the day:** morning, afternoon, evening, day, night, midday, midnight (R)
- ▶ **Foods:** apple, banana, beans, beef, bread, butter, cheese, chicken, chips, cucumber, dates, eggs, fish, flour, fruit, grapes, honey, ice-cream, jam, lemon, meat, onion, orange, pasta, peas, pizza, potatoes, rice, sausages, soup, vegetables, wheat, yoghurt (R) baked beans, beetroot, coconut powder, corn, cornflakes, dough, margarine, noodles, nori (dried seaweed), pancakes, pastry, pickles, toast, tomato sauce, tortilla

Vocabulary Skills and strategies (cont.)

Activities

- ▶ *Sports*: basketball, football, skating, skiing, volleyball (R)
- ▶ *Equipment*: bike, camera, comic, computer, drum, kite, piano (R)
- ▶ *Household objects*: bath, box, chair, clock, door, iron, lamp, photograph, piano, picture, radio, table, toothbrush, telephone, television (R)
- ▶ *People*: boy, children, friend, girl, man, policeman, woman (R)
- ▶ *Places*: beach, garden (R)
- ▶ *Parts of the year*: spring, summer, autumn, winter (R)
- ▶ *Winter weather activities*: make a snowman, throw a snowball
- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visual clues to predict meaning
- ▶ Use observational skills
- ▶ Memory recall
- ▶ Take part in conversations asking and answering questions about actions happening now
- ▶ Listen to longer interactions for general understanding
- ▶ Listen to a variety of texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Read and understand a cartoon story for pleasure
- ▶ Transfer information from one medium to another
- ▶ Use referencing skills in reading
- ▶ Write short factual texts about what people are doing now
- ▶ Write a cartoon story
- ▶ Recognise and use short and long vowel sounds /ɒ/ and /ɔ:/
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills: plan and write a story, check spelling
- ▶ Read and match
- ▶ Do reading races
- ▶ Play mime games
- ▶ Play spot the difference
- ▶ Complete a chart (Here and Now Record sheet)
- ▶ Play a game (Super Spy)
- ▶ Read a cartoon story
- ▶ Write a cartoon story
- ▶ Act out a story
- ▶ Say tongue twisters
- ▶ Say a chant

- ▶ *Drinks*: coffee, milk, orange juice, tea, water (R)
- ▶ *Portions*: a piece of toast, a sandwich, a cup of [tea], a glass of milk (R)
- ▶ *Meals*: breakfast, lunch, dinner (R)
- ▶ *Kitchen*: bowl, cup, dish, glass, knife (R)
- ▶ *Cookery words*: ingredients, liquid, mixture, recipe
- ▶ *Measurements*: gramme, kilogramme (R)
- ▶ *Miscellaneous*: audience
- ▶ Use deductive reasoning skills
- ▶ Understand and talk about time zones
- ▶ Take part in conversations asking and answering questions about what people eat around the world
- ▶ Read a variety of short texts about what people eat for specific information
- ▶ Read and transfer information from one medium to another
- ▶ Read and understand simple instructions for recipes
- ▶ Listen to more complex texts for specific information
- ▶ Write simple instructions for recipes
- ▶ Write an e-mail reply about food from their country and their favourite dish
- ▶ Understand the meaning of words by recognising simple dictionary definitions
- ▶ Understand about writing for a purpose
- ▶ Recognise and use short and long vowel sounds /ɪ/ and /i:/
- ▶ Recognise the rhythm, stress and intonation patterns of English through tongue twisters and a rhyme
- ▶ Independent learning skills: plan work using the writing route, research information, writing and integration of visuals, check spelling, record progress of project
- ▶ Listen and find
- ▶ Listen and match
- ▶ Listen and draw
- ▶ Do reading races
- ▶ Read and match
- ▶ Read and order
- ▶ Draw and write clock times
- ▶ Do a survey
- ▶ Write an e-mail
- ▶ Make a class recipe book
- ▶ Do a project
- ▶ Say a rhyme
- ▶ Say tongue twisters
- ▶ Play mime games

Contents Map

Children will learn how to

Main language

Vocabulary

UNIT 3 The story of stories

- Understand and talk about actions happening in the past using the past continuous
- Ask and answer questions using the past continuous
- Read and understand a variety of longer, more complex stories for specific information and general understanding
- Read descriptive writing for specific information
- Recognise and use alliteration in creative writing
- Recognise and use a variety of adjectives to describe character
- Recognise and understand story structure
- Plan a short story
- Write a tongue twister

- Last night ... Ali was reading a comic. Said wasn't reading a comic, he was watching television. Muna and Ali were playing a board game. Fatma and Naila weren't playing with them.
- Was Sindbad wearing a red and green turban? Yes. Yes, he was. Was Sindbad flying on a carpet? No. No, he wasn't. Were the people throwing meat on the diamonds? Yes. Yes, they were. Were the people throwing diamonds into the valley? No. No, they weren't.
- What was Arthur pulling out of the stone? He was pulling the sword called Excalibur out of the stone. Where was the lion sleeping? He was sleeping under a tree in the jungle. Who was the zebra fighting? He was fighting the baboon. What were Robin Hood and the Merry Men doing? They were giving money to the poor.

- **Adjectives:** afraid, angry, bad, beautiful, big, blonde, bored, clever, curly, dark, dirty, excited, famous, free, frightened, funny, good, happy, huge, kind, large, little, noisy, old, poor, rich, sad, scared, scary, sharp, silly, strong, tired, true, ugly, worried, young (R) brave, cruel, lonely, proud, sneaky, wise
- **Adverbs:** always, carefully, gently, never, quickly, quietly, slowly, suddenly (R)
- **Verbs:** past simple and past continuous of regular verbs (R) past simple and past continuous of irregular verbs (R)
- **Places:** castle, country, desert, forest, fort, house, jungle, space, town, underwater, valley, wadi, wood (R)
- **People:** baby, brother, friend, grandmother, king, man, people, sailor, son (R)

UNIT 4 Great explorers

- Ask and answer questions about great explorers using the past simple
- Understand and use the past simple with the past continuous
- Listen to longer, more complex oral texts for specific information
- Read and understand a variety of text types containing factual information about great explorers for specific information
- Read and understand biographies
- Write questions about great explorers using the past simple
- Write sentences in the past simple and the past continuous appropriately
- Understand book conventions (title, author, contents, index)
- Plan and write a biography
- Recognise and use syllabification in country names and nationalities

- Ibn Battuta was born in Morocco.
- When was Ibn Battuta born? in 1304
- Who was the first man to travel in space? Neil Armstrong
- He was travelling in Russia, when he met a man called Mohammed Uzbek.
- While he was travelling in China, he sailed on a junk to Canton.

- **Adjectives:** rich, true, new, famous, beautiful, Islamic, bored, long, dangerous, hot, dry, amazing, poor, underwater (R)
- **Nationalities:** American, Chinese, Egyptian, English, French, Indian, Iranian, Iraqi, Italian, Lebanese, Omani, Russian, Spanish, Turkish (R) Moroccan, Norwegian
- **Continents:** Africa, Asia, Europe (R)
- **Countries:** America, China, Egypt, England, France, India, Iran, Iraq, Italy, Jordan, Lebanon, Oman, Palestine, Russia, Spain, Turkey, USA (R) Afghanistan, Algeria, Morocco, Norway, Siberia, Syria, Tibet, Tunisia, Uzbekistan, Yemen
- **People:** father, uncle (R) emperor, explorer, prisoner
- **Places:** desert, space, South Pole, mountains, the world,

Vocabulary (cont.)

Skills and strategies

Activities

- captain, knight, prince, sheriff
- ▶ *Body parts*: eyes, hair, head, leg, mouth, nose, teeth, toe (R)
- bottom
- ▶ *Animal body parts*: fur, paw, tail (R)
- ▶ *Animals*: bear, bee, bird, butterfly, camel, cat, horse, lion, mouse, wolf, zebra (R)
- baboon
- ▶ *Time expressions*: last night, yesterday afternoon (R)
- ▶ *Weapons*: sword
- ▶ *Parts of a story*: beginning, middle, end (R)
- ▶ *Story ingredients*: character (R)
- plot, setting
- ▶ *Types of story*: adventure, fiction, non-fiction (R)
- fable, legend, moral, myth
- ▶ *Miscellaneous*: diamond

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Understand and talk about different types of stories
- ▶ Read a variety of longer, more complex stories for general understanding
- ▶ Read a variety of longer, more complex stories for specific information
- ▶ Read descriptive writing for specific information
- ▶ Recognise and use alliteration in creative writing
- ▶ Write a tongue twister
- ▶ Recognise and use a variety of adjectives to describe character
- ▶ Recognise and understand story structure
- ▶ Plan a short story
- ▶ Recognise the rhythm, stress and intonation patterns of English through a tongue twister
- ▶ Independent learning skills: plan a story using the story recipe, check spelling

- ▶ Read a variety of stories
- ▶ Listen to a variety of stories
- ▶ Write a tongue twister
- ▶ Play a matching card game
- ▶ Do reading races
- ▶ Draw a setting for a story
- ▶ Plan a story
- ▶ Make a story book
- ▶ Say a tongue twister

- earth, land, sea, underwater, Arctic (R)
- prison
- ▶ *Animals*: camel, horse, goat, dog (R)
- ▶ *Time*: next week, last night, this afternoon, last semester, now, tomorrow (R)
- ▶ *Travel*: journey, travels, adventure (R)
- explorer, trip
- ▶ *Location*: North, South, East, West (R)
- ▶ *Transport*: bike, plane, ship, spaceship (R)
- dog sled, junk
- ▶ *Goods*: diamond, gold, jewel, silver (R)
- fireworks, gunpowder, ruby, silk, spices, waterclock
- ▶ *Book language*: author, biography, character, fact, fiction, non-fiction, title (R)
- autobiography, contents page, index, setting

- ▶ Apply prior knowledge
- ▶ Use visuals to predict meaning
- ▶ Use deductive reasoning skills
- ▶ Take part in conversations asking and answering questions about activities and events in the past
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Read biographies for general understanding and specific information
- ▶ Listen to longer more complex texts for specific information
- ▶ Write statements, questions and answers about past events and activities
- ▶ Plan and write a biography
- ▶ Recognise the stress, rhythm and intonation patterns of English through a rap
- ▶ Recognise and use the concept of syllabification
- ▶ Independent learning skills: plan work using the writing route and the fact finding route, research information, writing and integration of visuals, check spelling, record progress of project

- ▶ Read biographies
- ▶ Read and match
- ▶ Do reading races
- ▶ Play a past continuous matching game
- ▶ Say a rap
- ▶ Write a rap verse
- ▶ Write from notes
- ▶ Complete a time line
- ▶ Complete a project book report
- ▶ Do a project

Contents Map

Children will learn how to

Main language

Vocabulary

UNIT 5 Time for fun!

- ▶ Talk about future plans using **be going to** + infinitive
- ▶ Ask and answer questions about future plans using **be going to** + infinitive
- ▶ Listen to longer; more complex oral texts for general understanding and specific information
- ▶ Read longer; more complex texts about future plans for specific information
- ▶ Read a story for pleasure
- ▶ Understand and use prepositions of time
- ▶ Write the date
- ▶ Write about future plans using **be going to** + infinitive
- ▶ Recognise and use the end sounds '-st', '-nd', '-rd' and '-th'

- ▶ Maha is going to make a cake on Wednesday.
- ▶ Ahmed's not going to go to the ballet.
- ▶ What's Ahmed going to do tomorrow?
He's going to play football.
- ▶ What are you going to do tomorrow/at the weekend/on Sunday/at 5 o'clock?
I'm going to [go to the cinema].
- ▶ When are you going to go on holiday? Next week.
Where are you going to go? I'm going to go to [Kenya].
Who are you going to stay with?
I'm going to stay with [my aunt and uncle].

- ▶ *Regular verbs*: agree, arrange, ask, enter, give, hope, like, miss, plan, play, remember, spend, stay, talk, tidy, visit, wait (R)
- ▶ *Irregular verbs*: buy, fly, go, know, make, meet, read, speak, take, tell, win, write (R)
- ▶ *Days of the week* (R)
- ▶ *Months of the year* (R)
- ▶ *Time words*: time, clock, watch (R)
today, yesterday, tomorrow (R)
past, present, future (R)
last week, last month, last semester, last year, this week, next week, next month, next semester, next year (R)
in the morning, in the afternoon, in the evening, at the weekend, at 5 o'clock, at a quarter to three, on Monday, on 13th April, 1998 (R)
two weeks later

Vocabulary Skills and strategies (cont.)

Activities

- ▶ *Countries:* Australia, England, Germany, Iran, Japan, Jordan, Kenya, Oman, Palestine, Russia, the USA (R) Bahrain
- ▶ *Animals:* kangaroo, koala bear, sheep (R)
- ▶ *Places:* beach, cinema, hospital, museum, park, souk, (R)
- ▶ *People:* mum, dad, sister, aunt, uncle, grandmother, grandfather, children, family (R)
- ▶ *Free time activities:* basketball, football, sailing, volleyball (R) ballet
- ▶ *Miscellaneous:* e-mail, competition, prize, winner, birthday card, computer game, computer games, diary, dinosaur, dress, holiday, model, news, party, phone, photographs, picnic, robot, summer, train, trip (R)
- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions about future plans
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to longer more complex texts for specific information and general understanding
- ▶ Write the date
- ▶ Write about future plans
- ▶ Recognise and use the concept of syllabification
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills: check spelling
- ▶ Read and match
- ▶ Read a story
- ▶ Do reading races
- ▶ Do a role play
- ▶ Draw a route on a map
- ▶ Play a board game
- ▶ Say tongue twisters
- ▶ Say a chant
- ▶ Write a simple autobiography
- ▶ Write diary pages

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 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 164–165.

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 155.

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 166–170). 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** Story: The Bored Boy
- Unit 2** Project: Make a class cookery book
- Unit 3** Stories: A variety of stories
- Unit 4** Project: Write a biography of a great explorer
- Unit 5** Story: The Round the World Trip

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 91) 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 151–153).

2 Assessment and evaluation

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 151–153).

3 Activities

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.

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.

3.1 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.

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*).

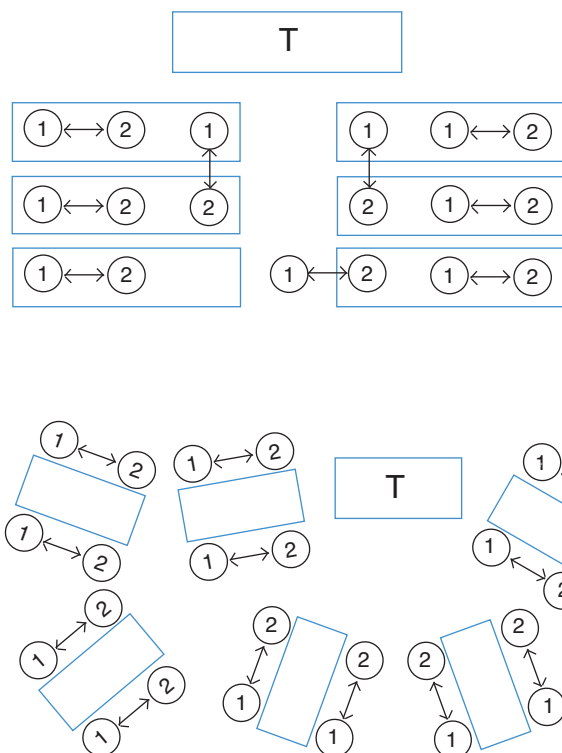
The following steps will help you set up pair work and group work effectively:

- 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.

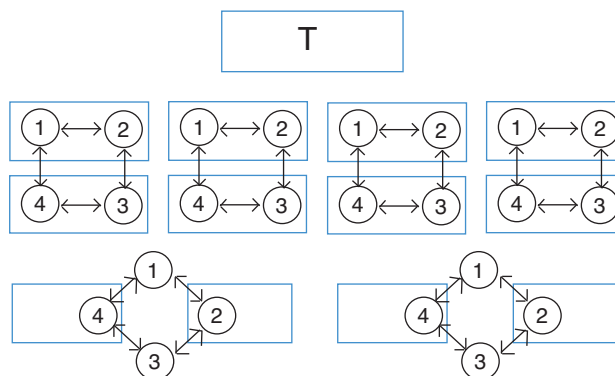
Although it can be more settling for children to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each child half of a

Classroom organisation

Pair work

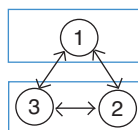


Group work

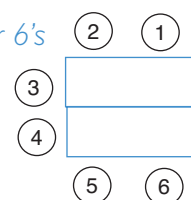


Other group arrangements

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 B 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 151–153 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, **It's sunny** or **Yes, we are** 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 **What's the time in [Tokyo]? or I was [watching television]**. 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
- Packs of coloured wax crayons for posters

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

- Activity cards – 2 sets
 - Picture character cards (for Unit 3)*
 - Word character cards (for Unit 3)*
- Information cards – 4 sets
 - Super spy cards (for Unit 1)*
 - Recipe ingredient cards (for Unit 2)*
 - Recipe instruction cards (for Unit 2)*
 - Holiday role cards (for Unit 5)*
- Posters – 6
 - The posters are used to introduce the topic of each unit and to provide extra activities. There is one poster for each unit, plus a poster of The World Map.*
- 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:

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

UNIT 1 Watching the world

Aims

Children will learn how to:

- ▶ Understand and use the present continuous to talk about actions happening now
- ▶ Use the present continuous to ask and answer questions about actions happening now
- ▶ Read and understand a variety of short texts about what people are doing now for specific information
- ▶ Read and understand short factual descriptions
- ▶ Read and understand a short cartoon story for pleasure
- ▶ Listen to a variety of oral texts for specific information and general understanding
- ▶ Use the present continuous to write short descriptions about what people are doing now
- ▶ Write questions about what people are doing now using the present continuous
- ▶ Write a short cartoon story
- ▶ Recognise and use the short and long vowel sounds 'hot' and 'tall' in common words
- ▶ Understand and use personal pronouns

Main language

- ▶ I'm reading. I'm not reading.
- ▶ He/she/it's reading. He/she/it isn't reading.
- ▶ You/we/they're reading. You/we/they aren't reading.
- ▶ Is Khalfan eating a banana? Yes. Yes, he is. No. No, he isn't.
- ▶ What's Khalfan eating? A banana. He's eating a banana.
- ▶ Are Maha and Naila writing letters? No. No, they aren't.
- ▶ What are Maha and Naila doing? Reading. They're reading.
- ▶ Am I [singing]? Yes, I am. No, I'm not.
- ▶ Is he/she/it [singing]? Yes, he/she/it is. No, he/she/it isn't.
- ▶ Are you/we/they [singing]? Yes, you/we/they are. No, you/we/they aren't.

Vocabulary

- ▶ **Verbs:** ask, be, colour, cook, do, eat, enjoy, give, have, happen, Hoover, iron, listen, live, look, make, paint, play, point, put, read, ride, run, sit, skate, ski, skip, sleep, stop, swim, take, throw, walk, wash, watch, wear, write (R)
- ▶ **Adjectives:** tall, short, small, hungry, thirsty, interesting, funny, scary, bored, sensible, silly (R)
- ▶ **Classroom objects:** book, globe, map, paper, pencil, pen (R)
- ▶ **Weather:** It's cold. It's cloudy. It's hot. It's raining. It's snowing. It's windy. The sun is shining. (R) weather forecast

- ▶ **Weather adjectives:** cold, cloudy, hot, windy, sunny (R)
- ▶ **Communication:** code, e-mail, letter, message, telephone (R)
- ▶ **Sports:** basketball, football, skating, skiing, volleyball (R)
- ▶ **Equipment:** bike, camera, comic, computer, drum, kite, piano (R) bucket, spade
- ▶ **Household objects:** bath, box, chair, clock, door, iron, lamp, photograph, piano, picture, radio, table, toothbrush, telephone, television (R)
- ▶ **People:** boy, children, friend, girl, man, policeman, woman (R) detective, sergeant, spy
- ▶ **Places:** beach, garden (R)
- ▶ **Parts of the year:** spring, summer, autumn, winter (R)
- ▶ **Winter weather activities:** make a snowman, throw a snowball

Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Use visual clues to predict meaning
- ▶ Use observational skills
- ▶ Memory recall
- ▶ Take part in conversations asking and answering questions about actions happening now
- ▶ Listen to longer interactions for general understanding
- ▶ Listen to a variety of texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Read and understand a cartoon story for pleasure
- ▶ Transfer information from one medium to another
- ▶ Use referencing skills in reading
- ▶ Write short factual texts about what people are doing now
- ▶ Write a cartoon story
- ▶ Recognise and use short and long vowel sounds /ɒ/ and /ɔ:/
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills: plan and write a story, check spelling

Activities

- ▶ Read and match
- ▶ Do reading races
- ▶ Play mime games
- ▶ Play spot the difference
- ▶ Complete a chart (Here and Now Record sheet)
- ▶ Play a game (Super Spy)
- ▶ Read a cartoon story
- ▶ Write a cartoon story
- ▶ Act out a story
- ▶ Say tongue twisters
- ▶ Say a chant

This unit recycles the present continuous which children have been exposed to informally in previous grades. The aim of this unit is to consolidate children's understanding and knowledge of the use of the present continuous within the context of the broad topic of 'Watching the world'. The purpose of this topic is to demonstrate the observational use of the present continuous in the here and now and to make children aware of the value of observational skills.

LESSON 1

Before this lesson

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

- 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. Establish that the unit is going to be about looking at people doing different things. Tell children that they will come back to the frieze in a later lesson.

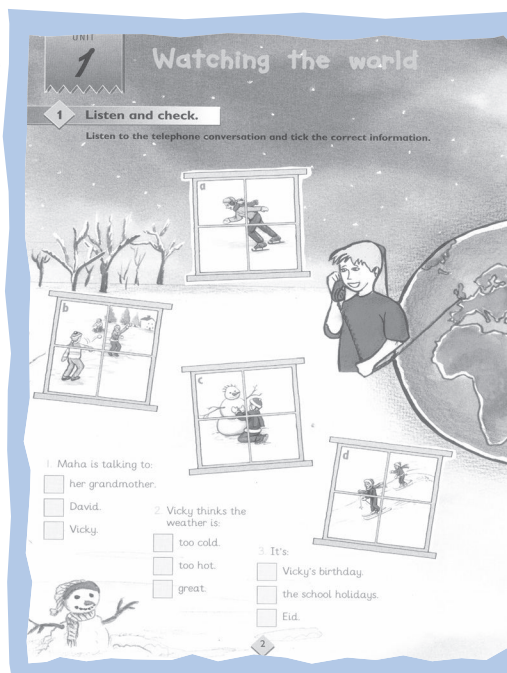
STEP 1

- Ask children to look at the posters 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 – *Watching the world* – and encourage children to consider if this matches with their guesses about what the unit would be about.



STEP 2

- Ask children to **Look again at the pictures on page 2 and 3**. Ask them to describe what the children are doing in the pictures. Ask children to share their ideas in their groups. Then elicit information from the class. [All the vocabulary is recycled from previous grades.]
- Ask the class why children are doing different activities in UK and Oman. Establish that the weather is cold in UK and hot in Oman. Point out of the window and ask **What's the weather like today?** Children may suggest **It's sunny. It's cloudy. It's windy. It's raining.** [This



language is recycled from previous grades.]

STEP 3

- ▶ Tell the class that you are going to describe an action and that you want them to mime it. For example, say **You're taking a photograph** and encourage the class to mime the activity. Name 3 or 4 of the activities from the Classbook frieze one at a time.

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 listen to the telephone conversation, look at the text at the bottom of the page and tick the correct information. Make sure children have had time to look at the text and are clear about the information they are looking for before they start listening.
- ▶ Play the tape straight through once.

Listening Tapescript 1.1



Maha: Hello!
Vicky: Hi, Maha. It's Vicky.
Maha: Oh, hi Vicky! How are you?
Vicky: I'm bored. It's the school holidays but I can't go out to play.
Maha: Why not?
Vicky: Because it's snowing and very cold.
Maha: Oh.
Vicky: What's the weather like in Oman?
Maha: Oh, it's lovely. The sun is shining but it's not too hot.
Vicky: What are you doing?
Maha: Well, it's the school holidays here as well so I'm playing with my friends.
Vicky: That sounds like fun.
Maha: Yes, we're all having fun today. Saif's flying his kite, Sami and Ahmed are playing football, Zeynab's playing on the swings and Maryam and Naila are walking on the beach.
Vicky: Oh, that sounds great. I suppose my

friends are having fun too, but I just don't like the cold weather.

Maha: What are your friends doing?

Vicky: Suzy's ice skating, Mary and Helen are throwing snowballs at each other in the garden, Paul's making a snowman and Tim and Steve are skiing.

Maha: That sounds like fun too!

Vicky: Yes, it's just so cold!

Maha: You'll have to come back to Oman where it's warm.

Vicky: I'd love to do that.

Maha: Why don't you ask your mum and dad if you can come for a holiday?

Vicky: That's a good idea. I'll go and talk to them now.

Maha: OK, good luck.

Vicky: Thanks. Bye for now, Maha.

Maha: Bye.

- ▶ Now ask the children to check their answers in their groups.
- ▶ Do a whole class feedback. Elicit the answers from the class orally.
The answers are as follows:
 1. *Vicky*
 2. *too cold*
 3. *the school holidays*

STEP 5

- ▶ Ask if anyone can remember what activities the children were doing and who was doing them. Then ask children to read the rubric and instruction text for activity 2 on page 3. 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 need to match the names in the sun at the bottom of the page to the pictures. As children listen, they should write the letter of the picture in the check box next to the names.

- ▶ Play the tapescript straight through.

Listening Tapescript 1.2



Vicky: What are you doing?

Maha: Well, it's the school holidays here as well so I'm playing with my friends.

Vicky: That sounds like fun.

Maha: Yes, we're all having fun today. Saif's flying his kite, Sami and Ahmed are



playing football, Zeynab's playing on the swings and Maryam and Naila are walking on the beach.

Vicky: Oh, that sounds great. I suppose my friends are having fun too, but I just don't like the cold weather.

Maha: What are your friends doing?

Vicky: Suzy's ice skating, Mary and Helen are throwing snowballs at each other in the garden, Paul's making a snowman and Tim and Steve are skiing.

Maha: That sounds like fun too!

- ▶ At the end of the task, ask children to compare their answers. Then play the tape again [you will not need to rewind] for them to check their work.

- ▶ Do a whole class feedback in the usual way by quickly writing the numbers 1–8 vertically down the board. Elicit the answers from the groups and write the letters next to the appropriate numbers.

The answers are as follows:

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

STEP 6

- ▶ If there is time, finish with a quick mime activity as in Step 3 of this lesson.

LESSON 2

STEP 1

- ▶ Point out of the window and ask **What's the weather like today?** Elicit appropriate answers from the class.
- ▶ Tell children that they are going to play a mime game as they did in the last lesson. Describe an action from the frieze, for example, say **you're painting a picture** and ask the class to mime it. Now ask children to work in their groups with one child describing one of the actions from the frieze and the rest of the group miming it.

- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback eliciting the information orally from the class.

The answers are as follows:

- | | |
|------|------|
| 1. h | 3. e |
| 2. g | 4. f |

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

STEP 2



- ▶ Ask children **Look at page 2 of your Skills Book.** Ask children what they can see in the picture in activity 1. Establish that Maha is writing an e-mail. Now ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Explain that they will need to look at the pictures on page 3 of their Classbooks and match these to the numbered activities in the e-mail. Tell them to write the letter of each picture next to the correct number in the check boxes below.



UNIT 1

Watching the world

1 Read and match.

Look at Maha's e-mail to Rose. Match the activities numbered in the e-mail to the pictures on page 3 of your Classbook.

To: rose@kic.com

From: maha@kic.com

Subject: Holidays!

1

2

3

4

5

6

7

8

Hello Rose,

How are you? It's the school holidays and I'm playing with my friends today.

We're having a great time. Zeynab's playing on the swings [1], she's really enjoying it. Maryam and Naila are walking on the beach [2]. They're looking for shells. The sun is shining but it's quite windy so Saif is flying his kite [3]. Sami and Ahmed are playing football [4]. They're making a lot of noise!

What are you doing?

Love,

Maha

5

6

7

8

STEP 3



► Ask children to **Look at page 3 of your Skills Book**. Ask children to look at the picture in activity 1. Ask them what they can see and what has happened. Establish that it is an e-mail from Vicky to Maria. Unfortunately, Maria has dropped something on it and some of the words are missing.

► 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 complete the e-mail using the words in the snowman.

► Give children time to complete the task. While children are engaged in this activity, circulate around the class providing guidance and support where necessary.

► When children have completed this task, ask them to compare their answers. Now ask children to listen and check their work.

► Play the tapescript, pausing as shown (//) before each missing word. Elicit each answer from the class and then play the tape so they can check their answer. Continue in this way for all the answers.



Listening Tapescript 1.3

Hi Maria,
How are you? It's snowing in England today so I'm in my bedroom writing e-mails because it's too cold to go outside.
Some of my friends like the cold so they're outside playing. Mary and Helen are //



1 Read and complete.

Look at Vicky's e-mail to Maria. Maria has dropped something on the e-mail. Complete the e-mail with the words in the snowman.

To: maria@ic.com
From: vicky@ic.com
Subject: It's cold

Hi Maria,
How are you? It's snowing (1) in England today so I'm in my bedroom writing e-mails because it's too cold to go outside.
Some of my friends like the cold so they're playing outside.
Mary and Helen are (2) snowballs at each other in the garden. It's funny to watch. Paul's (3) a snowman, it's very good. Suzy's (4) on the pond. Tim and Steve are (5) down a hill, it looks very scary!
What are you doing?
Love,
Vicky

Now listen and check your answers.

2 Match and complete.

Look at the words in the frieze. Find the matching picture in the Classbook frieze and complete the sentences.

a. Ali and Fatma are _____ television.
b. Badr is _____ to music.
c. Maryam is _____ a book.
d. Mohammed and Said are _____ volleyball.
e. Fuad is _____ a letter.
f. Rashid and Hamad are _____ bikes.
g. Muna is _____ a picture.
h. Ahmed is _____ a photograph.

throwing snowballs at each other in the garden. It's funny to watch. Paul's // making a snowman, it's very good. Suzy's // skating on the pond. Tim and Steve are // skiing down a hill, it looks very scary!

What are you doing?

Love,

Vicky

STEP 4



► Ask children to **Look at page 3 of your Classbook**. Ask children to **Look at the pictures in the frieze**. Elicit the activities children can see that are represented by the pictures, for example **watching tv, reading a book, listening to music, playing volleyball**, etc. Ask children to number the pictures from 1–8.



► Then tell children to **Look at page 3 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 whole class feedback orally.

STEP 5



► Ask children to **Look at activity 2 on page 3 of your Skills Book**. Ask them to read the rubric and instruction text. Tell children they will need both their Classbooks and their Skills Books for this activity. 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 in the usual way by writing the letters of the sentences vertically on the board. As you elicit answers from the class write the appropriate word next to each number.

The answers are as follows:

- watching
- listening
- reading
- playing
- writing
- riding
- painting
- taking

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for the Class feedback in step 2.

You will also need to prepare the weather symbols from the photocopiable pages at the back of the Teacher's book for the feedback stage in Step 4. You can either photocopy them or cut them directly out of this book.

LESSON 3

YOU WILL NEED:

- ▶ **WEATHER SYMBOLS** from the photocopiable pages
- ▶ **OHT (optional)** for Step 2

STEP 1

- ▶ Point out of the window and ask **What's the weather like today?** Elicit appropriate answers from the class.
- ▶ Tell children that they are going to play a mime game as they did in the last lesson. Describe an action from the frieze, for example, say **you're painting a picture** and ask the class to mime it. Now ask children to work in their groups with one child describing one of the actions from the frieze and the rest of the group miming it.

STEP 2



- ▶ Ask children to **Look at page 4 of your Skills Book.** Ask them to read the rubric and



1 Listen and complete the chant.

Look at the chant. Can you guess what words are missing?
Listen and check your ideas.

The Weather Forecast

Now listen very carefully to what I say.
Here's the weather forecast for _____.

In Oman the sun is shining.
It's really very _____.
In England it's cold
And raining quite a lot!

In France it's snowing
And very windy too.
In Egypt it's hot
And the sky is very _____.

In Spain it's raining
And feels quite _____.
In Bahrain it's very cloudy
So I am told.

This is the weather forecast for today.
Listen again tomorrow – have a nice day!

2 Read and complete.

Read the chant and draw the weather symbols on the map.

HC



Songs and Rhymes Tapescript 1.1 The Weather Forecast Chant

Now listen very carefully to what I say,
Here's the weather forecast for today.

In Oman the sun is shining,
It's really very hot,
In England it's cold
And raining quite a lot!

In France it's snowing
And very windy too,
In Egypt it's hot
And the sky is very blue.

In Spain it's raining
And feels quite cold,
In Bahrain it's very cloudy
So I am told.

This is the weather forecast for today.
Listen again tomorrow – have a nice day!

- ▶ At the end of the tapescript, do a whole class feedback in the usual way. As you elicit the answers from the class write the words on the board, or use a prepared OHT if you have one. Make sure children have completed the chant correctly by getting them to check each other's work.



This activity provides an opportunity to assess children's understanding of rhyme.

- ▶ Rewind the tape and play the chant again. Ask children to join in where they can.

STEP 3



- ▶ 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 children understand that they need to draw the weather symbols on the map in the correct place according to the chant.
- ▶ Show children the map below the chant. Check that children can locate the countries by quickly asking them to point to England, Oman, France, Egypt, Spain and Bahrain on the map in their Skills Book. Ask children to volunteer to come to the front of the class and point to these countries on the World Map poster as a check.
- ▶ Quickly write the names of the countries from the weather map in the Skills Book on the board: *Oman, England, France, Egypt, Spain, Bahrain*. Show children the cut out weather symbols from the back of this book and then stick the cloudy weather symbol on the board next to the name Bahrain.
- ▶ Give children time to read and complete the weather map. Make sure they realise that for some of the countries they will need to draw two of the weather symbols. Once children have finished, ask them to compare their work with a friend.
- ▶ Then do a whole class feedback. As you elicit answers from the class, ask children to volunteer to come and stick the cut out symbols from the back of the Teacher's Book

on the board next to the correct country name.

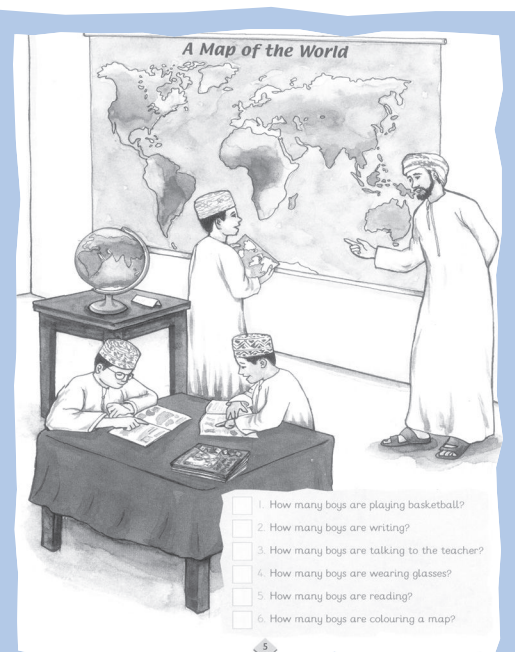
The board should look like this:

Oman		H
England	C	
France		
Egypt	H	
Spain		C
Bahrain		

STEP 4



- ▶ Ask the children to **Look at pages 4 and 5 of your Classbook**. Ask children to look at the picture and ask them **What can you see?** Give children time to look at the picture and discuss what they can see in their groups.
- ▶ Then elicit from the class what they can see and ask **What is the teacher pointing at?** Elicit **a map of the world**. Then ask **What are the boys learning about?** and elicit **the world**.
- ▶ Now ask children to look at the picture again and answer the questions at the bottom of page 5. Ask children to work individually to complete this task. Make sure they understand that they should write the answer to each question (a number) in the box next to the question. While children are engaged in this



- How many boys are playing basketball?
- How many boys are writing?
- How many boys are talking to the teacher?
- How many boys are wearing glasses?
- How many boys are reading?
- How many boys are colouring a map?

activity, circulate around the class giving guidance and support where necessary.

- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback in the usual way by writing the numbers from 1–6 vertically down the board. As you elicit the answers from the class, write them next to the corresponding question number.

The answers are as follows:

1. 5
2. 3
3. 1
4. 3
5. 2
6. 4

Before the next lesson

You may like to prepare an OHT for step 4.

LESSON 4

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 4



Listening Tapescript 1.4

Listen carefully. Hold up your right hand if you hear a vowel. Put your left hand on your head if you hear a consonant. Are you ready?

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

STEP 1

- ▶ Point out of the window and ask **What's the weather like today?** Elicit appropriate answers from the class.
- ▶ Draw a line down the middle of the board. On one side of the board write these letters: a, e, i, o, u
On the other side of the board write these letters
b, c, d, f, g
Ask children if they can remember why these letters are in two different columns. Elicit that they are divided into **vowels** and **consonants**. Write the word *vowel* above the vowels you have written and the word *consonant* above the consonants.
- ▶ Now tell children that they are going to play a game with vowels and consonants. Tell the class that they will hear some vowels and consonants on the tape. When they hear a vowel they should hold up their right hand. When they hear a consonant they should put their left hand on their head. You may wish to do one or two examples very quickly with the class first.
- ▶ Play the tapescript straight through once. Only pause the tape if you see that several children are making mistakes.

STEP 2



- ▶ Ask children to **Look at pages 4 and 5 of your Classbook**. Ask children to write down three words they can see in the picture beginning with a consonant and three words beginning with a vowel.
- ▶ Give children time to do this activity. While children are engaged in the task, circulate around the class giving guidance and support where necessary.
- ▶ Once children have finished, ask them to compare their lists with their friends. Ask them to add any words they have not written to their lists.
- ▶ Do a whole class feedback by eliciting one word beginning with a vowel from each group and one word beginning with a consonant from each group. Write these words on the board in the appropriate column. This way, children can check their spelling.
- ▶ Tell children that for homework, you would like them to find more words in the picture on pages 4 and 5 of their Classbook beginning with vowels and consonants and add these to their lists. Remind them that they can check the spelling of some words by

looking at the word list at the back of their Classbook. Encourage children to write their lists out neatly in alphabetical order and store them in their portfolios.



This activity provides an opportunity to assess children's understanding and recognition of consonants and vowels.

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. Ask children to read the word in the robot's tummy – 'YOUR WRITING' – and then show them the streamer coming from his head – 'spelling –ing' words'. Ask them if they remember learning about spelling '–ing' words in grade 5. They may remember that with words ending in –e we drop the 'e' and add –ing. [Children studied this in 5B Unit 1.] Tell them that they are going to look at more spelling rules with words ending in –ing.
- ▶ Ask children to read the rubric and instruction text for activity 1 in their Skills Book. Check their understanding of the task in the usual way.
- ▶ Then ask children to look at the instruction text below the pictures. Ask them to try and explain to their friends what happens to each verb. Then elicit children's ideas and discuss these with the whole class. Children should

be able to tell you that the verbs have different spellings when you add '–ing'.

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 children to sort the verbs into 3 types according to the spelling. Remind children to use pencil.



This activity provides an opportunity to assess children's understanding of the rules governing the spelling of verbs with '–ing'.

- ▶ When children have finished, get them to check their work and then do a whole class feedback. As you elicit the answers from the class, write the verbs in the appropriate column on the board or use a prepared OHT if you have one. Make sure children check their work.

The answers are as follows:

listening	running	riding
walk	put	give
colour	sit	have
read	swim	write
look	skip	make
wear	stop	take

STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Give them time to discuss their ideas in their groups.

- ▶ Now do a whole class feedback. Children should suggest the following:
With most verbs we just add –ing.
With verbs that end with one vowel and one consonant, we double the last letter and add –ing.
With verbs that end in e, we take off the e and add –ing.

For homework

Tell children that you would like them to learn to spell the present continuous tense of these 6 verbs: wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving.

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



1 Read and think.

Look at these 3 verbs. Think carefully about the spelling of these verbs when we add –ing.

listen listening
 run running
 ride riding

What happens to each verb? Talk to your friends and then try and explain the changes to your teacher.

2 Think and write.

Look at the verbs in the globe. Sort them into the 3 different groups of spelling and write them in the correct space.

give put have
 walk sit colour
 swim read write
 make skip
 stop look
 wear take

listening	running	riding

3 Complete the rules.

▶ With most verbs, we just add _____.

▶ With verbs that end with one _____ and one _____, we double the last letter and add –ing.

▶ With verbs that end in –e, we take off the _____ and add _____.

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 a later lesson.

You should also remind children to find more words in the picture on pages 4 and 5 of their Classbook beginning with vowels and consonants and add these to the lists they started in this lesson. Tell children to store these lists in their portfolios.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 2 of the next lesson.

LESSON 5

YOU WILL NEED:

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

STEP 1



- ▶ Ask children to **Look at The Weather Forecast Chant on page 4 of your Skills Book**. Play the chant straight through (*Songs and Rhymes Tapescript 1.1, Lesson 3*) and ask them to listen to the chant and join in with the words where they can.



STEP 2

Children will need both their Classbook and Skills Book for this activity.



- ▶ Ask children to **Look at page 6 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. Explain that to complete the sentences so that they make sense, children will need to change the verbs on the whiteboard in their Skills Book to the present continuous. Remind them of the spelling rules for '-ing' which they looked at in the previous lesson.



- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished, ask them to compare their answers. Ask them to pay particular attention to the spelling of the

verbs. Then do a whole class feedback in the usual way by writing the numbers 1–8 vertically down the board. As you elicit the answers from the class write the verbs on the board next to the corresponding number; or use a prepared OHT if you have one.

The answers are as follows:

- | | |
|------------|--------------|
| 1. playing | 5. writing |
| 2. asking | 6. colouring |
| 3. wearing | 7. pointing |
| 4. sitting | 8. reading |

The purpose of this activity is to give children an opportunity to apply the spelling rules they learned in the previous lesson.



1 Read, think and complete.

Look at pages 4 and 5 of your Classbook. Complete these sentences about the things you can see happening in the picture. Use the verbs on the whiteboard below to complete the sentences. Be careful – you must change them into the present continuous.

- Five boys are playing basketball.
- One boy is asking the teacher a question.
- Three boys are sitting at the table.
- Nine boys are reading books.
- Three boys are wearing school uniforms.
- Four boys are colouring their pictures.
- The teacher is pointing at the map.
- Two boys are writing on the board.

2 Think and write.

Look around your classroom or out of your classroom window. What can you see happening now? Write 5 sentences about the things you can see happening.

-
-
-
-
-

What are you doing now?

3 Think and write.

Remove cut-out page 85 from the back of your Skills Book. Complete the Here and Now Record for homework.

STEP 3

- Ask the children to look at their classroom or out of the window. Ask **What can you see happening now?** Ask them to discuss in their groups and then elicit some ideas.



- ▶ Now ask the children to read the rubric and instruction text for activity 2 on page 6 of their Skills Book. Check their understanding of the task in the usual way.
- ▶ Give children time to write their sentences. While they are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished, ask them to read the question at the end of this activity – ‘What are you doing now?’ – and write an answer.



4

Here and Now Record

What's the time? Write it here:

What are you doing?

What are the people in your family doing? Write about them here:





85

STEP 4



- ▶ Ask children to look at Portfolio Pete at the bottom of the page. Ask them to read the rubric and instruction text for activity 3.



- Check their understanding of the task in the usual way. Ask children to look at page 85 at the back of their Skills Book – the 'Here and Now Record'. Distribute the scissors and ask children to cut the page out carefully. Ask them to complete their 'Here and Now Record' for homework.

At the end of the lesson

Collect in children's Skills Books to check their work.

For homework

Children should complete their 'Here and Now Record'.

You should also remind children to continue learning to spell the present continuous tense of these 6 verbs: *wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving*. Tell children you will check their spelling in a later lesson.

LESSON 6

YOU WILL NEED:

► SCISSORS

At the beginning of the lesson

Hand back children's Skills Books and ask them to make any changes for homework.

STEP 1



- Ask children to **Look at The Weather Forecast Chant on page 4 of your Skills Book**. Play the chant straight through (*Songs and Rhymes Tapescript 1.1, Lesson 3*) and ask them to listen to the chant and join in with the words where they can.



STEP 2



- Organise the class into pairs. One child is A and one child is B. Ask children to **Look at cut-out page A on page 81 at the back of your Classbook**. Ask the class to remove the cut-out page carefully.
- Ask children who are 'A's to look at **picture 1**. Ask children who are 'B's to turn the page over and look at **picture 2**. Show children how the picture at the bottom of their page has things missing and tell them that their partner will tell them what to draw in to complete it. Tell children that you want child A to describe the picture (picture 1) at the top of their



page (page 81) to child B. For example, **There's a boy eating an ice-cream. / A boy is eating an ice-cream.** Child B should listen carefully as their partner describes the picture to them and complete the details in the outline picture at the bottom of their cut-out page (page 82).

- When child A has finished describing their picture to child B, ask them to reverse roles. Child B should describe the picture at the top of their page (picture 2 on page 82) to child A. Child A should complete the details in the outline picture at the bottom of their cut-out page (page 81).
- Now ask children in their pairs to compare the pictures they have drawn. Ask them if they are the same. Give children time to find the differences and ask them to check against the pictures at the top of their cut-out page.

The purpose of this activity is to develop children's observational skills.

STEP 3

- Ask children to tell you some of the differences in the pictures. Support children to suggest examples such as **In picture 1 the boy is eating an ice-cream. In picture 2 the boy is eating a banana.** Elicit as many

differences as possible. Write one of these examples on the board.



► Now ask children to **Look at cut-out page 83 at the back of your Skills Book**. Distribute the scissors and ask children to cut the page out carefully.

► Show children the writing lines for picture 1 and picture 2 and show them how one of the differences between the two pictures has been written as an example. Encourage children to write about the other differences between picture 1 and picture 2. Circulate around the class giving guidance and support where needed. Remind them to use pencil. When children have finished, encourage them to show their work to a friend and help each other make any corrections.

► Collect children's work and suggest any further changes. Tell children you will give these back in the next lesson. They should then make final changes for homework and put their work in their portfolio together with the Classbook cut-out page A. The differences are as follows:

Picture 1

A cat is chasing a bird.
2 boys are playing football.
A boy is eating an ice-cream.
A girl is flying a kite.
A girl is reading a book.
A woman is sitting under the tree.

Picture 2

A cat is chasing a gecko.
2 boys are playing volleyball.
A boy is eating a banana.
A boy is flying a kite.
A girl is listening to music.
A man is sitting under the tree.

For homework

Children should make any changes necessary in their Skills Books.

Also, tell children that you want them to choose 3 words that are not verbs 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 any 3 words from this unit. 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 children to continue learning to spell the present continuous tense of these 6 verbs: *wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving*. Tell children you will check their spelling in a later lesson.

Before the next lesson

You will need to prepare the Home activities Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Home activities Check Sheet 1 for the feedback in Step 1 of the next lesson.

You will also need to prepare the Super Spy cards. You will need one set of cards for each group of 7.

LESSON 7

YOU WILL NEED:

- ▶ **HOME ACTIVITIES CHECK SHEET 1** one for each group
- ▶ **SUPER SPY CARDS** one set for each group of 7
- ▶ **OHT (optional)** for Step 1

STEP 1

- ▶ Give each group one copy of the Home activities 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 next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

STEP 2

The game in this Step involves a jigsaw reading activity in which children each have a piece of information which they will share with others in their group. They will exchange information with one child from their group and then move on to exchange information with a different child from their group. This way all children will be engaged simultaneously in asking for and giving information. This kind of speaking activity is called a **mingle**.

It is important that children do not just sit in their groups and listen to one person at a time as this will make the activity very boring and will not make maximum use of speaking opportunities. Children will need to stand in groups so that they can easily move around and talk to individual members of their groups.



- ▶ Ask children to **Look at pages 6 and 7 of your Classbook**. Ask them to describe what they can see. Elicit as much information as possible.



- ▶ Ask children to read the rubric and instruction text for activity 1. Check their understanding in the usual way. Explain that the police are trying to find 3 international spies living in one of the houses and that they are going to help find them.



1 Look and listen.

Can you help the police? There are 3 international spies living in one of these houses in Short Street. Listen to the policeman asking different people if they know who lives in the houses.



2 Play the Super Spy game.

Use the information on your activity cards to find out where each person lives and to find the international spies. Write the letter for each person under the house they live in.

- ▶ Tell them that they are going to listen to the policeman asking different people if they know who lives in the houses. Ask them to listen and see if they can identify the people and the house number.
- ▶ Play the tape, pausing after each person interviewed. Elicit the picture and the number of the house. Tell the class to write the letter under the correct house number.



Listening Tapescript 1.5

Policeman: Good morning. Can I ask you some questions?

Woman: Yes, of course.

Policeman: Do you know who lives in number 22?

Woman: Yes, the Carter family.

Policeman: What are they doing?

Woman: Mr Carter is cooking and Mrs Carter is ironing

Policeman: Good morning! Can I ask you some questions?

Man: Yes, of course.

Policeman: Do you know who lives in number 24?

Man: No, I don't, sorry.

Policeman: Thank you.

- ▶ 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 [you will not need to rewind], pausing after each question and answer for children to repeat. Then get the class to change roles in the usual way and play the tape again [you will not need to rewind].

STEP 3



- ▶ Now ask the class to read the rubric and instruction text for activity 2 on page 7. Tell children that you want them to continue the police investigation and help them find who the spies are and which house they are in.
- ▶ There are 7 Super Spy cards for each group. Organise your class into groups of 7. Extra children can either be added to a group and share an activity card with someone or could form a smaller group (for example, 5) in which 2 children are given an additional activity card. It is important that all 7 activity cards are distributed in each group.

- ▶ Tell the class that each card contains information about the people living in one of the houses in the street. Tell the class that each child should take a different card, read the information in it and find the people described. Children should write the letter of each person under the house they live in.
- ▶ Children should then ask each other questions to find out who lives in the other houses, using the questions and answers they have just practised. Children should gradually match all the people on pages 6 and 7 to their houses and work out who the spies are and where they live. The first group to find the spies, and the house they are in, are the winners.

NB. Nobody has information for the 3 spies or the house they live in so, through a process of elimination, children will find that they have 3 remaining pictures of people who must be the spies, and an empty house which must be where they are staying.

This kind of activity helps to develop children's deductive reasoning skills.

- ▶ The answers are as follows:
House 21 – the Jones family
m
b
d

House 22 – the Carter family
s
g
j

House 23 – Sue, Penny and Kate
w
e
x

House 24 – the Evans family
t
p
n

House 25 – the spies live here!
k
o
v

House 26 – the Smith family
i
a
c

House 27 – the Baker family

l

f

u

House 28 – the Harris family

q

r

h



Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity in the street sign on page 7 of their Classbook. Remind children that they can do these tasks whenever they finish early or in their free time.

For homework

Remind children that they should continue to learn the spelling of the 3 words they have chosen from this unit. Remind children to use the

look, cover, write and check method. Tell children you will check their spelling of these 3 words in a later lesson.

You should also remind children to continue learning to spell the present continuous tense of these 6 verbs: *wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving*. Tell children you will check their spelling in a later lesson.

Before the next lesson

You will need to prepare the Home activities Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Home activities Check Sheet 2 for the feedback in Step 1 of the next lesson.

LESSON 8

YOU WILL NEED:

- ▶ **HOME ACTIVITIES CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Step 1



STEP 2

Ask children to **Look at page of 8 of your Classbook**. Ask them who they think the three people are in the photographs. Establish that they are the 3 spies living in Short Street that they helped the police to find. Now ask them to read the rubric and instruction text for activity 1. Check their understanding of

STEP 1

- ▶ Give each group one copy of the Home activities Check Sheet 2 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 next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT word check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.



1 Read and match.
Read these police descriptions of the 3 spies. Match them to their police photographs. Write the name of each spy on their police photograph.

Brainy Janey has got short, black hair and green eyes. She's wearing a blue dress and a necklace.

Clever Trevor has got short, brown hair and blue eyes. He's wearing glasses and a green shirt.

Smart Bart has got short, grey hair and brown eyes. He's wearing a blue jacket and white shirt.

2 Draw and write.
Draw 2 spies, a man and a woman. Write a description of each one. Show your work to a friend.

3 Read and think.
Look at Sergeant Silly's report about the spies. He has made some mistakes. Can you see what they are?

Sergeant Silly's Report

Smart Bart is writing a message in code.
Brainy Janey is taking a photograph.
Clever Trevor is listening to the radio.
They are living at 27 Short Street.

Sgt Silly

Sergeant Sensible's Report

Smart Bart isn't writing a message in code. He's taking a photograph.
Brainy Janey isn't taking a photograph. She's listening to a message in code.
Clever Trevor isn't listening to the radio. He's writing a message in code.
They aren't living at 27 Short Street. They're living at 25 Short Street.

Sgt Sensible

4 Read and think.
Remove cut-out page B from page 79 at the back of this book. Read Sergeant Silly's report about some of the people living in Short Street. He has made some mistakes. Can you correct them?

Show your work to your friends and your teacher. Make any changes and then put your work in your portfolio.

the task in the usual way. Tell them to write the name of each spy on the correct photograph.

- ▶ Give children time to read the texts and label the photographs. Ask them to check each other's work.
- ▶ Then ask them to listen to the tape and check their answers. Play the tapescript. Pause after the description of the first person (//) and elicit the answer from the class. Then continue to play the tape so that they can check. Repeat this procedure for the other two descriptions.



Listening Tapescript 1.6

Brainy Janey has got short, black hair and green eyes. She's wearing a blue dress and a necklace. // picture c

Clever Trevor has got short, brown hair and blue eyes. He's wearing glasses and a green shirt. // picture a

Smart Bart has got short, grey hair and brown eyes. He's wearing a blue jacket and a white shirt. // picture b

STEP 3



- ▶ Ask the 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 do the activity. Encourage children to work co-operatively to help each other.
- ▶ While children are engaged in this task circulate around the room providing support and guidance where necessary. When children finish, ask them to store their work in their portfolio.

STEP 4

This activity gives children further practice in developing observational skills.



- ▶ Tell children to look at activity 3. Ask them to read the rubric and instruction text. Check their understanding of the task in the usual way. Establish that they will need to refer back to pages 6 and 7 of their Classbook. Ask them what the names of the two sergeants are. Establish that they are Sergeant Silly and Sergeant Sensible. To remind them of the

meaning of 'silly', ask children if they remember the story about Chicken Licken which they did in Grade 4. Ask them how they would describe the birds and how they would describe the fox. They may suggest **silly** and **clever**. Tell them that 'sensible' is the opposite of 'silly'.



- ▶ Ask children to look at pages 6 and 7 of their Classbook to find the mistakes in Sergeant Silly's report.

Now ask them to read Sergeant Sensible's report to check their ideas.



This activity provides an opportunity to assess how well children are able to read a text for specific information.

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 **Look at cut-out page B on page 79 at the back of your Classbook**. Ask children to remove this page carefully. Make sure they understand that they need to look at pages 6 and 7 of their Classbooks to check the information.

- ▶ Get children to write the first draft of their sentences in their exercise books. When children have finished, encourage them to show their work to their friends and you for checking. Then get them to make any changes before writing it out neatly on the cut-out page.



Sergeant Silly's Report

House number	
21	Mrs Jones is reading the newspaper.
22	Mrs Carter is making a cup of tea.
24	Mr Evans is bathing the baby.
26	Mr Smith is playing football.
27	Mrs Baker is ironing.
28	Mr Harris is asleep on the chair.

Sgt Silly

Your Report

House number	
21	Mrs Jones isn't reading the newspaper. She's answering the telephone.
22	
24	
26	
27	
28	

- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ When the cut-out page is complete, ask children to store it in their portfolio.
- ▶ The answers are as follows:

House no.

22 Mrs Carter isn't making a cup of tea.
She's ironing.

24 Mr Evans isn't bathing the baby.
He's reading a book.

26 Mr Smith isn't playing football.
He's playing the piano.

27 Mrs Baker isn't ironing.
She's sewing.

28 Mr Harris isn't asleep on the chair.
He's writing a letter.

For homework

Remind children that they should continue to learn the spelling of the 3 words they have chosen from this unit. Remind children to use the look, cover, write and check method. Tell children you will check their spelling of these 3 words in the next lesson.

You should also remind children to continue learning to spell the present continuous tense of these 6 verbs: wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving. Tell children you will check their spelling in a later lesson.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for the class feedback in Step 2.

LESSON 9

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

STEP 1



- ▶ 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 this unit.

- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 3 words that they chose to learn from this unit. Get children to compare the words they chose. Now ask children to write the words they have learned to spell on the first 3 writing lines 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 2



- ▶ Ask children to **Look at page 9 of your Classbook**. Elicit some of the things they can

see happening in the picture. Then ask them to read the rubric and instruction text for activity 1. Check their understanding in the usual way. Tell children that they may look at the picture for 30 seconds and that when you call **Stop!** they must close their books and you will ask them some questions about the pictures.



1 Look and remember.

Would you be a good detective? Good detectives can remember everything. Look carefully at this picture for 30 seconds and try to remember what the people are doing.

Now close your Classbook and look at page 7 of your Skills Book.

2 Ask and answer.

Look at these questions and then play the game.

What is the boy in the purple t-shirt holding in his right hand?

A spade.

What sport are the two boys playing on the beach?

They're playing volleyball.

- ▶ Give children 30 seconds and then call **Stop!** Ask the following questions and elicit the answers from the class:

What is the girl sitting under the umbrella eating?
An ice-cream.

How many birds are there in the picture?
Three.



- ▶ Now ask children to **Look at page 7 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 must try and do this task without looking at the Classbook.

- ▶ When children have finished, ask them to check their ideas in their groups. Then get them to look back at the Classbook to see if they were correct. Ask them to make any changes.

- ▶ Do a whole class feedback using a prepared OHT if you have one. If not, elicit the answers from the class orally.

The answers are as follows:

What is the woman in the green and red dress doing?

She's walking on the beach.

How many boys are swimming?

Two.

Are there any girls playing volleyball?

No.

What colour is the big ball?

Red.

Is the boy playing the drum wearing a dishdasha or a t-shirt and shorts?

He's wearing a dishdasha.

How many shells are there in the picture?

Seven.

Where is the woman reading a book sitting?

She's sitting under the umbrella/on the purple rug.

STEP 3



- ▶ Now ask children to read the rubric for activity 2 on page 9 of their Classbook. Check their understanding of the task in the usual way.

- ▶ Tell children that they are going to hear the questions and answers before they play the game. Ask children to read the dialogues silently as they listen to the tapescript. Play the tapescript straight through.



Listening Tapescript 1.7

Voice 1: What is the boy in the purple t-shirt holding in his right hand?

Voice 2: A spade.

Voice 1: What sport are the two boys playing on the beach?

Voice 2: They're playing volleyball.

- ▶ 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 [you will not need to rewind], pausing after each question and answer for children to repeat. Then get the class to change roles in the usual way and play the tape again [you will not need to rewind].

STEP 4



- ▶ Ask children to read the rubric and instruction for activity 2 on page 7 of their Skills Book. Check their understanding of the task in the usual way.

- ▶ When children have finished writing their questions ask the class to close their Classbooks. Ask them to look at the instruction text under the writing lines on page 7 of their Skills Book. Children should

1 Read and answer.

Is your Classbook closed? Read these questions and try and answer them from memory.

What is the woman in the green and red dress doing?
How many boys are swimming?
Are there any girls playing volleyball?
What colour is the big ball?
Is the boy playing the drum wearing a dishdasha or a t-shirt and shorts?
How many shells are there in the picture?
Where is the woman reading a book, sitting?

Now check your ideas with the rest of your group.
Were you correct? Go back to page 9 of your Classbook and find out.

2 Write and ask.

Look at the picture on page 9 of your Classbook again.
Write 5 different questions about the picture.

-
-
-
-
-

Work with a friend. Ask your friend to close their Classbook. Now ask your 5 questions. How many answers did your friend get correct?
Now change roles.

3 Play a game.

Work with your group. One person should mime an action and the rest of the group should try and guess what the person is doing.

Are you washing your face?
No, I'm not.

Are you brushing your teeth?
Yes, I am.

work in pairs to ask each their questions. One child in each pair is A and one child is B. Child A asks Child B their questions. Child B tries to answer them. When child A has finished asking all their questions, then they change roles and Child B asks their questions.

STEP 5



Ask children to read the rubric and instruction text for activity 3 on page 7 of their Skills Book. Check their understanding of the task in the usual way. Demonstrate how to play the game using the examples in the book before children play the game in groups.



This activity provides an opportunity to assess how well children are able to ask and answer questions using the present continuous.

For homework

Remind children that they should continue learning to spell the present continuous tense of these 6 verbs: wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving. Tell children you will check their spelling in a later lesson.

Before the next lesson

If you have access to an OHP, you may like to prepare OHTs for Steps 4 and 6 of the next lesson.

LESSON 10

YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 4 and 6

STEP 1



Play the mime game as in Step 5 of the previous lesson [from activity 3, page 7 of the Skills Book]. Demonstrate one or two examples with the class before children work in groups.

STEP 2



Ask children to **Look at pages 8 and 9 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 – 'Present continuous'. Ask them to read



1 Read, think and complete.

We use the present continuous to talk about actions happening now.

Ali's reading a book.

Maryam and Fatma are watching television.

We make the present continuous with the present of the verb _____ and a main verb ending in _____.

2 Read, find and write.

Read these positive and negative sentences.

She's listening to music.

She isn't listening to music.

Find 2 examples of positive and negative sentences in the unit. Write them here:

✓	
✗	

3 Read and complete.

Complete the present continuous tables.

I	'm	
he	's	reading
she		
it		
you		
we		
they		

I	'm not	
he		reading
she		
it		
you	aren't	
we		
they		



4 Read and think.

We use the present continuous to ask questions about actions happening now.

Is Khalifan eating a banana?

Are Maha and Naila writing letters?

1. We can answer present continuous questions with Yes or No or a short answer.

Is Khalifan eating a banana?

Yes

Yes, he is

Are Maha and Naila writing letters?

No

No, they aren't

2. We can answer 'Wh-' questions with just the information or a full sentence.

What's Khalifan eating?

A banana

He's eating a banana

What are Maha and Naila doing?

Reading

They're reading

5 Read and complete.

Complete the present continuous question and answer tables.

Am	I	
Is	she	singing?
	you	
	we	
	they	

Yes	I	am.
Yes	he	
Yes	she	
Yes	it	
Yes	you	are
Yes	we	

No	I'm	not.
No	he	
No	she	isn't.
No	it	
No	you	aren't.
No		

the rubric for activity 1. Check their understanding of the task in the usual way.

- ▶ When children have had time to look at the information in activity 1 and complete the sentence by Robby's hand, ask them to share their ideas with their group. Then do a whole class feedback.

Children should suggest:

We make the present continuous with the present of the verb be and a main verb ending in -ing.

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 look through the unit in their Classbooks and Skills Books to find two positive and two negative examples.
- ▶ When they have finished, ask children to show each other their sentences.

STEP 4



- ▶ 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 completing the tables, ask them to share their ideas with their friends. Then do a whole class feedback using a prepared OHT if you have one or by drawing the tables on the board and eliciting the answers from the class. As you elicit the answers from the class, write these in the appropriate places on the table.
- ▶ Make sure children check their work. The tables should look as follows:

I	'm	
he		
she	's	
it		reading
you		
we	're	
they		

I	'm not	
he		
she	isn't	
it		reading
you		
we	aren't	
they		

STEP 5



- ▶ Ask children to read the rubric and information text in activity 4. Give them time to read this silently to themselves and then discuss the ideas in the text and speech bubbles with the whole class.

STEP 6



- ▶ Now ask children to read the rubric and instruction text for activity 5. Check their understanding of the task in the usual way.
- ▶ When children have finished completing the tables, ask them to share their ideas with their friends. Then do a whole class feedback using a prepared OHT if you have one or by drawing the tables on the board and eliciting the answers from the class. As you elicit the answers from the class write these in the appropriate places on the table.
- ▶ Make sure children check their work. The tables should look as follows:

Am	I	
Is	he she it	singing?
Are	you we they	

Yes,	I	am.
Yes,	he she it	is.
Yes,	you we they	are.

No,	I'm	not.
No,	he she it	isn't.
No,	you we they	aren't.

For homework

Remind children that they should continue learning to spell the present continuous tense of these 6 verbs: wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving. Tell children you will check their spelling in the next lesson.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 2 of the next lesson.

LESSON 11

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

STEP 1



- ▶ Play the mime game as in Step 1 of the previous lesson [from activity 3, page 7 of the Skills Book]. Demonstrate one or two examples with the class before children work in groups.

STEP 2



- ▶ Ask children to **Look at pages 10 and 11 of your Classbook**. Ask them to look at the title of the story and the pictures and see if they can tell you what the story is about. Then ask them to describe what they can see in the pictures. Elicit as much information as possible.
- ▶ Now ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Children should read the story and complete the missing words.
- ▶ When they have finished, ask them to check their ideas with each other. Then tell them that they are going to listen to the story and check their answers.

- ▶ Play the tapescript straight through without stopping.



Listening Tapescript 1.8

The Bored Boy

- Boy: I'm bored! I want to play a game, Will you play with me?
- Father: No, I'm sorry. I'm listening to the radio. It's very important.
- Boy: I'm bored! Will you play a game with me?
- Sister 1: No, sorry. I'm watching a horror film on tv. It's very scary.
- Boy: I'm bored! Will you play a game with me?
- Mother: No, sorry. I'm making a cup of tea. I'm very thirsty.
- Boy: I'm bored! Will you play a game with me?
- Brother 1: No, sorry. I'm making a sandwich. I'm really hungry.
- Boy: I'm bored! Will you play a game with me?
- Grandfather: No, sorry. I'm reading my book. It's very interesting.
- Boy: I'm bored! Will you play a game with me?
- Sister 1: No, sorry. I'm reading my comic. It's really funny.



1 Read and complete.

Read the story 'The Bored Boy'. Some of the words of the story are missing. Can you finish the story?

The Bored Boy

1 I'm bored! I want to play a game. Will you play with me?

No, I'm sorry. I'm to the radio. It's very important.

2 I'm bored! Will you play a game with me?

No, sorry. I'm a horror film on tv. It's very scary.

3 I'm bored! Will you play a game with me?

No, sorry. I'm a cup of tea. I'm very thirsty.

4 I'm bored! Will you play a game with me?

No, sorry. I'm a sandwich. I'm really hungry.

5 I'm bored! Will you play a game with me?

No, sorry. I'm my book. It's very interesting.

6 I'm bored! Will you play a game with me?

No, sorry. I'm my comic. It's really funny.

7 I'm bored! Will you play a game with me?

No, sorry. I'm my new computer game. It's fantastic!

8 I'm bored! Will you play a game with me?

No, I'm sorry. I'm a letter to my friend in the IKC club.

9 Oh, I'm really bored! Will you play a game with me?

No, sorry. I'm my homework.

10 Wait a minute! When I finish my homework, then ... I'll play a game with you.

11 Hooray!

The End



2 Listen and check.

Now listen to the story and check your work.

3 Write your own story.

Remove the story cut-out page from the back of your Skills Book. Work with your friends to write a new story.

Boy: I'm bored! Will you play a game with me?

Brother 2: No, sorry. I'm playing my new computer game. It's fantastic!

Boy: I'm bored! Will you play a game with me?

Grandmother: No, I'm sorry. I'm making a new dress for your baby sister.

Boy: I'm bored! Will you play a game with me?

Sister 2: No, I'm sorry. I'm writing a letter to my friend in the IKC club.

Boy: Oh, I'm really bored! Will you play a game with me?

Brother 3: No, sorry. I'm doing my homework.

Wait a minute! When I finish my homework, then I'll play a game with you.

Boy: Hooray!

- ▶ Do a whole class feedback in the usual way by writing the picture numbers from 1–10 vertically down the board. As you elicit the missing words, write these on the board next to the appropriate number or use a prepared OHT if you have one.
- The answers are as follows:

1. listening
2. watching
3. making
4. making
5. reading
6. reading
7. playing
8. making
9. writing
10. doing

STEP 3

- ▶ Tell them they will hear the story again. Ask them to read the story quietly to themselves as they listen to the tape. Rewind the tape and play the tapescript again straight through.
- ▶ Ask the children what they thought of the story and if they liked it.

STEP 4



- ▶ Now ask children to read the story together in their groups. Check that children remember that one child should read the first sentence

aloud and then the next child should read the next sentence and so on. Remind the group that the children not reading aloud should listen and read the sentence silently so that they can help their friends if they need help.

This shared reading activity helps children develop confidence in their ability to read aloud to others.

STEP 5

- ▶ Tell children that you are now going to check their spelling of the present continuous tense of the 6 verbs you asked them to learn to spell: wear – wearing, read – reading, sit – sitting, run – running, have – having, give – giving.



- ▶ 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 '–ing' form of the verbs they hear on the next 6 writing lines in activity 2. Tell children that this is something they must do on their own and that they should not look at their friend's work.

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



Listening Tapescript 1.9

1. have
2. read
3. sit
4. run
5. wear
6. give

- ▶ Do a whole class check. Ask the class **What was the first word?** Elicit **have** and then elicit the '–ing form' – **having**. Write the '–ing' form 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.

For homework

Tell children that you want them to learn to spell the present continuous form of 6 more verbs from this unit. They should choose:

- 2 verbs that end in '–e', for example *write*
- 2 verbs that end with a vowel followed by a consonant, for example *swim*
- 2 other verbs from any part of the unit.

Remind them to use the look, cover, write and check method.

Make sure children understand that they can choose the 6 verbs they want to spell. Explain that at 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.

Before the next lesson

If you have access to an OHP you may like to prepare OHTs for Step 3 and 5 of the next lesson.

LESSON 12

YOU WILL NEED:

- ▶ **OHT (optional)** for Steps 3 and 5

STEP 1



- ▶ Ask the class if they remember the story about the bored boy from the previous lesson. Ask children to describe what they remember. Get them to discuss their ideas in their groups. Then ask them to **Look at the story on page 10 and 11 of the Classbook to check.**

- ▶ Tell the class they will hear the story again. Ask them to read the story quietly, to themselves as they listen to the tape. Play the tape (*Listening Tapescript 1.8, Lesson 11*) straight through [you will need to rewind].

- ▶ Tell the class that you want them to look at the story again and answer some questions. Ask each of these questions orally and elicit a quick oral response:

Which picture shows a girl reading a comic?
picture 6

Which picture shows a woman sewing a dress?
picture 8

Which picture shows a man listening to the radio?
picture 1

STEP 2



- ▶ Ask 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 – 'SOUNDS' – and then show

them the streamer coming from his head – 'Long and short vowel sounds'. Ask children to look at the rubric and instruction text for activity 1.

- ▶ Ask children to listen to the tongue twister and read it in their books. Play the tapescript straight through.



Songs and Rhymes Tapescript 1.2

A hot fox sitting on rocks wearing long orange socks carrying a box of clocks.

- ▶ Now play the tape again [you will not need to rewind] and ask the children to say the tongue twister with the tape.

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 children to listen to the tape.



1 Listen and read the tongue twister.

Listen to this tongue twister.
A hot fox sitting on rocks wearing long orange socks carrying a box of clocks.

Long and short vowel sounds

Now listen and say the tongue twister with the tape.

2 Listen, think and underline.

Listen to this short vowel sound.
Now listen to the tongue twister again and underline all the words in the tongue twister that have this sound in them.

3 Listen and read the tongue twister.

Now listen to this tongue twister.
Tall Paul sitting on a wall playing with a small ball.

Now listen and say the tongue twister with the tape.

4 Listen, think and underline.

Listen to this long vowel sound.
Now listen to the tongue twister again and underline all the words in the tongue twister that have this sound in them.

5 Listen and sort.

Listen to these words. They all contain the short vowel sound as in the word **box** or the long vowel sound as in the word **ball**.
Sort them into 2 different groups.

four, what, small, clock, floor, not, ball, lot, talk, sock

box

shop, walk, door, got, short, tall, your, hot, spot, rock

ball

- ▶ Play the tape.



Listening Tapescript 1.10

Listen to this short vowel sound.

/ɒ/

/ɒ/

- ▶ Now ask children to underline all the words in the tongue twister that have this sound in them.
- ▶ When children have finished, ask them to compare their work and then do a whole class feedback. Write the tongue twister on the board, or use a prepared OHT if you have one, and elicit from the class which words you should underline.

The tongue twister should look like this:

A hot fox sitting on rocks wearing long orange socks carrying a box of clocks.

- ▶ Ask children to colour in the socks for homework.

STEP 4



- ▶ Ask them to read the rubric and instruction text for activity 3. Ask them to read the tongue twister as they listen to it on the tape. Play the tape straight through.



Songs and Rhymes Tapescript 1.3

Tall Paul sitting on a wall playing with a small ball.

- ▶ Now play the tape again [you will not need to rewind] and ask children to say the tongue twister with the tape.

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 them to listen to the tape.

- ▶ Play the tape.



Listening Tapescript 1.11

Listen to this long vowel sound.

/ɔ:/

/ɔ:/

- ▶ Now ask them to underline all the words in the tongue twister that have this sound in them.

- ▶ When children have finished ask them to compare their work and then do a whole class feedback.
- ▶ When children have finished, ask them to compare their work and then do a whole class feedback. Write the tongue twister on the board, or use a prepared OHT if you have one, and elicit from the class which words you should underline.

The tongue twister should look like this:

Tall Paul sitting on a wall playing with a small ball.

STEP 6



- ▶ Ask children to look at the rubric and instruction text for activity 5. Check their understanding of the task in the usual way. Explain that as they hear the words they should sort them into two groups and write them in the appropriate space – in the box or in the ball.

- ▶ Play the tape. Pause after each word to give children time to write them in the appropriate place.



Listening Tapescript 1.12

walk
shop
clock
what
not
small
spot
your
door
rock
lot
four
ball
sock
tall
got
floor
hot
talk
short

- ▶ Ask children to share their ideas and then ask them to listen to the tape to check their answers
- ▶ Play the tape straight through, pausing after each word for children to check their work.



Listening Tapescript 1.13

Short vowel sounds

shop
clock
got
not
hot
spot
what
sock
rock
lot

Long vowel sounds

four
small
ball
tall
door
floor
your
short
walk
talk

For homework

Remind children that they should be practising the spelling of the present continuous form of the 6 verbs they have chosen from this unit. Tell them that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

LESSON 13

YOU WILL NEED:

- ▶ **STAPLER and STAPLES**
- ▶ **SCISSORS**

STEP 1



- ▶ Ask the class to **Look at the story on page 10 and 11 of your Classbook**. Tell the class they will hear the story again. Ask them to read the story quietly, to themselves as they listen to the tape. Play the tape (*Listening Tapescript 1.8, Lesson 11*) straight through [you will need to rewind].

STEP 2

- ▶ Now organise the class into 3 groups. Tell the class that you want them to read the story in their group again. Explain that this time you want them to act out the story in their group as they read it. Children should read the story in their groups and decide on the actions and

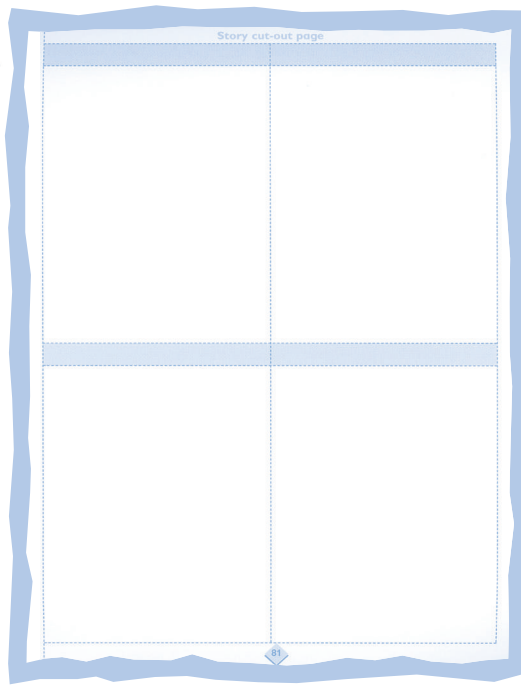


gestures they will use to illustrate the meaning of the story. Give children time to work out, and rehearse, the story in their groups.

- ▶ Ask for a group to volunteer to show their story to the class. Ask them to come to the front of the class, and read it and act it out for the class. Repeat this with the other two groups.

STEP 3

- ▶ Now ask children to read the rubric for activity 3 on page 11 of their Classbook. Tell them they are now going to write their own story. Tell them to **Look at cut-out page 81 at the back of your Skills Book**. Distribute the scissors and ask them to cut the page out carefully. Then ask them to cut around the dotted lines to make a little booklet to put their story in. Help them staple their pages together by stapling the blue edge of each page.



- ▶ Ask children to write their own story in groups about a bored boy or girl and draw pictures to accompany their story. Give children time to discuss their ideas in their groups.
- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary.

STEP 4

- ▶ Tell the class that you want them to read their story in their groups. Explain that this time you want them to act out the story in their group as they read it. Children should read the story in their groups and decide on the actions and gestures they will use to illustrate the meaning of their story. Give children time to work out, and rehearse, the story in their groups.
- ▶ Ask for a group to volunteer to show their story to the class. Ask them to come to the front of the class, and read it and act it out for the class. Repeat this with one or two more groups. Remaining groups can act their stories out at the beginning of the next lesson.
- ▶ At the end of the activity, ask children to store their booklet in their portfolios.

For homework

Remind children that they should be practising the spelling of the present continuous form of the 6 verbs they have chosen from this unit. Tell them that you will be checking their spelling in a later lesson. Remind them to use the look, cover, write and check method.

LESSON 14

STEP 1

- Ask the remaining groups to act out the stories they have written to the class.

STEP 2



- Ask children to **Look at page 11 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' – and then show them the streamer coming from his head – 'Pronouns'. Ask children to look at the rubric for activity 1. Check their understanding of the task in the usual way.
- Give children time to read the instruction text and the sentences. Then discuss these with the class.

STEP 3



- Ask the class to read the rubric for activity 2. Check their understanding of the task in the usual way. Ask them to think about the answers and complete the sentences.
- When children have finished, ask them to compare their ideas. Then do a whole class feedback orally.



1 Read and think.

Pronouns are words that are used in the place of nouns.

Rashid is doing his homework.
He is learning about maps.

He is a pronoun. It takes the place of the word Rashid.

Pronouns are very useful words because they stop us from repeating our words. They make writing and speaking much quicker and clearer.

2 Think and complete.

You already use pronouns when you speak and write English. Look at the sentences below and use your knowledge to complete the information.

In English, we use:

- _____ for a boy
- _____ for a girl
- _____ for a thing or animal
- _____ with two or more people or things

3 Think and re-write.

Look at these sentences. Write them again using pronouns.

1 Ahmed is sleeping.

2 Alia is reading.

3 The cat is climbing the tree.

4 Paul and Jack are skiing.

1 _____ He _____ is sleeping.

2 _____ is reading.

3 _____ is climbing the tree.

4 _____ are skiing.

4 Think and complete.

We use _____ to take the place of _____.

Children should suggest:

he for a boy

she for a girl

it for a thing or animal

they with two or more people or things

STEP 4



- Now ask the class to read the rubric and instruction text for activity 3. Check their understanding in the usual way. Show them how the first one is done as an example.
 - When children have finished, ask them to compare their ideas. Then do a whole class feedback orally.
- The answers are as follows:
2. *She is reading.*
 3. *It is climbing the tree.*
 4. *They are skiing.*

STEP 5

- Ask them to read the rubric for activity 4 and see if they can complete the rule in Robby's hand.

Children should suggest:

We use a pronoun to take the place of a noun.

For homework

Remind children that they should be practising the spelling of the present continuous form of the 6 verbs they have chosen from this unit. Tell them that you will be checking their spelling in the next lesson. Remind them to use the look, cover, write and check method.

LESSON 15

STEP 1



Ask children to **Look at pages 12 and 13 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, for example:

Wednesday, 19 February, 2003

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 **How well can you ...** and then point to and read the first statement **... understand and talk about things that are happening now?** 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 2



Ask children to **Look at activity 2 on page 12 of your Skills Book**. Remind children that this



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 things that are happening now ☐
- ask and answer questions in the present continuous tense ☐
- read and understand short descriptions of what people are doing now ☐
- write short descriptions about what people are doing now ☐
- write a cartoon story ☐

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

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 verbs that they chose to learn in the present continuous. Get children to compare the words they chose. Now ask children to write the words they have learned to spell on the remaining 6 writing lines 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 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 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 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 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 1 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 about 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

You will need to prepare the activity strips from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one copy of each activity.

UNIT 2 The world of food

Aims

Children will learn how to:

- ▶ Ask and answer questions about time (R)
- ▶ Understand and use the present continuous to talk about actions that are happening now (R)
- ▶ Ask and answer questions using the present continuous (R)
- ▶ Understand and use the present simple to talk about habitual actions (R)
- ▶ Understand and use the present simple to talk about process (R)
- ▶ Listen to more complex texts for specific information
- ▶ Read and understand a variety of short texts about food from around the world for specific information
- ▶ Read and understand a simple recipe
- ▶ Write answers about present actions using the present continuous
- ▶ Write statements about habitual actions using the present simple
- ▶ Write a recipe
- ▶ Recognise and use the short and long vowel sounds 'pink' and 'green' in common words

Main language

- ▶ What's the time in Muscat? It's half past six.
- ▶ I go to school every day.
- ▶ What do you usually have for breakfast?
I usually have [bread, yoghurt and a cup of tea].
- ▶ What do you have for lunch?
I always/sometimes/usually have chicken and rice.
I have chicken and rice every day for lunch.
- ▶ I am eating a big ice-cream now!
- ▶ What's Maha doing? She's eating breakfast.
- ▶ My favourite food is [Borsch].
- ▶ Wash the dates. Remove the stones.

Vocabulary

- ▶ **Verbs:** cook, drink, eat, make, put, wash, weigh (R)
add, chop, grate, knead, mix, peel, pour, press, roll, serve, slice, spread, squeeze, stir, whisk
- ▶ **Adverbs:** always, every day, never, sometimes, usually, gently, carefully, slowly (R)
- ▶ **Parts of the day:** morning, afternoon, evening, day, night, midday, midnight (R)
- ▶ **Foods:** apple, banana, beans, beef, bread, butter, cheese, chicken, chips, cucumber, dates, eggs, fish, flour, fruit, grapes, honey, ice-cream, jam, lemon, meat, onion, orange, pasta, peas, pizza, potatoes, rice, sausages, soup, vegetables, wheat, yoghurt (R)
baked beans, beetroot, coconut powder, corn,

cornflakes, dough, margarine, noodles, nori (dried seaweed), pancakes, pastry, pickles, toast, tomato sauce, tortilla

- ▶ **Drinks:** coffee, milk, orange juice, tea, water (R)
- ▶ **Portions:** a piece of toast, a sandwich, a cup of [tea], a glass of milk (R)
- ▶ **Meals:** breakfast, lunch, dinner (R)
- ▶ **Kitchen:** bowl, cup, dish, glass, knife (R)
board, container, grater, jug, kettle, peeler, plate, squeezer, tool, weighing scales, whisk
- ▶ **Cookery words:** ingredients, liquid, mixture, recipe
- ▶ **Measurements:** gramme, kilogramme (R)
- ▶ **Miscellaneous:** audience

Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Understand and talk about time zones
- ▶ Take part in conversations asking and answering questions about what people eat around the world
- ▶ Read a variety of short texts about what people eat for specific information
- ▶ Read and transfer information from one medium to another
- ▶ Read and understand simple instructions for recipes
- ▶ Listen to more complex texts for specific information
- ▶ Write simple instructions for recipes
- ▶ Write an e-mail reply about food from their country and their favourite dish
- ▶ Understand the meaning of words by recognising simple dictionary definitions
- ▶ Understand about writing for a purpose
- ▶ Recognise and use short and long vowel sounds /ɪ/ and /i:/
- ▶ Recognise the rhythm, stress and intonation patterns of English through tongues twisters and a rhyme
- ▶ Independent learning skills: plan work using the writing route, research information, writing and integration of visuals, check spelling, record progress of project

Activities

- | | |
|------------------------------|----------------------------|
| ▶ Listen and find | ▶ Do a survey |
| ▶ Listen and match | ▶ Write an e-mail |
| ▶ Listen and draw | ▶ Make a class recipe book |
| ▶ Do reading races | ▶ Do a project |
| ▶ Read and match | ▶ Say a rhyme |
| ▶ Read and order | ▶ Say tongue twisters |
| ▶ Draw and write clock times | ▶ Play mime games |

In this unit, children will take part in a class project to research, write and produce a class cookery book of Omani recipes. Children will also be undertaking a project in IT to produce a cookery book. You should liaise with the IT teacher to co-ordinate your work.

LESSON 1

YOU WILL NEED:

- ▶ **ACTIVITY STRIPS** from the photocopiable pages
- ▶ **SCISSORS**

Before this lesson

You will need to put up the A-Z of Food poster for Unit 2 and the World map poster on the wall in your classroom. You should put them somewhere where all the children can see them easily but also at a height where children will be able to stand in front of the posters and identify objects and words on them.

STEP 1

- ▶ Tell the class they are going to play a mime game. Organise the class into 6 groups. Give one activity strip from the photocopiable page at the back of the Teacher's Book to each group. Ask one group to mime their activity to the rest of the class and get the class to guess what it is they are miming. Encourage those guessing to ask questions, for example **Are you eating an orange?**

Encourage those miming to respond appropriately, for example **Yes, we are. No, try again.** Do an example with the children. The activities on the photocopiable page are: eating an apple, drinking a bottle of water, waking up, brushing your teeth, combing your hair, driving a car.

- ▶ Once each group has mimed their activity, collect in the strips of paper as you will need them for the next lesson.

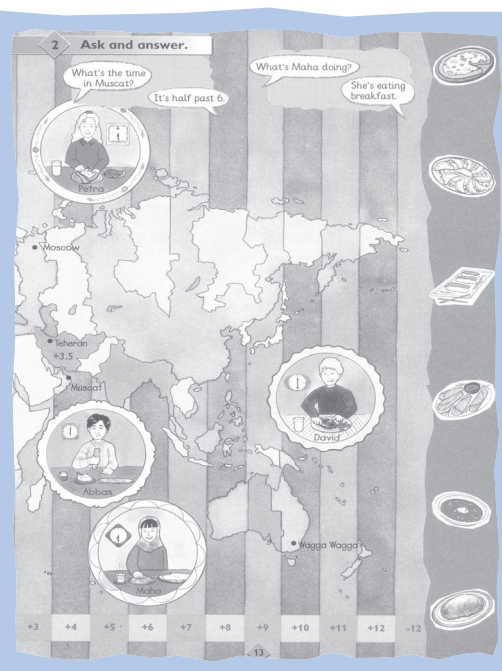
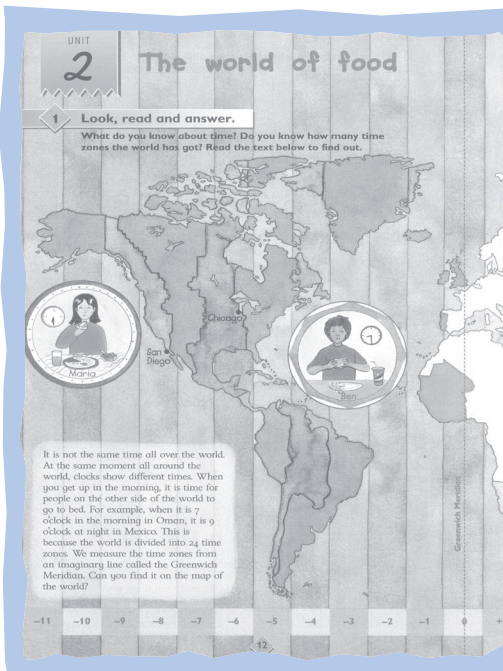
STEP 2

- ▶ Ask children to look at the A-Z of food 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 12 and 13 of your Classbook.** Ask them to Look at the title of the unit on page 12. Read the title to the class – 'The world of food'.

- ▶ Now ask children to **Look at the pictures on pages 12 and 13 and the pictures in the**



frieze on page 13. Get children to name anything they can. Establish that the unit is going to be about people eating different foods in different parts of the world. Tell children that they will come back to the frieze in a later lesson.

STEP 3



- ▶ Ask children to **Look at pages 12 and 13 of your Classbook**. Ask children to read the rubric and instruction text for activity 1 on page 12 silently. Check their understanding of the task in the usual way. Ask **What do you know about time?** and **Do you know how many time zones the world has got?** Elicit ideas about time and time zones from children. Now get children to read the text and look at the world map with the time zones on it and ask them to find how many time zones there are and where the Greenwich Meridian is.
- ▶ Give children time to read the text and discuss their answers. Then elicit the answers from the class orally. Ask a volunteer to show the class where the Greenwich Meridian is on the World map poster.
- ▶ Ask children to look again at the pictures of the plates around the world. Ask them if they remember the IKC kids and where they are from [Ben and Maria – USA, Maha – Oman, Petra – Russia, Abbas – Iran, David – Australia]. Now ask children to describe what the IKC children are doing in the pictures.

Encourage children to go beyond saying simply 'they are eating' and to use the time clues on the page to help the class say **They're eating breakfast/lunch/dinner**. For example, ask them to find Maha and tell them to look at the time on the wall in the picture. Elicit **It's half past six** and ask them **What meal is she eating?** Children should suggest **She's eating breakfast**. Elicit information about the other children.

- ▶ Now ask children in their groups to see if they can name the foods and drinks children are eating. Ask children to discuss in their groups and then do a whole class feedback. [The vocabulary for meals – breakfast, lunch and dinner – and food items are recycled from previous grades.]

STEP 4



- ▶ Ask children to **Look at pages 14 and 15 of your Skills Book**. Tell them that they are going to learn more about time in different parts of the world. Ask them to read the rubric and instruction text for activity 1 and check their understanding of the task in the usual way. Children should listen and complete the texts about time using the words in the basketball at the bottom of the page.

- ▶ Play the tapescript straight through once.



Listening Tapescript 2.1

When it is midday in London, it is 4 o'clock in the afternoon in Oman. On the other side of



SB 14

1 Look, read and listen.

Breakfast is a very important meal because it gives you lots of energy to start the day. When you go to school with a good breakfast you can study hard and play hard too! If you don't have a good breakfast you can't study because you feel hungry all the time.

Children all around the world eat different foods for breakfast. What do you usually eat for breakfast?

Listen to these children from the IKC talking about the kinds of foods they usually eat for breakfast. Tick the foods you hear on the tape.

SB 15

BREAKFASTS

2 Look and remember.

Look at the foods and drinks on the tables. Try and remember as much information as you can. Now close your books. Tell your friends what you remember.

Make a list of all the foods and drinks you know. Sort them into two groups:

- countable nouns – things that we can count.
- uncountable nouns – things that we can't count.

the world in Sydney, it is already 10 o'clock in the evening.

The world spins around all day long. It spins through the light of day and into the dark of the night. We have day time when the part of the world we live in is facing the sun. We have night time when our part of the world turns away from the light of the sun. It takes 24 hours for the world to spin around one time.

Try and work out the time.

It's 2 o'clock in the afternoon in Muscat, what time is it in Tokyo?

- ▶ Ask children to share their ideas in their groups and then ask them to listen again and check their answers. Then do a whole class feedback. Elicit the information from the class orally and then write the words and numbers vertically down the board.

The answers are as follows:

4
10
evening
day
night
sun
24

- ▶ Now ask the class to see if they can work out what time it is in Tokyo. Elicit their ideas and then tell the class to listen and check. Play the tape straight through.



Listening Tapescript 2.2

It's 2 o'clock in the afternoon in Muscat. What time is it in Tokyo?

7 o'clock in the evening.

- ▶ Ask a child to volunteer to show how they worked out the time using the time zone information on the world map.

STEP 5



- ▶ Ask children to **Read the rubric and instruction text for activity 2 on page 15 of your Skills Book**. Check their understanding of the task in the usual way.
- ▶ When children have finished this activity, ask them to **Read the rubric and instruction text for activity 3**. Check their understanding of the task in the usual way. Ask them to check their work with their friends by asking and answering questions as in the example in the Skills Book.

- ▶ When children have finished checking their work, do a whole class feedback.

The answers are:

- b. Cairo – 1.30
- c. Muscat – 3.30
- d. Tokyo – 8.30

- ▶ Ask children to predict how long it takes for the world to spin around once. (This information is contained in the text in activity 1 on page 14 of the Skills Book.)

STEP 6



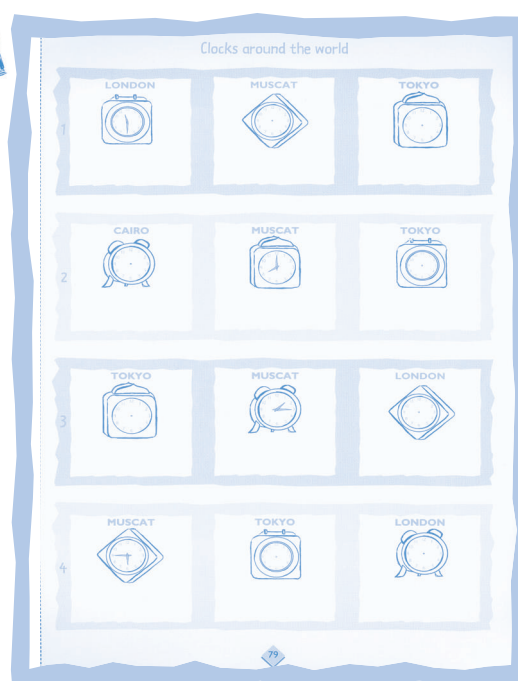
- ▶ Ask children to **Read the rubric and instruction text for activity 4**. Check their understanding of the task in the usual way. Explain that you would like them to do this activity for homework and that you will collect it in the next lesson.

Ask children to turn to cut-out page 79 at the back of their Skills Book. Distribute the scissors and ask children to cut out the page carefully. Tell them that later they will store it in their portfolio.

Some children find it easier to understand the concept of time zones if the world is presented as a globe, others if it is presented as a flat map with a linear progression. Through different representations in the Classbook and the Skills Book children are exposed to both.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 4 of the next lesson.



LESSON 2

YOU WILL NEED:

- ▶ **ACTIVITY STRIPS** from the photocopiable pages
- ▶ **OHT (optional)** for Step 4

STEP 1

- ▶ Tell the class they are going to play a mime game. Organise the class into 6 groups. Distribute one activity strip to each group. Try and give each group a different activity from the last lesson. Ask one group to mime their activity to the others and get the others to guess what it is they are miming. Encourage those guessing to ask questions, for example **Are you eating an orange?** Encourage those miming to respond appropriately, for example **Yes, we are. No, try again.**
- ▶ Once each group has mimed their activity, collect in the strips of paper.

STEP 2



- ▶ Ask the class **What's the time now?** and elicit an answer. Then ask **What's the time in London?** Children may remember the time difference. If not, ask children where they can look for the information and elicit that they can look in either their Classbook or Skills Book. Encourage children to find the answer and then elicit the time in London [which is 4 hours behind the time in Muscat].
- ▶ Ask one child from one group to ask a similar question to another child from a different group, for example **What's the time in [Cairo/Tokyo]?** Repeat this with other pairs of children asking and answering questions across the class.
- ▶ Ask children to show their friends the time cut-out page from the back of the Skills Book that they did for homework.

Calculating time differences is an abstract concept. Not all children will find this an easy task but it is an important concept for children to try and grasp. Listening to other children talking about how they calculated the time differences will help those children who find it more difficult.

- ▶ When children have finished comparing their work, do a quick whole class check orally. Then collect in the clock cut-out pages so that you can check what they have written. The answers are as follows:

1. London	11.30
Muscat	3.30
Tokyo	8.30
2. Cairo	6.00
Muscat	8.00
Tokyo	1.00
3. Tokyo	8.15
Muscat	1.15
London	5.15
4. Muscat	5.45
Tokyo	10.45
London	1.45

STEP 3



- ▶ Ask children to **Look at page 13 of your Classbook.** Ask them to **Read the rubric for activity 2.** Check their understanding of the task in the usual way. Ask them to look at the pictures and then ask **What's the time in Muscat?** Now ask them to find Maha and elicit the time in the picture. Elicit **It's half past six.** Then ask the class **What's Maha doing?** and elicit **She's eating breakfast.**
- ▶ Organise the class into pairs and tell them you would like them to ask and answer questions as in the example in activity 2 about what all the members of the IKC club are doing.

STEP 4

For this activity, children will need both their Classbook and Skills Book.



- ▶ Ask the class to **Look at page 16 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. Show children how the first one is done as an example:
What's Abbas doing?
He's eating breakfast.



1 Look and answer.
Look at pages 12 and 13 of your Classbook and answer these questions.

- What's Abbas doing?
He's eating breakfast.
- What's Maria doing?
- What are Maha and Petra doing?
- What's David doing?
- What are Ben and Maria doing?

2 Listen and draw.
Listen to these children from the IKC talking about the time they usually have breakfast. Listen carefully and draw the times on the clocks.

What time do you usually eat breakfast?

- ▶ While children are engaged in this task, circulate around the class giving support and guidance where necessary.
- ▶ Once children have completed the activity, ask them to check their work with a friend. Then do a whole class feedback. Elicit the answers from the class and write these on the board or use a prepared OHT if you have one.

The answers are as follows:

- She's eating dinner.
- They're eating breakfast.
- He's eating lunch.
- They're eating dinner.

For homework

Tell children that you would like them to learn to spell the following 3 words: *breakfast*, *lunch*, *dinner*.

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:

- Look at the word.
- Cover the word.
- Write the word.
- 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 a later lesson.

LESSON 3

At the beginning of this lesson

Give back the homework from lesson 1 (the clock cut-out page) and ask children to store it in their portfolio.

STEP 1



- ▶ Ask the class **What's the time?** and elicit an answer. Now ask the class to **Look at pages 12 and 13 of your Classbook.** Ask **What's the time in Muscat? What's Maha doing?** Elicit **It's half past 6. She's eating breakfast.**



- ▶ Then ask the same questions about Petra and Abbas. Write the 3 different times on the board and then ask the class **What time do you usually eat breakfast?** Elicit some suggestions from the class.



- ▶ Now ask children to **Look at page 16 of your Skills Book and read the rubric and**



Listening Tapescript 2.3

Voice 1: What time do you usually eat breakfast, Randa?

Randa: I usually eat breakfast at half past six.

Voice 2: What time do you usually eat breakfast, Ben?

Ben: I usually eat breakfast at about seven o'clock.

Voice 3: What time do you usually eat breakfast, Tariq?

Tariq: I usually eat breakfast at six o'clock.

Voice 4: What time do you usually eat breakfast, Maria?

Maria: I usually eat breakfast at half past seven.

- ▶ Ask them to compare their work with their friends and then play the tape again for children to check their answers [you will not need to rewind].
- ▶ Then do a whole class feedback and draw the times on the board.
The answers are as follows:
1. half past six 3. six o'clock
2. seven o'clock 4. half past seven
- ▶ Ask children to think about the time they usually have breakfast and get them to draw the time on the clock face at the bottom of the page.

STEP 2



- ▶ Ask children to **Look at pages 14 and 15 of your Classbook**. Tell them to read the rubric for activity 1. Check their understanding of the task in the usual way. Explain that they are going to read and listen about breakfast around the world. Ask them to read the information text silently. Then discuss the ideas contained in the text with the class and elicit ideas about what they eat.
- ▶ Now ask them to read the final part of instruction text. Check their understanding of the task in the usual way. Children should listen to IKC kids talking about their breakfasts and tick the foods they hear on tape.



1 Look, read and listen. BRILLIANT

Breakfast is a very important meal because it gives you lots of energy to start the day. When you go to school with a good breakfast you can study hard and play hard too! If you don't have a good breakfast you can't study because you feel hungry all the time.

Children all around the world eat different foods for breakfast. What do you usually eat for breakfast?

Listen to these children from the IKC talking about the kinds of foods they usually eat for breakfast. Tick the foods they hear on the tape.



- ▶ Play the tapescript straight through.

Listening Tapescript 2.4

Petra:

I usually have some slices of cheese and meat with some bread. Sometimes I have yoghurt too. I usually drink a glass of milk with my breakfast but sometimes I have a glass of orange juice instead.

Ahmed:

I usually have bread and honey and a cup of tea. Sometimes if I'm hungry I have yoghurt as well.

Toshi:

I usually have miso soup with rice and some pickles. Sometimes I have some nori as well – that's dried seaweed. I usually drink some green tea with my breakfast.

Suzy:

I usually have some toast and butter and jam and a bowl of cornflakes with lots of milk on them. I always have 2 cups of tea with my breakfast. Sometimes at the weekend my mum makes a big cooked breakfast. If she does, I usually have egg and sausage or sometimes I have baked beans on toast.

- ▶ Now ask the class to compare their ideas and then ask them to listen to the names of the food and check their answers.



Listening Tapescript 2.5

Petra:

cheese
meat



BREAKFASTS

2 Look and remember.

Look at the foods and drinks on the tables. Try and remember as much information as you can. Now close your books. Tell your friends what you remember.

Make a list of all the foods and drinks you know. Sort them into two groups:

1. countable nouns – things that we can count
2. uncountable nouns – things that we can't count

bread
yoghurt
milk
orange juice

Ahmed:

bread
honey
tea
yoghurt

Toshi:

miso soup
rice
pickles
nori – that's dried seaweed
green tea

Suzy:

toast
butter
jam
cornflakes
milk
tea
egg
sausage
baked beans on toast

- ▶ Ask the class to name the foods that were not mentioned at all. Elicit the following: **fruit, coffee, beans, dates.**

STEP 3



- ▶ Tell the class that they are going to play a memory game similar to the one they played in Unit 1. Ask the class to read the rubric and instruction text for activity 2 on page 15 of their Classbook. Check their understanding of the task in the usual way. Give the class 30 seconds to remember as much information as they can. Stop the class after 30 seconds and ask them to close their books and tell each other what they remember. When they have finished, ask them to look again and check.

STEP 4

- ▶ Do a quick revision of the foods that we can count and food that we can't count. [This is recycled from previous grades and from 5B.] Draw a line down the middle of the board. On one side of the board write the heading **C** and on the other side of the board write the heading **U**. Ask the class **Is an apple**

something we can count? Elicit which column you should write the word in and write it on the board (under the **C** column)

- ▶ Now ask the class **Is rice something we can count?** Then elicit which column you should write the word in and write the word on the board (under the **U** column). Ask them to tell you the difference between the two columns and elicit that **C** stands for **countable** nouns and **U** for **uncountable** nouns. Do some more examples of both countable and uncountable nouns. For example, children encountered the following countable and uncountable nouns in 5B (Unit 2):

Countable

carrots
biscuits
potatoes
eggs
bananas
apples
oranges
cucumbers

Uncountable

water
milk
chicken
lemonade
cake
fish
beef
butter
cheese
sugar
flour
salt
tea
coffee
honey
jam
rice
bread
orange juice
tomato sauce

Remind children that words which are uncountable can become countable, for example, orange juice is uncountable but a glass of orange juice or two glasses of orange juice is countable.

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

For homework

Remind children to learn to spell these 3 words: *breakfast, lunch, dinner*. Tell children that you will check their spelling in a later lesson.

LESSON 4

STEP 1

This TPR activity, whilst requiring children to respond physically at a simple level, requires them to process language at a more sophisticated level. In this activity, children have to listen and classify food vocabulary into countable and uncountable words before responding appropriately.

- ▶ Do a quick TPR activity. Draw a line down the middle of the board. On one side of the board write the heading **C** and on the other side of the board write the heading **U**. Ask the class which column you should write **an orange** in and which column you should write **cheese** in. Ask children if they can remember why these two columns are different and elicit that **C** stands for **countable** nouns and **U** stands for **uncountable** nouns. Do a few more examples with the class.
- ▶ Now tell children that they are going to play a game with countable and uncountable nouns. Tell children that they will hear some words on the tape.
 - When they hear a noun which is uncountable they should hold up their left hand.
 - When they hear a noun which is countable they should put their right hand on their head.
- ▶ Play the tapescript straight through once. Only pause the tape if you see that several children are making mistakes.



Listening Tapescript 2.6

Listen carefully. Hold up your left hand if you hear a noun which is uncountable. Put your right hand on your head if you hear a noun which is countable. Are you ready?

a banana
dates
cheese
an egg
milk
a piece of toast
a cup of tea
beans
a tomato
bread

a glass of water
orange juice
rice
a coconut

- ▶ Tell children that you would like them to choose 6 food words that they would like to spell in this unit. Ask them to choose 3 countable words and 3 uncountable words. Ask them to write these words 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 children of the procedure – look, cover, write and check. Tell them that you will check their spelling of these words at the end of the unit.

STEP 2

- ▶ Ask a child **What do you usually have for breakfast?** Elicit the answer from the child and then ask a few more children what they have for breakfast. Then ask children to brainstorm, in their groups, the kinds of foods they have for breakfast. Once they have had time to brainstorm, elicit ideas from the class.



- ▶ Now ask children to **Look at page 17 of your Skills Book**. Tell the children that they are going to do a breakfast survey. Ask them to read the rubric and instruction text for



1 Do a survey.

Find out what your friends usually have for breakfast. Do a breakfast survey.

What do you usually have for breakfast?

I usually have bread, yoghurt and a cup of tea.

Foods and drinks

Name

2 Write.

Write about what your friends usually have for breakfast. Write sentences like these: *Osman usually has bread, honey and a glass of milk for breakfast.*

What do you usually have for breakfast?

activity 1. Check their understanding of the task in the usual way. Get children to write possible foods that people might eat for breakfast in Oman across the top of chart. Then ask children to write their name at the top of the column on the left and then the names of the children in their group.

- ▶ Ask children to complete the chart about themselves first.

STEP 3



- ▶ Now ask children to look at the question and answer in the speech bubbles at the top of the activity. Explain that they need to ask each other questions about what their friends usually eat for breakfast using the examples in the speech bubbles to complete their chart and give appropriate answers. Demonstrate with one child. Ask them **What do you usually have for breakfast?** Get the child to look at what they have put for themselves in the chart and answer your question, using **I usually have [bread and yoghurt].** Now get the child to ask another child in their group. As the other child answers, show children how they should tick the foods and drinks the child says in the appropriate column in their Skills Book. Now ask children to work in their groups asking and answering questions about what they usually eat for breakfast.

- ▶ While children are engaged in this task, circulate around the class giving guidance and support.
- ▶ When groups have finished, elicit some statements from each group. For example, **Mohammed usually has bread and honey and a cup of tea.**

STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 2 in their Skills Book. Check their understanding of the task in the usual way. Ask children to look at the chart and use the information in it to write sentences about what their friends have for breakfast.
- ▶ While children are engaged in this task, circulate around the class giving guidance and support.
- ▶ When children have finished, ask them to look at each other's work.

STEP 5

- ▶ Ask children to write a sentence about what they usually have for breakfast.

For homework

Remind children to learn to spell these 3 words: *breakfast, lunch, dinner*. Tell children that you will check their spelling in a later lesson.

Also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Before the next lesson

If you have access to an OHP, you may wish to prepare OHTs for Steps 2, 3 and 4 of the next lesson.

LESSON 5

YOU WILL NEED:

- ▶ **ACTIVITY STRIPS** from the photocopiable pages
- ▶ **OHT (optional)** for Steps 2, 3 and 4

STEP 1

- ▶ Tell the class they are going to play the mime game which they played at the beginning of the unit. Organise the class into 6 groups. Distribute one activity strip to each group. Ask one group to mime their activity to the others and get the others to guess what it is they are miming. Encourage those guessing to ask questions, for example **Are you eating an orange?** Encourage those miming to respond appropriately, for example **Yes, we are. No, try again.**
- ▶ Once each group has mimed their activity, collect in the strips of paper.

STEP 2



- ▶ Ask children to **Look at pages 18 and 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 – 'Present simple or present continuous?' 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 underline the verbs in each sentence.

- ▶ When children have finished, ask them to compare their ideas with a friend. Then do a whole class feedback. As you elicit the verbs in each sentence write these vertically down the board, or use a prepared OHT if you have one.

Children should suggest the following:

Salim usually eats his lunch at 3 o'clock.

He always eats chicken and rice and some fruit for lunch.

But ...

Salim is in Dubai on holiday today.

He isn't eating chicken and rice and some fruit.

He's eating pizza and a big ice-cream!

This activity is designed to encourage children to think in a simple but analytical way about the different uses of the present continuous and the present simple.



1 Read and underline.

Read about Salim.

Salim usually eats his lunch at 3 o'clock.
He always eats chicken and rice and some fruit for lunch.

But
Salim is in Dubai on holiday today.
He isn't eating chicken and rice and some fruit.
He's eating pizza and a big ice-cream!

Now underline the main verbs in each sentence.

2 Think and complete.

Read the text about Salim again. Use it to help you complete the missing information.

Which should we use – the present simple or the present continuous? Complete the rules in A, and underline the main verb in each sentence in B.

A

We use the present for things we do every day.

We use the present for facts.

We use the present with: usually sometimes always every day

We use the present for actions happening now.

B

Salim goes to school at 7 o'clock.

He is from Oman.

Salim usually eats his lunch at 3 o'clock.

He always eats chicken and rice and some fruit for lunch.

He prays every day.

Salim's eating a big ice-cream.



3 Read and complete.

Read these sentences and complete them with the correct verb.

1 Look! The sun _____.	shines / is shining
2 Maha usually _____ tea for breakfast.	drinks / is drinking
3 Be quiet! Salim _____ now.	sleeps / is sleeping
4 Tariq usually _____ breakfast at 6 o'clock.	eats / is eating
5 I _____ to bed at 9 o'clock every day.	go / am going
6 Said and Ahmed _____ football now.	play / are playing

4 Look and write.

Look at the pictures and write sentences about what the characters usually do every day and what they're doing now.

1 He goes to school every day.
He's watching television now.

2 She _____

3 They _____

4 It _____

What do you do every day? Draw a picture and write a sentence.
What are you doing now? Draw a picture and write a sentence.

STEP 3



- ▶ Ask children to **Read the rubric and instruction text for activity 2**. Check their understanding of the task in the usual way. Show children the chart and ask them to complete each of the sentences in column A and to look at the corresponding example in column B and underline the main verbs. Encourage them to read the text about Salim again to help them complete the chart.
- ▶ When children have had enough time, ask them to check their ideas with their friends. Then do a whole class feedback. As you elicit information from the group, write the missing words on the board or use a prepared OHT if you have one.

The completed chart should look like this:

A	B
We use the present simple for things we do every day.	Salim <u>goes</u> to school at 7 o'clock.
We use the present continuous for facts.	He <u>is</u> from Oman.
We use the present simple with: usually sometimes always every day	Salim usually <u>eats</u> his lunch at 3 o'clock. He always <u>eats</u> chicken and rice and some fruit for lunch. He <u>prays</u> every day.
We use the present continuous for actions happening now.	Salim's <u>eating</u> a big ice-cream.



This activity provides an opportunity to assess how well children are able to understand the different uses of the present simple and present continuous.

STEP 4



- ▶ 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 had enough time to complete the task, ask them to check their ideas with their friends. Then do a whole class feedback. Write the numbers 1–6 vertically down the board. As you elicit the answers from the groups, write these on the board or use a prepared OHT if you have one. The answers are as follows:
 1. *is shining*
 2. *drinks*

3. *is sleeping*
4. *eats*
5. *go*
6. *are playing*



This activity provides an opportunity to assess how well children are able to write simple sentences using the present simple and present continuous appropriately.

STEP 5



- ▶ Now ask children to **Read the rubric and instruction text for activity 4**. Check their understanding of the task in the usual way.
- ▶ While children are engaged in this task, circulate giving support and guidance where necessary. When children have had enough time to complete the task, ask them to check their ideas with their friends. Then do a whole class feedback. Elicit answers from the class orally and get them to check each other's work. Children should suggest the following:
 1. *He goes to school every day.*
He's watching television now.
 2. *She prays every day.*
She's eating an ice-cream now.
 3. *They play football every day.*
They're reading [comics] now.
 4. *It drinks milk every day.*
It's sleeping now.

- ▶ Now ask children to draw pictures in the boxes provided at the end of the activity showing what they do every day and what they are doing now. Ask them to write a sentence about each picture.
- ▶ Ask children to finish this activity for homework. Tell them you will collect in their Skills Books at the end of the next lesson to check their work.

For homework

Remind children to learn to spell these 3 words: *breakfast, lunch, dinner*. Tell children that you will check their spelling in the next lesson.

Also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

LESSON 6

STEP 1

- ▶ Tell children that you are now going to check their spelling of the 3 words you asked them to learn – *breakfast, lunch, dinner*.



- ▶ Ask children to **Look at page 24 of your Skills Book**. Ask them to look at the writing lines in activity 2. Tell the class that you are going to play the tape and that they must write the words they hear on the first 3 writing lines in activity 2. Tell children that this is something they must do on their own and they should not look at their friend's work.

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



Listening Tapescript 2.7

- dinner
 - breakfast
 - lunch
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **dinner**. 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 page 20 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 – 'Long and short vowel sounds'. Ask them to read the rubric and instruction text for activity 1.

- ▶ Play the tape straight through once. Ask children to read the sentence as they listen to it on the tape.



Listening Tapescript 2.8

- Mmm – six big pink drinks!
- ▶ Now play the tape again [you will not need to rewind] and ask children to say the sentence with the tape.

STEP 3



- ▶ 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.



Listening Tapescript 2.9

Listen to this short vowel sound.

/I/

/I/

- ▶ Now tell children to listen to the sentence again. Ask them to underline all the words that have this short vowel sound.

- ▶ Play the tape straight through once.



Listening Tapescript 2.10

Mmm – six big pink drinks!

- ▶ Quickly ask the class which words they underlined. Children should have underlined the following words: *six, big, pink, drinks*.

STEP 4



- ▶ Now ask children to **Read the rubric and instruction text for activity 3**. Play the tape straight through once. Ask them to read the sentence as they listen to it on the tape.



1 Read, listen and repeat.

Listen to this sentence.

Mmm – six big pink drinks!

Now listen and say the sentence with the tape.

2 Listen and underline.

Listen to this short vowel sound.

Now listen to the sentence again and underline all the words that have this short vowel sound in them.

3 Read, listen and repeat.

Listen to this sentence.

Mmm – three cups of green tea for me!

Now listen and say the sentence with the tape.

4 Listen and underline.

Listen to this long vowel sound.

Now listen to the sentence again and underline all the words that have this long vowel sound in them.

5 Listen and repeat.

Listen and repeat the food rhyme.

I eat pizza.
With cheese and peas.
I don't drink milk.
So none for me please.

I drink milk.
And I eat fish and chips.
I don't like grapes.
They have too many pips.

I eat beef.
And pizza too.
I drink lots of milk.
What about you?

6 Think and sort.

Look at the words that are underlined in the food rhyme. Sort them into 2 lists – words that contain the short vowel sound and words that contain the long vowel sound.

short vowel sound	long vowel sound
milk	eat



Listening Tapescript 2.11

Mmm – three cups of green tea for me!

- ▶ Now play the tape again [you will not need to rewind] and ask them to say the sentence with the tape.

STEP 5



- ▶ Ask children to **Read the rubric and instruction text for activity 4.** Check their understanding of the task in the usual way. Play the tape.



Listening Tapescript 2.12

Listen to this long vowel sound.

/i:/

/i:/

- ▶ Now tell children to listen to the sentence again. Ask them to underline all the words that have this long vowel sound.



Listening Tapescript 2.13

Mmm – three cups of green tea for me!

- ▶ Quickly ask the class which words they underlined. Children should have underlined the following words – *three, green, tea, me.*

STEP 6



- ▶ Ask children to **Read the rubric and instruction text for activity 5.** Check their understanding of the task in the usual way. Ask them to read the food rhyme and listen to the tape. Play the tape straight through



Songs and Rhymes Tapescript 2.1

The food rhyme

I eat pizza
With cheese and peas,
I don't drink milk,
So none for me please.

I drink milk
And I eat fish and chips,
I don't like grapes,
They have too many pips.

I eat beef
And pizza too,
I drink lots of milk,
What about you?

- ▶ Now play the tapescript again [you will not need to rewind] and ask children to say the rhyme with the tape.



- ▶ Ask children to **Read the rubric and instruction text for activity 6.** Check their understanding of the task in the usual way. If there is not time to complete this in the lesson, children could finish this activity for homework.

The answers are as follows:

short vowel sound	long vowel sound
milk	eat
drink	pizza
fish	cheese
chips	peas
pips	me
	please
	beef

For homework

Remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

LESSON 7

STEP 1



- Ask children to **Look at the Food Rhyme on page 20 of your Skills Book**. Play the rhyme straight through (*Songs and Rhymes Tapescript 2.1, Lesson 6*) and ask them to listen to the rhyme and join in with the words where they can.

STEP 2



- Ask children to **Look at pages 16 and 17 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. Explain that they do not need to understand every word. Instead they need to look quickly through the text and find the answer to the two questions. This should be a quick and simple setting of the context.
- When children have finished, ask them to compare their ideas and then do a whole class feedback orally. The answers are as follows:
 - Tariq
 - information about Omani food and some photos



This activity provides an opportunity to assess children's skills in reading for specific information.

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. Explain that Ahmed has mixed up the texts and the pictures of his friends' favourite foods and you would like them to help him match them. Encourage them to look carefully at the pictures and find key words in the texts to help match the pictures. For example, they know what pizza looks like so they should read through the texts and find the one that mentions pizza. There is only one picture of red soup so they should read through to find a text that mentions something about red soup, and so on. Through a process of elimination they should be able to match the pictures.

This is a more complex matching activity which will encourage the children to use logical deduction skills.

- While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- When they have had time to complete the activity, ask them to compare their ideas and then tell them they will hear the IKC kids talking about the food from their country and their favourite food as a check. Ask them to read the texts as they listen to the tapescript.



1 Read and answer.

Read this e-mail from one of Ahmed's IKC friends and answer these questions:

1 Who is the e-mail from?
2 What information does he want from Ahmed?

2 Read and match.

People all over the world eat different kinds of foods. Look at the attachments that Tariq sent to Ahmed. Unfortunately, Ahmed has mixed up the text and pictures. Read the text and help Ahmed match them to the correct pictures of the children's favourite foods. Write the letters in the peas on page 17.

Now listen and check.

To: ahmed@ikc.com
From: tariq@ikc.com
Subject: Food
Attachments: @ foodandtheworld.doc

Dear Ahmed,

I'm writing to ask for your help. I'm doing a project at school about the food people eat around the world. Can you tell me something about Omani food?

I've attached some replies from my other IKC friends to show you what kind of some pictures too that would be great. Thanks for your help.

Tariq



1 In Japan we eat a lot of rice, fish and vegetables. We don't eat a lot of eggs or meat. My favourite Japanese dish is Sushi. There are different types of Sushi. My favourite type is called Nigiri Sushi which is raw fish on top of rice.
Tohi

2 In Italy we eat a lot of pasta, pizza and vegetables. We don't drink a lot of milk. My favourite Italian dish is Pizza. I like Pizza with lots of vegetables, cheese and olives on top.
Roberto

3 In Russia we eat a lot of potatoes, cheese and eggs. We don't eat a lot of fruit or fish. My favourite Russian dish is Borsch. Borsch is a soup made from red beetroot and potatoes.
Pera

4 In Britain we eat a lot of eggs, meat and cheese. We drink a lot of tea and milk. My favourite British dish is Haggis. Haggis is from Scotland and it's made from sheep's stomach and heart. It looks like a big fat sausage.
Beth

5 In China we eat a lot of noodles, rice and vegetables. We don't eat a lot of cheese or drink milk. My favourite Chinese dish is Dim Sum. They are made from chicken and vegetables wrapped in pastry.
Mai Ling

6 In Mexico we eat a lot of tacos, beans and fruit. Tacos are small, flat, circular pancakes which are made from corn or wheat flour. We don't eat a lot of cheese or drink milk. My favourite Mexican dish is chicken. These are little tacos rolled up and filled with chicken.
Carlos

3 Write a reply.

What do people eat and drink in Oman? Write a reply to Tariq. Tell him about the different kinds of foods and drinks in Oman and what your favourite Omani dish is. Find or draw pictures to send with your e-mail.

Remove cut-out page C from page 77 at the back of this book and write your reply on it. Show your friends your work and then put your e-mail and pictures in your portfolio.

- ▶ Play the tape. Pause before each character says which picture their favourite food is (//) and elicit the answer from the class. Then get them to listen and check. Repeat this procedure for each character.



Listening Tapescript 2.14

1. Toshi:

In Japan we eat a lot of rice, fish and vegetables. We don't eat a lot of eggs or meat. My favourite Japanese dish is Sushi. There are different types of Sushi. My favourite type is called Nigiri Sushi which is raw fish on top of rice. //
My favourite food is picture c.

2. Roberto:

In Italy we eat a lot of pasta, pizza and vegetables. We don't drink a lot of milk. My favourite Italian dish is Pizza. I like Pizza with a lot of vegetables, cheese and olives on top. //
My favourite food is picture e.

3. Petra:

In Russia we eat a lot of potatoes, cheese and eggs. We don't eat a lot of fruit or fish. My favourite Russian dish is Borsch. Borsch is a soup made from red beetroots and potatoes. //
My favourite food is picture a.

4. Beth:

In Britain we eat a lot of eggs, meat and cheese. We drink a lot of tea and milk. My favourite British dish is Haggis. Haggis is from Scotland and it's made from sheep's stomach and heart. It looks like a big fat sausage! //
My favourite food is picture b.

5. Mai Ling:

In China we eat a lot of noodles, rice and vegetables. We don't eat a lot of cheese or drink milk. My favourite Chinese dish is Dim Sum. They are made from chicken and vegetables wrapped in pastry. //
My favourite food is picture d.

6. Carlos:

In Mexico we eat a lot of tortillas, beans and fruit. Tortillas are small, flat, circular pancakes which are made from corn or wheat flour. We don't eat a lot of cheese or drink milk. My favourite Mexican dish is Taquitos. These are little tacos rolled up and filled with chicken. //
My favourite food is picture f.

STEP 4



- ▶ Now ask children to **Read the rubric and instruction text for activity 3**. Check their understanding of the task in the usual way. Get children to discuss ideas in their groups.



- ▶ Now ask children to read the instructions next to Portfolio Pete. Check their understanding of the task in the usual way. Ask children to remove cut-out page C on page 77 at the back of their Classbook carefully. Explain that you would like them to write the reply to Tariq for homework on this cut-out page. Explain that they should attach any drawings or photos to their reply. They should bring these to the next lesson so that they can show their friends before showing them to you and putting them in their portfolios.



For homework

Remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Before the next lesson

If you access to an OHP, you may like to prepare an OHT for Step 3 of the next lesson.



To: tariq@ikc.com

From:

Subject: Foods and drinks in Oman

C

LESSON 8

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 3

STEP 1



- ▶ Ask children to **Look at the Food Rhyme on page 20 of your Skills Book**. Play the rhyme straight through (*Songs and Rhymes Tapescript 2.1, Lesson 6*) and ask them to listen to the rhyme and join in with the words where they can.

STEP 2

For this activity, children will need both their Classbook and their Skills Book.



- ▶ Ask children to **Look at the frieze on page 13 of your Classbook**. Elicit names of the pictures and ask them to number the pictures. Now tell children to **Look at the words in the frieze on page 15 of your Skills Book**. Ask children to match the words to the pictures. Children should write the number of the picture next to the appropriate word.
- ▶ When children have finished, ask them to compare their ideas and then do a whole class feedback.

STEP 3

- ▶ Ask children to get out the reply that they wrote to Tariq on cut-out page C about foods and drinks in Oman. Ask them to show what they have written to their friends and show them any pictures or photos that they have brought in.

STEP 4

For this activity, children will need both their Classbook and their Skills Book.



- ▶ Ask children to **Look at page 21 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 e-mail attachments from the IKC members on pages 16 and 17 of their

Classbook and tick the relevant food and drinks in the chart for each country. Then they should think about what they wrote in their e-mail to Tariq about foods and drinks in Oman and add their ideas to the chart.

- ▶ When children have had time to complete the task, ask them to compare their ideas. Then do a whole class feedback. Either draw the chart on the board or use a prepared OHT if you have one. As you elicit the answers from the class, tick off the relevant foods and drinks on the chart. When you have completed the chart for countries of the 6 IKC children, elicit some ideas from the class about foods and drinks in Oman and add them to your chart.

The completed chart should look like this (Oman has been left blank for you to fill in with your class):

Foods and drinks	eggs	rice	fish	vegetables	meat	cheese	pasta and noodles	flatbreads	pizza	milk	fruit	tea	beans
Country													
China		✓		✓		✓	✓			✓			
Italy				✓			✓		✓	✓			
Japan	✓	✓	✓	✓	✓								
Mexico						✓		✓		✓	✓		✓
Russia	✓		✓			✓					✓		
Britain	✓				✓	✓			✓			✓	
Oman													



1 Read and complete the table.

Read the information about foods around the world on pages 16 and 17 of your Classbook. Use the information to complete the table below. Use a ✓ for the things people in each country eat and drink and a ✗ for things they don't eat and drink. Then complete the table for Oman.

Foods and drinks	eggs	rice	fish	vegetables	meat	cheese	pasta and noodles	flatbreads	pizza	milk	fruit	tea	beans
Country													
China													
Italy													
Japan													
Mexico													
Russia													
Britain													
Oman													

2 Listen and complete.

Look at the text below. It is the script from a radio programme about food. Unfortunately, the presenter dropped his coffee on the script. Listen to the radio programme and complete the script.

Do you know what the world's most popular food is? It is mostly grown in countries in Asia such as China, Japan and India. It is grown in paddies. These are fields flooded with water. Can you guess? It's _____.

It's no surprise that people in rich countries eat the most food. They eat a lot of foods made with _____ and milk. People in poorer countries don't eat very much _____. They eat more _____ and vegetables. People in different countries grow different kinds of foods. Some foods grow well in _____ sunny climates and some foods grow well in colder climates. In the next programme we will talk about where different foods come from.

I will leave you with an interesting fact though. Do you know what famous food is named after an English earl? I'll give you a clue. One day he ordered a meal of two slices of bread with meat in the middle. This kind of food was named after him. Can you guess what it is? Yes, it's the _____. The name of the man was the Earl of _____.

STEP 5



- ▶ 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 read the text silently and then discuss their ideas in their groups. Elicit ideas from the class about what they think the missing words might be. Children may be able to make informed guesses based on what they already know about food and what they have learned in this unit.
- ▶ Play the tape, pausing after the answer to the question 'Can you guess?' is answered with 'It's rice.'



Listening Tapescript 2.15

Presenter:

Do you know what the world's most popular food is? It is mostly grown in countries in Asia such as China, Japan and India. It is grown in paddies. These are fields flooded with water. Can you guess? It's rice. //

- ▶ Check the missing word *rice* with the class and quickly write it on the board.
- ▶ Now play the rest of the tape, pausing where shown (//) to check the missing words with the class. Quickly write the missing words on the board as the class provide them. NB. with the last word – *Sandwich* – make sure children realise that the word should have a capital letter because it is someone's name.



Listening Tapescript 2.15 (cont.)

Now listen to the rest of this programme about food and complete the information.

Presenter:

It's no surprise that people in rich countries eat the most food. They eat a lot of foods made with meat and milk. People in poorer countries don't eat very much meat, they eat more rice, fish and vegetables. //

People in different countries grow different kinds of foods. Some foods grow well in hot, sunny climates and some foods grow well in colder climates. In the next programme we will talk about where different foods come from. //

I will leave you with an interesting fact though. Do you know what famous food is named after an English earl? I'll give you a clue. One day he ordered a meal of 2 slices of bread with meat in the middle. This kind of food was named after him. Can you guess what it is? Yes, it's the sandwich. The name of the man was the Earl of Sandwich.

STEP 6

- ▶ Ask the class to think about the information they have just read and listened to. Ask them to discuss in their groups why they think people in rich countries eat more food made with meat and milk and why people in poor countries eat more rice, fish and vegetables.
- ▶ Elicit children's ideas about the reasons why people eat different foods. Children may well be able to express the idea that meat and milk products are more expensive and so you need more money to buy them.
- ▶ Ask children to think about which is a healthier diet. Encourage children to discuss this in their groups again and then have a whole class discussion. Children have studied healthy eating habits in earlier grades and may be able to suggest that a diet of rice, fish and vegetables is in fact healthier.

This would be a good opportunity to raise the issue of some people in the world not having enough food to eat and starving either through poverty or through living in countries which suffer from drought and famine. Discussing this issue should help children understand that they should be thankful for the food they receive and also to treat food with respect as they are instructed in the Qur'an.

For homework

Remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Before the next lesson

In the next lesson, children will be asked to carry out a project involving making a class cookery book. Children will be doing a similar project in IT this semester and you should liaise with the IT teacher to ensure you know what children have already done in Arabic and what technical skills they can use in the production of the final recipe book.

You will need to think about how you want to structure the project. Will you want each group to produce one recipe or more than one recipe? This will depend on how many groups you have and how big you want the final recipe book to

be. Children may all want to have copies of the recipe book. You will also need to think about what pictures they may want to produce to accompany their recipes.

LESSON 9

STEP 1



- Ask children to **Look at the Food Rhyme on page 20 of your Skills Book**. Play the rhyme straight through (*Songs and Rhymes Tapescript 2.1, Lesson 6*) and ask them to listen to the rhyme and join in with the words where they can.

STEP 2



- Ask children to **Look at page 18 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. Explain that they do not need to understand every word in the e-mail. Instead, they need to look quickly through the text and find the answer to the question.

This should be a quick and simple setting of the context for the project.

- When children have finished, ask them to compare their ideas and then do a whole class feedback. Elicit any recipes for Omani dishes which the children may know.

STEP 3



- Tell children they are going to do a project. Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Think about how you would like to organise this class project. You may decide that each group should write a recipe, or that each child in the group will write a recipe. Also think about how the class can put this information together. Discuss ideas with the class.

Again, this should be a short activity to set up the project.

- Once you have decided with the class on how to organise this project, ask children to choose an Omani dish they would like to find out how to make or one they already know how to make. Try to ensure that there is a variety of dishes – ie. that not everyone is working on the same recipe. Then ask them to turn to the Project Record Sheet on page 89 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 that they 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 dish they have chosen to write about. When they have done this, ask children to tick box 1.
- Ask children to discuss in their groups where they might find information and pictures from.



1 Read and answer.
Read this e-mail from Carlos. What information does he want from Ahmed?

2 Do a project.
Make a class cookery book to send to Carlos to help him with his project.

Choose an Omani dish that you like and find out how to make it.

Where can you find information about how to make your dish?

Where can you find pictures?

Keep any notes or pictures in your portfolio until you are ready to write your recipe.

To: ahmed@kic.com
From: carlos@kic.com
Subject: Recipes from Oman


Dear Ahmed,
Thanks for the information you sent me about food in Oman. Now I'm trying to collect some recipes from around the world to add to my project. Do you know any recipes for Omani dishes? If you do, could you send them to me?
Thanks again for your help.
Your friend,
Carlos



Project Record Sheet
Write a recipe.

Tick ✓ each stage of your project as you complete it.

- ☐ 1. Choose an Omani dish that you would like to write about for your project. Write the name of the dish here: _____
- ☐ 2. Think about where you can find information about how to make your dish. Write your ideas here: _____
- ☐ 3. Find pictures to show how to make your dish or what it looks like.
- ☐ 4. Organise the information and pictures about the Omani dish you have chosen to research. Draw any extra pictures you may need.
- ☐ 5. Ask your friends to check your recipe.
- ☐ 6. Make any changes to your recipe.
- ☐ 7. Work with the rest of the class and your teacher to present the information for the Class Cooking Book.



Then ask them to look at [stage 2](#) of the Project Record Sheet and write their ideas. When they have done this, ask them to tick box 2.

- Remind children that they will need to keep their notes or pictures in their portfolios until the class is ready to write the recipes.

STEP 4

- Tell the class that to write their recipes in English they will need to learn some more words to help them describe how to cook things.



- Ask children to **Look at page 19 of your Classbook**. Now ask the class to read the



Listen and match.
Look at these pictures of people cooking. Do you do any of these things in your home? Listen to the tape describing what people are doing and match the descriptions to the pictures.



rubric and instruction text for activity 1.

Check their understanding of the task in the usual way. Ask children to look at the pictures showing foods being cut, weighed etc. Elicit as much food vocabulary as possible. Then ask the class if they do any of the things shown in the pictures.

- Now tell the class they will hear each instruction described on the tape. Ask children to listen to each instruction, find the picture and write the correct letter in the check box. Encourage children to find the words they know in the pictures to help them match these to the instructions.
- Play the tape, pausing after each instruction to give children time to find each picture and write the appropriate letter.



Listening Tapescript 2.16

- a. Pour the milk into the bowl.
- b. Grate the cheese.
- c. Slice the cucumber.
- d. Squeeze the lemon.
- e. Weigh the butter.
- f. Stir the raisins into the dough.
- g. Spread the butter on the bread.
- h. Peel the apple.
- i. Whisk the milkshake.
- j. Knead the dough.
- k. Chop the onions.
- l. Roll the dough.

- Ask children to check their answers in groups and then do a whole class feedback. Quickly write the numbers 1–12 vertically down the board. As you elicit the letters of the pictures which match each number write these on the board.

The answers are as follows:

- | | |
|------|-------|
| 1. k | 7. c |
| 2. g | 8. d |
| 3. j | 9. e |
| 4. l | 10. a |
| 5. h | 11. f |
| 6. b | 12. i |

STEP 5

- If you have time at the end of the lesson, rewind the tape and play a few of the instructions from the previous Step (*Listening Tapescript 2.16*) and ask children to mime the actions.

For homework

Tell the class that you would like them to learn to spell these 6 cooking verbs: *chop, stir, pour, roll, spread, weigh*.

Remind children about the look, cover, write and check procedure. 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.

You should also ask children to continue learning the 6 countable and uncountable words they

have chosen from this unit – 3 countable and 3 uncountable.

Also, remind children to continue collecting information and pictures for their project.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for the feedback in Step 5 of the next lesson.

For the next lesson

You will need to take a dictionary to the next lesson.

LESSON 10

YOU WILL NEED:

- ▶ **A DICTIONARY**
- ▶ **OHT (optional)** for Step 5

STEP 1

- ▶ Tell the class they will hear some instructions on the tape. Ask them to listen and mime the instructions, for example 'Pour the milk into the bowl', 'Grate the cheese', etc.
- ▶ Play the tape straight through [pauses are included in the listening so there is no need to stop the tape].



Listening Tapescript 2.17

Chop the onions.
Grate the cheese.
Knead the dough.
Stir the raisins into the dough.
Peel the apple.
Pour the milk into the bowl.
Roll the dough.
Slice the cucumber.
Spread the butter on the bread.
Squeeze the lemon.
Weigh the butter.
Whisk the milkshake.

STEP 2



- ▶ Ask the class to **Look at page 19 of your Classbook**. Tell them you will play the same set of instructions in a different order this

time. Ask them to listen and point to the matching picture.

- ▶ Play the tape straight through [pauses are included in the listening so there is no need to stop the tape].



Listening Tapescript 2.18

Slice the cucumber.
Peel the apple.
Roll the dough.
Pour the milk into the bowl.
Chop the onions.
Spread the butter on the bread.
Weigh the butter.
Grate the cheese.
Stir the raisins into the dough.
Knead the dates.
Squeeze the lemon.
Whisk the milkshake.

STEP 3



- ▶ Ask children to **Look at page 22 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' – and then show them the streamer coming from his head – 'Finding the meaning of words'. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way.



1 Read and think.

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. Dictionaries tell us what words mean. They also tell us how to spell a word and what kind of word it is. Look at the definitions of these words. What do the letters *n* and *v* mean?

dough [n] a mixture of flour and water used to bake bread

knead [v] to press a mixture of flour and water with your hands to make bread

2 Think, find and write.

Look at the definitions of these words. They are all words from page 19 of your Classbook. Write the correct word next to each definition.

- _____ [v] to press or twist something to get liquid from it
- _____ [n] a container used for pouring liquids
- _____ [n] a tool used for cutting
- _____ [v] to remove the skin of a fruit or vegetable
- _____ [n] a round container used to put food in
- _____ [v] to cut food into small pieces

3 Think and complete.

Look at these verbs and foods. What verbs can you use with the different foods?

Verbs	milk	cheese	bread	potato	water	butter	dough	apple
weigh								
slice								
pour								
grate								
knead								
peel								
spread								
roll								

- Give children time to read the text to themselves and discuss their ideas with their friends. Then discuss the text with the class and the idea of a dictionary. Show the class your dictionary. Then elicit from the class that *n* means that the word is a noun and *v* means that the word is a verb.

This activity gently sensitises children further to basic dictionary skills.

STEP 4



- 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 that children understand that all the words they need are on page 19 of their Classbook. Do the first one with them as an example.
- Give children time to think about the definitions and find the words. Then get children to compare their ideas with their friends. Then do a whole class feedback. The answers are as follows:
 - squeeze
 - jug
 - knife
 - peel
 - bowl
 - chop

This activity provides an opportunity to assess children's understanding of some of the key vocabulary in the unit.

STEP 5



- Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Do one as an example with them and then ask them to work in groups to discuss and complete the task. Tell children that they should put a tick in each column if you can use a verb with that food or drink.

- When children have had some time to complete this activity together, do a whole class feedback. Either elicit children's ideas orally or use a prepared OHT if you have one.

The completed chart should look like this:

Foods and drinks	milk	cheese	bread	potato	water	butter	dough	apple
Verbs								
weigh		✓				✓		
slice		✓	✓	✓				
pour	✓				✓			
grate		✓						
knead							✓	
peel				✓				✓
spread						✓		
roll							✓	

NB. Please note that this chart represents the verbs which are most commonly used with each food or drink in the chart. You or the children may also have other ideas.

Encourage children to use the vocabulary they have learned in this lesson and earlier ones to help them with writing their project.

For homework

Remind the class that you would like them to learn to spell these 6 cooking verbs: *chop, stir, pour, roll, spread, weigh*.

You should also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Before the next lesson

You will need to prepare The world of food Check Sheet 1 from the photocopiable pages at the back of this book. You will need one sheet for each group.

Also, if you have access to an OHP, you may like to prepare an OHT for Step 1.

LESSON 11

YOU WILL NEED:

- ▶ **WORLD OF FOOD CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Step 1

STEP 1

- ▶ Give each group one copy of The world of food 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

STEP 2



- ▶ Ask children to **Look at pages 20 and 21 of your Classbooks**. Ask children to look at the pictures and tell you what they can see. Encourage children to suggest that they can see a girl making a dish with dates (some children may be able to name the dish itself). Ask the class if they know the name of this dish and if any of them have made it.
- ▶ Ask children to read the rubric and instruction text and check their understanding of the task in the usual way. Then give children time to read the recipe and write in the numbers.

This is quite a complex activity, as it requires children to read and extract information in the body of the e-mail and then transfer this information to help them sequence the pictures. To accomplish this task, children must use their knowledge of the food, utensils and actions in each picture and instruction. Some children may also be able to apply their real world knowledge if they have made this dish at home.

- ▶ While children are engaged in this activity, quickly write the numbers 1–9 vertically down the board and then circulate around the class providing support and guidance where necessary.



Read and order.

Maha is sending Carlos the recipe for making dates with coconut, which is called Tamr Bil Narjil. She's taken photographs of a friend making Tamr Bil Narjil but unfortunately the photographs and the instructions have got mixed up.

Read Maha's recipe and write the number of each instruction next to the correct photograph.

To: carlos@kic.com
From: maha@kic.com
Subject: My favourite recipe
Attachments: @ recipe.jpg

Dear Carlos,

Here is the recipe for one of my favourite Omani foods – Tamr Bil Narjil. I've taken some photographs of my friend Muna making them. I hope you make them and enjoy them too!

Tamr Bil Narjil

Ingredients

- 1 kilogramme of dates
- 200 grammes of butter
- 500 grammes of coconut powder

Instructions

1. Get all your ingredients ready.
2. Wash the dates.
3. Remove the stones.
4. Knod the dates.
5. Add the butter to the dates.
6. Add the coconut powder and stir.
7. Roll the date mixture into small balls.
8. Roll the balls on some coconut powder.
9. Serve on a plate.

Have fun!
Maha



Now listen and check.

- ▶ When children have finished, encourage them to share their ideas in their groups.

This activity sensitises children to the structure of a written recipe and provides a model for their own writing later in the unit.

STEP 3

- ▶ Now tell the class that they can check their ideas by listening to the tape. Explain that Maha has realised she has mixed up her pictures and that she is talking to herself as she's sorting them out.
- ▶ Play the tape, pausing after each picture is identified (//). Ask the class to tell you the letter of the picture that should go with instruction 1, then instruction 2, etc. and write it on the board next to the appropriate number:



Listening Tapescript 2.19

Listen to Maha sorting out her pictures for the recipe.

Maha:

Oh dear! I've mixed up all my pictures for the recipe.

The first picture should show Muna getting all her ingredients ready, that's picture e. //

Mmm. Now the next picture should show Muna washing the dates ... OK, that's picture b. //

Then, the next picture should show Muna removing the stones from the dates. Let me see ... oh yeah, that's picture c. //

OK, so the next picture should show Muna kneading the dates together. Umm, that's picture g. //

Now, the next picture should show Muna adding the butter to the dates. Umm ... oh yeah, here it is, it's picture d. //

Right, what's next? Oh yes, the next picture should show Muna adding the coconut powder and mixing it with the dates and butter. That's picture i. //

Then, we should see Muna rolling the date mixture into small balls. Let me see ... yeah, that's picture a. //

OK, nearly finished now. The next picture should show Muna rolling the balls on some

coconut powder. Mmm ... oh, here it is, that's picture f. //

Finally, the last picture should show Muna serving the Tamr Bil Narjil on a plate. That's easy, it's the only picture left – picture h.

Great, that's finished! Yum, they look lovely. I think I'll go and make some!!

This listening and checking activity gives children the opportunity to self-check their work. These self-checking activities are part of the process of developing children as autonomous learners.

- ▶ At the end of this activity, ask children to look carefully at Maha's recipe in the e-mail. Tell children that this is a useful model for the recipes they are writing for their project.

STEP 4

- ▶ You should use the remainder of the lesson for children to work on their projects. Remind children to use the Project Record Sheet to help them in planning their project. You should also remind them to follow each **stage** on the project and tick each **stage** as they complete it. Children should keep their notes and pictures in their portfolios.

For homework

Remind the class that you would like them to learn to spell these 6 cooking verbs: *chop, stir, pour, roll, spread, weigh*.

You should also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Before the next lesson

You will need to prepare The world of food Check Sheet 2 from the photocopiable pages at the back of this book. You will need one sheet for each group.

You will also need to prepare the Recipe Check Sheet from the photocopiable pages at the back of this book. You will need one sheet for each group of 6.

You will need to prepare the Ingredient cards and the Instruction cards. You will need one set of Ingredient cards and one set of Instruction cards for each group of 6.

Also, if you have access to an OHP, you may like to prepare OHTs for Steps 1 and 3.

LESSON 12

YOU WILL NEED:

- ▶ **WORLD OF FOOD CHECK SHEET 2** one for each group
- ▶ **RECIPE CHECK SHEET** one for each group
- ▶ **INGREDIENT CARDS** one set for each group
- ▶ **INSTRUCTION CARDS** one set for each group
- ▶ **OHT (optional)** for Steps 1 and 3

STEP 1

- ▶ Give each group one copy of The world of food 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 procedure used in Step 1 of the previous lesson.

STEP 2

- ▶ Now tell children that they are going to listen to Muna asking Maha about making Tamr Bil Narjil. Ask the class to listen carefully and tell you what two questions Muna asks Maha.



Listening Tapescript 2.20

- Muna:* Maha, what ingredients do you need to make Tamr Bil Narjil?
- Maha:* You need 1 kilogramme of dates, 200 grammes of butter and 500 grammes of coconut powder.
- Muna:* OK. How do you make Tamr Bil Narjil?
- Maha:* First you get all your ingredients ready. Then you wash the dates. Next, you remove the stones from the dates ... [fade out]
- ▶ Elicit from the class the two questions that Muna asks and write them on the board:
 1. *What ingredients do you need to make Tamr Bil Narjil?*
 2. *How do you make Tamr Bil Narjil?*
 - ▶ Now tell the class they will hear these two questions on the tape. Ask children to listen and repeat the questions with the tape.

- ▶ Play the tape. Pause after each question for the class to repeat.



Listening Tapescript 2.21

What ingredients do you need to make Tamr Bil Narjil?
How do you make Tamr Bil Narjil?

- ▶ Write the names of a few dishes on the board. Point at a dish and ask for children to volunteer to ask you the first question – **What ingredients do you need to make [pizza]?** Now ask children to volunteer to ask the second question **How do you make [pizza]?**
- ▶ Repeat this procedure with a few more dishes.

STEP 3

This activity gives children further exposure to the structure of recipes. It also gives children practice in reading for specific information.

- ▶ Organise the class into groups of 6. Give each group a copy of the Recipe Check Sheet from the photocopiable pages at the back of this Teacher's Book.
- ▶ Ask children to tell you what they can see on the Recipe Check Sheet. Children should recognise that these are the names of recipes. Now show children the two sets of cards: one set has ingredients on them and the other set has instructions on them. Explain to the class that they have to match the ingredients to the correct instructions.
- ▶ Distribute one set of the Ingredient cards to each group and tell children to pick an Ingredient card each. Then distribute one set of the Instruction cards to each group. Tell children to put the Instruction cards face up in the centre of the table. Then tell them that they should try and find their matching Instruction card. When the group thinks it has matched all the Ingredient cards to all the Instruction cards, they should write the number of the Ingredient card on the Recipe Check Sheet and the letter of the matching Instruction card.

- ▶ When children have finished, ask them to compare their ideas and then do a whole class feedback.

Children may want to try and make some of the recipes on the cards at home. Remind them that they should never make anything in the kitchen without an adult to help them.

For homework

Remind the class that you would like them to learn to spell these 6 cooking verbs: *chop, stir, pour, roll, spread, weigh*.

You should also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

Also, remind children to continue collecting information and pictures for their project.

LESSON 13

YOU WILL NEED:

- ▶ **SCISSORS**

STEP 1

The activities in this lesson are designed to develop children's understanding of the purpose of writing.



- ▶ Ask children to **Look at page 23 of your Skills Book**. Ask them to look at the picture of Robby the Robot at the top of the page and ask children to read the word in his tummy – 'YOUR WRITING'. Now ask children to read the words in the streamer coming from his head – 'Writing for a purpose: instructions'. Ask children to read the rubric and instruction text and check their understanding of the task in the usual way.



- ▶ Give children time to think and discuss in their groups. While children are engaged in this activity, copy the web on the board. Then elicit suggestions from the groups and add these to the web.
Some suggestions might be: to write a story, to send someone a letter or postcard, to write ingredients for a recipe, etc.
- ▶ Discuss children's ideas and then draw their attention to the statement next to Robby's hand – 'A reason for writing is called a purpose'.

STEP 2

- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Show children the example given and then ask children for one or two examples. Ask children **What writing have you done in the last two days?** Elicit some examples and then ask children **Who reads your writing?** Elicit responses from the children.



- ▶ Now ask children to turn to cut-out page 77 at the back of their Skills Book. Distribute the scissors and ask children to cut the page out carefully. Then ask them to look at the top half of the page with the heading 'My writing'. Ask children to write their lists of what they have written in the last two days and who has read it.



- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary. When children have finished, elicit some examples from each group.
- ▶ Draw children's attention to the statement next to Robby's hand – 'A person who reads your writing is called the audience' – and discuss it with them.

STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Ask children **What kind of writing do we read?** Discuss some of the ideas shown in the pictures in activity 3, for example cards, comics, tickets, signs, posters, etc.



- ▶ Now ask children to brainstorm together in their groups all the different things they usually read. Then ask them to write their ideas under the heading 'The writing we read' on the bottom of cut-out page 77.
- ▶ When children have finished, elicit some examples from each group.
- ▶ At the end of this activity, ask the class about what kind of writing a recipe is. Elicit from the class that it is a set of instructions telling us how to make something.

STEP 4



- ▶ Ask children **How do we write instructions?** Elicit some ideas. Now ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Make sure children understand that they need to use the words in the pizza to complete the sentences.
- ▶ Give children time to complete the task and then ask them to compare their ideas in their group. Then do a whole class feedback. The answers are as follows:
 1. verb
 2. order
 3. present simple
 4. ingredients
 5. instructions
- ▶ Once the instructions are completed, discuss the ideas contained in the sentences with children. Make sure they understand that they should use these ideas when they are writing their project.

For homework

Remind the class that you would like them to learn to spell these 6 cooking verbs: *chop, stir, pour, roll, spread, weigh*.

Tell the class you will check their spelling of these 6 verbs in the next lesson.

You should also remind children to continue learning the 6 countable and uncountable words they have chosen from this unit – 3 countable and 3 uncountable.

For the next lesson

In the next lesson, children should complete their projects. Tell children to bring all their project material to the next lesson. You may want to use the LRC for this lesson.

LESSON 14

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

STEP 1

- ▶ Tell children that you are now going to check their spelling of the 6 cooking verbs you asked them to learn: *chop, stir, pour, roll, spread, weigh*.



- ▶ 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 next 6 writing lines in activity 2. Tell children that this is something they must do on their own and that they should not look at their friend's work.

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



Listening Tapescript 2.22

1. spread
2. stir
3. chop
4. weigh
5. pour
6. roll

- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **spread**. 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

- ▶ The rest of this lesson should be spent with children working on completing their projects.
- ▶ Remind children to use the Project Record Sheet to help them in planning their project. You should also remind them to follow each **stage** on the project and tick each **stage** as they complete it.



The project activity provides an opportunity to assess children's use of the present simple to write a recipe.

STEP 3



- ▶ 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 6 words – 3 countable and 3 uncountable – that they 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 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 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 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 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 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 about 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

You will need to prepare the animal words from the photocopiable pages at the back of this book. You will need one of each word.

UNIT 3 The story of stories

Aims

Children will learn how to:

- ▶ Understand and talk about actions happening in the past using the past continuous
- ▶ Ask and answer questions using the past continuous
- ▶ Read and understand a variety of longer, more complex stories for specific information and general understanding
- ▶ Read descriptive writing for specific information
- ▶ Recognise and use alliteration in creative writing
- ▶ Recognise and use a variety of adjectives to describe character
- ▶ Recognise and understand story structure
- ▶ Plan a short story
- ▶ Write a tongue twister

Main language

- ▶ Last night ... Ali was reading a comic.
Said wasn't reading a comic, he was watching television.
Muna and Ali were playing a board game.
Fatma and Naila weren't playing with them.
- ▶ Was Sindbad wearing a red and green turban? Yes.
Yes, he was.
Was Sindbad flying on a carpet? No. No, he wasn't.
Were the people throwing meat on the diamonds?
Yes. Yes, they were.
Were the people throwing diamonds into the valley?
No. No, they weren't.
- ▶ What was Arthur pulling out of the stone? He was pulling the sword called Excalibur out of the stone.
Where was the lion sleeping? He was sleeping under a tree in the jungle.
Who was the zebra fighting? He was fighting the baboon.
What were Robin Hood and the Merry Men doing?
They were giving money to the poor.

Vocabulary

- ▶ *Adjectives*: afraid, angry, bad, beautiful, big, blonde, bored, clever, curly, dark, dirty, excited, famous, free, frightened, funny, good, happy, huge, kind, large, little, noisy, old, poor, rich, sad, scared, scary, sharp, silly, strong, tired, true, ugly, worried, young (R)
brave, cruel, lonely, proud, sneaky, wise
- ▶ *Adverbs*: always, carefully, gently, never, quickly, quietly, slowly, suddenly (R)
- ▶ *Verbs*: past simple and past continuous of regular verbs (R)
past simple and past continuous of irregular verbs (R)
- ▶ *Places*: castle, country, desert, forest, fort, house, jungle, space, town, underwater, valley, wadi, wood (R)

- ▶ *People*: baby, brother, friend, grandmother, king, man, people, sailor, son (R)
captain, knight, prince, sheriff
- ▶ *Body parts*: eyes, hair, head, leg, mouth, nose, teeth, toe (R)
bottom
- ▶ *Animal body parts*: fur, paw, tail (R)
- ▶ *Animals*: bear, bee, bird, butterfly, camel, cat, horse, lion, mouse, wolf, zebra (R)
baboon
- ▶ *Time expressions*: last night, yesterday afternoon (R)
- ▶ *Weapons*: sword
- ▶ *Parts of a story*: beginning, middle, end (R)
- ▶ *Story ingredients*: character (R)
plot, setting
- ▶ *Types of story*: adventure, fiction, non-fiction (R)
fable, legend, moral, myth
- ▶ *Miscellaneous*: diamond

Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Understand and talk about different types of stories
- ▶ Read a variety of longer, more complex stories for general understanding
- ▶ Read a variety of longer, more complex stories for specific information
- ▶ Read descriptive writing for specific information
- ▶ Recognise and use alliteration in creative writing
- ▶ Write a tongue twister
- ▶ Recognise and use a variety of adjectives to describe character
- ▶ Recognise and understand story structure
- ▶ Plan a short story
- ▶ Recognise the rhythm, stress and intonation patterns of English through a tongue twister
- ▶ Independent learning skills: plan a story using the story recipe, check spelling

Activities

- ▶ Read a variety of stories
- ▶ Listen to a variety of stories
- ▶ Write a tongue twister
- ▶ Play a matching card game
- ▶ Do reading races
- ▶ Draw a setting for a story
- ▶ Plan a story
- ▶ Make a story book
- ▶ Say a tongue twister

In this unit, children will look at different types of stories and the structure of stories. This topic provides an opportunity to encourage children to select story books from the LRC and to read them for pleasure. Many of the ideas contained in this unit are equally applicable to stories in Arabic and you may want to make links between the types of stories they have read in both languages.

LESSON 1

YOU WILL NEED:

- ▶ **ANIMAL WORDS** from the photocopiable pages

Before this lesson

You will need to put the Stories 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

- ▶ Divide the class into 7 groups. Give each group an animal word and tell them that when they hear the animal sound that matches their word they should raise their hands.
- ▶ Play the tape, pausing after each sound for the groups to identify the animal sound and raise their hands if it is their sound.



Listening Tapescript 3.1

1. [lion roaring]
2. [mouse squeaking]
3. [snake hissing]
4. [cat miaowing]
5. [sheep baaing]
6. [cow mooing]
7. [duck quacking]

- ▶ At the end of the activity, collect in the words for the next lesson.

STEP 2

- ▶ Show children the Stories poster for Unit 3. Ask them to name any of the characters they know. Then ask them to brainstorm quickly in their groups stories that they can remember from previous grades and the names of characters in the stories. Then elicit from children what they can remember.

Some of the stories and characters covered in Grades 1–5 are as follows:

Grade 1

Goldilocks and the Three Bears	The Enormous Turnip
Goldilocks	the old man
Daddy Bear	the old woman
Mummy Bear	the daughter
Baby Bear	the dog
	the cat
	the mouse
Lulu's walk	
Lulu the duck	
the fox	

The Fox and the Crow
Mr Fox
Mrs Crow

Grade 2

Little Red Riding Hood	Sindbad the Sailor
Little Red Riding Hood	Sindbad
the wolf	The Tortoise and the Hare
Grandma	the tortoise
	the hare

Grade 3

The Three Billy Goats Gruff	The Town Mouse and the Country Mouse
Big Billy Goat Gruff	Micky the town mouse
Middle-sized Billy Goat Gruff	Murphy the country mouse
Small Billy Goat Gruff	
the bear	Little Red Hen
	Little Red Hen
	Mr Sheep
	Mr Duck
	Mr Bull

Grade 4

The story of
Chicken Licken
Chicken Licken
Henny Lenny
Cocky Locky
Ducky Lucky
Drakey Lakey
Goosey Loosey
Turkey Lurkey
Foxy Loxy

The Three Rabbits
and the Big Bad
Wolf
Rupert Rabbit
Reggie Rabbit
Ronnie Rabbit
the Big Bad Wolf

Grade 5

Donald's Day
Donald the Dinosaur

Lord Claud's New
Cloak
Lord Claud
Mr True the terrible
tailor

The Clever
Chameleon
Gordon the gecko
Kevin the chameleon

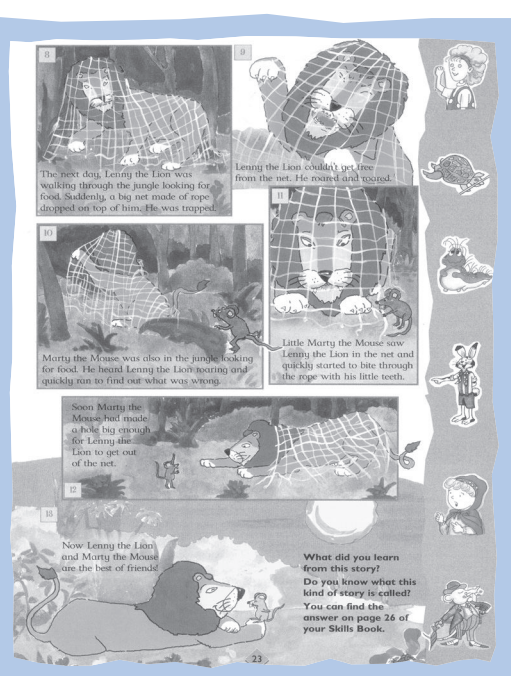


- Now ask children to look quickly through Unit 3 in their Classbook. Then ask them to look at the frieze on page 23 of their Classbook and ask them to guess what the unit is going to be about. Children should suggest **stories**. Tell children that they are going to read and hear a lot of stories in this unit.

STEP 3



- Ask children to **Look at pages 22 and 23 of your Classbook**. Tell children they are going to read a new story. Tell children to look at the title of the story and the pictures on



pages 22 and 23. Encourage children to try and guess what the story is going to be about. Elicit any suggestions and then ask the class to read the story.

- Ask children to read the story silently, by themselves. Reassure them that they do not have to understand every word. You may want to encourage children to track under the text if you feel they still need this support to reading. While children are reading, circulate around the class providing support and encouragement where necessary.
- When children have finished reading, tell the class that they will now hear the story on the tape. Ask them to read the story and listen. Play the tape straight through.



Listening Tapescript 3.2

The lion and the mouse

One day, Lenny the Lion was sleeping under a tree.

Marty the Mouse was running near Lenny the Lion. He was very excited because he was chasing a locust for his dinner.

Marty the Mouse didn't see Lenny the Lion and ran over his paw.

Lenny the Lion woke up. He picked up Marty the Mouse and held him near his mouth. Marty the Mouse squeaked and squeaked. Marty the Mouse was very frightened. Lenny the Lion had such big sharp teeth. 'Please don't eat me,' said Marty the Mouse. 'I'm very sorry I woke you up.'

Lenny the Lion looked at little Marty the Mouse shaking in his paw. The mouse was so little and he looked so frightened. Lenny the Lion decided to be kind to little Marty the Mouse and let him go.

Marty the Mouse thanked Lenny the Lion and said, 'Maybe one day I can help you.'

As Marty the Mouse ran away, Lenny the Lion roared with laughter. 'How can such a little mouse help me? I'm the King of the Jungle.'

The next day, Lenny the Lion was walking through the jungle looking for food. Suddenly, a big net made of rope dropped on top of him. He was trapped.

Lenny the Lion couldn't get free from the net. He roared and roared.

Marty the Mouse was also in the jungle looking for food. He heard Lenny the Lion roaring and quickly ran to find out what was wrong.

Little Marty the Mouse saw Lenny the Lion in the net and quickly started to bite through the rope with his little teeth.

Soon Marty the Mouse had made a hole big enough for Lenny the Lion to get out of the net.

Now Lenny the Lion and Marty the Mouse are the best of friends!

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.

STEP 4



- ▶ Ask children to look at the questions at the end of the story on page 23 of their Classbook. Ask children **Did you enjoy the story? What did you learn from this story?** Elicit children's responses. Now ask **Do you know what this kind of story is called?** Ask children to think about this question and elicit any ideas children may have.



- ▶ Now ask children to **Look at page 26 of your Skills Book.** Tell them that this is where they will find the answer to the question in their Classbook. Ask children to read the rubric and check their understanding of the task in the usual way. Tell children that you would like



UNIT
3

The story of stories

1 Read and listen.

People have always told stories. There are many different kinds of stories. Some are told to help us remember important events or people, others are told to try and explain how things happen in the world.

Some stories are told to try and teach us how to be good people and how to behave. These kind of stories are called **fables**. Fables are stories with a **moral**. A moral is a piece of advice to help us learn how to behave.

The most famous writer of fables was a man called Aesop. He lived in Greece a long time ago. He gave advice to people about how they should behave through his stories about animals, birds and insects.

The story you have just read – *The Lion and the Mouse* – is one of Aesop's fables.

Did you enjoy the story?

What advice do you think Aesop is giving in this fable?

Write the moral of this story here:



2 Remember and complete.

Try and remember the story to help you complete the sentences below. Use the words in the net.

1. Lenny the Lion was _____ under a tree.
2. Marty the Mouse was _____ a locust for dinner.
3. The next day, Lenny the Lion was _____ through the jungle.
4. Marty the Mouse heard Lenny the Lion _____.
5. Now Lenny the Lion and Marty the Mouse are the best of _____.



them to read the text as they listen to it and see if they can find out what the this kind of story is called. Play the tapescript straight through.



Listening Tapescript 3.3

People have always told stories. There are many different kinds of stories. Some are told to help us remember important events or people, others are told to try and explain how things happen in the world.

Some stories are told to try and teach us how to be good people and how to behave. These kind of stories are called fables. Fables are stories with a moral. A moral is a piece of advice to help us learn how to behave.

The most famous writer of fables was a man called Aesop. He lived in Greece a long time ago. He gave advice to people about how they should behave through his stories about animals, birds and insects.

- ▶ Discuss the ideas about stories contained in the text with the class. Elicit from the class that the kind of story they have just read – 'The Lion and the Mouse' – is called a fable. Ask the class **What advice do you think Aesop is giving in this fable?** and discuss any suggestions they may have about the moral of the story. Now ask children to write their ideas on the writing line in activity 1. Through reading and discussing the story, children may be able to suggest that the moral of this story is that sometimes the weak can help the strong.

LESSON 2

YOU WILL NEED:

- ▶ **ANIMAL WORDS** from the photocopiable pages

STEP 1

- ▶ Divide the class into 7 groups. Give each group an animal word card and tell them that when they hear the animal sound that matches their word they should raise their hands. Make sure that you give each group a different word card from the previous lesson.
- ▶ Play the tape, pausing after each sound for the groups to identify the animal sound and raise their hands if it is their sound.



Listening Tapescript 3.4

1. [cat miaowing]
2. [snake hissing]
3. [cow mooing]
4. [sheep baaing]
5. [mouse squeaking]
6. [duck quacking]
7. [lion roaring]

STEP 2



- ▶ Ask children to **Look at the story of the Lion and the Mouse on pages 22 and 23 in your Classbook.** Tell children they are going to do a reading race. Tell them that you want them to read through the story quickly and find how many times the word *lion* appears! The first group to find the answers wins.
The answer is: 15 times [not including the title of the story]

This activity gives children simple practice in reading through text very quickly looking for specific information.

STEP 3

- ▶ Tell children they will hear the story on tape. Tell them that you would like them to try and remember the story as they read and listen to it on the tape. Encourage children to read the story aloud but quietly to themselves as they hear it on the tape. Play the tape straight through (Listening Tapescript 3.2, Lesson 1).



STEP 4



- ▶ Ask children to **Look at page 26 of your Skills Book.** Ask children to read the rubric and instruction text for activity 2 and check their understanding of the task in the usual way.

- ▶ While children are completing the task, circulate around the class giving guidance and support where necessary. When children have finished, ask them to check their work with their friends. Then do a whole class feedback. Write the numbers 1–5 vertically down the board. Elicit answers from the class and write the words next to the appropriate number. The answers are as follows:

1. sleeping
2. chasing
3. walking
4. roaring
5. friends

This activity gently sensitises children to the use of the past continuous.

For homework

Tell children that you want them to choose 6 words that they would like 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 that 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 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.

Before the next lesson

You will need to prepare the Story activities Check Sheet 1 from the photocopiable pages at the back of this book for Step 4 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Story activities Check Sheet 1 for the feedback in Step 4 of the next lesson.

LESSON 3

YOU WILL NEED:

- ▶ **STORY ACTIVITIES CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Step 4

STEP 1



- ▶ Ask children to **Look at the story of the Lion and the Mouse on pages 22 and 23 of your Classbook.** Tell children that they are going to do a reading race similar to the one in the previous lesson. This time tell them that you want them to read through the story quickly and find how many times the word *mouse* appears! The first group to find the answers wins.

The answer is: 16 times [not including the title of the story]

Again, this activity gives children simple practice in reading through text very quickly looking for specific information.

STEP 2



- ▶ Tell children they will hear the story on tape. Encourage children to read the story aloud but quietly to themselves as they hear it on the tape. Play the tape straight through (*Listening Tapescript 3.2, Lesson 1*).

STEP 3



- ▶ Organise the class into groups of 3 or 4. Tell the class that now you want them to read the story in their groups. Explain that you want one child to read the first sentence aloud and then the next child to read the next sentence aloud until they have read the story through. Explain that the children not reading aloud should listen and read the sentence silently and help their friends if necessary. Demonstrate the activity with the first two or three sentences of the story at the front of the class.

- ▶ While children are reading the story in their groups, circulate and check on their reading.

This shared reading activity helps children develop confidence in their ability to read aloud to others.

STEP 4

- ▶ Give each group one copy of the Story activities 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

For homework

Remind children to continue learning the 6 words that they have chosen to learn to spell from this unit. Remind children to use the look, cover, write and check method. Tell them you will check their spelling at the end of the unit.

Before the next lesson

You will need to prepare the Story activities Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Story activities Check Sheet 2 for the feedback in Step 1 of the next lesson.

LESSON 4

YOU WILL NEED:

- ▶ **STORY ACTIVITIES CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Step 1

STEP 1

- ▶ Give each group one copy of the Story activities 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

STEP 2

In this lesson children will be introduced to a different kind of story – legends.



- ▶ Ask children to **Look at page 27 of your Skills Book**. Ask children to read the information text for activity 1.
- ▶ Discuss the ideas contained in the text and ask if anyone in the class knows the story of Robin Hood. If so, encourage them to tell the class what they know.
- ▶ Now ask children to try and label the pictures using the names in the arrow in the middle of the page. Some children may already be familiar with the characters. Others should try and guess. Tell children to use pencil.
- ▶ When children have finished, ask them to compare their ideas with their friends. Then

tell children to listen to the tape and check their answers.

- ▶ Play the tapescript, pausing after each picture for children to check their answers.



Listening Tapescript 3.5

- picture 1 – Robin Hood
- picture 2 – The Merry Men
- picture 3 – Maid Marian
- picture 4 – Prince John
- picture 5 – The Sheriff of Nottingham
- picture 6 – King Richard of England

The purpose of this activity is to sensitise children to what may be unfamiliar names in order to help them with the story activities.

STEP 3



- ▶ Ask children to **Look at page 24 of your Classbook**. Ask children to look at the title of the story and the pictures and ask them what they think the story is going to be about. Ask them if they can identify any of the characters in the story and elicit any names the children can remember from the activity they have just done.
- ▶ Now ask them to read the story silently, by themselves. Reassure them that they do not have to understand every word. You may



2 Read and label.

Legends are another kind of story. They are usually stories about people who really lived. Sometimes, though, legends are all from people's imagination.

One of the most famous English legends is the story of **Robin Hood**. Many people believe that he really did live in Sherwood Forest in Nottingham, England, but there are no facts to prove this.

Do you know the story of Robin Hood?
Look at these pictures of the main characters in the story. Write their name under their picture.

1 WANTED

2 WANTED

3 WANTED

4 WANTED

5 WANTED

6 WANTED

Maid Marian Prince John Robin Hood The Merry Men The Sheriff of Nottingham King Richard of England

Now listen and check.

The Town Mouse

Goldilocks

Cat the Caterpillar

Robbert Rabbit

Little Red Riding Hood



1 Look and read. *Robin Hood and his Merry Men*

Once upon a time there was a man called Robin Hood. He was a good man. He wanted to help poor people. He lived in Sherwood Forest in Nottingham with a group of men who were called the Merry Men. He and his friends, the Merry Men, took money from the rich and gave it to the poor.

While the King of England was away, his brother Prince John ruled the country. Prince John and his friend, the Sheriff of Nottingham, were very bad men. They took lots of money from the poor people and gave it to their rich friends. They didn't care about the poor people. They were very cruel. Prince John and the Sheriff of Nottingham hated Robin Hood and wanted to kill him.

The Sheriff of Nottingham wanted to marry a lady called Maid Marian, but she wanted to marry Robin Hood. This made the Sheriff hate Robin even more.

Prince John and the Sheriff of Nottingham were always trying to find and catch Robin Hood and his Merry Men. They never succeeded.

After many years, King Richard returned to England. He put Prince John and the Sheriff of Nottingham in prison. Robin Hood and Maid Marian got married and lived happily ever after.

want to encourage children to track under the text if you feel they still need this support to reading. While children are reading, circulate around the class providing support and encouragement where necessary.

- ▶ When children have finished reading, tell the class that they will now hear the story on the tape. Ask them to read the story and listen. Play the tape straight through.



Listening Tapescript 3.6

Once upon a time there was a man called Robin Hood.

He was a good man. He wanted to help poor people. He lived in Sherwood Forest in Nottingham with a group of men who were called the Merry Men. He and his friends, the Merry Men, took money from the rich and gave it to the poor.

While the King of England was away, his brother Prince John ruled the country. Prince John and his friend, the Sheriff of Nottingham, were very bad men. They took lots of money from the poor people and gave it to their rich friends. They didn't care about the poor people. They were very cruel. Prince John and the Sheriff of Nottingham hated Robin Hood and wanted to kill him.

The Sheriff of Nottingham wanted to marry a lady called Maid Marian, but she wanted to marry Robin Hood. This made the Sheriff hate Robin even more.

Prince John and the Sheriff of Nottingham were always trying to find and catch Robin Hood and his Merry Men. They never succeeded.

After many years, King Richard returned to England. He put Prince John and the Sheriff of Nottingham in prison. Robin Hood and Maid Marian got married and lived happily ever after.

- ▶ At the end of the story, ask children if they enjoyed the story and what they learned from the story. Elicit their responses.

STEP 4



- ▶ Now tell children they will hear a sentence about each picture in their Classbook describing events in the story. Ask children to listen carefully and try to find the correct picture for each sentence.
- ▶ Play the tape, pausing after the first sentence. Ask children to find the picture. Elicit their answer then ask them to listen and check. Then play the picture number. Repeat this procedure with each picture.



Listening Tapescript 3.7

Robin Hood and his Merry Men were taking money from the rich people. // picture 1

Maid Marian was hiding in the castle. // picture 5

Robin Hood was fighting the Sheriff of Nottingham. // picture 4

Prince John was taking money from the poor people. // picture 3

King Richard was riding his horse in the forest. // picture 6

Robin Hood and his Merry Men were giving money to the poor people. // picture 2

This activity gently sensitises children to the use of the past continuous.

You may want to show children the cartoon film of Robin Hood. The video of this is commercially available in Oman.

For homework

Tell children you would like them to learn to spell the following 4 adjectives: good, bad, rich, poor.

Check that children have understood the meaning of this vocabulary from the story.

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.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 2 of the next lesson

LESSON 5

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

STEP 1

- ▶ Ask children what they remember about the story of Robin Hood and his Merry Men from the previous lesson. Elicit as much information as possible and then ask children to **Look at page 28 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. Ask the class to write the number of each question in the check box next to the corresponding answer.
- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary.



- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. Write the numbers 1–6 vertically down the board. Elicit the answer and write the correct letter next to each number.

The answers are as follows:

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

This activity familiarises children with the use of the past continuous in questions and answers.

STEP 2



- ▶ 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 need to use all the words in the book. Show children the first sentence which has been done as an example, then ask them to complete the remaining 3 sentences.
- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished the activity, ask them to compare their ideas. Then do a whole class feedback. Write the numbers 2–4 on the board and elicit the answers. As you elicit the answers write the missing words on the board next to the appropriate number, or use a prepared OHT if you have one. The answers are as follows:
2. Saif was reading a book.



1 Read, look and match.

Look at these questions about what was happening in the story of Robin Hood. The answers have got mixed up. Look at the pictures on page 24 of your Classbook and match the answers to the questions.

Who was taking money from the rich? 1	What were the Merry Men doing? 2	She was hiding in the castle. 5 a	He was riding in the forest. b
What was Prince John doing? 3	Who was Robin Hood fighting? 4	They were giving money to the poor. c	Robin Hood and his Merry Men. d
Where was Maid Marian hiding? 5	Where was King Richard riding? 6	He was taking money from the poor. e	He was fighting the Sheriff of Nottingham. f

2 Look and write.

What were Khalid's friends doing yesterday afternoon? Use the words in the book to complete the sentences.

1 Rashid and Said were riding their bikes.

2 Saif was reading a book.

3 Mohammed and Khalifa were watching their homework.

4 Ahmed was riding television.

What were you doing yesterday afternoon?

I was reading

3. Mohammed and Khalfan were doing their homework.
4. Ahmed was watching television.



This activity provides an opportunity to assess how well children are able to use the past continuous in simple written sentences.

STEP 3

- ▶ Ask children to think about the question at the bottom of the page – ‘**What were you doing** yesterday afternoon?’ Tell the class what you were doing and then ask a child to tell you what they were doing. Ask a few more volunteers to tell you what they were doing yesterday afternoon.
- ▶ Now ask the class to write a sentence about what they were doing yesterday afternoon on the writing line in their Skills Book.

STEP 4

- ▶ Ask one child **What were you doing last night at [7 o'clock]?** Encourage the child to respond with **I was + -ing**, for example **I was [watching television/eating dinner]**. Ask a few more children and elicit answers.

- ▶ Then get one child to ask the question **What were you doing last night at [9 o'clock]?** to another child who should answer the question. Elicit a few more questions and answers across the class. Then ask children to work in pairs asking each other what they were doing at various different times last night.



This activity provides an opportunity to assess how well children are able to ask and answer questions using the past continuous.

For homework

Remind children that they should be practising the spelling of the 4 adjectives: *good, bad, rich, poor*. Tell children you will check their spelling in a later lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit.

LESSON 6

YOU WILL NEED:

- ▶ **SCISSORS**
- ▶ **STAPLER and STAPLES**

STEP 1

- ▶ Ask one child **What were you doing last night at [7 o'clock]?** Encourage the child to respond with **I was + -ing**, for example **I was [watching television/eating dinner]**. Ask a few more children and elicit answers.



- ▶ Now ask the class to **Look at page 25 of your Classbook**. Tell the class they are going to read about another legend – Sindbad. Ask them to read the rubric and information text for activity 1. Then ask them **Who was Sindbad?** Elicit what children know about the legend of Sindbad.

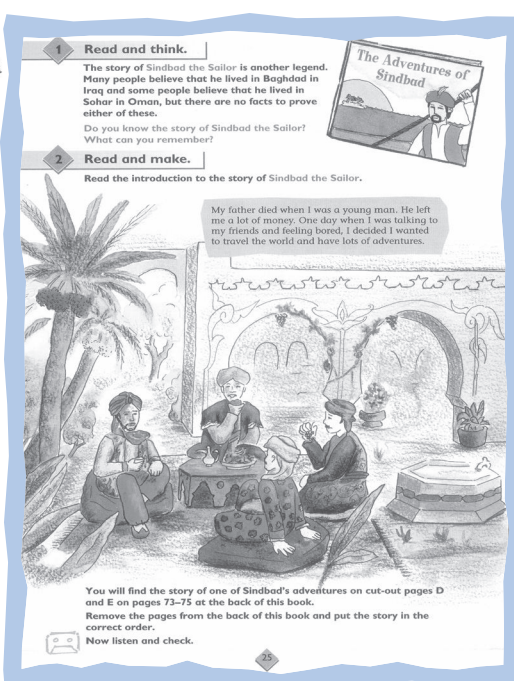
- ▶ Now ask them to read the rubric and instruction text for activity 2. Ask them to read the introduction of the story.



- ▶ Now tell them that they will find the story of one of Sindbad's adventures on cut-out pages D and E on pages 73 and 75 at the back of their Classbook. Tell children that they are going to make a picture book of Sindbad's adventure. Show children that there are pictures on the front and back of the page and tell them that they must cut very

carefully. [Children have made these kind of cut-out, back-to-back books in previous grades – the most recent book was in Grade 5A Unit 2 – Donald's Day.]

- ▶ Distribute the scissors to the class and ask them to remove the pages and cut carefully along the dotted lines. When children have finished cutting out the small pages, ask them to put their Classbooks away.
- ▶ Ask children to look at the pictures, read the texts on each small page and try to put the



story in the correct order. Encourage children to work together in their groups to decide on the correct order. Make sure they realise that all the red borders of the pages need to be together on the left side of the booklet.

This kind of activity sensitises children to story structure, sequencing and text cohesion.

STEP 2

- ▶ When children have finished, ask the class to listen and check the sequence of the story.
- ▶ Play the first part of the tape and then pause. Make sure children realise that this is the part of the story they read in the Classbook and tell them that this goes with the picture on the cover of their book.
- ▶ Now tell them that you will play the story for them to check the sequence of the story. Play the rest of the tapescript straight through.



Listening Tapescript 3.8

The Adventures of Sindbad

My father died when I was a young man. He left me a lot of money. One day when I was talking to my friends and feeling bored, I decided I wanted to travel the world and have lots of adventures. //

1.

I bought a ship and paid a captain and some sailors to work for me. We had a good journey sailing from island to island.

2.

One day, we saw a beautiful island with lots of green trees, fruits and flowers. We decided to stop there for a while. I was walking along the beach when I felt tired. I decided to stop and sleep for a few minutes.

3.

When I woke up I was alone. I could see the ship sailing away and leaving me alone on this island.

4.

Suddenly, I heard a noise in the sky. I saw a huge bird flying towards me. I was sitting near its egg. Then, I had an idea that might help me escape from the island. Perhaps the bird could help me find other people on the island.

5.

While the bird was sitting on its egg, I carefully tied my turban around its leg. Then, I waited and waited ...

6.

I must have gone to sleep. I woke up and was flying in the air. We were flying higher and higher. It was very scary so I closed my eyes.

7.

When I opened my eyes again, the bird was flying very slowly and close to the ground. I untied my turban from its leg and jumped down.

8.

I looked around looking at the strange new place I was in. I realised that I was trapped. I was in a valley with very tall walls of rock. There was no way to climb out.

9.

I was walking around kicking the large stones on the floor and feeling very lonely. Then, I picked up one of the stones and realised it wasn't a stone – it was a diamond. The floor was covered with huge diamonds!

10.

As I was looking at the diamond, something suddenly hit the floor next to me. It was a piece of meat!

11.

Then I understood what was happening. The people who lived on the island wanted the diamonds but couldn't get down to them. They were throwing large pieces of meat to land on the diamonds. When the birds flew down to pick up the meat, they also picked up the diamonds. It was very clever.

12.

I suddenly realised that this was the way I could escape. I picked up lots of diamonds and put them in my pockets. Then I picked up my turban. I tied it around a large piece of meat and waited for a hungry bird to come and take the meat.

13.

I saw a very big bird flying towards me. As it took the meat, I held on tightly to my turban. Soon we were flying up and out of the valley.

14.

I had escaped. I sold my diamonds and bought six beautiful new ships. Then, I sailed away from the island on another adventure!

This listening and checking activity gives children the opportunity to self-check their work. In addition, it sensitises children to the relationship between the written and spoken word and raises their awareness of the natural stress, rhythm and intonation patterns of spoken English.

- Do a whole class feedback. Write the numbers 1–14 vertically down the board. Ask children to look at the letter in the red border on each page and then elicit each letter from the class in the usual way. Make sure they realise that the first letter is the cover of their little book.

The answers are as follows:

cover – c

- | | |
|------|-------|
| 1. h | 8. d |
| 2. j | 9. g |
| 3. m | 10. l |
| 4. b | 11. o |
| 5. e | 12. a |
| 6. k | 13. f |
| 7. p | 14. i |

- When all the pages have been checked, ask children to number the pages in the box at the bottom of each page and then read the story again. While children are engaged in this task, quickly go round and staple their pages together.

STEP 3

The activities in Steps 3 and 4 are designed to raise children's awareness of the concept of alliteration formally.



- Now ask 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' – and then show them the streamer coming from his head – 'Alliteration'.
- Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way. Ask children to read and think as they listen to the text. Play the tape straight through.



Listening Tapescript 3.9

Alliteration is when one letter sound is repeated lots of times in a piece of writing.

Robin ran rapidly round and round the rocks.

Alliteration is used a lot in funny rhymes and tongue twisters.

- Discuss the ideas contained in the text and ask them which letter sound is repeated lots of times in the above tongue twister. Elicit the letter sound /r/.

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 them to read and listen to the question and answer tongue twister – 'Where was Walid?' Play the tape straight through.



Songs and Rhymes Tapescript 3.1 Where was Walid?

Where was Walid on Wednesday?

Which Walid? Walid with the white watch?

No. Walid with the wild wolf.

Oh, Walid!

Walid with the wild wolf was walking in the wadi with Walter his wolf.

What about Walid with the white watch?



1 Read, think and listen.

Alliteration is when one letter sound is repeated lots of times in a piece of writing.

Robin ran rapidly round and round the rocks.

Alliteration is used a lot in funny rhymes and tongue twisters.

2 Read, listen and say.

Look at this question and answer tongue twister. Tongue twisters usually have lots of alliteration – that's what makes them hard to say!

Now listen to the tongue twister.

What is the letter sound that is repeated? Underline all the same letter sounds in the tongue twister.

Where was Walid?

Where was Walid on Wednesday?

Which Walid? Walid with the white watch?

No. Walid with the wild wolf.

Oh, Walid!

Walid with the wild wolf was walking in the wadi with Walter his wolf.

What about Walid with the white watch?

Walid with the white watch was washing his wadi in water on Wednesday.

Well, thank you!

Now listen again and say the tongue twister.

3 Write your own tongue twister.

Remove cut-out page 75 from the back of this book.

Write your own funny rhyme or tongue twister.

Say your tongue twister to your group and then put it in your portfolio.

Walid with the white watch was washing
his wizar in water on Wednesday.

Well, thank you!

- ▶ Ask the class to look at the tongue twister again and to tell you what letter sound is repeated. Elicit the letter sound /w/. Ask the class to underline all the same letter sounds in the tongue twister. When they have finished, do a whole class feedback. Elicit the /w/ sound words from volunteers in the order they occur in the tongue twister.
- ▶ Now ask the class to listen again and say the tongue twister. Rewind and play the tape

again, pausing after each line for children to repeat. Repeat this procedure once more.

Then rewind and play the tape again straight through.

For homework

Remind children that they should be practising the spelling of the 4 adjectives: *good, bad, rich, poor*. Tell children you will check their spelling in a later lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit.

LESSON 7

YOU WILL NEED:

- ▶ **SCISSORS**

This activity gives children the opportunity to be creative with English and demonstrate their understanding of the concept of alliteration.

STEP 1



- ▶ Ask children to **Look at page 29 of your Skills Book**. Ask them to look at the tongue twister **Where was Walid?** in activity 2. Ask children to listen to the tongue twister and say the words. Play the tongue twister (*Songs and Rhymes Tapescript 3.1, Lesson 6*) and pause after each line for children to repeat.



- ▶ Now rewind and play the tape again straight through, encouraging children to join in where they can.



- ▶ Now ask children to read the rubric for activity 3. Check their understanding of the task in the usual way. Ask children to **Look at cut-out page 75 at the back of your Skills Book**. Explain that you want them to write their own funny rhyme or tongue twister for homework on the cut-out page using the /w/ sound.
- ▶ Distribute the scissors and ask children to cut the page out carefully. Tell them that when they have written their tongue twister, they should keep it in their portfolio as they will need it in the next lesson. Make sure children understand that their tongue twister or rhyme can be as short or as long as they like.



STEP 2

- ▶ Ask children to get out their Sindbad booklets and look at page 25 of their Classbooks. Now tell children they will hear the story on tape. Encourage children to read the story aloud but quietly to themselves as they hear it on the tape. Play the tape straight through (*Listening Tapescript 3.8, Lesson 6*).



STEP 3

- Organise the class into groups of 3 or 4. Tell the class that now you want them to read the story in their groups. Explain that you want one child to read the first sentence aloud and then the next child to read the next sentence aloud until they have read the story through. Explain that the children not reading aloud should listen and read the sentence silently and help their friends if necessary. Demonstrate the activity with the first two or three sentences of the story, at the front of the class.
- While children are reading the story in their groups, circulate and check on their reading.

STEP 4

For this next activity, children will need both their Skills Book and their Classbook.



- Now tell the class to close their Sindbad story books. 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. Do the first one with the class as an example.
- When children have finished the activity, ask them to compare their answers. Then do a whole class feedback. Elicit the answers for each question orally.
The answers are as follows:
2. No, he wasn't.



1 Read and circle.

Look at the picture of Sindbad and his friends on page 25 of your Classbook. Read the questions and answers below. Check the picture and circle the correct answer.

1. Was Sindbad wearing a blue and red turban?

Yes, he was. No, he wasn't.

2. Was Sindbad standing under a tree?

Yes, he was. No, he wasn't.

3. Were Sindbad's friends sitting in his garden?

Yes, they were. No, they weren't.

4. Were Sindbad's friends reading comics?

Yes, they were. No, they weren't.

2 Read and write.

Look at the questions about The Adventures of Sindbad. Try and answer them from memory. Use the words in the ship to answer the questions.

1. Were Sindbad and the sailors sailing from island to island?

2. Was Sindbad walking along the beach?

3. Was Sindbad sitting near a chair?

4. Was the bird sitting on its egg?

5. Was Sindbad flying on a carpet?

6. Was Sindbad looking at a rock?

7. Were the people throwing large diamonds into the valley?

8. Were the people throwing large pieces of meat onto the diamonds?

9. Was Sindbad flying out of the valley in an aeroplane?

Yes, it was. No, they weren't. Yes, they were.

Yes, he was. No, he wasn't.

3. Yes, they were.
4. No, they weren't.



This activity provides an opportunity to assess how well children are able to read and answer questions using the past continuous.

STEP 5



- Now tell the class to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children to try and remember the story and answer the questions. Children should choose from the answers in the ship and write the correct answer next to each question. Remind children to use pencil. Do the first one with the class as an example.
- When children have finished, ask them to compare their answers. Then tell them to look at their story books and check their work. Then do a whole class feedback by eliciting the answers orally from the class.
The answers are as follows:
1. Yes, they were.
2. Yes, he was.
3. No, he wasn't.
4. Yes, it was.
5. No, he wasn't.
6. No, he wasn't.
7. No, they weren't.
8. Yes, they were.
9. No, he wasn't.



This activity provides an opportunity to assess how well children are able to read and answer questions using the past continuous.

For homework

Remind children that they should be practising the spelling of the 4 adjectives: good, bad, rich, poor. Tell children you will check their spelling in a later lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit.

LESSON 8

STEP 1



- Ask children to **Look at page 29 of your Skills Book**. Ask them to look at the tongue twister **Where was Walid?** in activity 2. Ask children to listen to the tongue twister and say the words. Play the tongue twister (*Songs and Rhymes Tapescript 3.1, Lesson 6*) and pause after each line for children to repeat.



- Now rewind and play the tape again straight through, encouraging children to join in where they can.
- Now ask children to show the funny rhyme/tongue twister which they wrote for homework to their friends and practise saying their rhymes. Then ask for a volunteer to read their rhyme/tongue twister to the rest of the class. Ask for one or two more volunteers to read their rhyme/tongue twisters aloud.
- At the end of this lesson, you should collect in a few of the rhymes/tongue twisters (the ones that children have finished) to check their understanding of alliteration.

look at the 12 pictures and see if they can say what is happening in the story. Elicit any suggestions children have and any vocabulary they can identify in the pictures.

- Now tell them that they will hear the story on the tape. Tell them to follow the story in their books as they listen to it. Play the tape straight through.



Listening Tapescript 3.10

A long time ago there was a King of England called Pendragon. He had a baby son called Arthur. The King was very worried because he thought his son was in danger. King Pendragon was a kind man, but he had lots of enemies. He asked a wise man called Merlin to look after his son and teach him everything he knew.

Merlin taught Arthur how to do many things. He taught him how to read, how to ride a horse, how to fight and many other important skills.

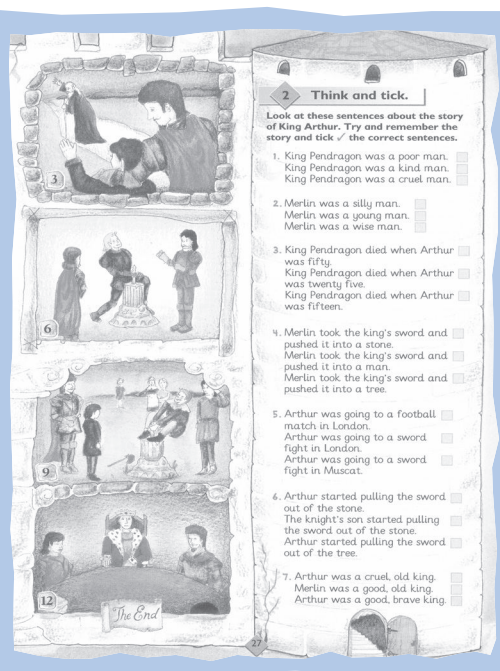
One day, Merlin decided that Arthur needed to live with a family. He gave Arthur to a kind knight who promised to look after him. Arthur left Merlin and went to live with the knight and his son.

When Arthur was only fifteen, King Pendragon died. The people of England were

STEP 2



- Tell the class that in this lesson they are going to learn about another legend – King Arthur. Ask children to **Look at the story on pages 26 and 27 of your Classbook**. Ask them to



very worried. 'Who will be our King now?' they asked. Nobody knew where Arthur was or if he was alive.

Merlin had an idea. He took the King's special sword called Excalibur and pushed it into a stone. 'This will be a test,' he said. 'Only the true King of England will pull out the sword.'

Many strong knights tried to pull the sword out of the stone, but no one could do it.

One morning, Arthur was going to a sword fight in London with the knight and his son. Suddenly, the son realised he had forgotten his sword and asked Arthur if he could find one for him.

Arthur was returning home when he saw the sword in the stone. He went up to the sword and pulled it out of the stone. Then, he ran back to the knight and his son to give them the sword.

When the knight saw the sword he asked Arthur where he had found it. Arthur explained that he had found the sword in a stone. The knight, his son and Arthur went back to the stone. The knight put the sword back in the stone and asked his son to try and pull the sword out. While his son was trying to pull the sword out of the stone, people started watching what was happening.

The knight asked Arthur to try and pull the sword out of the stone again. The people were watching him very carefully. Arthur stepped up to the sword and very gently started pulling it out of the stone.

When Arthur pulled the sword out of the stone, he gave it to the knight. The knight read the words on the sword: 'The person who pulls out this sword is the true King of England'. The people started shouting with joy – they had found their new king.

Arthur was a very good, brave king and the people loved him. King Arthur and his knights sat at a round table. The people of England called them 'The Knights of the Round Table'. They were very famous.

STEP 3

For this next activity, children will need both their Classbook and their Skills Book.



► Now tell the class that they are going to read the story. Tell the class they will need both their Classbook and Skills Book for this activity. Ask children to **Look at page 31 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.

► Children should look at the pictures on pages 26 and 27 of their Classbook and put the paragraphs in the Skills Book in order. Children should write the letter of each paragraph next to the picture numbers in the sword at the bottom of the page. Show the class that the first picture has been matched with a paragraph as an example. Explain that 3 other pictures have also been matched to help them.

► While children are engaged in this task, circulate around the class giving guidance and support where necessary.

► When children have finished, ask them to compare their answers. Then do a whole class feedback in the usual way. Write the numbers 1–12 vertically down the board. As you elicit the answers from the class, write the correct letter next to each number. Make sure children check their work.



1 Read and order.

The Story of King Arthur

This is the story of King Arthur. Unfortunately, it got mixed up. Look at the pictures on pages 26 and 27 of your Classbook and match each picture to the correct paragraph of the story. Write your answers in Excalibur below.

- Merlin had an idea. He took the King's special sword called Excalibur and pushed it into a stone. 'This will be a test,' he said. 'Only the true King of England will pull out the sword.'
- One morning, Arthur was going to a sword fight in London with the knight and his son. Suddenly, the son realised he had forgotten his sword and asked Arthur if he could find one for him.
- A long time ago there was a King of England called Pendragon. He had a baby son called Arthur. The King was very worried because he thought his son was in danger. King Pendragon was a kind man, but he had lots of enemies. He asked a wise man called Merlin to look after his son and teach him everything he knew.
- One day, Merlin decided that Arthur needed to live with a family. He gave Arthur to a kind knight who promised to look after him. Arthur left Merlin and went to live with the knight and his son.
- When Arthur pulled the sword out of the stone, he gave it to the knight. The knight read the words on the sword: 'The person who pulls out this sword is the true King of England'. The people started shouting with joy – they had found their new king.
- Many strong knights tried to pull the sword out of the stone, but no one could do it.
- Arthur was a very good, brave king and the people loved him. King Arthur and his knights sat at a round table. The people of England called them 'The Knights of the Round Table'. They were very famous.
- Arthur was returning home when he saw the sword in the stone. He went up to the sword and pulled it out of the stone. Then, he ran back to the knight and his son to give them the sword.
- Merlin taught Arthur how to do many things. He taught him how to read, how to ride a horse, how to fight and many other important skills.
- When the knight saw the sword he asked Arthur where he had found it. Arthur explained that he had found the sword in a stone. The knight, his son and Arthur went back to the stone. The knight put the sword back in the stone and asked his son to try and pull the sword out. While his son was trying to pull the sword out of the stone, people started watching what was happening.
- The knight asked Arthur to try and pull the sword out of the stone again. The people were watching him very carefully. Arthur stepped up to the sword and very gently started pulling it out of the stone.
- When Arthur was only fifteen, King Pendragon died. The people of England were very worried. 'Who will be our King now?' they asked. Nobody knew where Arthur was or if he was alive.

1

2

3

4

5

6

7

8

9

10

11

12

The answers are as follows:

- | | |
|------|-------|
| 1. c | 7. b |
| 2. i | 8. h |
| 3. d | 9. j |
| 4. l | 10. k |
| 5. a | 11. e |
| 6. f | 12. g |

- ▶ Ask children if they liked the story and if they did, what they liked about the story. Also, ask if children did not like the story and their reasons.

For homework

Remind children that they should be practising the spelling of the 4 adjectives: *good, bad, rich, poor*. Tell children you will check their spelling of these words in the next lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 3 of the next lesson.

LESSON 9

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 3

STEP 1

- ▶ Ask children to **Look at page 29 of your Skills Book**. Ask them to look at the tongue twister **Where was Walid?** in activity 2. Ask children to listen to the tongue twister and say the words. Play the tongue twister (*Songs and Rhymes Tapescript 3.1, Lesson 6*) and pause after each line for children to repeat.
- ▶ Now rewind and play the tape again straight through, encouraging children to join in where they can.
- ▶ Now ask children to show the funny rhyme/tongue twister which they wrote for homework to their friends and practise saying their rhymes. Then ask for a volunteer to read their rhyme/tongue twister to the rest of the class. Ask for one or two more volunteers to read their rhyme/tongue twisters aloud. Make sure you ask for different volunteers from the previous lesson.
- ▶ At the end of this lesson, you should collect in the rest of children's rhymes/tongue twisters to check their understanding of alliteration.



STEP 2

- ▶ Ask children to **Look at the story on pages 26 and 27 of your Classbook**. Ask them what they remember about the story. Now tell them that they will hear the story on the tape again. Tell them to follow the story in their books as they listen to it. Play the tape straight through. (*Listening Tapescript 3.10, Lesson 8*).

STEP 3



- ▶ Now ask children to **Read the rubric and instruction text for activity 2 on page 27 of your Classbook**. Check their understanding of the task in the usual way. Children should try and choose the correct statement from each group of sentences according to the pictures and what they remember of the story. Tell children that there is only one possible answer in each group of sentences. Do the first one with the children as an example.



- ▶ When children have finished ask them to **Look at the story on page 31 of your Skills Book and check your ideas**.
- ▶ While children are checking their ideas, ask them to underline the words that helped them to check their answers in the text on page 31 of the Skills Book. They may find

words in other parts of the story which helped them choose the correct answer:

- ▶ When children have finished, do a whole class feedback. Write the numbers 1–7 vertically down the board, or use the OHT if you have one. Say each number and ask individual children to volunteer to read the statement which they have ticked. As you elicit the answers from the class, write the correct statement next to the appropriate number. The answers are as follows:
 1. *King Pendragon was a kind man.*
 2. *Merlin was a wise man.*
 3. *King Pendragon died when Arthur was fifteen.*
 4. *Merlin took the king's sword and pushed it into a stone.*
 5. *Arthur was going to a sword fight in London.*
 6. *Arthur started pulling the sword out of the stone.*
 7. *Arthur was a good, brave king.*

This kind of activity raises children's awareness of the need to read carefully. The statements are very similar and in many cases there is only a one word difference in each statement.

STEP 4

- ▶ Tell children that you are now going to check their spelling of the 4 adjectives you asked them to learn: *good, bad, rich, poor*.



- ▶ 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 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 3.11

1. bad
2. poor
3. good
4. rich

- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **bad**. 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.

For homework

Tell children you would like them to learn to spell the following 5 adjectives: *brave, cruel, kind, silly, wise*. Check that children have understood the meaning of this vocabulary in the story.

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.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

LESSON 10

The activities in this lesson formally raise children's awareness of the structure, terminology and content of stories. They are designed to build gently children's confidence in discussing stories, story planning and eventually story writing.

STEP 1



- 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 words in the robot's tummy – 'YOUR WRITING' – and then show them the streamer coming from his head – 'Planning a story'. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way. Ask children to read the text to themselves.
- When children have finished reading, briefly discuss the ideas contained in the text.

STEP 2



- Now ask the class 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 first shelf in the cupboard – 'Type of story'. Ask them to look at the words in the tins and boxes on the

shelf. Ask them if they can give any examples of the different types of stories that they have read about in this unit or in other grades.

For example, children may suggest some of the following:

For fables: The Lion and the Mouse, The Fox and the Crow

For legends: Robin Hood and his Merry Men, King Arthur, Sindbad the Sailor.

For funny stories: Lord Claud

- Ask the class if they can suggest any other types of stories. Write a few suggestions on the board. Then ask children to write their own suggestions in the empty containers. You may want to provide some examples yourself if children find this difficult. For example, detective or spy stories, horror stories, etc. When children have finished, elicit a few of their ideas.
- Now ask children to look at the second shelf – 'Characters'. Ask them to look at the words and make sure children understand that the first set of words refer to the actual type of character – human, animals and so on. Ask children if they can think of any other types of characters. They may suggest creatures from other planets, fantasy characters, etc.
- Now ask children to look at the next set of character words on the shelf and ask them if they can tell you what kind of words they are. Children may remember that these are **adjectives**. Ask the class if they can think of any other adjectives to add to the shelf and ask them to write them in the empty tins and boxes. When children have finished, elicit a few of their ideas.
- Ask the class to look at the next shelf at the bottom of the cupboard – 'Setting'. Tell children that the setting is where a story happens. Most of these words are recycled but you may need to clarify the word underwater. Ask them to look at the words on the shelf and again encourage children to suggest a few more. Elicit a few ideas from the class. Ask them to write a few in the spaces on the shelf.



1 Read and think.

When you want to write a story, you have to ask yourself the following questions:

1. What type of story is it going to be?
2. Who are the characters going to be?
3. Where is the story going to happen? This is called the **setting**.
4. When is the story going to happen? In the past? In the future?
5. What is going to happen in the story? This is called the **plot**.

Writing a story is like following a recipe. First, you choose some ingredients and then you follow the recipe to put them together to make a dish – or a story!

2 Look and think.

Look at this cupboard full of ingredients. Can you think of any more to add?

Type of story

Characters

Setting

Time

Now look at the story on pages 28 and 29 of your Classbook. Read the story and answer the questions about it.

- ▶ Now ask children to look at the final shelf with two sections. Now ask children to look at the top shelf section – 'Plot'. Remind children that in the last semester they learned about the structure of stories and that all stories have a beginning, a middle and an end.
- ▶ Finally, ask children to look at the words above the bottom shelf – 'Time'. You may want to draw a quick time line on the board to remind children that now is present time, that all time before now is in the past and that all time after now is in the future.
- ▶ Tell the class that all the ingredients in this cupboard will help them to plan good stories.

STEP 3



- ▶ Now ask children to read the instruction text at the bottom of page 32 of their Skills Book, under the cupboard. Check their understanding of the task in the usual way.



- ▶ Ask children to **Look at pages 28 and 29 of your Classbook**. Tell children that they are going to look at a different type of story – a myth. Ask them to look at the pictures and see if they can tell you what the story is going to be about. Elicit any suggestions. Then ask the class to read the instruction and the information text. When children have finished discuss the ideas contained in the text.



- ▶ Now ask children to read the story silently, by themselves.

STEP 4



- ▶ Ask the class to read the rubric and instruction text in activity 2 on page 28 of their Classbook. Ask the class to read the story again and decide which ingredients from the story cupboard were used to write the story. Then ask children to answer the questions. Encourage children to refer to page 32 of their Skills Book as they answer the questions. For question 5, tell them that they should think of a title for the story.



- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. Write the numbers 1–4 down the board. As you elicit ideas from the class, write the answers on the board. Make sure children check their work.

The answers are as follows:

1. a myth
2. the zebra and the baboon
3. in the jungle
4. a long time ago

- ▶ When you get to question 5, elicit several suggestions from the class. Then tell them that the title of the story is usually 'How the zebra got his stripes' and write this on the board.

STEP 5



- ▶ Ask the class to look at Portfolio Pete at the bottom of page 29. Ask them to read the rubric and instruction text for activity 3. Ask children to **Look at cut-out page F on page 71 at the back of your Classbook**. Make sure



71 at the back of your Classbook. Make sure



1 Read and think.

Look at this story below. It is a traditional African myth. Myths are stories that try to explain how things happen in the world. For example, how the giraffe got its long neck or how the camel got its hump. They are usually very old stories.

A long time ago, many animals looked different from how they look today. The zebra had beautiful white fur from head to toe. The baboon was also covered from his head to his tail in brown fur. The zebra liked looking at his reflection in the water. 'Oh, how beautiful I am,' he said to the rest of the animals.

One day, while the beautiful zebra was looking at his reflection in the water, the baboon walked past. 'See how beautiful I am,' the proud zebra called to the baboon. 'You may be beautiful,' said the baboon, 'but I'm stronger.' This made the zebra angry. 'You may be stronger, but you're also very ugly!' This made the baboon very, very angry. The baboon challenged the zebra to a fight.

The next night, all the animals in the jungle came to see the zebra and the baboon fight. The baboon had made a big fire in the middle of the jungle, so all the animals could see the fight. The baboon walked towards the zebra. The zebra walked backwards towards the fire. The baboon walked around and around the zebra. The zebra didn't know that he was moving slowly closer and closer to the fire.

Earlier in the day, the sneaky baboon had put some stones around the fire. As the zebra moved closer to the fire, he suddenly tripped on one of the stones. He fell back onto the burning sticks in the fire. The zebra started screaming as his beautiful white fur was marked with black stripes from the sticks in the fire. The zebra jumped out of the fire and chased after the baboon. He was so angry that when he caught the baboon he kicked and kicked the baboon in the bottom. He kicked the baboon so hard that all the hair fell off his bottom!

This is why today the zebra has stripes. It is also why the baboon is now bare-bottomed!

2 Read and answer.

Read the story again. Which ingredients were used to write it?

1. What kind of story is it? _____
2. Who are the main characters in it? _____
3. Where does the story happen? _____
4. When does the story happen? _____
5. What is the title of the story? _____



3 Plan a story.

Plan a story about how the zebra got its stripes. Use the story recipe on cut-out page F on page 71 at the back of this book to help you.

Keep your story plan in your portfolio.



Recipe for a story

Ingredients

1. Type of story

2. Characters Who is going to be in the story? What will they be like?

3. Setting Where is the story going to happen?

4. Time When is the story going to happen?

5. The Plot What is the story going to be about?

Beginning

Middle

End

Instructions

To write your story, use your story plan and then follow the Writing Route.

71 F

they do not remove the cut-out page at this stage. Tell the class that they are going to plan their own version of the zebra story for younger children using the story recipe on cut-out page F.

- For homework, ask the class to think of ideas for their story plan. Tell them that you do not want them to write anything at the moment

as there will be time to prepare their story plans in later lessons. Also tell children they do not need to cut out the page yet. They should do this once all the sections have been completed.

For homework

Remind children that they should be practising the spelling of these 5 adjectives: *brave, cruel, kind, silly, wise*. Tell children you will check their spelling in a later lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

Before the next lesson

You will need to prepare sets of picture and word character activity cards for Step 3 of the next lesson. You will need one set – 12 picture activity cards and 12 word activity cards – for each group.

If you have access to an OHP, you may like to prepare an OHT for the class feedback in Step 3 of the next lesson.

LESSON 11

YOU WILL NEED:

- ▶ **PICTURE CHARACTER ACTIVITY CARDS** one set for each group
- ▶ **WORD CHARACTER ACTIVITY CARDS** one set for each group
- ▶ **OHT (optional)** for Step 3

STEP 1



- ▶ Ask children to **Look at page 23 of your Classbook**. Ask children to look at the characters in the Classbook frieze and to name as many characters as they can. Ask children to write the numbers 1–6 vertically down the frieze next to each character.



- ▶ Now ask children to **Look at page 27 of your Skills Book**. Ask them to look at the names of the characters in the frieze and match them to the pictures. Tell children to write the number of the picture next to the each character name.

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

The answers are as follows:

1. *Goldilocks*
2. *The Tortoise*
3. *Carl the Caterpillar*
4. *Rupert Rabbit*
5. *Little Red Riding Hood*
6. *The Town Mouse*

STEP 2



- ▶ Ask children to **Look at page 30 of your Classbook**. Tell them that they are going to learn about characters in stories. Ask children to look at the pictures of the characters and ask them if they remember any of these characters. If so, ask them what they remember about the characters.

- ▶ Now ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Remind children that they do not need to understand every word. Ask children to match the characters to the descriptions and

answer the question by each description. Children should write the names in pencil.

- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. Write the numbers 1–3 vertically down the board and elicit the name of the character for each description. Write the character's name next to the corresponding number.

The answers are as follows

1. *Little Red Riding Hood*
2. *The Country Mouse*
3. *Goldilocks*

- ▶ Ask children to read the sentence at the end of this the end of this activity – 'Characters are the people and animals we read about in stories' – and discuss the ideas contained within the text.



- ▶ Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity at the bottom of page 30 in their Classbook. Remind children that they can do this task whenever they finish early or in their free time.

STEP 3






- ▶ Ask children to read the rubric and instruction text for activity 2. Tell children that



1 Look, think and match.

Look at these characters from some of the stories you have read. Do you remember any of them?

Read the description of the characters and try and match each one to a picture.

Little Red Riding Hood Goldilocks The Country Mouse

1 I'm a little girl and I love flowers. One day when I was taking a cake to my grandma, I saw some lovely flowers in the wood. As I was picking the flowers, a wolf came into the wood. He asked me some questions and then he left. When I reached my grandma's house, I thought she looked a little different. Her eyes looked bigger, her nose looked longer and her teeth looked sharper! Suddenly, I realised it wasn't my grandma - it was the wolf. I was running away from the wolf when my dad arrived and chased the wolf away. My grandma was OK - she was hiding in the cupboard.

Who am I?

2 I live in a very small house in the country. It is very quiet and peaceful. One day when my brother was visiting me, he invited me to his big house in the town. I told him I didn't want to go, but he really wanted me to see his house so I agreed. As we were walking through the town to his house, I realised that the town was very noisy and dirty. It was a very scary place. One day when we were eating lunch, a big cat came and jumped on the table. We ran away quickly. That day I left and went back to my nice quiet home in the country.

Who am I?

3 Sometimes I'm very naughty and don't do what my parents tell me. One day when I was walking in the woods, I got lost. I went into a strange house. I sat on 3 chairs, I ate 3 bowls of porridge and I slept in 3 different beds. While I was sleeping in the bed, 3 bears came into the house. I'm a girl and I've got curly, blonde hair.

Who am I?

Characters are the people and animals we read about in stories.

2 Play a game.

Now play a game with the activity cards. In your groups, try and match the descriptions of the characters with their pictures.

they are going to play a game which is a reading race.

- ▶ Divide the class into groups of 3–4. Tell children that you are going to give them some picture activity cards and some word activity cards. Tell children that they must match the 12 descriptions and the 12 characters on the activity cards as quickly as possible. The first group to finish wins. Distribute a set of character descriptions and character picture cards to each group. The first group to match the cards correctly wins.
- ▶ Stop the activity when the first group finishes. Ask them to call out the number of each description and the matching name. Write these on the board for all groups to check, or use a prepared OHT if you have one.



This activity provides an opportunity to assess how well children are able to read descriptive writing for detail.

STEP 4

- ▶ Now tell children that they are going to think about the kind of characters they would like in the story they are planning. Ask children **Who is going to be in your version of the story 'How the zebra got its stripes'?** Elicit one or two ideas from children and ask **What will they be like?** Then ask children to talk about their ideas with their friends.



- ▶ Now ask them to **Look at the story recipe on cut-out page F on page 71 at the back of your Classbook.** Ask children what they should write in Section 1 of the Ingredients – 'Type of story'. Elicit **myth** and ask children to write this in the space provided.
- ▶ Now ask them to write who is going to be in the story in the space provided in Section 2 – 'Characters'. Tell them they will come back to number 2 and maybe add more detail in a later lesson. Remind children that they may like to write in pencil so that they can make any changes before the final version.

For homework

Remind children that they should be practising the spelling of these 5 adjectives: *brave, cruel, kind, silly, wise*. Tell children you will check their spelling in a later lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

LESSON 12

STEP 1



- ▶ Ask children to **Look at page 31 of your Classbook**. Ask them to read the rubric and instruction text for activity 1. Ask children to look at the two different settings for two different stories. Ask them to talk about how they are different. Elicit one or two examples from the class.
- ▶ Ask children to look carefully at these pictures again. Ask them to compare the two pictures and write down the differences in the space provided. While children are doing this, write the two headings *on an island* and *in a forest* on the board.
- ▶ When children have finished elicit differences they have noticed. Write these on the board under the appropriate headings and get children to check their work. Children may suggest some of the following:

<i>on an island</i>	<i>in a forest</i>
light	dark
beach	forest
shells	plants and leaves
birds and butterflies	squirrels and hedgehogs



and discuss in their groups what they are going to do. Check their understanding of the task in the usual way. Then ask them to **Look at cut-out page G on page 69 at the back of your Classbook**. Ask children to remove the page carefully.

- ▶ Ask children to think of a setting for a story they would like to write. Then ask them to close their eyes and try to see the picture they are going to draw in their minds. Give children time to think and imagine. Then tell them to open their eyes and make a list of everything they want to put in their picture. Tell them to write the words on the writing lines in the tower on cut-out page G.
- ▶ Finally, ask children to draw their picture inside the frame on their cut-out page. When they have finished, get them to show their pictures to their friends.
- ▶ If children need more time to complete their drawing, ask them to finish it for homework. Tell them to keep their drawings in their portfolio.

STEP 2

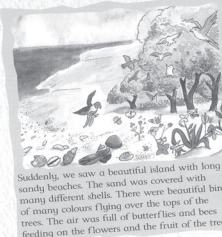
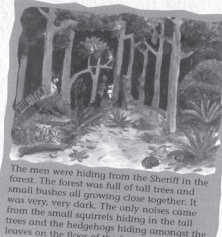


- ▶ Ask children read the rubric for activity 2. Then ask them to read the instruction text



1 Look and think.

The place where stories happen is called the setting. Look at these two different settings for two different stories. Talk to a friend about how they are different.

Look carefully at the 2 pictures again. Compare the 2 pictures and write down the differences.

on an island	in a forest

2 Think and draw.

Remove cut-out page G from page 69 at the back of this book. Think of a setting for a story you would like to write. It can be anywhere – in the town or in the country, in the desert or in the jungle, under the water or even in space. You decide.

First, decide what you are going to put in your picture. Close your eyes and try to see the picture in your mind.

Next, write a list of everything you want to put in the picture.

Now draw and colour your picture.

When you have finished, show it to your friends and describe the setting to them. Then, put your picture in your portfolio.



My story setting



Below the frame is a section with horizontal lines for writing.

children to talk about their ideas with their friends.



- Now ask them to look at the story recipe on cut-out page F on page 71 at the back of their Classbook. Ask children to complete Section 3 of the Story recipe – 'Setting'. While children are engaged in this task, circulate around the class giving guidance and support where necessary.

STEP 4



- Now ask them to think about Section 4 – 'Time' – and decide what time the story will be written in. As children are writing a plan for a myth, the time is already established (the past). Ask children **Is the story of 'How the zebra got its stripes' a present story or a past story?** From the context of the story, children should be able to suggest a **past**

story. Tell them that they should write *the past* in the 'Time' section.

For homework

Remind children that they should be practising the spelling of these 5 adjectives: *brave, cruel, kind, silly, wise*. Tell children you will check their spelling in the next lesson.

You should also remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

LESSON 13

STEP 1



- Ask children to **Look at page 33 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' – and then show them the streamer coming from his head – 'Adjectives'. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way.

- When children have had time to read the text, discuss the ideas contained in the text with the class. Then ask children if they can think of adjectives to describe some of the other characters in the stories they have read.



1 Read and think.

When we have decided on the characters we want to use in our stories, we then have to make them interesting for the reader.

We can do this by describing what the characters look like.

One day, while the beautiful zebra was looking at his reflection in the water, the baboon walked past.

We can also describe what type of person or animal they are.

King Pendragon was a kind man.

To make our characters interesting, we use lots of adjectives to give more information about them.

2 Read, think and match.

Look at this definition of the adjective *kind*.

kind [adj] someone who tries to help other people and shows that they care about them

Now look at these sentences about some of the characters in the stories in this unit.

Arthur was a very good, brave king.

Prince John and his friend, the Sheriff of Nottingham, were very cruel.

Robin Hood and his Merry Men took money from the rich people and gave it to the poor people.

Use your knowledge of the stories and the characters to help you match the adjectives to the definitions below.

1. brave [adj]	a. someone who has very little money
2. good [adj]	b. someone who is not kind and hurts people or animals
3. cruel [adj]	c. someone who has a lot of money
4. rich [adj]	d. someone who is kind and helpful and does things that are right
5. poor [adj]	e. someone who will do something they have to do, even though they may be scared

There are many adjectives in the stories in this unit. Try and use some of them to describe the characters in your story.

STEP 2



- Ask children to read the rubric for activity 2. Check their understanding of the task in the usual way. Ask children to read the text and think about the content. When children have finished, discuss the ideas contained within the text.
- Now ask children to think about the stories and characters they know and ask them to try and match the adjectives to the definitions. Children should write the number

of the adjective in the check box next to each definition.

- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. Elicit the answers orally from the class and ask them if they can think of any characters that each adjective can describe. The answers are as follows:
 - a. 5
 - b. 3
 - c. 4
 - d. 2
 - e. 1



This activity provides an opportunity to assess how well children have understood some of the key vocabulary in the unit.

- ▶ Now ask children to read the sentence at the bottom of the page. Brainstorm with children different adjectives from this unit used to describe the characters

STEP 3



- ▶ Now ask children to think about the characters in their version of the story of 'How the zebra got its stripes' in more detail. Ask them to look at the story recipe on cut-out page F at the back of their Classbook and see if they can add any more words to describe their characters in Section 2.
- ▶ Ask children to look at Section 5 of their story recipe – 'The Plot'. Ask children to tell each other what their stories are going to be about. Then ask them to complete this section in their story recipes.
- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ Children should finish their story plans in this lesson. Ask them to remove the cut-out page carefully and give their story plans to you. You should check the story plans and return them to the class in the next lesson.

STEP 4

- ▶ Tell children that you are now going to check their spelling of the 5 adjectives you asked them to learn – *brave, cruel, kind, silly, wise*.



- ▶ 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 5 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 3.12

1. silly
2. brave
3. wise
4. cruel
5. kind

- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **silly**. 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 4 words.

For homework

Remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of the unit.

Before the next lesson

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

LESSON 14

YOU WILL NEED:

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

STEP 1



- Ask children to **Look at pages 34 and 35 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 – past continuous. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way. Ask children to read all the texts and then complete the rules next to Robby's hands.

- When children have finished, ask them to share their ideas. Then do a whole class feedback.

Children should suggest the following:

We use was or were and a main verb ending in -ing to make positive statements in the past continuous.

We use wasn't or weren't and a main verb ending in -ing to make negative statements in the past continuous.

STEP 2



- 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, ask them to share their ideas. Then do a whole class feedback orally or use a prepared OHT if you have one. Make sure children check their work.

The text should look like this:

It was a dark, dark night in the forest. It was raining heavily and the wind was screaming through the trees. The forest animals weren't making any noise. The hedgehogs were hiding in the leaves on the forest floor and the squirrels were sitting quietly in the trees. Even the noisy owl wasn't making any sound. They were all afraid. Suddenly ...

STEP 3



- Ask children to read the rubric and instruction text for activity 3. Ask children to read the questions and answers about Sindbad and complete the rule next to Robby's hand.

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

Children should suggest the following:

We can answer Was/Were ... questions with Yes, No or a short answer.



1 Read, think and complete.

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

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

He went to bed at 9 o'clock. He got up at 6 o'clock.

THE PAST

He was sleeping.

Read these sentences about the things Muna's family were doing last night and then complete the rules.

Last night...

Muna and Alia were playing a board game.
Fatma and Nalia weren't playing with them.
Ali was reading a comic.
Said wasn't reading a comic, he was watching television.
Muna's mum and dad were cooking dinner.

We use ... and a main verb ending in ... to make positive statements in the past continuous.

We use ... and a main verb ending in ... to make negative statements in the past continuous.

2 Read and underline.

The past continuous is often used in stories to describe the setting. Read this part of a story and underline the past continuous.

It was a dark, dark night in the forest. It was raining heavily and the wind was screaming through the trees. The forest animals weren't making any noise. The hedgehogs were hiding in the leaves on the forest floor and the squirrels were sitting quietly in the trees. Even the noisy owl wasn't making any sound. They were all afraid. Suddenly ...



3 Read and complete.

Look at the questions and answers about The Adventures of Sindbad. Read the statements and then complete the rule.

Was Sindbad wearing a red and green turban?
Yes.

Was Sindbad flying on a carpet?
No, he wasn't.

Were the people throwing meat onto the diamonds?
Yes, they were.

Were the people throwing diamonds into the valley?
No.

We can answer Was/Were ... questions with ... or a short answer.

4 Read, match and complete.

Look at these 'Wh-' questions about some of the stories in this unit. Match the answers to the questions and then complete the rule.

1. What was Arthur pulling out of the stone?
2. Where was the lion sleeping?
3. Who was the zebra fighting?
4. What were Robin Hood and the Merry Men doing?

a. He was fighting the baboon.
b. They were giving money to the poor.
c. He was pulling the sword called Excalibur out of the stone.
d. He was sleeping under a tree in the jungle.

We cannot answer Wh- questions with ... or ... We must give more information.

STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way.
- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. Write the numbers 1–4 vertically down the board. As you elicit the matching answer, write the correct letter next to each number:
The answers are as follows:
1. c
2. d
3. a
4. b

- ▶ Now ask children to complete the rule next to Robby's hand. When children have finished, ask them to compare their ideas. Then do a whole class feedback.

Children should suggest the following:

We cannot answer Wh- questions with Yes or No. We must give more information.

STEP 5

- ▶ Give back children's story plans which they wrote on cut-out page F from their Classbooks and remind them to make any corrections before storing these in their Portfolios. Ask children to read the instruction at the bottom of the page. Tell the class they can write out their version of the story using their story recipes if they want, or they may choose to write another story. If they want to plan a new story, you should give them a new copy of the story recipe. A photocopyable version of this is available at the back of this Teacher's Book.

For homework

Remind children that they should continue practising the spelling of the 6 words they have chosen from this unit. Tell children you will check their spelling of these words in the next lesson.

LESSON 15

STEP 1

- ▶ Ask children to show each other their finished story plan on the story recipe cut-out page. Ask for one or two volunteers to tell the whole class about their story recipes.

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 in 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 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 things that were happening in the past?** 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



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 things that were happening in the past
- ask and answer questions using the past continuous
- read and understand different types of short stories
- use adjectives to describe character
- write a tongue twister
- plan a story

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:

	1	2	3	4	5
excellent					
very good					
good					
OK					
not very good					

6 How well did you work?

My work in this unit was:

	1	2	3	4	5
excellent					
very good					
good					
OK					
not very good					

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 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 6 words that they learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell on the remaining writing lines 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 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 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 about 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

You will need to prepare the country words from the photocopiable pages at the back of this book. You will need one copy of each word.

UNIT 4 Great explorers

Aims

Children will learn how to:

- ▶ Ask and answer questions about great explorers using the past simple
- ▶ Understand and use the past simple with the past continuous
- ▶ Listen to longer, more complex oral texts for specific information
- ▶ Read and understand a variety of text types containing factual information about great explorers for specific information
- ▶ Read and understand biographies
- ▶ Write questions about great explorers using the past simple
- ▶ Write sentences in the past simple and the past continuous appropriately
- ▶ Understand book conventions (title, author, contents, index)
- ▶ Plan and write a biography
- ▶ Recognise and use syllabification in country names and nationalities
- ▶ *Animals:* camel, horse, goat, dog (R)
- ▶ *Time:* next week, last night, this afternoon, last semester, now, tomorrow (R)
- ▶ *Travel:* journey, travels, adventure (R)
explorer, trip
- ▶ *Location:* North, South, East, West (R)
- ▶ *Transport:* bike, plane, ship, spaceship (R)
dog sled, junk
- ▶ *Goods:* diamond, gold, jewel, silver (R)
fireworks, gunpowder, ruby, silk, spices, waterclock
- ▶ *Book language:* author, biography, character, fact, fiction, non-fiction, title (R)
autobiography, contents page, index, setting

Main language

- ▶ Ibn Battuta was born in Morocco.
- ▶ When was Ibn Battuta born? in 1304
- ▶ Who was the first man to travel in space?
Neil Armstrong
- ▶ He was travelling in Russia, when he met a man called Mohammed Uzbek.
- ▶ While he was travelling in China, he sailed on a junk to Canton.

Vocabulary

- ▶ *Adjectives:* rich, true, new, famous, beautiful, Islamic, bored, long, dangerous, hot, dry, amazing, poor, underwater (R)
- ▶ *Nationalities:* American, Chinese, Egyptian, English, French, Indian, Iranian, Iraqi, Italian, Lebanese, Omani, Russian, Spanish, Turkish (R)
Moroccan, Norwegian
- ▶ *Continents:* Africa, Asia, Europe (R)
- ▶ *Countries:* America, China, Egypt, England, France, India, Iran, Iraq, Italy, Jordan, Lebanon, Oman, Palestine, Russia, Spain, Turkey, USA (R)
Afghanistan, Algeria, Morocco, Norway, Siberia, Syria, Tibet, Tunisia, Uzbekistan, Yemen
- ▶ *People:* father, uncle (R)
emperor, explorer, prisoner
- ▶ *Places:* desert, space, South Pole, mountains, the world, earth, land, sea, underwater, Arctic (R) prison

Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use visuals to predict meaning
- ▶ Use deductive reasoning skills
- ▶ Take part in conversations asking and answering questions about activities and events in the past
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Read biographies for general understanding and specific information
- ▶ Listen to longer more complex texts for specific information
- ▶ Write statements, questions and answers about past events and activities
- ▶ Plan and write a biography
- ▶ Recognise the stress, rhythm and intonation patterns of English through a rap
- ▶ Recognise and use the concept of syllabification
- ▶ Independent learning skills: plan work using the writing route and the fact finding route, research information, writing and integration of visuals, check spelling, record progress of project

Activities

- ▶ Read biographies
- ▶ Read and match
- ▶ Do reading races
- ▶ Play a past continuous matching game
- ▶ Say a rap
- ▶ Write a rap verse
- ▶ Write from notes
- ▶ Complete a time line
- ▶ Complete a project book report
- ▶ Do a project

The project in this unit about explorers is a joint project with IT. Children will use the skills and information they have developed in English to undertake a project in IT on explorers. You should liaise closely with the IT and LRC teachers regarding the skills developed and materials available for this project. You may like to conduct Lesson 14 in the LRC.

LESSON 1

YOU WILL NEED:

- ▶ **COUNTRY WORDS** one for each group
- ▶ **BLU-TAC**

Before this lesson

You will need to make sure that the Great explorers poster for Unit 4 and the World Map poster are on the wall in your classroom. You should put them somewhere where all the children can see them easily, but also at a height where children will be able to stand in front of the posters and identify objects and words in them.

STEP 1

- ▶ Point to the World Map poster. Ask for a volunteer to show you where Oman is on the map. Now ask for volunteers to come and find where Italy, Morocco, Russia, Norway, England, China, the USA are on the map. [These are recycled from previous grades].
- ▶ Organise the class into 7 groups. Give each group a country word from the photocopiable pages at the back of this Teacher's Book. Keep the *Oman* word yourself and put it on the board. Tell the class you will play the tape. When they hear the name of their group's country, they should all stand up and say the name of their country. Show children the country word for *Oman*. Tell them that when they hear the name of this country, they should all stand up and point to the word *Oman* on the board. [Children played this TPR activity in Grade 5 with different countries].
- ▶ Play the tape, pausing after each word (//) for children to stand up when they hear their country name. Make sure they all stand up when they hear 'Oman'.



Listening Tapescript 4.1

Italy // Morocco // the USA //
Norway // Oman // England //
Russia // China

- ▶ Play the tape again [you will not need to rewind]. Pause after each country name and get the appropriate group of children to stand and repeat their country name. Get the rest of the class to then repeat with you and the group. When they hear 'Oman', get the whole class to stand and repeat the country name. Continue in this way until all the countries have been named.
- ▶ At the end of this activity, collect in the country words as you will need them for the next lesson.

STEP 2

- ▶ Ask children to look quickly through Unit 4 in their Classbooks. Now ask them to look at the pictures on the Great Explorers poster and in the frieze on page 33 of their Classbooks and ask them to guess what the unit is going to be about. Elicit from the class that the unit is going to be about explorers. Ask children to name any explorers they know and any other information they may know about them.



STEP 3



- ▶ Now ask the class to **Look at activity 1 on page 32 of your Classbook**. Ask the class to read the rubric and instruction text for activity 1 silently. Check their understanding of the task in the usual way. Make sure children understand that they should look at questions 1–4 *before* reading the text. Remind them they do not have to read and understand



UNIT 4 Great explorers

1 Look and answer.
Look at these 7 questions. Read the first 4 questions before you read the e-mail. Now read the e-mail and try to find the answers.

- Who is the e-mail to?
- What is Paul doing in school now?
- What information does he want?
- What was Paul doing last night?

To: ahmed@kic.com
From: paul@kic.com
Subject: Great explorers

Dear Ahmed,
How are you? Have you had any more exciting adventures since your trip to the desert with David and your brother? At the moment, I'm doing a project in school about great explorers. It's really interesting. Have you got any information about explorers you could send to help me with my project?
It's funny but yesterday while I was doing my homework, a television programme came on all about explorers. My mum recorded it for me. I'm going to watch it this afternoon to see if it has any useful information in it.
Next week, I'm going to watch my favourite football team, Manchester United, playing in London. I hope they win.
If you've got any information about explorers that you could send me, that would be great. Thanks for your help.
Bye for now.
Paul

Now look at the next 3 questions. Read Paul's e-mail again and try to answer these questions.

- What happened while Paul was doing his homework?
- When is Paul going to watch the television programme?
- What is Paul going to do next week?



2 Read, think and answer.
What do you know about great explorers? Look at the four explorers in the pictures. Do you know any of them? What do you know about them? Can you answer these questions about explorers?

- Who was the first man to travel in space?
- Where was Jacques Cousteau from?
- What continent did Christopher Columbus discover?
- When did Roald Amundsen reach the South Pole?

3 Listen and check.
Now listen to Paul's friends talking about the information they have found for their project on great explorers.

Christopher Columbus, Roald Amundsen, Yuri Gagarin, Jacques Cousteau

every word to find the answers for these questions.

- Ask children to read the e-mail quickly and find the answers to questions 1–4. Then get children to compare their answers quickly. Ask children to underline the parts of the text which helped them find the answers. When children have finished, do a whole class feedback orally.

The answers are as follows:

- Ahmed
- a project about great explorers
- information about explorers for his project
- his homework

STEP 4



- Now ask children to read the instruction text below the e-mail. Check their understanding of the task in the usual way. Now ask them to read the text again and find the information for questions 5–7.
 - When children have finished, ask them to compare their answers and then do a whole class feedback orally.
- The answers are as follows:
- a television programme came on about explorers
 - this afternoon
 - watch his favourite football team Manchester United in London

STEP 5



- Now ask children to **Look at page 33 of your Classbook**. Ask them to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Ask children **Do you know any of the explorers on this page?** If so, find out what they know. Then ask children to look at the questions and see if they can answer any of the questions. Ask them to compare their ideas in groups first and then as a whole class.
- Now tell children that they will hear Paul talking to his friends about information they have found on their projects about explorers. Ask them to listen and check their ideas. Make sure children realise that the answers may not appear in the order that the questions are in the Classbook.

- Play the tape straight through without pausing.



Listening Tapescript 4.2

Jill: Hi Paul! Have you got your project work with you?
Paul: Yes, have you?
The others: Yes!
Paul: OK. Shall I tell you what information I've found?
The others: Yes, please.
Paul: OK. This is all the information I've found about Christopher Columbus so far. He was born in Italy, in 1451. He discovered America in 1492 and he died in 1506. (//)

Beth: That's a good start, Paul. Right, I've got some information about Roald Amundsen. He was born in Norway in 1872. He was the first man to reach the South Pole. He and his team arrived there in 1911. He died in 1928. (//) What information have you got Jill?

Jill: OK. I've found some information about Yuri Gagarin. He was born in Russia in 1934. He was the first man in space. He travelled around the earth in a spaceship called Vostock 1 on 12th April, 1961. (//)

Paul: What about you Tim? Did you find anything about Jacques Cousteau?

Tim: Yes, a little. Umm ... OK. He was born in France in 1910. He was a famous underwater explorer. He died in 1997. (//)

Paul: OK. Now we need to get some more information and some pictures. Where do you think we should look?

- ▶ Now play the tape again, this time pausing after the information about each explorer (//). As you pause, elicit the answers for each question from the class. Write these on the board so that children can check their work. The answers are as follows:

1. Yuri Gagarin
2. France
3. America
4. 1911

This activity gives children practice in listening to extensive texts for specific information about events in the past.

LESSON 2

YOU WILL NEED:

- ▶ **COUNTRY WORDS** one for each group



Listening Tapescript 4.3

Norway // Russia // China //
Oman // Italy // England //
Morocco // the USA

STEP 1

- ▶ Organise the class into 7 groups. Give each group a different country word from the previous lesson. Keep the *Oman* country word and put it on the board. Tell the class you will play the tape. When they hear the name of their country they should all stand up and say the name of their country. Show children the country word for *Oman*. Tell them that when they hear the name of this country, they should all stand up and point to the word on the board.
- ▶ Play the tape, pausing after each word (//) for children to stand up when they hear their country name. Make sure they all stand up when they hear 'Oman'.

- ▶ Play the tape again [you will not need to rewind]. Pause after each country name, and get the appropriate group of children to stand and repeat their country name. Get the rest of the class to then repeat with you and the group. When they hear 'Oman', get the whole class to stand and repeat the country name. Continue in this way until all the countries have been named.
- ▶ At the end of this activity, collect in the country names.

STEP 2




- ▶ Ask children to **Look at page 38 of your Skills Book**. Ask them to read the rubric for activity 1 and then the information text.

UNIT 4
Great explorers

1 Read and answer.


People have always wanted to explore our world and to go to places that no-one has visited before. Some people explore the land, others the sea and now people explore space as well!
The short biographies below are about men who explored the land, the sea and space.
Read these short biographies and answer the questions on page 39.

Roald Amundsen




Roald Amundsen was born in Norway in 1872. In 1900, he left Norway on a journey to the North Pole. Amundsen changed his mind and travelled to the South Pole instead. He was the first man to reach the South Pole. He and his team arrived there in 1911. Amundsen died in the Arctic in 1928. He disappeared while he was flying his plane.

Yuri Gagarin




Yuri Gagarin was born in Russia in 1934. He was the first man in space. He travelled around the earth in a spaceship called Vostok 1 on 12th April, 1961. It took just under 2 hours to travel once around the Earth. Sadly, Gagarin was killed in 1968 when a plane he was testing crashed in Russia. He was only 34 years old.

Jacques Cousteau



Jacques Cousteau was born in France in 1909. He was a great underwater explorer. In 1943, he invented the aqualung. This allowed divers to stay underwater for many hours. Cousteau travelled the world exploring the sea in his ship *The Calypso*. He died in 1997.

Christopher Columbus



Christopher Columbus was born in Italy in 1451. He is probably the most famous of all explorers. He and his men discovered America in 1492. They were the first Europeans to reach America since the Vikings in about 1000. Although he was famous, he was a poor man when he died. He died in Spain in 1506.

2 Write, ask and answer.

Look again at the questions and answers about the explorers in activity 1. Now think of your own questions. Write one question about each explorer.

- When was Jacques Cousteau born? ... in 1910
- Where was Christopher Columbus born? ... in 1506
- Who was the first man to reach the South Pole?
- Who was a great underwater explorer?
- When did Yuri Gagarin die?
- Where did Roald Amundsen die?

Now ask a friend your 4 questions and answer their 4 questions.

Check their understanding of the task in the usual way. Discuss with children the concept of exploration.

- Explain that they are going to read short biographies about the explorers they looked at in the previous lesson. Ask if anyone can remember what a biography is.



- Now ask them to read the information and quickly find the answers to the questions on page 39 of the Skills Book. The first one is done as an example. Remind children they do not need to understand every word in order to answer the questions.
- Encourage children to underline the parts in the text that help them find the answers. When children have finished, ask them to compare their answers in groups and then as a whole class.
- Now tell children they will hear Paul and his friends checking the information they have found about these explorers. Ask them to listen and check their answers. Play the tape straight through.



Listening Tapescript 4.4

Jill: When was Jacques Cousteau born?
Tim: In 1910. (//)
Beth: Where was Christopher Columbus born?
Paul: In Italy. (//)

Jill: Who was the first man to reach the South Pole?

Beth: Roald Amundsen. (//)

Paul: Who was a great underwater explorer?

Tim: Jacques Cousteau. (//)

Paul: When did Yuri Gagarin die?

Jill: In 1968. (//)

Tim: Where did Roald Amundsen die?

Beth: In the Arctic. (//)

- Now play the tape again [you will not need to rewind], pausing after each question and answer (//). Elicit each answer from the class and write it on the board for children to check their work.

The answers are as follows:

1. in 1910
2. in Italy
3. Roald Amundsen
4. Jacques Cousteau
5. in 1968
6. in the Arctic

STEP 3

- 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 [you will not need to rewind], pausing after each question and answer for children to repeat. Then get the class to change roles in the usual way. Play the tape again [you will not need to rewind].

STEP 4



- ▶ Now ask children to read the rubric and instruction text for activity 2 on page 39. Check their understanding of the task in the usual way. Tell them you want them each to write 4 different questions about the explorers using the questions in activity 1 as a model. Do one with them as an example.
- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished, organise the class into pairs. Tell them you want one child in each pair to ask their questions and the

other to answer. Children should take it in turns to ask and answer questions. Demonstrate the activity with one pair of children. Ask one child to ask another child one of their questions. The other child should answer the question by looking at the texts and finding the information. Then the pair swap roles.

- ▶ While children are engaged in this activity, circulate around the class giving guidance and support where necessary.



This activity provides an opportunity to assess how well children are able to ask and answer questions about events in the past using the past simple.

LESSON 3

YOU WILL NEED:

- ▶ **COUNTRY WORDS** one for each group



Listening Tapescript 4.5

Russian // American // Chinese //
Moroccan // Italian // Omani //
Norwegian // English

STEP 1

This activity is similar to the one that children did in lessons 1 and 2 of this unit except that this time children hear the nationality word and have to make the connection themselves to the corresponding country words that they have. This activity gently raises children's awareness of the link between country and nationality words and prepares them for later activities in this unit.

- ▶ Organise the class into 7 groups. Give each group a different country word from the previous lesson. Keep the *Oman* country word and put it on the board. Tell the class you will play the tape. When they hear the nationality of their group's country, they should all stand up and say the name of their country. Show children the country word for *Oman*. Tell them that when they hear the nationality for this country, they should all stand up and point to the word on the board.
- ▶ Play the tape, pausing after each word (//) for children to stand up when they hear their country's nationality. Make sure they all stand up when they hear 'Omani'.

- ▶ Play the tape again [you will not need to rewind]. Pause after each nationality and get the appropriate group of children to stand and repeat their country name. Get the rest of the class to then repeat with you and the group. When they hear 'Omani', get the whole class to stand and repeat the country name. Continue in this way until all the countries have been named.

- ▶ At the end of this activity, collect in the country names.

STEP 2



- ▶ Ask the class to **Look at page 40 of your Skills Book**. Ask children to read the rubric and instruction text for activity 1. Check their understanding of the text in the usual way. Remind them they do not have to read and understand every word to find the answers for these questions.
- ▶ Ask children to read the e-mail quickly and write the answers to the questions. Then get children to compare their answers quickly. Encourage children to underline the parts of



1 Read and answer.
Read Ahmed's e-mail and answer the questions.

1. Who is the e-mail to?
2. Who did Ahmed do a project about last semester?
3. What is Ahmed doing now?
4. What's Ahmed going to do tomorrow?

To: paul@ic.com
From: ahmed@ic.com
Subject: Explorer project
Attachments: IbnBattuta.jpg

Dear Paul,
I did a project about Ibn Battuta, a famous Arab explorer, last semester. I made a poster about him. I took a photograph of it and have sent it to you as an attachment. I hope it helps you with your project.
I'm doing my homework now, but I'm going to play football later this afternoon. Tomorrow, I'm going to play in a school football match. Let me know if Manchester United win!
Bye,
Ahmed

2 Read and match.
Look at these questions and answers about the life of Ibn Battuta. Try and match the questions to the answers.

1. When was Ibn Battuta born?
2. Where was Ibn Battuta born?
3. What did Ibn Battuta do when he left Makkah?
4. What did Ibn Battuta do when he returned to Morocco in 1349?
5. What did Ibn Battuta do when he was 50?
6. When did Ibn Battuta die?
7. How far did Ibn Battuta travel in his lifetime?

a. in Morocco
b. 120,000 kilometres
c. He wrote a book about his journeys.
d. in 1369
e. He travelled to many different countries.
f. in 1304
g. He returned to Morocco.

the text which help them find the answers.
When children have finished, do a whole class feedback.

The answers are as follows:

1. Paul
2. Ibn Battuta
3. [He's doing] his homework
4. [He's going to] play in a school football match

STEP 3

For this activity, children will need both their Classbooks and their Skills Books.

- Ask the class what they know about the explorer Ibn Battuta. Get children to tell you any information they know about him.



Now ask children to **Look at Ahmed's project about Ibn Battuta on pages 34 and 35 of your Classbook.** Give children a few minutes to look at the pictures and text and then ask children to tell you what they can see.



Now ask them to **Read the rubric and instruction text for activity 2 on page 40 of your Skills Book.** Check their understanding of the task in the usual way. Explain that you want children to read the biography about Ibn Battuta in their Classbook, which is the text around the border. Tell them to start with the paragraph on the top left corner of page 34, beginning 'Ibn Battuta was a great Arab explorer ...' and then read the remaining text in an anti-clockwise direction. Tell the class they should not read the text on the map at this stage, but that they will come back to this later.

- Make sure children understand that they should read the biography in their Classbook and match the questions to the answers in their Skills Book. Tell children they should write the letter of the matching answer in the check box next to the question. Remind them that they do not have to read and understand every word to find the answers for these questions.
- While children are engaged in this task, circulate around the class giving guidance and support where necessary. When they have finished ask children to compare their answers. Then do a whole class feedback.



CB 34

Ibn Battuta was a great Arab explorer. He travelled for more than 30 years and explored many new countries. Ibn Battuta travelled about 120,000 km in his life.

He died in 1369.

1 Read.

Ibn Battuta was born in Morocco in 1304. When he was 21, he travelled to Makkah and Medina. On his way to Makkah, he visited Algeria, Egypt, Tunisia, Palestine, Syria, Yemen, Oman and Jordan.

While he was travelling in China, he sailed on a junk to Canton.

While he was travelling in Spain, he visited the Al Hambra, a beautiful Islamic building near Granada.

When Ibn Battuta left Makkah, he did not return to his home in Morocco. He decided he wanted to see more of the world. He travelled to many different countries. He visited Turkey, Russia, India and China.

a. Canton
b. Timbuktu
c. Granada



CB 35

When he was 50 years old, he returned to Morocco. This time he stayed. He wrote more books about his journeys. When people asked him which was the best place he had visited in all his travels, he always replied Morocco.

While he was travelling in Africa, he visited Timbuktu.

While he was travelling in Siberia, he rode on a dog sled.

While he was travelling in Russia, he met a man called Mohammed Uzbek. Uzbekistan, a country in Russia, was named after this man.

In 1349, Ibn Battuta returned home to Morocco. He wrote a book about his journeys. After a while, he became bored and wanted to travel again.

While he was travelling in Spain, he visited Timbuktu.

While he was travelling in Siberia, he rode on a dog sled.

While he was travelling in Russia, he met a man called Mohammed Uzbek. Uzbekistan, a country in Russia, was named after this man.

In 1349, Ibn Battuta returned home to Morocco. He wrote a book about his journeys. After a while, he became bored and wanted to travel again.

a. Canton
b. Timbuktu
c. Granada

Write the numbers 1–7 vertically down the board. As you elicit the answers, write the correct letter next to the appropriate number.

The answers are as follows:

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

This activity is complex and requires children to use higher order thinking skills, including transferring information from one medium to another as well as reading and retaining specific information in order to complete the task.

STEP 4



▶ Tell the class you would like them to read the biography again and listen to it on the tape.



Ask children to follow the words on the page as they hear them on the tape. Play the tape straight through.



Listening Tapescript 4.6

Ibn Battuta was a great Arab explorer. He travelled for more than 30 years and explored many new countries. Ibn Battuta travelled about 120,000 km in his life.

Ibn Battuta was born in Morocco in 1304. When he was 21, he travelled to Makkah and Medina. On his way to Makkah, he visited Algeria, Egypt, Tunisia, Palestine, Syria, Yemen, Oman and Jordan.

When Ibn Battuta left Makkah, he did not return to his home in Morocco. He decided he wanted to see more of the world. He travelled to many different countries. He visited Turkey, Russia, India and China.

In 1349, Ibn Battuta returned home to Morocco. He wrote a book about his journeys. After a while, he became bored and wanted to travel again.

Ibn Battuta left Morocco again to travel to Spain and then Africa.

When he was 50 years old, he returned to Morocco. This time he stayed. He wrote more books about his journeys. When people asked him which was the best place he had visited in all his travels, he always replied Morocco.

He died in Morocco in 1369.

LESSON 4

YOU WILL NEED:

- ▶ **COUNTRY WORDS** one for each group

STEP 1

- ▶ Organise the class into 7 groups. Give each group a different country word from the previous lesson. Keep the *Oman* country word and put it on the board. Tell the class you will play the tape. When they hear the nationality of their country they should all stand up and say the name of their country. Show children the country word for *Oman*. Tell them that when they hear the nationality of this country, they should all stand up and point to the word on the board.
- ▶ Play the tape, pausing after each word (//) for children to stand up when they hear their country's nationality. Make sure they all stand up when they hear 'Omani'.



Listening Tapescript 4.7

Chinese // American // Omani //
Norwegian // Russian // English //
Moroccan // Italian

- ▶ Play the tape again [you will not need to rewind]. Pause after each nationality and get the appropriate group of children to stand and repeat their country name. Get the rest of the class to then repeat with you and the group. When they hear 'Omani', get the whole class to stand and repeat the country name. Continue in this way until all the countries have been named.
- ▶ At the end of this activity, collect in the country names.

STEP 2



- ▶ Ask children to look at Ahmed's project again on pages 34 and 35 of their Classbook. Ask them to look at the pictures on the map and elicit any information they can tell you about the pictures. Now tell them they are going to read more about Ibn Battuta's travels. Tell them that you want them to read the pieces of text on the map and try and match these

texts to the pictures on the map. Children should write the letter of the matching picture in the check box next to each piece of text. Encourage children to underline words in the text that helped them match the text to the pictures.

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

This activity gives children further practice in reading for specific information and identifying key words.

STEP 3

- ▶ Now ask children to listen to the tape and check their answers. Play the tape, pausing before each answer (//). Elicit the matching picture from the class and then play the tape for children to listen and check. Continue this procedure with the rest of the texts.



Listening Tapescript 4.8

1. While he was travelling in China, he sailed on a junk to Canton. // picture d
2. While he was travelling in Spain, he visited the Al Hambra, a beautiful Islamic building near Granada. // picture a
3. While he was travelling in Russia, he met a man called Mohammed Uzbek. Uzbekistan, a country in Russia, was named after this man. // picture c
4. While he was travelling in Siberia, he rode on a dog sled. // picture e
5. While he was travelling in Africa, he visited Timbuktu. // picture b

In addition to giving children the opportunity to self-check their work, this listening activity exposes children to the natural patterns of stress, rhythm and intonation in statements using the past continuous.

Cultural note

You may want to tell children that during the time Ibn Battuta was travelling, Uzbekistan was a part of the country of Russia, but that today Uzbekistan is an independent country.

STEP 4

- Tell children that you are going to hold up some country names and you would like them to call out the nationality for each card that you hold up. For example, you hold up the word card *Norway* and children call out **Norwegian**. Repeat this procedure with the remaining country words: *Russia* (Russian), *China* (Chinese), *Oman* (Omani), *Italy* (Italian), *England* (English), *Morocco* (Moroccan) and *the USA* (American).

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 that 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 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.

LESSON 5

STEP 1

- Tell the class that they will hear some nationalities on the tape. Ask children to listen and then call out the name of the country. Play the tape, pausing after each nationality and eliciting a response from the class. Then play the country word for children to check their responses.



Listening Tapescript 4.9

Omani // Oman
Russian // Russia
Norwegian // Norway
Chinese // China
Italian // Italy
American // USA
Moroccan // Morocco
English // England

activity. Ask children to read the word in the robot's tummy – 'SOUNDS' – and then show them the streamer coming from his head – 'Syllables'. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way.

- Ask children to read, think and answer the question in activity 1. Then tell children to listen carefully to the tape and check their answer.
- Play the tape.

STEP 2

- Ask the class **What country did Ibn Battuta come from?** Elicit **Morocco**. Ask **What nationality was he?** and elicit **Moroccan**. Now ask the class **What country do you come from?** Elicit **Oman**. Then ask **What nationality are you?** and elicit **Omani**.



- Now ask the class to **Look at page 41 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



1 Read and think.

When we say some words, we can break them down into smaller parts called **syllables**.

How many syllables are there in the word **syllable**?

Now listen and check.

2 Read and sort.

Look at the names of these countries and nationalities.

Oman	Italian	French	Indian	Spain	Russian	Iran	Turkish
Norway	France	England	Egyptian	Moroccan	China	Italy	Yemen
Spanish	Turkey	Omani	Lebanese	Chinese	Iraqi	Iranian	
American	Russia	Yemeni	USA	Norwegian	Morocco	Iraq	

Sort these words into countries and nationalities.

Country	Nationality
Oman	Omani

3 Sort and check.

Now sort the countries and nationalities into the number of syllables.

1 syllable	2 syllables	3 syllables	4 syllables

Now listen and check.



Listening Tapescript 4.10

syllable

syl | la | ble – three

STEP 3



► Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should sort the words into countries and nationalities. Do the first one with the class as an example.

The answers are as follows:

Country	Nationality
China	Chinese
Egypt	Egyptian
England	English
France	French
India	Indian
Iran	Iranian
Iraq	Iraqi
Italy	Italian
Lebanon	Lebanese
Morocco	Moroccan
Norway	Norwegian
Oman	Omani
Russia	Russian
Spain	Spanish
Turkey	Turkish
USA	American
Yemen	Yemeni



This activity provides an opportunity to assess how well children understand the country names and the nationalities of various countries. The countries are all recycled from this and previous grades.

STEP 4



► Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Children should sort the words into groups of words with the same number of syllables. Do one with the class as an example.

► When children have finished, ask them to compare their answers. Then tell them you would like them to listen to the tape and check their answers.



Listening Tapescript 4.11

1 syllable

France

French

Spain

2 syllables

China

Chinese

Egypt

England

English

Iran

Iraq

Norway

Oman

Russia

Russian

Spanish

Turkey

Turkish

Yemen

3 syllables

Egyptian

India

Indian

Iraqi

Italy

Lebanese

Lebanon

Moroccan

Morocco

Norwegian

Omani

USA

Yemeni

4 syllables

American

Iranian

Italian

This listen and check activity again gives children the opportunity to self-check their work. These self-checking activities play a part in the process of developing children as autonomous learners.

For homework

Tell children that you would like them to learn to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. These country words reflect the major spelling endings of nationality words: adding '–i', '–ish', '–ese', '–ian' and whole word change.

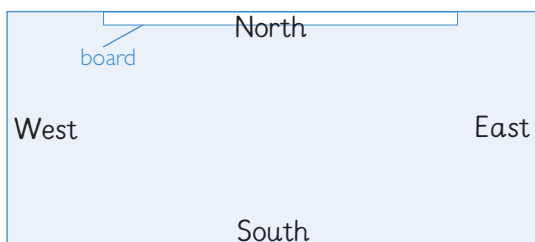
Ask them to write these in their exercise books or on a piece of paper and put it in their portfolios. Remind them that they should practise spelling these words in their free time. Remind them of the procedure – look, cover, write and check. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

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 4.12



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

- ▶ Do a quick revision of the past continuous by asking one child **What were you doing last night at [8 o'clock]?** Encourage the child to

respond with **I was + -ing**, for example **I was [watching television/eating dinner]**. Ask a few more children and elicit answers. Then get one child to ask the question **What were you doing last night at [9 o'clock]?** to another child who should answer the question. Elicit a few more questions and answers across the class. Then ask children to work in pairs asking each other what they were doing at various different times last night.

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' – and then show them the streamer coming from his head – 'The past simple and the past continuous'. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way.
- ▶ Give children time to read the sentence and underline the past continuous. Children should underline 'was travelling'. Now ask children to read and underline the past simple. Children should underline 'visited'. Now ask them to read the rest of the text in activity 1. Give children time to read and think. Then discuss the ideas contained in the text.

STEP 4

- ▶ Now ask them to read the rubric and information text for activity 2. Check their understanding of the task in the usual way. Children should read the sentences and look





1 Read and underline.

Look at this sentence about Ibn Battuta. Find and underline the past continuous.

While he was travelling in Africa, he visited Timbuktu.

Now find and underline the past simple.

The first part of the sentence tells us he was doing something – he was travelling in Africa.

The second part of the sentence tells us that while he was doing something, something else happened – he visited Timbuktu.

While he was travelling in Siberia, he rode on a dog sled.

While he was travelling in China, he sailed on a junk to Canton.

We often use the past continuous together with the past simple.

2 Think and complete.

We use the past continuous to show that an action was in progress.

We use the past simple to show that another shorter action happened in the middle of the first action, or interrupted it.

While O was happening, X happened.

While he was travelling in Siberia, he rode on a dog sled.

While I was walking to school, I saw Ali.

This is the _____ tense.

This is the _____ tense.



3 Think, write and complete the rule.

These two sentences have got mixed up. Write them correctly.

While I was having a shower, I fell off my bike.

While I was riding to school, I dropped the soap.

1 _____

2 _____

We use **while** at the beginning of the **first part** of the sentence with the _____ tense.

We always put **a comma** between the **first part** of the sentence and the _____ part of the sentence.

4 Read and match.

We can also make sentences using the past continuous, the past simple and when.

Look at this sentence about Ibn Battuta. Find and underline the past continuous and the past simple.

He was travelling in Russia, when he met a man called Mohammed Uzbek.

Now find and draw a circle around the word **when**.

Read these sentences and match the two parts.

1. Khalid was walking to school.	a. when the wind blew his cap off
2. Muna was hanging out the washing.	b. when she split the water.
3. Ali and Fahad were playing football.	c. when the telephone woke him up.
4. Naila was slicing a cucumber.	d. when it started to rain.
5. The cat was climbing a tree.	e. when their ball broke a window.
6. Mohammed was sleeping.	f. when she cut her finger.
7. Alia was making a cup of tea.	g. when the branch broke.

We use **when** at the beginning of the **second part** of the sentence with the _____ tense.

We always put **a _____** between the **first part** of the sentence and the **second part** of the sentence.

at the pictures. Discuss the ideas contained within the text.

- ▶ Now ask children to look at the last sentence – 'While I was walking to school, I saw Ali.' and complete the two sentences describing the tense used.
- ▶ Give children time to read, think and complete. Then do a whole class feedback. Children should suggest the following:

While I was walking to school, This is the past continuous tense.

I saw Ali. This is the past simple tense.

STEP 5



- ▶ Ask children to **Look at page 43 of your Skills Book**. Ask them to read the rubric and instruction text for activity 3. Check children's understanding of the task in the usual way.
- ▶ When children have finished, do a whole class feedback. Write the sentences correctly on the board as you elicit them from the class. The answers are as follows:
 1. While I was having a shower, I dropped the soap.
 2. While I was riding to school, I fell off my bike.
- ▶ Now ask children to look at the rules next to

Robby's hands and ask them to complete the sentences.

Children should suggest:

We use while at the beginning of the first part of the sentence with the past continuous tense.

We always put a comma between the first part of the sentence and the second part of the sentence.

The activities in this lesson are designed to encourage children to think in a simple but analytical way about the use of the past simple and the past continuous tenses together.

For homework

Remind children to continue learning to spell the following 10 country and nationality words: Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 7

YOU WILL NEED:

▶ SCISSORS

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 4.13

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 the class to **Look at page 43 of your Skills Book**. Ask them to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. While children are reading the text, quickly write the sentence – 'He was travelling in Russia, when he met a man called Mohammed Uzbek' – on the board.
- ▶ When children have finished the first part of this task do a whole class feedback. Ask for a volunteer to come to the board and underline the past continuous and the past simple. Then ask for another volunteer to come to the board and circle the word 'when'.

The sentence should look as follows:

He was travelling in Russia, when he met a man called Mohammed Uzbek.

- ▶ Now ask the class to look at the sentences and try to match the two halves so that they make sense. The first one is done as an example.
- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback orally.

The answers are as follows:

1. Khalid was walking to school, when the wind blew his cap off. [a]
2. Muna was hanging out the washing, when it started to rain. [d]
3. Ali and Fahad were playing football, when their ball broke a window. [e]
4. Naila was slicing a cucumber, when she cut her finger. [f]
5. The cat was climbing a tree, when the branch broke. [g]
6. Mohammed was sleeping, when the telephone woke him up. [c]
7. Alia was making a cup of tea, when she spilt the water. [b]

- ▶ Now ask children to try and complete the rules next to Robby's hands.

Children should suggest the following:

We use *when* at the beginning of the second part of the sentence with the past simple tense.

We always put a comma between the first part of the sentence and the second part of the sentence.



These activities provide an opportunity to assess how well children are able to understand and use the past simple and past continuous together.

STEP 3



- ▶ 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. Tell children to **Look at cut-out page 73 at the back of your Skills Book**. Distribute the scissors and ask children to cut the page out carefully.



1 Play a game.
Remove cut-out page 73 from the back of this book. Follow the instructions on the page and play the 'While I was ...' Game.

While I was riding my bike, I made a cake.

2 Listen and read.

The Teacher's Rap

I was sitting down doing my homework one day,
When along came the wind and blew it away!
When I went to school the very next day,
My teacher said to me, 'My class is never busy!'

I was sitting down waiting for my students one day,
When along came, then swam and ruined my day.
They said:

I was sitting down doing my homework one day,
When along came a goat and ate it like hay!

I was sitting down doing my homework one day,
When my dad said, 'Son, go out and play!'

I was sitting down doing my homework one day,
When it started to rain and it was washed away!

I was sitting down doing my homework one day,
When my house fell down - I had nowhere to stay!

I was sitting down doing my homework one day,
When a dog came along and stole it away!

Now all these excuses just spoil my day,
So if you have one tomorrow - stay out of my way!

Now write your own excuse for The Teacher's Rap.



The 'While I was ...' Game

Look at these sentences. They have got mixed up. Cut out the parts of the sentences. Try and match the first half of the sentence to the second half so they make sense.

While I was brushing my teeth,	its leg fell off.
While I was sleeping,	I dropped the soap.
While I was riding my bike,	I dropped the toothpaste.
While I was helping in the kitchen,	my pencil broke.
While I was having a shower,	the wind blew my cap off.
While I was making a robot,	a wheel fell off.
While I was walking to school,	I had a dream.
While I was writing my project,	I made a cake.

- Ask children to read the instruction text at the top of the cut-out page. Tell them to cut out the two halves of the sentences carefully. Tell children to sort their halves of sentences into two piles – a blue pile (the first half of the sentences) and a grey pile (the second half of the sentences). Ask one child in each group to put their grey pile (with the second half of the sentences) in the middle of the table face down. Then ask them to distribute the blue parts of their sentences to the other children in their group. Ask the other children in the group to put their two piles inside their Classbook and close it.

- Now tell children that you want them to make new sentences like the one in activity 1 on page 44 of their Skills Book. Tell them they should pick up one second half of a sentence from the grey pile and put it with one of their blue halves of a sentence. Then tell them to read their new silly sentence to the rest of the group, for example:

While I was riding my bike, I made a cake!

Each child should take it in turn to pick up a piece of paper, make a sentence and read it to their group.

- At the end, children should try and match the correct first half to the correct second half. The correct sentences should read:
 - While I was brushing my teeth, I dropped the toothpaste.
 - While I was sleeping, I had a dream.
 - While I was riding my bike, a wheel fell off.
 - While I was helping in the kitchen, I made a cake.

- While I was having a shower, I dropped the soap.
- While I was making a robot, its leg fell off.
- While I was walking to school, the wind blew my cap off.
- While I was writing my project, my pencil broke.

- After children have played this activity in their groups, tell them to play it again in pairs.

This activity provides an opportunity for children to experiment with the use of the past simple and the past continuous in a fun but reasoned manner.

For homework

Remind children to continue learning to spell the following 10 country and nationality words: Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

Before the next lesson

You will need to prepare the Great explorers Check Sheet 1 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, you may want to prepare a completed OHT copy of the Great explorers Check Sheet 1 for the feedback in Step 1 of the next lesson.

LESSON 8

YOU WILL NEED:

- ▶ **FAMOUS EXPLORERS CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Step 1

STEP 2



- ▶ Ask children to **Look at pages 36 and 37 of your Classbook**. Ask them to read the rubric and instruction text for activity 1 and look at the map. Check their understanding of the task in the usual way. Ask them if they can guess what the text will be about.

STEP 1

- ▶ Give each group one copy of the Great explorers 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

- ▶ Now tell them to look at the questions and read the text quickly to find the answers. Remind them that they do not need to understand every word to find the answers.
- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback. As you elicit the ideas from the class, write the answers on the board. The answers are as follows:

1. *silk and spices*
2. *7,000 kilometres*
3. *Marco Polo*

- ▶ Now tell the children that they will hear the text on the tape. Ask them to read the text and follow it in their Classbooks. Play the tape straight through.



Listening Tapescript 4. 14

Not all great explorers travelled by ship. One of the oldest routes to travel by land was called the Silk Road, which went from China to Europe across mountains and deserts.



1 Read and answer.

Read about the Silk Road and answer these questions.

1. What did Chinese merchants send from China to Europe?
2. How long was the Silk Road?
3. Who was the first person to travel the whole length of the Silk Road?

Not all great explorers travelled by ship. One of the oldest routes to travel by land was called the Silk Road, which went from China to Europe across mountains and deserts. People usually travelled the Silk Road by camel. Chinese merchants sent silk and spices West to Europe along this road. Gold, silver and horses were sent East to China from Europe.

Until the 13th century, nobody had travelled the whole length of the Silk Road. It was about 7,000 kilometres long and very dangerous. The first person to travel the whole length of the Silk Road was an Italian called Marco Polo.

2 Think and read.

What do you know about Marco Polo? Can you answer these questions?

1. What country did he come from?
2. What countries did he visit?
3. What great ruler did he meet?

Find the information in the biography on page 37 and then check your ideas.

3 Read and order.

Look at the pictures about Marco Polo's life. Put them in order.



The Life of Marco Polo

Marco Polo was born in Venice, Italy, in 1254. Marco's father and uncle were merchants and travellers. Before Marco was born, they went on a long journey from Venice to China.

In 1271, when Marco was only 17, his father and uncle made the journey to China again. This time they took Marco with them. The journey was long and difficult. They travelled through Iran, Afghanistan, and Tibet. They climbed across the snow-covered mountains of Asia and walked through the hot, dry Gobi Desert. The journey was also dangerous. While they were climbing through the mountains of Asia, bandits attacked them.

Finally, in 1275, they reached Peking in China. Marco Polo met Kublai Khan, the Emperor of China. The Emperor liked Marco Polo and asked him to stay in China and work for him. Marco Polo travelled all over China for the Emperor. While he was travelling in China, he saw many amazing things. He saw water clocks, fireworks and gunpowder. He also saw the Great Wall of China.

In 1295, after nearly 20 years in China, Marco Polo finally returned home to Venice. He returned with many diamonds, rubies and other jewels. He was very rich.

Three years after Marco Polo returned to Italy, there was a war between Venice and Genoa. During this time, he became a prisoner. While he was waiting in prison, he wrote a book about his adventures. He called it 'The Description of the World'. It soon became one of the most famous books in Europe. The book was so full of amazing things that many people thought it was not true.

Marco Polo left prison after a few months and went back to Venice. He lived there until he died in 1324.

4 Read and underline.

Now read Marco Polo's biography again and underline all the examples of the past simple with a straight line and the examples of the past continuous with a wavy line.

People usually travelled the Silk Road by camel. Chinese merchants sent silk and spices West to Europe along this road. Gold, silver and horses were sent East to China from Europe.

Until the 13th century, nobody had travelled the whole length of the Silk Road. It was about 7,000 kilometres long and very dangerous. The first person to travel the whole length of the Silk Road was an Italian called Marco Polo.

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.

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 the class what they know about Marco Polo. Elicit any information children already have.
- ▶ Tell them that they are going to read about the life of Marco Polo. Tell them first to look at the three questions on page 36. Ask them if anyone knows or can guess the answers to the 3 questions. Elicit children's ideas. Ask children to look quickly at the 6 pictures on pages 36 and 37 and see if they can say what is happening in the pictures. Elicit any suggestions children have and any vocabulary they can identify in the pictures.
- ▶ Now ask them to read quickly through the text on page 37 to find the answers. Remind them that they do not need to read and understand every word to find the information.
- ▶ When children have finished, ask them to compare their ideas and then do a whole class feedback orally.
The answers are as follows:
 1. Italy
 2. Iran, Afghanistan, Tibet and China
 3. Kublai Khan, the Emperor of China



STEP 4

- ▶ Ask children to look at the 6 pictures on pages 36 and 37 again and see if they can describe what is happening in each picture.

- ▶ Now ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Children should read the biography on page 37 and try to put the pictures in the correct order. They should write the sequence number in the check box on each picture. For example, 1 is picture 5.
- ▶ When children have had time to read the biography and put the pictures in order, ask them to compare their ideas. Then do a whole class feedback.
The answers are as follows:
 - 1 – picture 5
 - 2 – picture 3
 - 3 – picture 2
 - 4 – picture 4
 - 5 – picture 1
 - 6 – picture 6

STEP 5

- ▶ Tell the class you would like them to read the biography again and listen to it on the tape. Ask children to follow the words on the page as they hear them on the tape. Play the tape straight through.



Listening Tapescript 4.15 The Life of Marco Polo

Marco Polo was born in Venice, Italy, in 1254. Marco's father and uncle were merchants and travellers. Before Marco was born, they went on a long journey from Venice to China.

In 1271, when Marco was only 17, his father and uncle made the journey to China again. This time they took Marco with them. The journey was long and difficult. They travelled through Iran, Afghanistan, and Tibet. They climbed across the snow-covered mountains of Asia and walked through the hot, dry Gobi Desert. The journey was also dangerous. While they were climbing through the mountains of Asia, bandits attacked them.

Finally, in 1275, they reached Peking in China. Marco Polo met Kublai Khan, the Emperor of China. The Emperor liked Marco Polo and asked him to stay in China and work for him. Marco Polo travelled all over China for the Emperor. While he was travelling in China, he saw many amazing things. He saw water clocks, fireworks and gunpowder. He also saw the Great Wall of China.

In 1295, after nearly 20 years in China, Marco Polo finally returned home to Venice. He returned with many diamonds, rubies and other jewels. He was very rich.

Three years after Marco Polo returned to Italy, there was a war between Venice and Genoa. During this time, he became a prisoner. While he was waiting in prison, he wrote a book about his adventures. He called it 'The Description of the World'. It soon became one of the most famous books in Europe. The book was so full of amazing things that many people thought it was not true.

Marco Polo left prison after a few months and went back to Venice. He lived there until he died in 1324.

For homework

Remind children to continue learning to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

Before the next lesson

If you have access to an OHP, you may like to prepare a copy of the Marco Polo text with the past simple and past continuous underlined as in activity 4 at the bottom of page 37 of the Classbook. This will be for Step 2.

LESSON 9

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 2

STEP 1



- ▶ Ask children what they remember about the life of Marco Polo from the previous lesson. Elicit children's suggestions. Now ask the class to **Look at page 37 of your Classbook** and ask them to read the biography silently to themselves.

STEP 2



- ▶ Now ask the class to read the rubric and instruction text for activity 4 on page 37 of their Classbooks. Check their understanding of the task in the usual way. Ask children to underline the past simple verbs with a straight line, for example:
Marco was born ...

Ask them to underline the verbs in the past continuous with a wavy line, for example:
While they were climbing ...

- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary. When they have finished, ask children to compare their ideas.
- ▶ Then do a whole class feedback. Get each group to read out an example of a past simple or past continuous sentence. If you have access to an OHP, use a prepared OHT of the text and underline the text as you go through it with the class. If not, draw two columns on the board with the headings *past simple* and *past continuous*. As you elicit verbs from the class, write them on the board under the correct headings. The final text should look as shown on the panel on the following page.



This activity provides an opportunity to assess how well children are able to identify the past simple and the past continuous in extended text.

STEP 3



- ▶ Now ask children to **Look at pages 38 and 39 of your Classbook**. Ask them to read the rubric and information text for activity 1. Then discuss the ideas contained within the text

The Life of Marco Polo

Marco Polo was born in Venice, Italy, in 1254. Marco's father and uncle were merchants and travellers. Before Marco was born, they went on a long journey from Venice to China.

In 1271, when Marco was only 17, his father and uncle made the journey to China again. This time they took Marco with them. The journey was long and difficult. They travelled through Iran, Afghanistan, and Tibet. They climbed across the snow-covered mountains of Asia and walked through the hot, dry Gobi Desert. The journey was also dangerous. While they were climbing through the mountains of Asia, bandits attacked them.

Finally, in 1275, they reached Peking in China. Marco Polo met Kublai Khan, the Emperor of China. The Emperor liked Marco Polo and asked him to stay in China and work for him. Marco Polo travelled all over China for the Emperor. While he was travelling in China, he saw many amazing things. He saw water clocks, fireworks and gunpowder. He also saw the Great Wall of China.

In 1295, after nearly 20 years in China, Marco Polo finally returned home to Venice. He returned with many diamonds, rubies and other jewels. He was very rich.

Three years after Marco Polo returned to Italy, there was a war between Venice and Genoa. During this time, he became a prisoner. While he was waiting in prison, he wrote a book about his adventures. He called it 'The Description of the World'. It soon became one of the most famous books in Europe. The book was so full of amazing things that many people thought it was not true.

Marco Polo left prison after a few months and went back to Venice. He lived there until he died in 1324.

and children's answers to the two questions. The biography they read in the last semester was about the Life of Helen Keller (6A, Unit 2). Discuss with the class any other biographies that children may have read.

STEP 4

This activity and the following one raise children's awareness of the planning and processes involved in conducting factual research.

This activity raises children's awareness of the terminology involved in discussing life stories.



Ask them to read the rubric for activity 2. Tell the class that Alia is doing a project about a famous explorer called Freya Stark. Tell the class that they are going to look at how she found the information for her project. Ask



1 Read and think.

In Unit 3, you read many different kinds of stories. Some of these stories are not true – they come from people's imagination. These stories are called fiction.

There are other kinds of stories which are true. There are many stories about real people's lives. The story of a real person's life is fact. There are 2 names for stories about people's lives:

A biography is the story of a person's life told by another person.

An autobiography is the story of a person's life told by that person.

Last semester, you read a biography about a famous woman. Can you remember her name? Have you read any other biographies?

2 Read, look and think.

Alia did a project about a famous explorer called Freya Stark. She used the fact finding route to help her find information for her project.

Look at the information on page 39 to see how Alia followed the fact finding route.

THE FACT FINDING ROUTE

Start here!

What do I already know?

What more do I want to know?

How can I find the information?



3 Look and match.

This is what Alia found the information she needed. Match each one to a picture.

1. She asked her teachers.

2. She asked her family and friends.

3. She looked at the database in the LRC.

4. She looked for information books in the LRC.

This is what Alia already knew about Freya Stark:

- born in Paris, France in 1893
- first woman to travel alone to many Arab countries
- learned to speak Arabic

This is what she wanted to know:

- What countries did she travel to?
- When did she travel to these countries?
- When did she die?

She wrote her questions on her Project Record Sheet.

Make a list of all the countries in this with white lines in alphabetical order. Then write the name of the continent that each country is in.

them to read the information in activity 2.
When children have read the information, go through it with the class.

STEP 5



► Now ask the class to read the rubric and instruction text for activity 3. Ask them to match the pictures to the correct statements. When children have finished, ask them to compare their answers. Then do a whole class feedback.

The answers are as follows:

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



► Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity in the scroll at the side of page 39 in their Classbook. Remind children that they can do these tasks whenever they finish early or in their free time.

For homework

Ask children to find information about their own life to complete their time line.

Remind children to continue learning to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 10

STEP 1



► Ask children to **Look at page 44 of your Skills Book**. Ask them to read the rubric for activity 2. Tell the class they are going to learn a new song. Ask them to read the words as they listen to them on the tape. Play the tape straight through.



Songs and Rhymes Tapescript 4.1 The Teacher's Rap

I was sitting down doing my homework one day,
When along came the wind and blew it away!
When I went to school the very next day,
My teacher said to me, 'Hey! Listen to what I say!'

I was sitting down waiting for my students one day,
When along came their excuses and ruined my day.
They said:

I was sitting down doing my homework one day,
When along came a goat and ate it like hay!

I was sitting down doing my homework one day,
When my dad said, 'Son, go out and play!'

I was sitting down doing my homework one day,
When it started to rain and it was washed away!

I was sitting down doing my homework one day,
When my house fell down – I had nowhere to stay!

I was sitting down doing my homework one day,
When a dog came along and stole it away!

Now all these excuses just spoil my day,
So if you have one tomorrow – stay out of my way!!!

- ▶ Now ask children to listen again and join in with the words where they can. Rewind and play the tape again.

STEP 2

The activities in this lesson are designed to familiarise children with the different parts of information books in order to help them with their research.



- ▶ Ask children to **Look at pages 40 and 41 of your Classbook**. Tell the class that they are going to learn more about how Alia found the information for her project. Ask them to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Get them to look at the titles of the books and decide which book she looked at first.

The answer is as follows:

Exploring the World [8 Famous Men and Women]

STEP 3



- ▶ Now ask them to read the rubric for activity 2. Ask them to read the information at the beginning of the activity. Discuss the concept of a contents page.
- ▶ Now ask them to read and answer the questions about the contents page for the book on Freya Stark.

- ▶ When children have found the answers, get them to compare their ideas. Then do a whole class feedback.

The answers are as follows:

1. [page] 15
2. Mary Kingsley
3. [section] 2
4. the Index

STEP 4



- ▶ Now ask children to read the information on page 41. Discuss the concept of an index.
 - ▶ Now ask them to read and answer the questions about the index for the book on Freya Stark.
 - ▶ When children have found the answers get them to compare their ideas. Then do a whole class feedback.
- The answers are as follows:
1. countries visited by Freya Stark
 2. [pages] 40–44
 3. information about Magellan
- ▶ Now ask children to read the final piece of information in activity 2 about the notes Alia made for her project. Tell the class they will look at Alia's notes later in this unit.

STEP 5

- ▶ Tell the class that they are going to do a project about a famous explorer; similar to the one Alia did about Freya Stark. Ask them



1 Read and answer.

These are some of the information books Alia found for her project about Freya Stark. Quickly look at the titles. Which book do you think she looked at first?

Write the title here: _____

2 Read, find and answer.

This is how Alia got the information she wanted from the books. First, she looked at the contents page. The contents page comes at the front of a book. It tells you what sections a book is divided into.

Read and answer these questions about the contents page.

1. What page does the section on Ferdinand Magellan start?
2. What is section 5 about?
3. What section has information about Ibn Battuta?
4. What starts on page 45?

Exploring the World
8 Famous Men and Women

Introduction	page 3
1. Leif Erikson	page 5
2. Ibn Battuta	page 10
3. Ferdinand Magellan	page 15
4. James Cook	page 20
5. Mary Kingsley	page 25
6. Freya Stark	page 30
7. Amelia Earhart	page 35
8. Valentina Tereshkova	page 40
Index	page 45



Then, Alia looked at the index. The index is at the back of a book. It tells you where you can find different things. The information is organised in alphabetical order.

Magellan, Ferdinand 15–19
journeys made 16–17, family life 15, important dates 19

Stark, Freya 30–34
countries visited 32, family life 30, important dates 34

Tereshkova, Valentina 40–44
space flights 41, family life 42–43, important dates 44

Read and answer these questions about the index.

1. What can you read about on page 32?
2. What pages can you find information about Valentina Tereshkova?
3. What information can you find under the letter M?

Next, Alia made some notes about the information she found.

3 Do a project.

Choose a great explorer you would like to learn more about. Find information about them and then write their biography.

First, find information about the person. Then, find some pictures of the person. After that, plan your writing. Finally, write the biography.

Keep all your information in your portfolio.

to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way.

- For homework, ask children to think about an explorer they would like to learn more about and to follow the fact finding route on page 38 of their Classbook to find information about the person they have chosen. Explain that they will use this information in a later lesson to write a biography.

For homework

Remind children to continue learning to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 11

YOU WILL NEED:

- **SCISSORS**

STEP 1



- Ask children to **Look at page 44 of your Skills Book**. Ask them to read the rubric for activity 2. Ask them to read the words of **The Teacher's Rap** as they listen to them on the tape and join in where they can. Play the tape straight through (*Songs and Rhymes Tapescript 4.1, Lesson 10*).



- Now ask children in their groups to create a new verse for the rap. When children have finished, get some groups to tell the rest of the class their new verses. Tell children that you will all listen to the remaining verses in the next lesson.

STEP 2

The activities in this lesson are designed to raise children's awareness of the planning processes involved in writing a biography.



- Now ask the class 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 words in the robot's tummy – 'YOUR WRITING' – and then show them the streamer coming from his head – 'Planning a life story'. Ask them to read the rubric for activity 1. Check their

understanding of the task in the usual way. Now ask them to read the information in activity 1 and then discuss the ideas contained within the text.

STEP 3



- Ask children to read the rubric for activity 2. Check their understanding of the task in the usual way. Ask them to read the information in activity 2 about writing a biography. Then discuss the ideas contained within the text.
- Tell them they are now going to make notes about the life of Marco Polo. Ask them to



1 Read and think.

A biography is not fiction – it must contain facts. To write a biography, you will need to find the following information:

- ◆ when the person was born,
- ◆ what interesting things he or she did,
- ◆ if the person is dead, when they died.

2 Read, think and write.

When you write a biography, it is important to describe important events in the person's life.

- ◆ You usually start with information about when the person was born.
- ◆ After that, you need to write about what important things happened in their lives and when they happened.
- ◆ Finally, if the person is dead, you need to say when they died.

Look again at the biography of Marco Polo on page 37 of your Classbook. Read the biography and write down what happened by each date.

1254	Marco Polo was born.
1271	
1275	
1295	
1324	

A line of dates that shows important events and the order in which they happened is called a **time line**.

Time lines are very useful when we are planning and writing biographies.

3 Think and find information.

Remove cut-out page 71 from the back of this book. Look at the information about Khalifa's life and answer the questions.

Now think about the important events in your life.

For example:

- ◆ when you were born
- ◆ when your brothers and sisters were born
- ◆ when you first started to walk
- ◆ when you started school

Take your time line home with you and talk to your family and friends about the important events that have happened in your life. Record the information on your time line.



read the biography of Marco Polo again on page 37 of their Classbook and write down what happened by each date.

Some of the answers are as follows (NB, as there are several possible answers for some of the dates, these answers are given as guidelines):

1254 • Marco Polo was born.

1271 • He went to China.
[with his father and uncle].

1275 • They reached Peking in China.
Marco Polo met Kublai Khan.

1295 • Marco Polo returned home to Venice.

1324 • Marco Polo died.

- ▶ Now ask children to read the information about time lines at the end of the activity. Discuss the ideas contained within the text.

STEP 4

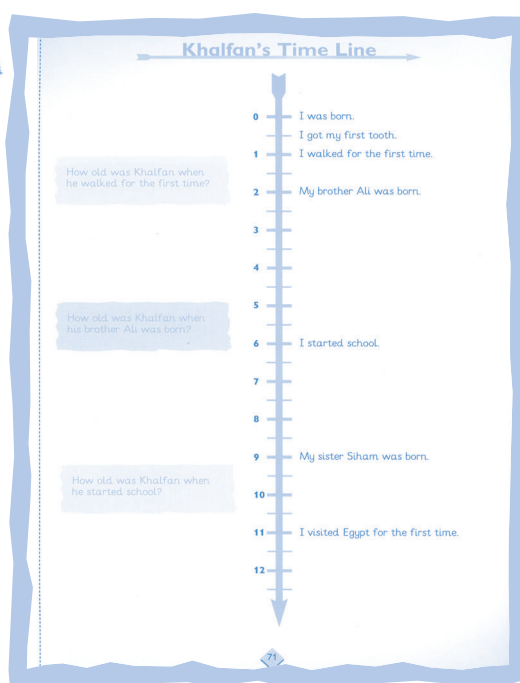


- ▶ Ask children to read the rubric and the first part of the instruction text for activity 3 on page 45 of their Skills Book. Ask children to



Look at cut-out page 71 at the back of your Skills Book. Distribute the scissors and ask them to cut the page out carefully.

- ▶ Ask children to look at the information about Khalfan's life and find the answers to the questions. When children have finished, ask



them to compare their answers. Then do a whole class feedback orally.

The answers are as follows:

How old was Khalfan when he walked for the first time?

1

How old was Khalfan when his brother Ali was born?

2

How old was Khalfan when he started school?

6



Now ask children to read the rest of the instruction text for activity 3 on page 45 of their Skills Book. Check their understanding of the task in the usual way. Ask them to tell each other about important events in their life. Then ask children to turn over their cut-out page and look at the other side with the heading 'My Time Line'. Tell children you want them to complete their time line for homework. Tell them that if they want to, they can add illustrations as well as writing about what has happened in their life.

For homework

Remind children that they should continue finding information about their own life to complete their time line.

Remind children to continue learning to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. Tell them that you will check their spelling of these words in a later lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for the class feedback in Step 3 of the next lesson.

LESSON 12

YOU WILL NEED:

- **OHT (optional)** for Step 3

STEP 1



- Ask children to **Look at page 44 of your Skills Book**. Ask them to read the rubric for activity 2. Ask them to read the words of



The Teacher's Rap as they listen to them on the tape and join in where they can. Play the tape straight through (*Songs and Rhymes Tapescript 4.1, Lesson 10*).

- Now ask children in their groups to find the new verses they created for the rap. Ask the groups who didn't say their new verses in the last lesson to tell the rest of the class their verses now.

STEP 2



- Ask children to **Look at page 46 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 children to look at the notes Alia made for her project about Freya Stark.

- Now ask children to read the instruction text below the notes. Check their understanding of the task in the usual way. Children should use the notes to write full sentences in the



1 Read, think and write.

Look at the notes Alia made for her project about Freya Stark.

Freya Stark

- born in Paris, France – 1893
- go work as nurse – Italy 1914
- decide to study Arabic
- 1928 – travel to Syria and walk across Valley of the Assassins
- while travel in Syria – put in prison
- 1935 – sail to Yemen
- while travel in south Yemen – villagers attack her
- First woman to visit many places in the East
- while travel – write about adventures
- die in England – 1993

Use Alia's notes to write about the life of Freya Stark. Read Alia's notes carefully and use them to help you write full sentences in the past simple or past continuous.

For example:

- Freya Stark was born in Paris, France in 1893.
-
-
-
-
-
-
-
-
-

past simple or past continuous about the life of Freya Stark. The first sentence is done as an example. Do one or two more sentences together with the class before getting children to work on their own

- Remind children to write in pencil so that they can make changes to their work later. Remind them also to use the writing route (you should try and make sure that the Writing Route poster from 6A is always somewhere on the wall in your classroom) to check their work. They should check their work for spelling, punctuation, etc. and should give their work to a friend to read and comment on. Once their friend has read their work and commented on it, they should make any necessary changes.
- While the children are engaged in this task, circulate around the class giving guidance and support where necessary.

This activity is designed to provide an opportunity for children to demonstrate their understanding of the use of the past simple to write about completed events in the past and their understanding of the use of the past continuous with the past simple to describe actions in the past that are 'interrupted' by another action.



This activity provides an opportunity for you to assess children's understanding of this complex concept.

STEP 3

- When children have finished, do a whole class feedback. Elicit some sentences orally from volunteers. Write some of the sentences on the board as examples. **Do not** write all the sentences as it would take too long! If you can, you may want to use a prepared OHT for checking.

The answers are as follows:

1. Freya Stark was born in Paris, France in 1893.
2. She went to work as a nurse in Italy in 1914.
3. She decided to study Arabic.

4. In 1928, she travelled to Syria and walked across the Valley of the Assassins.
5. While she was travelling in Syria, she was put in prison.
6. In 1935, she sailed to Yemen.
7. While she was travelling in south Yemen, the villagers attacked her.
8. Freya Stark was the first woman to visit many places in the East.
9. While she was travelling, she wrote about her adventures.
10. Freya Stark died in England in 1993.

- Remind children that they should continue researching their project on a great explorer. They should also try and find or draw some pictures to illustrate the biography of the explorer they have chosen.



- Ask them to turn to 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 that they leave it in their Skills Book until they have finished organising their portfolio. Ask them to read the **stages** and tick each **stage** off as they complete it.
- Tell children that you will ask them to bring in all the material that they have collected and the information they have researched for their explorer project in a later lesson.

For homework

Remind children that they should continue finding information about their own life to complete their time line.

Remind children to continue learning to spell the following 10 country and nationality words: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French*. Tell them that you will check their spelling of these words in a later lesson.



Project Record Sheet
Write a biography.

Tick ✓ each stage of your project as you complete it.

- ☐ 1. Choose a great explorer you would like to learn more about. Write their name here.
- ☐ 2. Write some ideas about where you will find information and pictures for your project here.
- ☐ 3. Plan your biography.
- ☐ 4. Decide how you will present your biography.
- ☐ 5. Follow the Writing Route to write your biography.
- ☐ 6. Ask your friends to check your writing.
- ☐ 7. Make any changes to your writing.
- ☐ 8. Add any pictures or other drawings to your biography.
- ☐ 9. Display your work.
- ☐ 10. Finally, store your work in your portfolio.

87

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

Before the next lesson

You will need to prepare the Great explorers Check Sheet 2 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Great explorers Check Sheet 2 for the feedback in Step 1 of the next lesson.

LESSON 13

YOU WILL NEED:

- ▶ **FAMOUS EXPLORERS CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Step 1

STEP 1

- ▶ Give each group one copy of the Great explorers 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

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' – and then show them the streamer coming from his head – 'Book words'. Ask them to read the rubric for activity 1. Check their understanding of the task in the usual way. [This activity recycles a lot of language that children have learned about books in Grade 5 and Grade 6.]

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

The answers are as follows:

1. facts
2. fiction

3. title
4. author
5. contents
6. index



This activity provides an opportunity to assess how well children understand vocabulary associated with books.

STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding in the usual way. Some children may volunteer to give the answers orally from memory. Then ask children to look back through Unit 3 and Unit 4 to find matching definitions for the words.

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

The answers are as follows:

biography

the story of a person's life told by another person

[from CB page 38]

autobiography

the story of a person's life told by that person

[from CB page 38]



SB 47

1 Read and complete.

Knowing the names of the parts of a book and the words we use to describe books help us to find information and to describe the books we like reading. Look at the sentences below. Can you complete the sentences using the words in the book?

1. Books which have _____ facts _____ in them are called non-fiction.
2. Stories that are not true are called _____.
3. The _____ tells us what the book is about.
4. The _____ is the person who wrote the book.
5. The _____ page comes at the front of a book. It tells you what sections a book is divided into.
6. The _____ is at the back of a book. It tells you where you can find different things.

2 Read and match.

Look at these story words.

biography fiction autobiography character

Look back through Unit 3 and Unit 4 and find definitions for them. Write the words and their definitions here:

1. _____
2. _____
3. _____
4. _____

3 Write a report.

Look at the Project Book Report on cut-out page 69 at the back of this book. Write a report about the books you used to help you with your project.

setting

the place where stories happen

[from CB page 31]

character

the person or animal we read about in stories

[from CB page 30]

STEP 4



- Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Tell children they will do this activity when they finish their project on Great Explorers but they should keep a record of any books they use in the meantime.



- Ask children to **Look at cut-out page 69 at the back of your Skills Book.** Tell children not to remove the page now, but to keep a record of any books they use for their project. They should cut the page out carefully when they have finished their project and keep it in their portfolio.

For the next lesson

Remind children that they need to bring the information they have researched and the materials they have collected for their project about an explorer to the next lesson.



My Project Book Report	
Book title	
Author	
Contents page numbers	
Index page numbers	
Helpful ✓	

For homework

Remind children that they should continue finding information about their own life to complete their time line.

Remind children to continue learning to spell the following 10 country and nationality words: *Oman* – *Omani*, *Turkey* – *Turkish*, *Japan* – *Japanese*, *Egypt* – *Egyptian*, *France* – *French*. Tell them that you will check their spelling of these words in the next lesson.

You should also remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 14

You may like to conduct this lesson in the LRC.

STEP 1

- ▶ Tell children that you are now going to check their spelling of the 10 country and nationality words you asked them to learn: *Oman – Omani, Turkey – Turkish, Japan – Japanese, Egypt – Egyptian, France – French.*



- ▶ 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 first write the country word they hear and then the corresponding nationality word underneath it. Tell children that this is something they must do on their own and they should not look at their friend's work.

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



Listening Tapescript 4.16

1. Egypt
 2. Oman
 3. France
 4. Turkey
 5. Japan
- ▶ Do a whole class check. Ask the class **What was the first word?** and elicit **Egypt.** Write this on the board. Ask children to look at the word on the board, check their own spelling and make any corrections necessary. Then ask children what the nationality word is for the country. Elicit **Egyptian** and then 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 8 country and nationality words.

STEP 2

- ▶ The whole of the rest of this lesson should be spent with children writing up the biography of the great explorer they have researched and adding any pictures or photographs they may have to go with it.



- ▶ Remind children to use their Project Record Sheet on page 87 the back of their Skills Book to help them. Make sure children tick off each **stage** of their Project Record Sheet as they complete it.

- ▶ Also, remind children to use the writing route when they are writing their project.

For homework

Remind children that they should continue finding information about their own life to complete their time line.

Remind children that they should continue practising the spelling of the 5 words they have chosen from this unit. Tell children that you will check their spelling of these words in the next lesson.

LESSON 15

STEP 1



Ask children to **Look at pages 48 and 49 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. 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 on 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 **...ask and answer questions about great explorers using the past simple?** 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.



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

- ask and answer questions about great explorers using the past simple ☐
- understand and use the past simple with the past continuous ☐
- read and understand factual information about great explorers ☐
- read and understand biographies ☐
- plan and write 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



- ▶ Ask children to work in pairs. Ask each child in the pair to show their friend the list of 5 words that they learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell on the last 5 writing lines 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 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 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 about something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

For homework

Remind children that they should continue finding information about their own life to complete their time line. Tell them that they will use this in the next lesson to write their autobiography.

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 4 of the next lesson.

UNIT 5 Time for fun!

Aims

Children will learn how to:

- ▶ Talk about future plans using **be going to + infinitive**
 - ▶ Ask and answer questions about future plans using **be going to + infinitive**
 - ▶ Listen to longer, more complex oral texts for general understanding and specific information
 - ▶ Read longer, more complex texts about future plans for specific information
 - ▶ Read a story for pleasure
 - ▶ Understand and use prepositions of time
 - ▶ Write the date
 - ▶ Write about future plans using **be going to + infinitive**
 - ▶ Recognise and use the end sounds '-st', '-nd', '-rd' and '-th'
- ▶ *Places:* beach, cinema, hospital, museum, park, souk, (R)
 - ▶ *People:* mum, dad, sister, aunt, uncle, grandmother, grandfather, children, family (R)
 - ▶ *Free time activities:* basketball, football, sailing, volleyball (R)
ballet
 - ▶ *Miscellaneous:* e-mail, competition, prize, winner, birthday card, computer game, computer games, diary, dinosaur, dress, holiday, model, news, party, phone, photographs, picnic, robot, summer, train, trip (R)

Main language

- ▶ Maha is going to make a cake on Wednesday.
- ▶ Ahmed's not going to go to the ballet.
- ▶ What's Ahmed going to do tomorrow?
He's going to play football.
- ▶ What are you going to do tomorrow/at the weekend/on Sunday/at 5 o'clock?
I'm going to [go to the cinema].
- ▶ When are you going to go on holiday? Next week.
Where are you going to go? I'm going to go to [Kenya].
Who are you going to stay with? I'm going to stay with [my aunt and uncle].

Vocabulary

- ▶ *Regular verbs:* agree, arrange, ask, enter, give, hope, like, miss, plan, play, remember, spend, stay, talk, tidy, visit, wait (R)
- ▶ *Irregular verbs:* buy, fly, go, know, make, meet, read, speak, take, tell, win, write (R)
- ▶ *Days of the week* (R)
- ▶ *Months of the year* (R)
- ▶ *Time words:* time, clock, watch (R)
today, yesterday, tomorrow (R)
past, present, future (R)
last week, last month, last semester, last year, this week, next week, next month, next semester, next year (R)
in the morning, in the afternoon, in the evening, at the weekend, at 5 o'clock, at a quarter to three, on Monday, on 13th April, 1998 (R)
two weeks later
- ▶ *Countries:* Australia, England, Germany, Iran, Japan, Jordan, Kenya, Oman, Palestine, Russia, the USA (R) Bahrain
- ▶ *Animals:* kangaroo, koala bear, sheep (R)

Skills and strategies

- ▶ Apply prior knowledge
- ▶ Use deductive reasoning skills
- ▶ Ask and answer questions about future plans
- ▶ Read and transfer information from one medium to another
- ▶ Read longer more complex factual texts for specific information
- ▶ Read a variety of texts for specific information
- ▶ Use referencing skills in reading
- ▶ Listen to longer more complex texts for specific information and general understanding
- ▶ Write the date
- ▶ Write about future plans
- ▶ Recognise and use the concept of syllabification
- ▶ Recognise the stress, rhythm and intonation patterns of English through tongue twisters and a chant
- ▶ Independent learning skills: check spelling

Activities

- ▶ Read and match
- ▶ Read a story
- ▶ Do reading races
- ▶ Do a role play
- ▶ Draw a route on a map
- ▶ Play a board game
- ▶ Say tongue twisters
- ▶ Say a chant
- ▶ Write a simple autobiography
- ▶ Write diary pages

LESSON 1

YOU WILL NEED:

- **OHT (optional)** for Step 4

Before this lesson

You will need to put the Time for holidays 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 pictures and words in it.

STEP 1

- Ask the class **What's the day today?** Elicit the day of the week and then quickly chain the days of the week from Saturday to Friday around the class.

STEP 2



- Ask children to **Look at pages 42 and 43 of your Classbook.** Ask them to read the rubric and instruction text for activity 1. Encourage children to discuss in their groups what they can see along the bottom of the pages 42 and 43. Then elicit their ideas and briefly discuss the ideas contained in the picture.
- Now ask them to read the text about time in activity 1 silently and ask them to decide which picture of the boy shows the past and which picture shows the future. Children

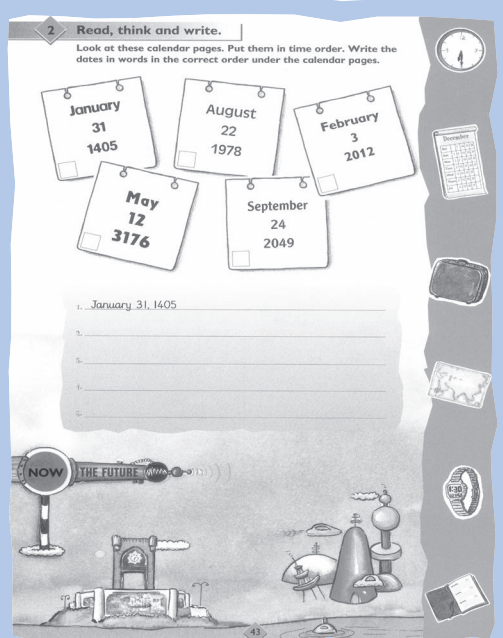
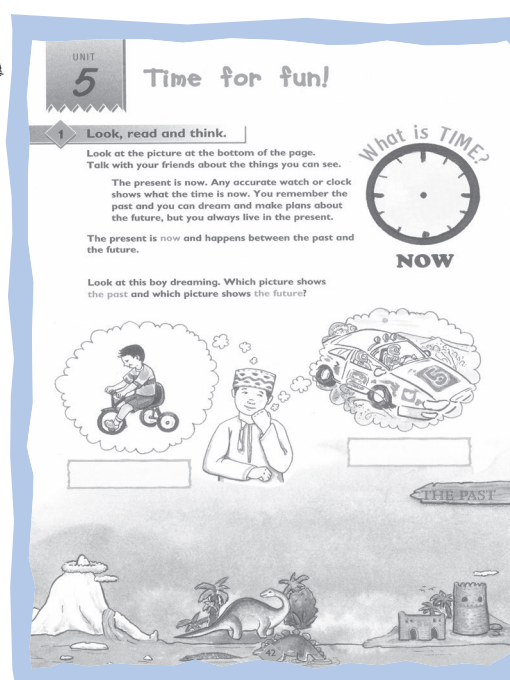
should write the words *the past* or *the future* under the appropriate picture.

- When children have decided, do a whole class feedback and discuss the ideas contained within the text. At the end of the discussion, show children the clock face on page 42 then ask the class **What is the time now?** Elicit the correct time from the class and ask them to draw this on the clock face.

Time is an abstract concept and, although discussions about the past, present and future may seem straightforward to an adult, they are often very difficult for children to grasp. This activity, in a very simple way, attempts to help children understand this complex concept.

STEP 3

- Remind children that they should finish collecting information for their time line that they started in the previous unit. Tell children that they are going to use their time line to write their own autobiography. Ask the class if the information for their autobiography is about their past, their present or their future.
- Elicit their ideas and then discuss with the class that their autobiography describes their lives up to now – the present time. Ask if they know what is going to happen next in their lives.



- ▶ Ask a few children **When were you born?** and elicit their answers. [Dates and years are recycled from previous grades, but you may need to support children to state their date of birth by helping them with the dates and years.]
- ▶ Remind the class of the difference between how we say the dates and how we write the dates. Write today's date on the board, for example:
26 April, 2003
Point out to children that we write *26 April, 2003*, but we say **the 26th of April, 2003**.

STEP 4



- ▶ Ask children to **Look at page 43 of your Classbook**. 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 understand they should sort the dates into time order first by writing the numbers 1–5 in the check boxes. Then they should write the dates in words below, following the example that has already been done for them.

- ▶ While children are engaged in this task, circulate around the class giving support and guidance where necessary. When children have finished, ask them to compare their answers.
- ▶ Then do a whole class feedback by eliciting the answers from the class and writing them on the board, or use a prepared OHT if you have one.
January 31, 1405
August 22, 1978
February 3, 2012
September 24, 2049
May 12, 3176

At the end of this lesson

Tell children that you want them to bring all the information that they have put on their time line for their autobiography to the next lesson.

Before the next lesson

You will need to give a brief oral description of your autobiography to set up a class activity in the next lesson, so you may want to make some notes for yourself.

LESSON 2

STEP 1

- Ask the class **What's the date today?** and elicit the date. Now ask children **What's the month?** Elicit the month of the year and then quickly chain the months of the year from January to December around the class.

STEP 2



- Ask children to **Look at page 50 of your Skills Book.** Ask them to read the rubric and instruction text for activity 1. Make sure they understand that they will need to refer back to page 40 of their Skills Book and page 32 of their Classbook to find the different time expressions. Once they have found and underlined the time expressions, they should then look at the text and decide if they are used to talk about the past or the future and write them under the appropriate heading on the watch on page 50 of their Skills Book.

- Then do a whole class feedback. As you elicit the answers, write them under the appropriate headings on the board. The answers are as follows:

The Past

yesterday

last semester

The Future

next week

tomorrow

- Ask children what the word in the centre of the watch says. Elicit **Now** and then ask **What's the time now?** Elicit the time from the class and ask them to draw it on the watch face.

STEP 3



- Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should look at the time expressions and decide if they are used to talk about the past or the future and then write them under the appropriate heading on the watch in activity 1.

- Then do a whole class feedback. As you elicit the answers, write them under the appropriate headings on the board. The answers are as follows:

The Past

yesterday

last semester

last month

last week

The Future

next week

tomorrow

next year

next month

STEP 4

- Tell the class you are going to describe your life story – which is your autobiography – to them. Start with **I was born on ...** and then add some details of significant events in your life.
- Ask children to get out their completed time lines. Ask them to work in pairs and talk about their life stories. Encourage them to refer to the notes they have made on their time lines.
- Ask children to write their autobiography for homework. Encourage children to draw or attach a photo so that you can make a class display. Tell them to refer to their time lines to help them.
- Before the end of the lesson ask the class **What are you going to do tonight?** Try to elicit **I'm going to write my autobiography.**



UNIT 5
Time for fun!

1 Read, find and sort.
When we talk about the past and the future we use different time expressions. Read Paul and Ahmed's e-mails on page 32 of your Classbook and page 40 of your Skills Book. Find these time expressions in the e-mails and underline them. Think about these expressions and decide if we use them to talk about the past or the future. Write them in the space below.

next week yesterday tomorrow last semester

The Past **The Future**

2 Think, sort and write.
Look at these time expressions. Do we use them to talk about the past or the future? Write them in the space above.

last month next year last week next month

3 Say the tongue twister.
The sixth sheik's sixth, sick sheep.

For homework

Tell children that you would like them to learn to spell the months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*. Encourage children to learn the months in order, i.e. January, February, etc.

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. 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.

Tell them that you will check their spelling of these words in a later lesson.

LESSON 3

STEP 1

- Ask the class **What's the date today?** Elicit the correct date and then write the ordinal number on the board. For example, if the date is 28 April, write 28th on board. Next to this ordinal number write the following:

28th 1st 2nd 3rd 4th

Ask children to say these ordinal numbers with you as you point to each one.

- Now ask children to chain the ordinal numbers 1st–31st around the class.

STEP 2

- Ask children to show a friend the autobiography they have written for homework. Give children time to look at each other's autobiographies and make suggestions to each other. Remind children to follow the writing route. Give children time to make any changes and ask them to write it up neatly for homework. Tell children you will collect it in the next lesson.

STEP 3



- Ask children to **Look at page 44 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 children understand that today is Saturday, 8th April. Ask them to find this in the diary (written in red) so that children can see what happened in the past



Read and match.
Read Maha's diary and match the pictures with the dates in her diary. Write the date by each picture. Today is Saturday, 8th April.

APRIL

Saturday, 1st play volleyball	Saturday, 8th make a dinosaur model
Sunday, 2nd visit my sister	Sunday, 9th go on a picnic with Nala
Monday, 3rd meet Nala in the park	Monday, 10th play new computer game
Tuesday, 4th buy a birthday card for Vicky	Tuesday, 11th visit my grandmother in hospital
Wednesday, 5th go to the arena	Wednesday, 12th make a cake with Nala
Thursday, 6th go to the school	Thursday, 13th visit the Museum
Friday, 7th visit my grandmother	Friday, 14th go to the beach with my family

Ask and answer.

What did Maha do on Saturday last week?
She played volleyball.

What is Maha going to do on Wednesday this week?
She's going to make a cake.

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 tell you what date today is in Maha's diary. Elicit **Saturday, the 8th of April**. Explain that for Maha, Saturday, 1st April to Friday, 7th April was last week and that from Saturday, 8th April to Friday, 14th April is this week (which has not yet happened).
- ▶ Tell children that they will hear the questions and answers about Maha's diary on the tape. Play the tape straight through and ask children to listen and read.



Listening Tapescript 5.1

Voice 1: What did Maha do on Saturday last week?

Voice 2: She played volleyball.

Voice 1: What is Maha going to do on Wednesday this week?

Voice 2: She's going to make a cake.

- ▶ 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 [you will not need to rewind], pausing after each question and answer for children to repeat. Then get the class to change roles in the usual way and play the tape again [you will not need to rewind].
- ▶ Now divide the class into pairs and ask them to ask each other questions about what Maha did last week and what she is going to do this week.

This activity gives children practice in asking and answering questions using the simple past and the 'going to + infinitive' future.

For homework

Remind children that they should be practising the spelling of the months of the year. Tell children you will check their spelling in a later lesson.

LESSON 4

STEP 1

- ▶ Ask children to chain the ordinal numbers 1st–31st around the class.
- ▶ Now ask children to **Look at page 50 of your Skills Book**. Ask them to read the rubric for activity 3 and check their understanding of the task in the usual way.
- ▶ Ask children to look at the picture and describe what they can see. Then ask children to listen to the tongue twister on the tape as they read it in their books. Play the tape straight through, pausing after the first version.



Songs and Rhymes Tapescript 5.1

The sixth sheikh's sixth, sick sheep.

- ▶ 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!

STEP 2



- ▶ Ask children to **Look at activity 1 on page 45 of your Classbook**. Check their understanding of the task in the usual way.



1 Listen and match.

What did Ahmed do yesterday?

Thursday, 6th April

morning

afternoon

evening

What's Ahmed going to do tomorrow?

Saturday, 7th April

morning

afternoon

evening

2 Read and write.

Today is Friday. Look at Ahmed's diary for Thursday and Saturday and complete it for him using the information in the pictures to help you.

Thursday, 6th April

In the morning, I visited my _____

In the afternoon, I _____

In the evening, _____

Friday, 7th April

In the morning, I'm going to _____

In the afternoon, I _____

In the evening, _____

Saturday, 8th April

In the morning, I'm going to _____

In the afternoon, I _____

In the evening, _____

3 Think and write.

Remove cut-out page H from page 67 at the back of this book. Think about the things you did yesterday and the things you are going to do tomorrow. Write about them in these diary pages.

Ask children to listen to each of the statements on the tape and point to the corresponding pictures. Play the tape straight through.



Listening Tapescript 5.2

Voice 1: What did Ahmed do yesterday?

Voice 2: In the afternoon, he rode his bike.

[picture b]

In the evening, he went to the

cinema. [picture c]

In the morning, he visited his

grandmother. [picture a]

Voice 1: What's Ahmed going to do tomorrow?

Voice 2: In the evening, he's going to make a model dinosaur. [picture f]

In the morning, he's going to do his dinosaur project. [picture d]

In the afternoon, he's going to play football. [picture e]

- ▶ Play the tape again [you will not need to rewind], pausing after each statement. As you pause, elicit the letter of the corresponding picture from the class.

- ▶ Now ask the class to look at the pictures showing what Ahmed did yesterday. Then ask **What did Ahmed do yesterday afternoon?** Elicit **He rode his bike.** Now ask a volunteer to ask the rest of the class about one of the other 2 pictures showing what Ahmed did yesterday. Repeat this procedure with the remaining picture.

- ▶ Now ask the class to look at the pictures showing what Ahmed is going to do tomorrow. Ask the class **What is Ahmed going to do tomorrow evening?** Elicit **He's going to make a model dinosaur.** Now ask a volunteer to ask the rest of the class about one of the other 2 pictures showing what Ahmed is going to do tomorrow. Repeat this procedure with the remaining picture.

- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.

- ▶ When children have finished, ask them to check their ideas in their groups and then do a whole class check orally. Ask children to volunteer to read what they have written in Ahmed's diary. For example, I visited my grandmother in the morning. I rode my bike in the afternoon.

The answers are as follows:

Thursday, 6th April

In the morning, I visited my grandmother.

In the afternoon, I rode my bike.

In the evening, I went to the cinema.

Saturday, 8th April

In the morning, I'm going to do my dinosaur project.

In the afternoon, I'm going to play football.

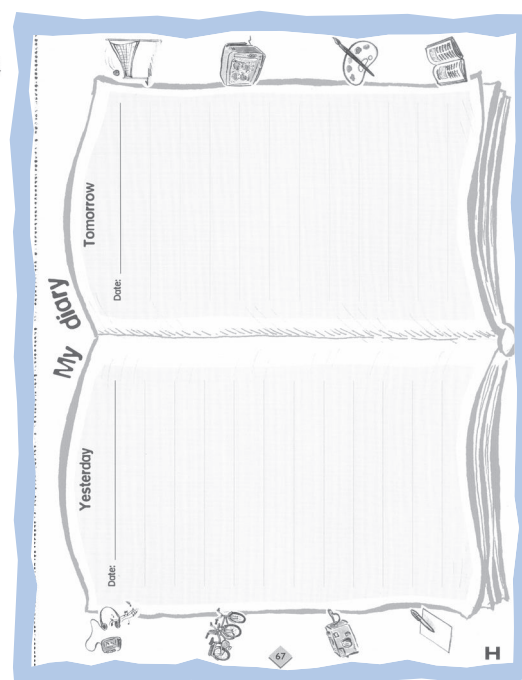
In the evening, I'm going to make a model dinosaur.



This activity provides an opportunity to assess how well children are able to complete short written sentences using the past simple and the 'going to + infinitive' future.

STEP 4

- ▶ Tell children they are now going to write their own diary pages. Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Then tell children to **Look at cut-**



- ▶ Ask children to look at Ahmed's diary pages and read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should look at the pictures and complete Ahmed's diary.



out page H on page 67 at the back of your **Classbook**. Ask them to remove the page carefully.

- ▶ Ask them to think about the things they did yesterday and the things they are going to do tomorrow. Elicit one or two examples from children. Then tell children to write about the things they did yesterday and things they are going to do tomorrow in their diary pages using Ahmed's diary page as a model. If there is not enough time in the lesson, children could finish their diary page for homework. Remind them to use pencil so that they can make any necessary changes to their work.



This activity provides an opportunity to assess how well children are able to write sentences using the past simple and the 'going to + infinitive' future.

For homework

Remind children that they should be practising the spelling of the months of the year. Tell children you will check their spelling in a later lesson.

Before the next lesson

You will need to prepare the Time for holidays Check Sheet 1 from the photocopiable pages at the back of this book for Step 3 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Time for holidays Check Sheet 1 for the feedback in Step 3 of the next lesson.

LESSON 5

YOU WILL NEED:

- ▶ **TIME FOR HOLIDAYS CHECK SHEET 1** one for each group
- ▶ **OHT (optional)** for Step 3

STEP 1



- ▶ Ask the class to **Look at page 50 of your Skills Book**. Tell children that you are going to play the tongue twister.



- ▶ Play the tongue twister straight through (*Songs and Rhymes Tapescript 5.1, Lesson 4*) 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 the class to **Look at page 51 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. Children need to listen to each dialogue and tick what each child is going to do. Ask children to read the 6 choices in each dialogue before you play the tape.

- ▶ Play each dialogue straight through. Get children to check their ideas in their groups and then elicit their ideas. Do one dialogue at a time and then play the tape again [each dialogue is repeated twice on the tape] after you have elicited ideas from the children for confirmation. [The dialogues are short at the beginning and gradually build up into longer texts.]



Listen and tick.		
Listen to these friends talking to each other on the telephone. Listen carefully and find out what they are going to do. Tick ✓ the correct answer for each child.		
1	Khalifa is going to Peter is going to	a. play football in the afternoon b. play basketball tomorrow morning c. go sailing with his friends d. go sailing with his uncle and dad e. play basketball with his friends f. play football tomorrow afternoon
2	Siham is going to Kate is going to	a. make Tamr Bil Narjil in the afternoon b. make a model dinosaur tomorrow c. play volleyball tomorrow morning d. make a dress tomorrow e. watch television in the afternoon f. make Tamr Bil Narjil with Siham
3	Mark is going to Ali is going to	a. play basketball in the afternoon b. go sailing with his friends c. visit Dubai at the weekend d. visit Mark tomorrow e. ask his mum and dad about going to Dubai f. play football at the weekend
4	Penny is going to Muna is going to	a. play computer games in the afternoon b. visit her aunt in hospital c. have a birthday party on Thursday d. make a dress on Thursday e. go to Penny's party on Thursday f. visit her uncle in Dubai at the weekend



Listening Tapescript 5.3

1.

Peter: Hello.

Khalfan: Hi, Peter. It's Khalfan.

Peter: Oh, hi Khalfan.

Khalfan: Salim and I are going to play basketball tomorrow morning. Do you want to play?

Peter: Oh, I'd love to, but I can't. I'm going to go sailing with my uncle and my dad.

Khalfan: Oh, OK, next time then.

Peter: Yeah, that would be great.

Khalfan: See you soon then. Bye.

Peter: Yeah, bye!

2.

Kate: Hello.

Siham: Hi, Kate.

Kate: Oh, hi Siham. How are you?

Siham: I'm fine, thanks. Listen, I'm going to make some Tamr Bil Narjil in the afternoon. Would you like to help me?

Kate: Oh, yes. That would be great.

Siham: OK, well come to my house at about 3 o'clock.

Kate: OK, I'll see you then.

Siham: OK, bye.

3.

Ali: Hello.

Mark: Oh, hi Ali, it's Mark.

Ali: Hi, Mark. How are you?

Mark: Great, thanks. My mum and dad are going to take me to Dubai at the weekend.

Ali: Oh, you lucky thing.

Mark: I know. We're going to stay in a hotel and visit the fun fair.

Ali: Wow!

Mark: My mum and dad say you can come too if your mum and dad agree.

Ali: Oh, that's fantastic! Listen, I'm going to ask my mum and dad and then ring you back.

Mark: Great. I hope they say yes.

Ali: Me too.

Mark: Talk to you soon.

Ali: Yeah. Bye.

4.

Muna: Hello.

Penny: Hi Muna. It's Penny.

Muna: Oh, hi Penny. How are you?

Penny: I'm fine, thanks. It's my birthday on Thursday and I'm going to have a party. Can you come?

Muna: Oh, I'd love to, but I've got to visit my aunt in hospital.

Penny: Oh, what a shame.

Muna: Yes, I'd love to come.

Penny: What time are you going to visit your aunt?

Muna: At about 4 o'clock, I think.

Penny: Well, why don't you come to my party after you've visited your aunt?

Muna: That's a great idea. What time is your party going to start?

Penny: At 4 o'clock, but it's going to last for at least 4 or 5 hours, so just come when you're free.

Muna: That sounds great. I'll see you on Thursday then.

Penny: Great. See you then.

Muna: Bye.

Penny: Bye.

► The answers are as follows:

1.

Khalfan is going to b. play basketball tomorrow morning

Peter is going to d. go sailing with his uncle and dad

2.

Siham is going to a. make Tamr Bil Narjil in the afternoon

Kate is going to f. make Tamr Bil Narjil with Siham

3.

Mark is going to c. visit Dubai at the weekend

Ali is going to e. ask his mum and dad about going to Dubai

4.

Penny is going to c. have a birthday party on Thursday

Muna is going to e. go to Penny's party on Thursday

These listening activities are designed to build up children's confidence in dealing with longer, more complex dialogues.

STEP 3

► Ask children to look at the poster. Explain that it contains information about where children from the IKC are going to go on holiday and what they are going to do on their holidays. Show children the tickets under

the pictures of each of the IKC children. Tell children that the tickets contain information about where the children are going to go on holiday and when. Then show children the pictures of other IKC children in the next row and explain that this shows who the children are going to stay with on their holiday. Next show children the row of pictures that show the foods children are going to eat on their holidays. Finally, show children the row of pictures that show the famous places that children are going to visit on their holidays.

- ▶ Now give each group one copy of the Time for holidays 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 next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

At the end of this lesson

If children completed their diary pages from the last lesson for homework, collect in their Skills Books at the end of this lesson. You will need to return them to children for the next lesson.

For homework

Remind children that they should be practising the spelling of the months of the year. Tell children you will check their spelling in a later lesson.

Before the next lesson

You will need to prepare the Time for holidays Check Sheet 2 from the photocopiable pages at the back of this book for Step 2 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Time for holidays Check Sheet 2 for the feedback in Step 2 of the next lesson.

LESSON 6

YOU WILL NEED:

- ▶ **TIME FOR HOLIDAYS CHECK SHEET 2** one for each group
- ▶ **OHT (optional)** for Step 2

STEP 1



- ▶ Ask the class to **Look at page 50 of your Skills Book**. Tell children that you are going to play the tongue twister.



- ▶ Play the tongue twister straight through (*Songs and Rhymes Tapescript 5.1, Lesson 4*) 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.



- ▶ them the streamer coming from his head – 'Prepositions of time'.
- ▶ Quickly revise with the children prepositions of place – on, in, under, etc. 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 children understand that they should look in both the Classbook and Skills Book to help them find the missing prepositions and complete the sentences.

- ▶ When children have finished, ask them to check in their groups. Then do a whole class feedback.

The answers are as follows:

1. Penny is going to have a party at 4 o'clock on Thursday.
2. I'm going to play football in the afternoon.
3. What is Maha going to do on Wednesday this week?
4. Mark is going to visit Dubai at the weekend.

STEP 2

- ▶ Give each group one copy of the Time for holidays 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should try and complete the rules for using prepositions of time next to Robby's hands.



STEP 3



- ▶ Ask children to **Look at page 52 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' – and then show

1 Read, find and complete.

Look at these questions and statements. All the time prepositions are missing. Find the sentences in your Classbook or Skills Book and fill in the missing prepositions.

- Penny is going to have a party _____ 4 o'clock on Thursday.
- I'm going to play football _____ the afternoon.
- What is Maha going to do _____ Wednesday this week?
- Mark is going to visit Dubai _____ the weekend.

2 Think and complete.

Look at the questions and statements above. Then complete the rules about prepositions of time.

We use _____ when we are talking about _____ **parts of the day.** For example: the morning, the afternoon, the evening.

We use _____ when we are talking about _____ **a particular day.** For example: Monday, 1st April, 1998, Thursday.

We use _____ when we are talking about _____ **an exact time.** For example: 5 o'clock, a quarter to three.

We use _____ when we are talking about _____ **the weekend.**

3 Sort and write.

Look at these time expressions. Sort them into groups that use different prepositions and write them in the correct space.

27th May 1985 4 o'clock the morning Saturday the evening

Friday the afternoon the weekend twenty past 7

in

on

at

- ▶ When children have finished, ask them to check in their groups. Then do a whole class feedback. Children should suggest the following:

We use in when we are talking about parts of the day.

We use on when we are talking about a particular day.

We use at when we are talking about an exact time.

We use at when we are talking about the weekend.

STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 3. Check their understanding of the task in the usual way. Children should sort the time expressions into groups that use different prepositions and write them in the appropriate place.
- ▶ When children have finished, ask them to check in their groups. Then do a whole class feedback.

The answers are as follows:

<i>in</i>	<i>on</i>	<i>at</i>
<i>the afternoon</i>	<i>29th May,</i>	<i>6 o'clock</i>
<i>the morning</i>	<i>1988</i>	<i>the weekend</i>
<i>the evening</i>	<i>Friday</i>	<i>twenty past 7</i>
	<i>Saturday</i>	

For homework

Remind children that they should be practising the spelling of the months of the year. Tell children you will check their spelling in a later lesson.

Before the next lesson

You will need to prepare the Time for holidays Check Sheet 3 from the photocopiable pages at the back of this book for Step 1 of the next lesson. You will need one check sheet per group.

Also, if you have access to an OHP, you may want to prepare a completed OHT copy of the Time for holidays Check Sheet 3 for the feedback in Step 1 of the next lesson.

Also, you may wish to prepare an OHT for the class feedback in Step 2 of the next lesson.

LESSON 7

YOU WILL NEED:

- ▶ **TIME FOR HOLIDAYS CHECK SHEET 3** one for each group
- ▶ **OHT (optional)** for Steps 1 and 2
- ▶ **SCISSORS**

STEP 1

- ▶ Give each group one copy of the Time for holidays 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. Tell children that they have to write the answers next to each statement 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 find the answers. The first group to bring their sheet to you, with all the correct answers, is the winner.
- ▶ Do a whole class feedback. Check the answers of the group who finished first on your prepared OHT check sheet (or orally by pointing at the poster as they read out the answers). Get the rest of the groups to check their answers.

STEP 2



- ▶ Ask children to **Look at page 53 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. Point out that normally when we write in our diaries we make short notes – we use key words – and we don't usually write full sentences.
- ▶ Children should read the diaries and answer the questions as in the example in number 1. Encourage children to write full sentences.
- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.
- ▶ When children have finished ask them to check in their groups. Then do a whole class feedback. A prepared OHT would be useful

for the feedback here. Otherwise, write the answers on the board as you elicit them from the class so that they can check their work carefully.

The answers are as follows:

2. She's going to go shopping in the souk with her mum.
3. He's going to play basketball.
4. He's going to watch a football match with Ali and his dad.
5. They are going to visit Dubai with their mum and dad.
6. They are going to go to the cinema with their mum and dad.



This activity provides an opportunity to assess how well children are able to read and answer questions about future plans using the 'going to + infinitive' future.

STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding in the usual way.



- ▶ Ask children to **Look at cut-out page 67 at the back of your Skills Book**. Distribute the scissors and ask children to cut the page out carefully.

- ▶ Then ask them to look at the blank diary page. Make sure that they are looking at the



1 Read and answer.

Raya and Rashid are brother and sister. Read their diaries for next week and then answer the questions.

Raya's diary

Saturday 6 o'clock - Ali's birthday party

Sunday 7 o'clock - cinema with mum, dad and Rashid

Monday afternoon - play volleyball

Tuesday 6 o'clock - do English project with mum

Wednesday evening - shopping in the souk with mum

Thursday visit Dubai with mum, dad and Rashid

Friday visit Dubai with mum, dad and Rashid

Rashid's diary

Saturday 4 o'clock - play basketball

Sunday 7 o'clock - cinema with mum, dad and Raya

Monday evening - play video computer game

Tuesday afternoon - make model robot for science project

Wednesday 6 o'clock - football match with Ali and dad

Thursday visit Dubai with mum, dad and Raya

Friday visit Dubai with mum, dad and Raya

1. What is Raya going to do at 6 o'clock on Tuesday?
She's going to do her English project with Mum.
2. What is she going to do in the evening on Wednesday?
3. What's Rashid going to do at 4 o'clock on Saturday?
4. What's he going to do in the evening on Wednesday?
5. What are Raya and Rashid going to do at the weekend?
6. What are they going to do at 7 o'clock on Sunday?

2 Write your diary.

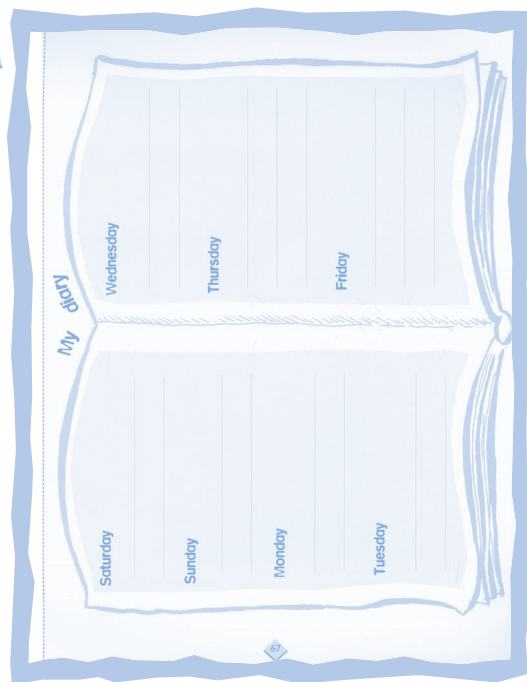
Remove cut-out page 67 from the back of this book. Write your diary for next week.

3 Ask and write.

Ask your friend questions about their plans for next week. Write the information in your friend's diary on the cut-out page.

What are you going to do on Thursday?

I'm going to visit my grandfather with my mum.



side of the page with the heading 'My diary' (which is page 67). Ask children to write their diary for next week. Suggest to children that they can use their imaginations if they don't have many plans for next week! Encourage children to use Raya and Rashid's diaries as models for using key words rather than full sentences.

- ▶ While children are engaged in this task, circulate around the class giving guidance and support where necessary.

STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 3 on page 53 of their Skills Book. Check their understanding of the task in the usual way. Make sure children understand that they should use the information they have put in their diary to answer their friend's questions about their plans for next week.
- ▶ Ask children to look at the dialogue between two children talking about their plans in the speech bubbles at the bottom of the page. Tell children they will hear the dialogue on tape and you want them to read the dialogue as they listen to the tape. Play the tape straight through.



Listening Tapescript 5.4

Voice 1: What are you going to do on Thursday?

Voice 2: I'm going to visit my grandfather with my mum.

- ▶ Now tell children that you want them to read the dialogue with the tape. 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 [you will not need to rewind], pausing after each question and answer for children to repeat. Then get the class to change roles in the usual way and play the tape again [you will not need to rewind].

- ▶ Now tell children they are going to ask and answer each other's questions about their plans. Organise children into pairs. Get one or two pairs of children to demonstrate the activity. Ask one child to ask another child **What are you going to do on [Saturday]?**

The other child should answer using the information in their diary. Encourage them to say **I'm going to [play football] on [Saturday.]**

The first child then turns over their cut-out page and writes the information in note form on their friend's diary page (with the heading 'My friend's diary'), for example, *play football*. Then ask the pair to change roles. Repeat this procedure with another pair.

- ▶ Ask the class to work in pairs to ask and answer questions about their plans for next week and complete their friend's diary. Children should take it in turns to ask and answer their questions.



This activity provides an opportunity to assess how well children are able to ask and answer questions about future plans using the 'going to + infinitive' future.

For homework

Remind children that they should be practising the spelling of the months of the year. Tell children you will check their spelling in the next lesson.

LESSON 8

STEP 1

- ▶ Tell children that you are now going to check their spelling of the months of the year.



- ▶ 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 want them to write the 12 months of year. Remind children that they should do this by themselves.
- ▶ Do a whole class check. Ask the class **What is the first month of the year?** and elicit **January**. Write *January* 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 11 months of the year.

STEP 2

The activities in this lesson are designed to sensitise children to the end sounds of ordinal numbers.



- ▶ 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 robot's tummy 'SOUNDS' and then show them the streamer coming from his head – '-st, -nd, -rd and -th word endings'.



1 Listen and repeat.
Listen to the way we say these numbers. Then say the numbers with the tape.

first 1st	second 2nd	third 3rd	fourth 4th
--------------	---------------	--------------	---------------

2 Think and sort.
Look at these words. Sort them into words that end with the same sound and write them in the correct space.

North	word	card	test	send
bend	sand	teeth	mouth	bird
fast	hand	past	hard	South

1st	2nd	3rd	4th
fast			

3 Say the tongue twister.
A thin thief with thirty three thousand three hundred and thirty three false teeth!



Listening Tapescript 5.5

first
second
third
fourth

- ▶ Now play the tape again [you will not need to rewind] and ask children to say the numbers. Pause after each number for children to repeat.

STEP 3



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should sort the words into columns according to the end sound.
- ▶ When children have finished, get them to check their ideas in their groups. Then ask children to listen to the tape and check their answers.
- ▶ Play the tape, pausing after each word for children to check their work.



Listening Tapescript 5.6

1st
fast
test
past
West

2nd
sand
bend
hand
send

3rd
word
card
bird
hard

4th
North
teeth
mouth
South

STEP 4

- ▶ Ask children to read the rubric for activity 3. Check their understanding in the usual way. Ask them to listen to the tongue twister on the tape as they read it in their books.
- ▶ Play the tape straight through, pausing after the first version.



Songs and Rhymes Tapescript 5.2

A thin thief with thirty three thousand, three hundred and thirty three false teeth!

- ▶ 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!

Before the next lesson

If you have access to an OHP, you may like to prepare an OHT for Step 4 of the next lesson.

LESSON 9

YOU WILL NEED:

- ▶ **OHT (optional)** for Step 4

STEP 1



- ▶ Ask the class to **Look at page 54 of your Skills Book**. Tell children that you are going to play the tongue twister.



- ▶ Play the tongue twister (*Songs and Rhymes Tapescript 5.2, Lesson 8*) 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 pages 46 and 47 of your Classbook**. Ask children to read the title. Explain the meaning of the word 'trip'. Explain that a trip is like a journey where we visit somewhere and then return home. It is more informal than the word journey. Ask children to predict what they think the story might be about.
- ▶ Ask the class to name any of the characters they recognise in the pictures.



- Now ask children to read the story silently by themselves. When children have finished, ask them if their predictions were correct.

STEP 3



- Tell children they will now hear the story on the tape. Ask them to read the story as they listen to it on the tape.

- Play the tape straight through.

Listening Tapescript 5.7 The Round the World Trip

Maha's mother:

Maha, there's someone on the phone for you.

Maha: Hello.

Mary Jones: Oh, hello Maha. It's Mary Jones from the IKC here. I'm calling you to give you some very exciting news.

Maha: What is it?

Mary Jones: Do you remember that you entered an IKC competition last month and that the first prize was a trip around the world?

Maha: Yes ...

Mary Jones: Well, Maha, I'm very pleased to tell you that you won!

Maha: Really? That's fantastic!

Mary Jones: Now, I need to speak to your parents to make sure that they agree to your trip. If they do, then we are going to arrange a meeting with you and one of our other winners to plan exactly where you want to go and what you want to do.

Maha: Oh, thank you so much. I'll just get my mum for you. I'm sure she'll say yes.

Two weeks later ...

Mary Jones: Hello, Maha. How are you?

Maha: I'm very excited.

Mary Jones: Yes, it's going to be a fantastic trip. We're just waiting for one of our other winners to arrive and then we're going to talk to you both about the trip.

Maha: Oh, OK.

Mary Jones: Hello, Ahmed.

Maha: Ahmed, you won too – that's great!

Ahmed: Maha, you won too – that's great!

Mary Jones: Do you know each other?

Maha and Ahmed: Oh, yes!

Mary Jones: Well, that's great! It's going to make this trip even more fun.

Mary Jones: I hope your parents told you that you are allowed to take one person from your family with you on this holiday?

Ahmed: Yes, they did.

Maha: Yes.

Mary Jones: Good.

Mary Jones: Now, we asked you to make a list of the places that you would like to visit and the things you would like to do. Did you do that?

Ahmed: Yes.

Mary Jones: Good. We're going to see if we can make you both happy and do all the things you would like to do.

Maha: Thank you. That's great!

The next week ...

Ahmed and Maha told their family and friends about the places they are going to visit and the friends they are going to meet.

Two months later ...

Family and friends: Bye! Have a great time!

friends: Enjoy your holiday!

Maha and Ahmed: We will!

Ahmed: See you next semester!

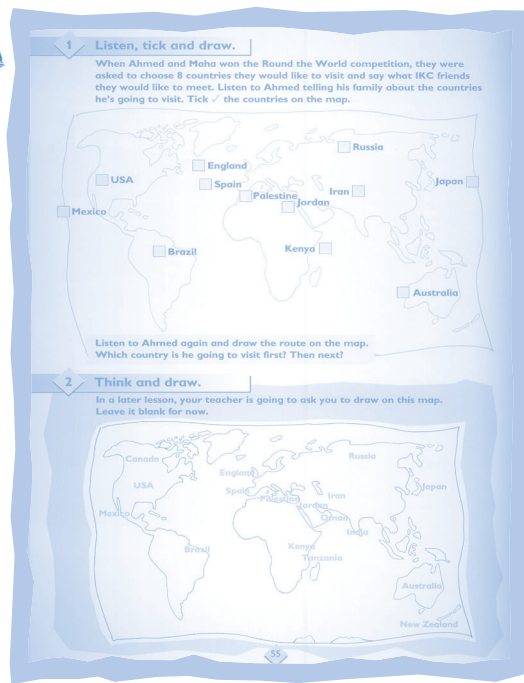
Come back next semester to find out all about Ahmed and Maha's fantastic holiday.

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.

STEP 4



- Ask children to **Look at page 55 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. Tell children that they are going to hear Ahmed talking about his trip. Tell them to listen and



tick the 8 countries on the map that Ahmed and Maha are going to visit.

- ▶ Play tape straight through.



Listening Tapescript 5.8

Ahmed:

First, we're going to go to Australia to visit David. Then, we're going to go to Japan to visit Toshi. After that, we're going to go to the USA to visit Ben and Maria. Next, we're going to go to England to visit Paul, Vicky and Suzy. We're going to stay there for about a week. Then, we're going to go to Russia to visit Petra. After Russia, we're going to go to Iran to visit Abbas. Finally, we're going to go to Jordan and Palestine to visit Tariq and Randa.

- ▶ At the end of the tape, ask children to compare their ideas in groups and then do a whole class feedback. Elicit the different countries which Ahmed and Maha are going to visit orally from the class.

- ▶ Now tell children that you want them to listen to Ahmed talking about his trip again but that this time you want them to draw the route on the map starting from Oman. Ask children to point to Oman on the map in their Skills Book. Tell them to use pencil.
- ▶ Play the tape again [you will not need to rewind].
- ▶ At the end of the tape, ask children to compare their ideas in groups and then do a whole class feedback. Ask **Which country is he going to visit first? Then next?** etc. As you elicit the route from the class, write the countries in order on the board or use a prepared OHT if you have one.

The answers are as follows:

- 1st – Australia
- 2nd – Japan
- 3rd – the USA
- 4th – England
- 5th – Russia
- 6th – Iran
- 7th – Jordan
- 8th – Palestine

For homework

Tell children that you want them to choose 3 words that they would like 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 3 words that 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 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.

LESSON 10

STEP 1



Ask the class to **Look at page 54 of your Skills Book**. Tell children that you are going to play the tongue twister.



Play the tongue twister straight through (*Songs and Rhymes Tapescript 5.2, Lesson 8*) 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 48 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 to look at the e-mail and the surrounding pictures and predict what the e-mail is going to be about before they read it. Elicit ideas from the class and ask them what sort of vocabulary might occur in the e-mail. Elicit children's ideas.

This pre-reading prediction helps prepare children for the kind of vocabulary they may encounter in the text. This helps to develop children's confidence in dealing with longer, more complex written texts.

Now ask children to read the e-mail and see if their predictions were correct.

When children have finished, ask them to read Maha's e-mail again and answer the questions below the e-mail. Ask children to underline the words in the text that help them answer the questions.

While children are engaged in this activity, circulate around the class giving guidance and support where necessary.

When children have finished ask them to compare their answers. Then do a whole class feedback in the usual way.

The answers are as follows:

1. Australia
2. kangaroos and koala bears
3. Toshi's family
4. the USA
5. Vicky, Paul and Suzy
6. go to the ballet
7. with Abbas and his family
8. [the ancient city of] Petra
9. Randa

STEP 3



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



Read and answer.

Look at the e-mail from Maha to her friend Randa and look at the pictures around it. What do you think the e-mail is going to be about?

Now read Maha's e-mail and answer the questions below.

To: randa@ikc.com
From: maha@ikc.com
Subject: Round the World trip

Dear Randa,

I've got fantastic news. I won the IKC Round the World competition! Ahmed did as well, so we're going to visit 8 different countries and eldest sister is going to go with him.

We're going to fly from Oman to Australia first to visit David. This is Ahmed's second trip to Australia but it's my first time. I hope we're going to see kangaroos and koala bears - I love them! Then, we're going to fly to Japan to visit Toshi. We're going to stay with Toshi's family in Ben and Maria. We're all going to spend a day in Disneyland as well!

Next, we're going to fly to England to visit Vicky, Paul and Suzy. We're going to stay there for about a week. I'm really pleased because I miss Vicky and Paul very much. Then, after England we're going to fly to Russia to visit Petro. Petro's going to take me to the ballet in Moscow, but Ahmed isn't going to go. He doesn't like ballet.

After Russia, we're going to visit Abbas in Iran. We're going to stay with his family in Tehran. Then, we're going to go to Jordan to visit Tariq. We're going to visit the ancient city of Petra - it sounds fantastic. I'm going to take lots of photographs!

Finally, we're going to come and visit you in Palestine! I'm so excited, the IKC has booked all the tickets.

I can't wait to see you again.

Love,
Maha

1. Which country are Maha and Ahmed going to visit first? Australia
2. What does Maha hope she's going to see in Australia?
3. Who are Maha and Ahmed going to stay with in Tokyo?
4. Where are they going to visit after Japan?
5. Who are Maha and Ahmed going to see in England?
6. What are Maha and Petra going to do in Moscow?
7. Where are Maha and Ahmed going to stay in Iran?
8. What place are Maha and Ahmed going to visit in Jordan?
9. Who are Maha and Ahmed going to visit in Palestine?



Think and complete.

How much do you remember about punctuation? Remember - we use punctuation to make our writing easier to understand. Look at Robby's punctuation rules below. Use the words in the book to help you complete the rules.

- We use _____ at the **beginning** of a sentence.
- We use _____ at the **end** of a sentence.
- We use _____ to take a **little rest** in a sentence.
- We use _____ for names of **people and places**.
- We use _____ for names of the **days and months**.
- We use _____ when we write the word **I**.
- We use _____ to separate all the things in a **list**.
- We use a _____ at the end of a question.

Read and write.

Look at these dates. They have all been written without punctuation. Can you correct them?

wednesday 22 september 2004 saturday 14 february 1998
thursday 8 april 2010

Think and write.

Look at these questions and answers about a famous Moroccan explorer. The punctuation has been left out. Write the questions and answers again and add the punctuation to them.

1. when was ibn battuta born 2. he was born in morocco in 1304
3. what countries did ibn battuta visit 4. he visited many countries including egypt yemen jordan and oman

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 – 'Punctuation'.

- ▶ Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Children should look back through their books to complete the rules next to Robby's hands.
- ▶ When children have finished, ask them to compare their ideas. Then do a whole class feedback.
Children should suggest the following:
We use a capital letter at the beginning of a sentence.
We use a full stop at the end of a sentence.
We use a comma to take a little rest in a sentence.
We use a capital letter for names of people and places.
We use a capital letter for names of the days and months.
We use a capital letter when we write the word I.
We use a comma to separate all the things in a list.
We use a question mark at the end of a question.

STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Children should rewrite the dates with the correct punctuation.
- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback.
The answers are as follows:
Wednesday, 22 September, 2004
Saturday, 14 February, 1998
Thursday, 8 April, 2010

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.
- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback.
The answers are as follows:
 1. *When was Ibn Battuta born?*
 2. *He was born in Morocco in 1304.*
 3. *What countries did Ibn Battuta visit?*
 4. *He visited many different countries including Egypt, Yemen, Jordan and Oman.*



This activity provides an opportunity to assess how well children are able to apply the rules of punctuation regarding capital letters, full stops, commas and question marks.

For homework

Remind children that they should continue practising the spelling of the 3 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

Before the next lesson

You will need to prepare the Holiday role play cards. You will need one set for each group of 6 children.

LESSON 11

YOU WILL NEED:

- ▶ **HOLIDAY ROLE PLAY CARDS** one set for each group of 6

STEP 1



- ▶ Ask children to **Look at page 49 of your Classbook**. Ask children to read the rubric for activity 1. Ask children to name any places they recognise in the pictures. Then play the tape and ask children to read the words of **The Holiday Chant** as they listen to it on the tape.



Songs and Rhymes Tapescript 5.3 The Holiday Chant

Where are you going to go on holiday this summer?

Where are you going to go?

Well ...

Muna's going to visit Jordan
And Fahad's going to visit Spain,
But I'm not going to visit anywhere –
I've got to stay at home again!

Where are you going to go on holiday this summer?

Where are you going to go?



1 Read and chant.

The Holiday Chant

Where are you going to go on holiday this summer?
Where are you going to go?

Well ...
Muna's going to visit Jordan
And Fahad's going to visit Spain,
But I'm not going to visit anywhere –
I've got to stay at home again!

Where are you going to go on holiday this summer?
Where are you going to go?

Well ...
Siham's going to visit Egypt
And Salim's going to visit Bahrain,
But I'm not going to visit anywhere –
I've got to stay at home again!

Where are you going to go on holiday this summer?
Where are you going to go?

Well ...
Naila's going to visit Canada
And Ali's going to visit Timbuktu,
And guess what happened?
I won a holiday – so I'm going to go on holiday too!

Hooray!!!!

2 Think and write.

Where are you going to go on holiday this summer?
Write your holiday plans here:

Write a list of all the 40 children in this unit.
Write them in alphabetical order.
Then write their motherland and what country they are going to visit next.

Well ...

Siham's going to visit Egypt
And Salim's going to visit Bahrain,
But I'm not going to visit anywhere –
I've got to stay at home again!

Where are you going to go on holiday this summer?

Where are you going to go?

Well ...

Naila's going to visit Canada
And Ali's going to visit Timbuktu,
And guess what happened?
I won a holiday – so I'm going to go on holiday too!

Hooray!!!!

- ▶ Rewind and play the tape again. Ask children to join in with the words where they can.

STEP 2



- ▶ Ask children to read the rubric and instruction text for activity 2 on page 49 of the Classbook. Check their understanding of the task in the usual way. Children should write what their holiday plans are in the space provided. Make sure children understand that if they are not going anywhere, they can write that or they can invent a place they'd like to visit or they can write something such as *I'm going to visit my grandfather*, etc.



- ▶ Children who finish the activity early, or any activity in previous or later lessons, can look at the extra activity in the clock on page 49 of their Classbook. Remind children that they can do these tasks whenever they finish early or in their free time.

STEP 3



- ▶ Ask children to **Look at page 57 of your Skills Book**. Ask children to read the rubric and instruction text for activity 1. Play the tape and ask children to read the dialogue.



Listening Tapescript 5.9

Boy 1: When are you going to go on holiday?
Boy 2: Next month.



1 Listen and read.

Listen to these two children talking about their holiday plans. Listen and read the conversation.

When are you going to go on holiday?

Next month.

Where are you going to go?

I'm going to go to Kenya.

Who are you going to stay with?

I'm going to stay with my aunt and uncle.

2 Do a role play.

Take an activity card. It has information about when and where you are going on holiday and who you are going to stay with.

Ask all your friends about their holiday plans and complete the holiday chart.

Name	When	Where	Who

3 Imagine and plan.

Imagine that you won the IKC Round the World competition. Think of 8 countries you would like to visit and plan the route. Think about who you would like to meet and what places and things you would like to see in the different countries.

Now draw your route on the map at the bottom of page 55 of your Skills Book.

Boy 1: Where are you going to go?

Boy 2: I'm going to go to Kenya.

Boy 1: Who are you going to stay with?

Boy 2: I'm going to stay with my aunt and uncle.

- ▶ Ask the class **When is he going to go on holiday?** Elicit **next month**. Then ask **Where is he going to go?** and elicit **Kenya**. Finally, ask **Who is he going to stay with?** Elicit **his aunt and uncle**.
- ▶ 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 each question and answer for children to repeat. Then get the class to change roles in the usual way and play the tape again [you will not need to rewind].

STEP 4



- ▶ Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. Organise the class into groups of 6. Distribute the Holiday role play cards and tell children in the group to take one card each. Tell children that the information on their card tells them about the holiday they are going to go on. Children should gather information and complete the holiday chart in their Skills Book by asking and answering questions about each other's holiday plans. Encourage children to use the 3 model questions and answers from the previous activity.
- ▶ When children have finished, ask them to compare their completed holiday charts in groups. Then do a whole class check.



This activity provides an opportunity to assess how well children are able to ask and answer questions about future plans using the 'going to + infinitive' future.

For homework

Remind children that they should continue practising the spelling of the 3 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 12

YOU WILL NEED: ► SCISSORS

STEP 1



- Ask the class to **Look at page 49 of your Classbook**. Tell children that you are going to play **The Holiday Chant** (*Songs and Rhymes Tapescript 5.3, Lesson 11*). Ask them to read the words of the chant as they listen to it on the tape. Play the tape and encourage children to join in with the words.



STEP 2



- Ask children to **Look at page 57 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.



- Make sure children understand that they should choose 8 countries only for their Round the World Trip. Encourage children to talk to their friends about why they would like to visit these countries and who and what they would like to see on their holiday.
- Tell children that they may choose countries other than those already marked on the map if they want to. If they do this, tell them that they will need to add the names of the new countries to the map.
- When children have planned their trip, they should draw their route on the blank map at the bottom of page 55 of their Skills Book.
- While children are drawing their route, circulate around the class providing guidance and support.

STEP 3

- Ask children to tell the rest of their group about their plans for their round the world trip. Encourage children to use sequencers in describing their plans to their friends. (for example first, next, then, etc.).



This activity provides an opportunity to assess how well children are able to talk about future plans using the 'going to + infinitive' future.

STEP 4



- Ask children to **Look at cut-out page 65 at the back of your Skills Book**. Tell them that you would like them to write a story report about one of the stories from this semester. Distribute the scissors and ask children to cut the page out carefully.
- Ask children to look at the pictures of the characters on the page from some of the stories and elicit their names from the class. Then ask children to read the instruction text for activity 1. Check their understanding in the usual way. Encourage children in their groups to think about all the stories they've read this semester and then elicit some of the story titles from the class. Ask children to write the title of their favourite story in the space provided.
- Now ask children to look at activity 2. Encourage them to think about why they like the story they have chosen. Encourage children to discuss in their groups what their favourite stories were and why they liked them. Then ask children to write their reasons in the space provided.
- Ask children to look at activity 3. Tell them to think about the setting of their favourite story and then describe it in the space provided.



Story Report

- 1 Think about the stories you have read this semester. Which was your favourite story? Write the title here:
- 2 Why did you like it?
- 3 Where did the story happen?
- 4 Draw and name your favourite character.

- Finally, ask children to look at activity 4. Check their understanding in the usual way and then tell them that you would like them to complete this for homework.

For homework

Remind children that they should continue practising the spelling of the 3 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 13

STEP 1



- Ask the class to **Look at page 49 of your Classbook**. Tell children that you are going to play **The Holiday Chant** (Songs and Rhymes Tapescript 5.3, Lesson 11). Ask them to read the words of the chant as they listen to it on the tape. Play the tape and encourage children to join in with the words where they can.



- Ask children to read the rubric and instruction text for activity 1. Check their understanding of the task in the usual way. Give children time to read and think about the sentences. Then discuss the sentences with them.

STEP 2

The activities in this lesson are designed to formalise children's awareness of the construction and use of the 'be going to + infinitive' future in questions, answers and statements.



- Ask children to **Look at pages 58 and 59 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

STEP 3



- Ask children to read the rubric and instruction text for activity 2. Check their understanding of the task in the usual way. The first one is done as an example.
- When children have finished, ask them to compare their answers. Then do a whole class feedback.



1 Read and think.

We use **be going to + infinitive** to talk about our plans for the future.

I'm going to write to David tomorrow.
I am going to write to David tomorrow.

We're going to fly to Australia next week.
We are going to fly to Australia tomorrow.

I'm not going on holiday in the summer.
I am not going on holiday in the summer.

Ahmed's not going to the ballet.
Ahmed is not going to the ballet.

2 Think and complete.

Use **am, is or are** to complete these statements and questions.

- Ahmed is going to make a model dinosaur on Saturday evening.
- Raya going to play volleyball on Monday afternoon.
- Rashid and Raya going to the cinema on Sunday evening.
- Where they going to visit this weekend?
- They going to visit Dubai.
- What Ahmed going to do at 4 o'clock on Saturday?
- He going to play basketball.



3 Read, think and order.

We use questions words with **be going to** to ask about future plans.

What is she going to do tomorrow night?
When are they going to fly to Japan?
Who are they going to see in England?
Where is he going to stay?

Look at these questions. The words are in the wrong order. Write them in the correct order to make questions.

tomorrow What to you afternoon do are going ?

- are to going holiday you on go When ?
- this are you Who see to going weekend ?
- Where next week to visit going you are ?

4 Think and write.

Write about what you are going to do or not going to do at the weekend.

☒ visit my aunt ☒ watch television
I'm going to visit my aunt. I'm not going to watch television.

- ☐ tidy my room ☐ play computer games ☐ write e-mails
- ☐ play volleyball ☐ visit the souk ☐ read an English book

The answers are as follows:

2. Raya is going to play volleyball on Monday afternoon.
3. Rashid and Raya are going to go to the cinema on Sunday evening.
4. Where are they going to visit this weekend?
5. They are going to visit Dubai.
6. What is Ahmed going to do at 4 o'clock on Sunday?
7. He is going to play basketball.

STEP 4



- ▶ Ask children to read the rubric and information text for activity 3. Check their understanding of the task in the usual way. Ask children to think about the 4 questions at the beginning of the activity. Discuss these questions with the class.
- ▶ Now ask the class to read the instruction text. Check their understanding of the task in the usual way. Children should rewrite the questions with the words in the correct order.
- ▶ When children have finished, ask them to compare their answers. Then do a whole class feedback by writing the questions on the board.

The answers are as follows:

1. What are you going to do tomorrow afternoon?
2. When are you going to go on holiday?
3. Who are you going to see this weekend?
4. Where are you going to visit next week?

STEP 5



- ▶ Ask children to read the rubric and instruction text for activity 4. Check their understanding of the task in the usual way. Children should put a tick or a cross in each box according to whether they plan to do these activities or not. They should then write positive and negative statements about their plans for the weekend using the information in the boxes.

For homework

Remind children that they should continue practising the spelling of the 3 words they have chosen from this unit. Tell children you will check their spelling of these words at the end of this unit.

LESSON 14

YOU WILL NEED:

- ▶ **DICE** one for each group
- ▶ **COUNTERS** one for each child

STEP 1

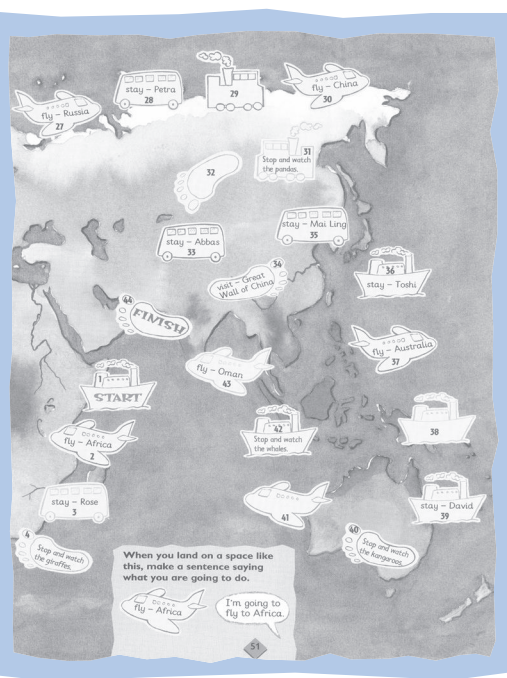


- ▶ Ask the class to **Look at page 49 of your Classbook**. Tell children that you are going to play **The Holiday Chant** (*Songs and Rhymes Tapescript 5.3, Lesson 11*). Ask them to read the words of the chant as they listen to it on the tape. Play the tape and encourage children to join in with the words where they can.



STEP 2

- ▶ Tell the class that they are now going to play a game. Ask children to **Look at pages 50 and 51 of your Classbook**. 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 the small text box at the bottom of page 51 and read the information text and the text. Then encourage the class to try and tell you what the rules of the game are. [Children have been playing board games like this since grade 2 and should be very familiar with board game conventions.]



- ▶ Try and elicit the following rules from the class:
 - In their groups, each child should choose a counter and place it on **START** – the ship on number 1.
 - Children should take it in turns to move along the numbered route.
 - If they land on a space with a **Stop ...** instruction on it, they should miss a turn.
 - If they land on a space with words on it, they should tell their friends what they are going to do, for example *fly – Africa*, children should say **I'm going to fly to Africa.**
 - If they describe their plans correctly, they stay on that space until their next turn. If they describe their plans incorrectly, they miss a turn.

- The winner is the first child to reach **FINISH** – number 44, the footprint in Oman.

- ▶ Give children plenty of time to play the game in their groups.



This activity provides an opportunity to assess how well children are able to talk about future plans using the 'going to + infinitive' future.

For homework

Remind children that they should continue practising the spelling of the 3 words they have chosen from this unit. Tell children you will check their spelling of these words in the next lesson.

LESSON 15

STEP 1



Ask children to **Look at pages 60 and 61 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. Show children the top of page 60 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 **... ask and answer questions about future plans?** 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 that 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 2



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 3



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

- ask and answer questions about future plans
- understand and use *going to* + infinitive to talk about plans for the future
- read and understand information about future plans
- understand and use prepositions of time
- write diary pages

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



words that they learned to spell. Get children to compare the words they chose. Now ask children to write the words they have learned to spell on the last 3 writing lines 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 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 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 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 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 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 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 about something new.
- ▶ Ask children to think and look back through their work in this unit and then colour the appropriate shield.

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 154.

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 156–163. 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, writing a recipe, writing a diary, 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 4 (*Great explorers*), in the project about explorers, the following objectives are included in the attainment targets for this unit:

- Can write sentences in the past simple and the past continuous appropriately
- Can plan and write a biography

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 1 (*Watching the world*), children are asked to observe and write about what different members of their family are doing now – at the moment of writing. This writing should be assessed using the following attainment targets for the unit:

- Can use the present continuous to write short descriptions about what people are doing now
- Can understand and use personal pronouns

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 Watching the world

applying prior knowledge
reasoning deductively
transferring information
cross referencing
sorting
observing

Art and Design:

draw and write a cartoon story

Social:

co-operation

turn taking

Motor skills:

higher order manipulative skills

Unit 2 The world of food

applying prior knowledge
reasoning deductively
transferring information
cross referencing
sorting
researching
planning

Maths:

time zones – calculating time differences

Social Sciences:

knowledge of the world

knowledge of time zones

awareness of food around the world

Information Technology:

constructing a recipe book in English

Motor skills:

higher order manipulative skills

Social:

co-operation

Unit 3 The story of stories

applying prior knowledge
reasoning deductively
transferring information
cross referencing
sequencing
planning

Literacy:

knowledge of story types

knowledge of story structure

Motor skills:

higher order manipulative skills

Social:

co-operation

turn taking

Unit 4 Great explorers

applying prior knowledge
reasoning deductively
transferring information
cross referencing
sorting
researching
planning

Social sciences:

History – knowledge of great explorers

Geography – knowledge of great explorers

Information Technology:

constructing a presentation about a great explorer in English

Social:

co-operation

turn taking

Unit 5 Time for fun!

applying prior knowledge
reasoning deductively
transferring information
cross referencing
sorting
sequencing
researching
planning

Social Sciences:

knowledge of the world

Social:

following the rules of a game

co-operation

turn taking

Class:

Teacher:

<input type="checkbox"/>	confidently with no support	[A]
<input type="checkbox"/>	independently with occasional support	[B]
<input type="checkbox"/>	some support needed	[C]
<input checked="" type="checkbox"/>	more time and support needed	[D]
<input type="checkbox"/>	not covered/not achieved	[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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Can understand and use the present continuous to talk about actions that are happening now																																			
Can use the present continuous to ask and answer questions about actions that are happening now																																			
Can extract specific information from longer oral texts about actions that are happening now																																			
Can listen to longer, more complex interactions for general understanding																																			
Can read a variety of short texts about what people are doing now for specific information																																			
Can read and understand factual descriptions																																			
Can read and understand a short cartoon story for pleasure																																			
Can use the present continuous to write short descriptions about what people are doing now																																			
Can write questions about what people are doing now using the present continuous																																			
Can write a short cartoon story																																			
Can recognise and use the short and long vowel sounds 'hot' and 'tall' in common words																																			
Can understand and use personal pronouns																																			

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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Can ask and answer questions about time
Can use the present continuous to talk about things that are happening now
Can ask and answer questions using the present continuous
Can use the present simple to talk about habitual actions
Can use the present simple to talk about process
Can extract specific information from more complex oral texts
Can read and understand a variety of short texts about food from around the world for specific information
Can read and understand a simple recipe
Can write answers about present actions using the present continuous
Can write statements about habitual actions using the present simple
Can write a recipe
Can recognise and use the short and long vowel sounds 'pink' and 'green' in common words

Class:
Teacher:

<input type="checkbox"/>	confidently with no support	[A]
<input type="checkbox"/>	independently with occasional support	[B]
<input type="checkbox"/>	some support needed	[C]
<input type="checkbox"/>	more time and support needed	[D]
<input type="checkbox"/>	not covered/not achieved	[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
<div> <div> <input type="checkbox"/> confidently with no support [A] <input checked="" type="checkbox"/> independently with occasional support [B] <input type="checkbox"/> some support needed [C] <input type="checkbox"/> more time and support needed [D] <input type="checkbox"/> not covered/not achieved [E] </div> </div>	Can understand and talk about actions happening in the past using the past continuous																																		
	Can ask and answer questions using the past continuous																																		
	Can read and answer questions using the past continuous																																		
	Can read and understand a variety of longer, more complex stories for general understanding																																		
	Can read a variety of longer, more complex stories for specific information																																		
	Can read descriptive writing for specific information																																		
	Can complete statements about past actions using the past continuous																																		
	Can recognise and use alliteration in creative writing																																		
	Can write a tongue twister																																		
	Can use a variety of adjectives to describe character																																		
	Can recognise and understand story structure																																		
	Can plan a short story																																		

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nationalities

[illegible]

Profile Chart Portfolios

- A

B

C

D

E
- Excellent

Very good

Good

Satisfactory

Not satisfactory

Class:

Teacher:

Strategies and Attitudes

Reporting period 1	Effort	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
	Organisation																																			
	Co-operation																																			
	Initiative																																			
	Overall grade																																			

Strategies and Attitudes

Reporting period 2	Effort	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
	Organisation																																			
	Co-operation																																			
	Initiative																																			
	Overall grade																																			

Profile Chart Progress Tests

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

Class:

Teacher:

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
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

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

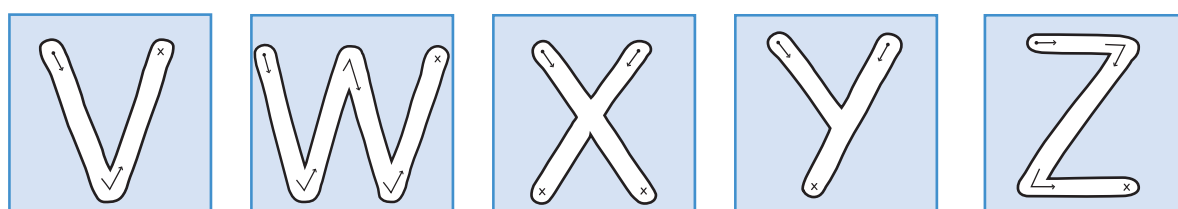
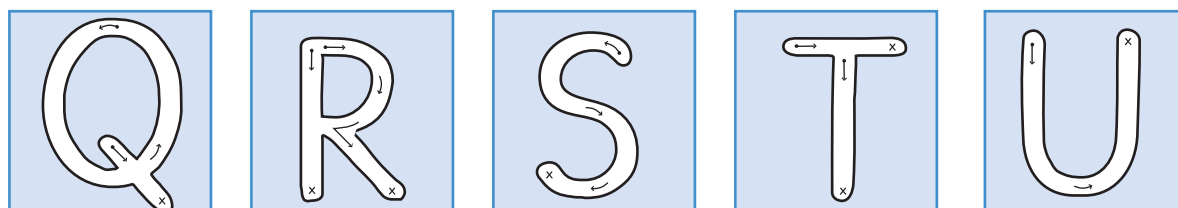
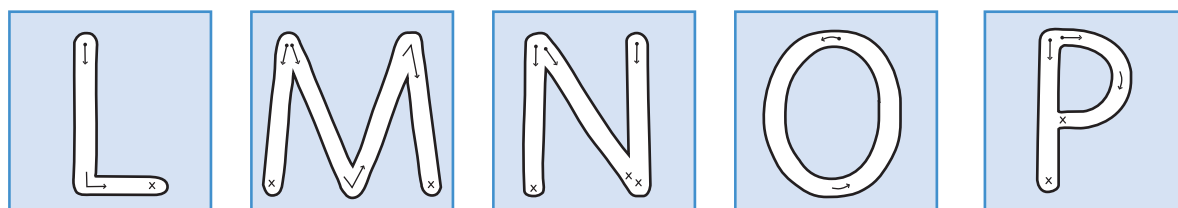
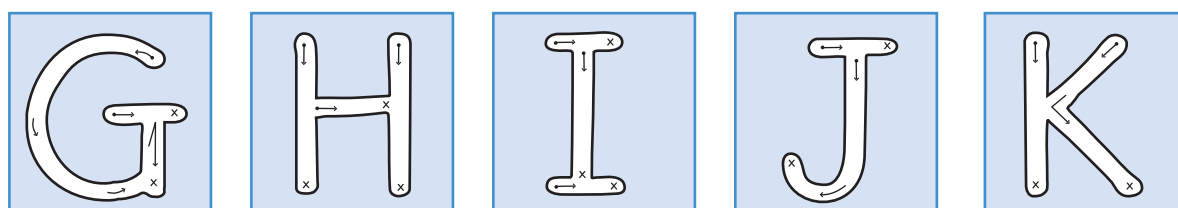
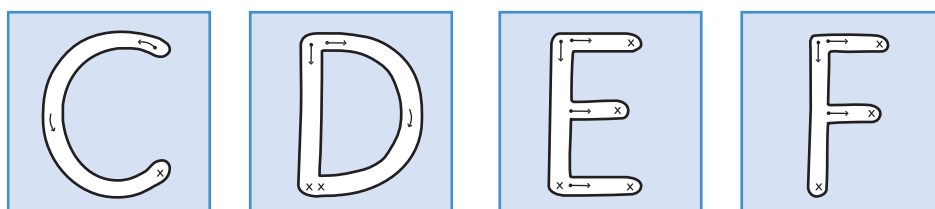
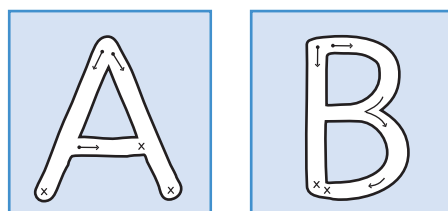
j j k k l l m m

n n o o p p

q q r r s t t

u u v v w w

x x y y z



Additional poster activities

These additional poster activities can be used by 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. 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.

Watching the world

1. How many flats are there in the poster?
2. How many girls are there in the poster?
3. How many people are there playing a board game?
4. How many boys are there in the poster?
5. How many animals are there in the poster?
6. How many people are doing a jigsaw puzzle?

Look at the poster and find the flat number.

1. She's writing a letter.
2. He's making a cup of coffee.
3. She's playing the piano.

Look at these jumbled words. They are all objects on the poster. Find the objects and write the words correctly.

i-s-e-v-i-n-l-o-t-e

n-o-r-i

n-a-p-i-o

p-u-c-t-r-o-m-e

m-o-c-c-i

The world of food

Look at these jumbled foods and drinks. They have got their words mixed up. Look at the poster and write the foods and drinks correctly.

a glass of rice

a bowl of water

a bottle of biscuits

a packet of milk

Find food and drink words on the poster that rhyme with these words:

For example: dish – fish

money

gates

bees

legs

Look at these food and drink words. Their vowels are missing. Find the words on the poster and write the words correctly.

l _ m _ ns

p _ _ s

gr _ p _ s

_ ppl _ s

The story of stories

How many animals can you find in the poster?

1. How many goats are there in the poster?
2. How many geckoes are there in the poster?
3. How many rabbits are there in the poster?
4. How many chameleons are there in the poster?
5. How many bears are there in the poster?

1. What colour is Sindbad's turban?
2. What colour is Kevin the Chameleon?
3. What colour is Goldilocks' dress?
4. What colour is Little Red Riding Hood's skirt?
5. What colour is Mummy Bear's dress?
6. What are the Three Rabbits wearing?

Look at these characters' names. They have got mixed up. Find them on the poster and write the names correctly.

Robinson Mouse

The Town Hood

Little Red Riding Chameleon

Lord crusoe

The Clever Claud

Great explorers

1. How many of the explorers travelled in space?
2. How many of the explorers were Portuguese?
3. How many of the explorers travelled to New Zealand?
4. How many of the explorers were British?
5. How many of the explorers travelled to the Arctic and the Antarctic?

Match these ships to the explorers who sailed them.

The Victoria

Francis Drake

The Endeavour

Ferdinand Magellan

The Golden Hind

James Cook

1. Who disappeared while she was flying around the world?
2. What was the name of the first ship to sail around the world?
3. Who travelled across the continent of Africa from 1854–1856?
4. Whose travels from China to Europe helped start the Silk Road?
5. Who made an 800-mile journey in a small open boat to help his men?
6. How many of the 265 men from Magellan's ship returned home?

Time for fun!

1. Where is Abbas going to go on holiday?
2. Who is Randa going to stay with in China?
3. Who are Ahmed and Maha going to stay with in England?
4. When is Tariq going to travel to Australia?
5. What is David going to eat in Jordan?
6. When are Maria and Tony going to travel to Egypt?

Look at these names of famous places.
They have got mixed up. Find them on the
poster and write the names correctly.

The Great Tower of China

Mount Ben

The Leaning Wall of Pisa

Big Square

Red Fuji

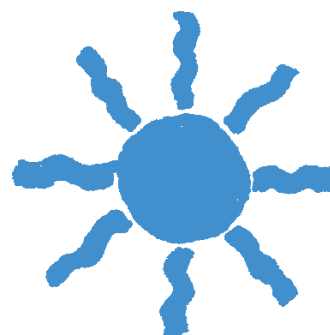
Look at these food words. Their consonants are
missing. Find the words on the poster and write
the words correctly.

___ i ___ a

___ o ___

___ u ___ i

Photocopiable pages



C

C

H

H

Home activities Check Sheet 1

What are the people in the flats doing? Find the flat numbers and write down what they are doing. For example:

What's the boy in flat 1 doing?

He's reading a comic.

1.	What's the girl in flat 13 doing? _____
2.	What are the children in flat 9 doing? _____
3.	What's the man in flat 6 doing? _____
4.	What are the children in flat 4 doing? _____
5.	What's the boy in flat 16 doing? _____
6.	What's the dog in flat 5 doing? _____

Home activities Check Sheet 2

What are the people in the flats doing? Find the flat numbers and write down what they are doing. For example:

What's the boy in flat 1 doing?

He's reading a comic.

- | | |
|----|--|
| 1. | What's the boy in flat 11 doing?
_____ |
| 2. | What's the woman in flat 7 doing?
_____ |
| 3. | What's the man in flat 3 doing?
_____ |
| 4. | What are the children in flat 15 doing?
_____ |
| 5. | What's the girl in flat 2 doing?
_____ |
| 6. | What's the cat in flat 8 doing?
_____ |

Activity strips

eating an apple

brushing your teeth

drinking a bottle
of water

combing your hair

waking up

driving a car

World of food Check Sheet 1

	?
1. How many apples are there?	
2. What fruit can you see beginning with the letter d?	
3. What vegetable can you see beginning with the letter p?	
4. How many eggs are there?	
5. What fruit can you see beginning with the letter o?	
6. How many lemons are there?	
7. What fruit can you see beginning with the letter g?	

World of food Check Sheet 1

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1. How many apples are there?	
2. What fruit can you see beginning with the letter d?	
3. What vegetable can you see beginning with the letter p?	
4. How many eggs are there?	
5. What fruit can you see beginning with the letter o?	
6. How many lemons are there?	
7. What fruit can you see beginning with the letter g?	

World of food Check Sheet 2

Find the foods in their containers
and complete the phrase.

1.	a glass of
2.	a carton of
3.	a spoon of
4.	a jar of
5.	a bottle of
6.	a packet of
7.	a cup of
8.	a bowl of

World of food Check Sheet 2

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World of food Check Sheet 2

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4.	a jar of
5.	a bottle of
6.	a packet of
7.	a cup of
8.	a bowl of

Recipe Check Sheet

		Ingredients	Instructions
A.	chocolate cornflake biscuits		
B.	chocolate raisin cake		
C.	chocolate and nut biscuits		
D.	chocolate fridge cake		
E.	raisin and oatmeal biscuits		
F.	iced chocolate cake		

Recipe Check Sheet

		Ingredients	Instructions
A.	chocolate cornflake biscuits		
B.	chocolate raisin cake		
C.	chocolate and nut biscuits		
D.	chocolate fridge cake		
E.	raisin and oatmeal biscuits		
F.	iced chocolate cake		

Animal words

lion

mouse

snake

cat

sheep

cow

duck

Story activities Check Sheet 1

	Who ...	?
1.	Who was making a sandwich?	
2.	Who was building a house?	
3.	Who was writing a letter?	
4.	Who was flying a kite?	
5.	Who was jumping onto a leaf?	
6.	Who was painting a picture?	

Story activities Check Sheet 1

	Who ...	?
1.	Who was making a sandwich?	
2.	Who was building a house?	
3.	Who was writing a letter?	
4.	Who was flying a kite?	
5.	Who was jumping onto a leaf?	
6.	Who was painting a picture?	

Story activities Check Sheet 2

	Who ...	?
1.	Who was skipping?	
2.	Who was roller skating?	
3.	Who was reading a book?	
4.	Who was eating grass?	
5.	Who was sleeping in a tree?	
6.	Who was taking a photograph?	

Story activities Check Sheet 2

	Who ...	?
1.	Who was skipping?	
2.	Who was roller skating?	
3.	Who was reading a book?	
4.	Who was eating grass?	
5.	Who was sleeping in a tree?	
6.	Who was taking a photograph?	

Recipe for a story

Ingredients

1. Type of story

2. Characters

Who is going to be in the story? What will they be like?

3. Setting

Where is the story going to happen?

4. Time

When is the story going to happen?

5. The Plot

What is the story going to be about?

Beginning

Middle

End

Instructions

To write your story, use your story plan and then follow the Writing Route.

Country words

Italy

Morocco

the USA

Norway

Oman

England

Russia

China

Great explorers Check Sheet 1

		?
1.	Who was born in Iceland?	
2.	Who died in Hawaii in 1779?	
3.	What nationality was Chang Chi'en?	
4.	Who was born in Kansas, USA in 1897?	
5.	What nationality was Ernest Shackleton?	
6.	Who died in India in 1524?	

Great explorers Check Sheet 1

		?
1.	Who was born in Iceland?	
2.	Who died in Hawaii in 1779?	
3.	What nationality was Chang Chi'en?	
4.	Who was born in Kansas, USA in 1897?	
5.	What nationality was Ernest Shackleton?	
6.	Who died in India in 1524?	

Great explorers Check Sheet 2

		?
1.	Who was the first woman to travel in space?	
2.	What continent did David Livingstone explore?	
3.	Who was the first British explorer to sail around the world?	
4.	Who has part of an ocean in South America named after him?	
5.	Who was the first man to walk on the moon?	
6.	Who has a country named after him?	

Great explorers Check Sheet 2

		?
1.	Who was the first woman to travel in space?	
2.	What continent did David Livingstone explore?	
3.	Who was the first British explorer to sail around the world?	
4.	Who has part of an ocean in South America named after him?	
5.	Who was the first man to walk on the moon?	
6.	Who has a country named after him?	

Time for holidays Check Sheet 1

Where is David going to go on holiday?

Jordan

Who is David going to stay with on his holiday?

Tariq

1.	Where is Randa going to go on holiday?	
2.	Who is Tariq going to stay with on his holiday?	
3.	Where are Ahmed and Maha going to go on holiday?	
4.	Who is Abbas going to stay with?	
5.	Where is Rose going to go on holiday?	
6.	Who are Maria and Tony going to stay with?	

Time for holidays Check Sheet 1

Where is David going to go on holiday?

Jordan

Who is David going to stay with on his holiday?

Tariq

1.	Where is Randa going to go on holiday?	
2.	Who is Tariq going to stay with on his holiday?	
3.	Where are Ahmed and Maha going to go on holiday?	
4.	Who is Abbas going to stay with?	
5.	Where is Rose going to go on holiday?	
6.	Who are Maria and Tony going to stay with?	

Time for holidays Check Sheet 2

When is Ben going to travel to Japan?
on 29 June

1.	When is Abbas going to travel to Italy?	
2.	When are Maria and Tony going to travel to Egypt?	
3.	When is Rose going to travel to Russia?	
4.	When is David going to travel to Jordan?	
5.	When are Ahmed and Maha going to travel to England?	
6.	When is Randa going to travel to China?	

Time for holidays Check Sheet 2

When is Ben going to travel to Japan?
on 29 June

1.	When is Abbas going to travel to Italy?	
2.	When are Maria and Tony going to travel to Egypt?	
3.	When is Rose going to travel to Russia?	
4.	When is David going to travel to Jordan?	
5.	When are Ahmed and Maha going to travel to England?	
6.	When is Randa going to travel to China?	

Time for holidays Check Sheet 3

What is Tariq going to eat in Australia?

Beefburger and chips

What famous place is Abbas going to visit in Italy?

The Leaning Tower of Pisa

1.	What is Ben going to eat in Japan?	
2.	What famous place are Maria and Tony going to visit in Egypt?	
3.	What are Ahmed and Maha going to eat in England?	
4.	What famous place is Randa going to visit in China?	
5.	What is Rose going to eat in Russia?	
6.	What famous place is David going to visit in Jordan?	

Time for holidays Check Sheet 3

What is Tariq going to eat in Australia?

Beefburger and chips

What famous place is Abbas going to visit in Italy?

The Leaning Tower of Pisa

1.	What is Ben going to eat in Japan?	
2.	What famous place are Maria and Tony going to visit in Egypt?	
3.	What are Ahmed and Maha going to eat in England?	
4.	What famous place is Randa going to visit in China?	
5.	What is Rose going to eat in Russia?	
6.	What famous place is David going to visit in Jordan?	