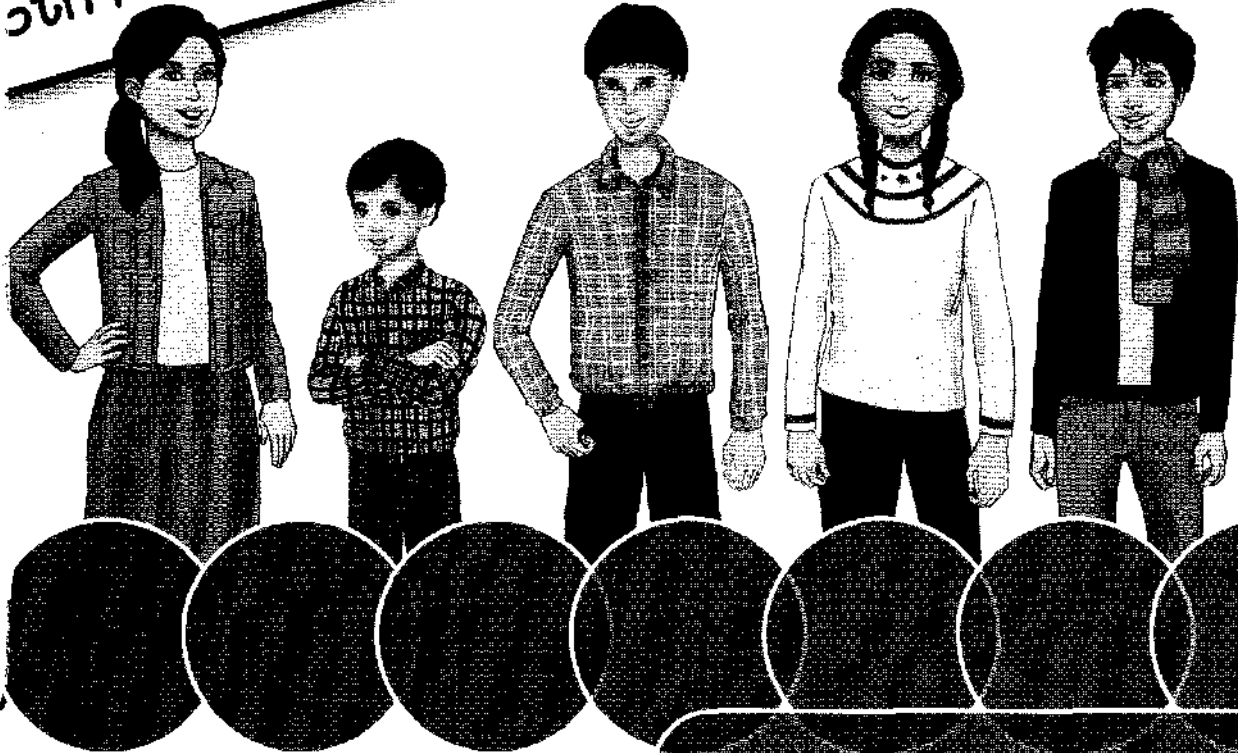


English for Iraq

5th Primary



Sarah MacBurnie

Teacher's Book

استناداً إلى القانون يوزع مجاناً ويمنع
بيعه وتداوله في الأسواق.

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IRQ18 TB 6thP

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CONTENTS

INTRODUCTION

Introduction	5
Key features	5
Components	5
The course	9
Aims	11
Advice to teachers	11
Teaching the course	17
Book map	30

TEACHING NOTES

Unit 1	33
Unit 2	76
Unit 3	98
Unit 4	118
Unit 5	126
Unit 6	146
Unit 7	168
Unit 8	188

APPENDICES

Teacher Resource File Transcript	196
Photocopiable Spelling Grids	199
Photocopiable Game Circles	200

كتاب التلميذ (PB)

يقدّم هذا الكتاب إلى التلاميذ الأنشطة واللغة الأساسية من خلال صور ملونة كبيرة، وأغنيات، وقصائد مقفاة وقصص للاستماع والقراءة، وأنشطة تكلم؛ ويمرّنهم على كلّ ذلك.

القصص

تشمل الوحدات 1 و 3 و 7 على قصص مرتبطة بموضوع، مع رسوم غنية بالألوان، ونص قصصي، وفتايات حوار حيثما ينطبق ذلك مع الموضوع. انظر إلى الصفحة 19 من أجل أفكار حول كيفية استخدام القصص مع تلاميذك.

القصص، والمجلات، والأغنيات والقصائد المقفاة، لها رسوم غنية بالألوان تدعم المعنى. والتسجيلات تجعل القصص تنبض بالحياة، وتؤدي دور النموذج لدعم المعلم.

القاموس (Your Dictionary)

يبنى هذا القاموس على السمة المميزة التي أرسيت في سنوات التعلّم السابقة. وقد جرى اختيار كلمات أساسية من كلّ وحدة، وهي ممثلة بقائمة أنشائية مع مرادفات عربية في نهاية كتاب التلميذ، وقد جرى تسجيلها على ملف موارد المعلم الخاصة لكي تتيح للمعلمين التمرّن على لفظ المفردات الأساسية. ستكون بعض الكلمات مألوقة لدى التلاميذ من الصفوف السابقة. في حين أن كثيراً منها جديد على الصف السادس. من المهم تشجيع التلاميذ على استخدام القاموس للتحقق من المعنى، أو تهجئة الكلمات كما هو مطلوب. مهارة الدراسة هذه هي خطوة أولى مفيدة في تشجيع التلاميذ ليشعروا بأنهم قادرين على إيجاد الحلول ودعم تعلمهم.

الأغنيات/القصائد المقفاة

الأغنيات والقصائد المقفاة مصممة من أجل توليد ألفة بين التلاميذ والإيقاعات والأصوات الإنجليزية، وليس بالضرورة من أجل حفظها كلمة كلمة. تركّز الدروس، القائمة على الأغنيات والقصائد المقفاة، في المرح، لذا ينبغي للمعلم تشجيع التلاميذ على المشاركة بمستواهم نفسه دونما ضغوط. تستخدم هذه الأغنيات والقصائد المقفاة الكثير من التكرار لتعزيز اللغة، وينبغي تشجيع التلاميذ على تعلم هذه الجمل المتكررة عند تقديم الأغنية أو القصيدة المقفاة. الأمر الذي يمكنهم أن يشاركوا من البداية، ويشعروا بحس التقدم والانخراط.

طُوّر هذا المقرر من أجل تعليم اللغة الإنجليزية لتلاميذ الصفّ السادس الابتدائي. ومقرّر *English for Iraq 6th Primary* للصفّ السادس الابتدائي مقرّر جذاب ينبض بالحياة، يعرف التلاميذ باللغة الإنجليزية، وكما في الصفوف الخمسة السابقة، صُمّم الكتاب بشكل خاص لمحاكاة حاجات التلاميذ اليافعين. فهو يأخذ في الاعتبار مرحلة النمو المعرفي والاجتماعي والبدني للتلاميذ في السنة السادسة. كما أنّه يبنى على الأسس التي وضعت في السنوات الخمس للتعلّم.

يوفر المقرر، كما في الصفوف السابقة، أنشطة تكلم متكاملة تتيح الفرص لتكرار اللغة، والتمرّن على اللفظ، وتلمية الطلاقة ضمن سياق هادف. وتوفّر المواد المسجلة نموذجاً لأنشطة التكلم، ومرجعاً للفظ يفيد التلاميذ والمعلمين على حدّ سواء.

السمات الرئيسية

- أنشطة حيوية محورها التلميذ
- سلسلة من أنشطة التكلم التواصلية
- شخصيات ودودة، ذات مظهر جذاب، تقدّم أسس اللغة في سياقات مألوقة
- القرص المدمج السمعي (مع مواد تشمل أغنيات، قصائد مقفاة، حوارات، نصوصاً، قصصاً)
- قرص مدمج سمعي مخصّص للمعلّم (مع كل المواد الأساسية للتمنّج وإعداد الدروس)
- ممارسة التهجئة
- تمرينات كثيرة للكتابة الموجهة
- مشاريع إبداعية
- ملصقات
- كتاب المعلم الذي يتضمّن ملاحظات تعليمية شاملة مع أفكار لأنشطة توسّع ودعم

المكونات

- كتاب التلميذ (Pupil's Book - PB)
- كتاب الأنشطة (Activity Book - AB)
- قاموس (إنجليزي-عربي) (Your Dictionary)
- كتاب المعلم (Teacher's Book - TG)
- ملصقات (posters) A2

This course has been developed for teaching English to pupils in the sixth year of primary. *English for Iraq 6th Primary* is a colourful, engaging course that builds on and embeds the language and skills pupils have learnt in their first five years of English at school. As with the previous five grades, the course is specifically designed to meet the needs of young learners. It takes into account the stage of cognitive, social and physical development of children in Year 6 and builds on the foundation that has been laid in the first five years.

As in the previous *English for Iraq* primary grades, the course provides integrated speaking activities that give opportunities to repeat language, practise pronunciation and develop fluency in a meaningful context. The recorded materials also provide a model for speaking activities and a reference for pronunciation both for pupils and teachers.

Key features

- Lively pupil-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Audio, including songs and rhymes, dialogues, texts and stories
- Teacher's reference audio (with key material for modelling and lesson preparation)
- Pronunciation practice
- Lots of guided writing practice
- Creative projects
- Posters
- The Teacher's Book contains comprehensive teaching notes with ideas for both extension and support activities

Components

- Pupil's Book
- Activity Book
- Your dictionary (English–Arabic)
- Teacher's Book
- A2 posters

Pupil's Book

This book presents and practises the core activities and language through its colourful pictures, songs, rhymes, listening/reading stories and speaking activities.

Stories

Units 1, 3 and 7 have a topic-linked story with colourful illustrations, narrative text and speech bubbles, where applicable. See page 19 for ideas about how you can use stories with your pupils.

Stories, magazine features, songs and rhymes have colourful illustrations that support meaning. The recordings bring the stories to life and act as a model to support the teacher.

Your dictionary

This builds on the feature established in earlier grades. Key words have been chosen from each unit. They are represented in an alphabetical list with Arabic equivalents at the end of the *Pupil's Book*. The words are also recorded on the *Teacher Resource File* to allow teachers to practise their own pronunciation of key vocabulary items. Some of the words will be familiar to pupils from previous grades, but many are new to 6th Primary. Pupils should be encouraged to use the dictionary to check the meaning or spelling of key words, as required. This study skill is a useful first step in encouraging pupils to feel that they can find solutions and support their own learning.

Songs/Rhymes

Songs and rhymes are designed to familiarize pupils with the rhythms and sounds of English, and are not necessarily intended to be learnt word for word. The focus of song-based and rhyme-based lessons is on fun, so the teacher should encourage pupils to participate at their own level without pressure. Songs and rhymes use repetition to reinforce language and pupils should be encouraged to learn repetitive phrases when the song or rhyme is first introduced. This will enable them to join in right from the start and feel more of a sense of progress and involvement.

خريطة الكتاب

هناك خريطة للكتاب مدرجة في الصفحات ٢-٥ من كتاب التلميذ. تتضمن ملخصاً للمفردات، واللغة التي تتناولها كل وحدة. وهذه الخريطة ليست مخصصة لاستخدام التلاميذ، لكنها توفر للأهل دليلاً واضحاً على ما يتعلمه أولادهم.

كتاب الأنشطة (AB)

في هذا الكتاب، يُمَي التلاميذ مهاراتهم في القراءة والكتابة. وهناك تمرين تصاعدي وتطوير لمهارات القراءة والكتابة. وبالنظر إلى قواعد التهجئة والشواذ وتهجئة كلمات كثيرة التكرار، واستخدام مفردات جديدة وبنى لغوية (في السياق) وصياغة جمل وفقرات قصيرة، وفهم الترقيم الأساسي، وتطوير مهارات أولية أخرى في القراءة والكتابة.

ملصقات

تعدّ هذه الملصقات مورداً مفيداً للمعلمين للتلاميذ. والملصقات موارد مرجعية سريعة مفيدة للمعلمين بغية استخراج اللغة، وللتلاميذ بغية استخدام لغة معينة. وهي بمثابة تذكير لهم باللغة التي تعلموها من قبل. كذلك، تساعد الملصقات على جعل الصف أشبه بمعرض جذاب. يمكن للتلاميذ إضافة ملصقات مشروعاتهم، لإغناء المعرض.

كتاب المعلم (TB)

يدعم هذا الكتاب المعلم. ويتبع طريقة للتعلّم تجدها موجزة هنا في المقدمة. وتشمل أنشطة تمرّن تفصيلية وملاحظات للدرّوس، ونصوص استماع وأنشطة إضافية (أنشطة توسّع ودعم)، فضلاً عن أفكار لواجبات المنزلية وألعاب لغوية.

يظهر، في بداية ملاحظات كلّ درس، مربع يعرض أهداف الدرس، واللغة الجديدة، والمفردات المستخدمة، والمواد المطلوبة. والتسجيلات الصوتية المستخدمة، وأي مواد أخرى مطلوبة في الدرس.

يشتمل الكتاب أيضاً على ملفّ سمعي خاص بالمعلم، هو *Teacher Resource File*. يمكنك من نمذجة لفظك لأسماء الحروف الأبجدية وأصواتها، والمفردات الرئيسية، واللغة التي يغطيها المقرّر. ويتضمّن أيضاً قسمًا للغة الصف المفيدة. تجد نص التسجيل الصوتي لملف موارد المعلم *Teacher Resource File* في نهاية هذا الكتاب.

خريطة الكتاب

تلي هذه المقدمة خريطة للكتاب تتضمن ملخصاً لأهداف كل وحدة، وغيرها من المقدرات واللغة.

الصفحات الأولى للوحدات

تبدأ كل وحدة بقائمة أهداف تحت عناوين «الاستماع»، و«التكلم»، و«القراءة»، و«الكتابة». تلي ذلك قوائم للغة الرئيسية والكلمات الرئيسية.

المفردات

يتعلم التلاميذ كلمات محتوى رئيسة يقترحها الموضوع. كما يتعلمون كلمات نحوية، مثل حروف الجرّ والضمائر والأفعال وأدوات الاستفهام في مجموعات الصيغ. فالتلاميذ يحتاجون إلى مصادفة كلمات مرات عدة في سياقات مختلفة، كي يتتّبوا من معانيها ويتذكروها. والمواد تدعم هذا الأمر بتكرار المقدرات في وحدات مختلفة.

القرص المدمج السمعي

يحتوي القرص السمعي على باقة غنيّة من المواد المسجّلة والمحاورات والقصص والأغنيات والقصائد المقفاة والتعليمات والتوصيفات. وتهدف الأغنيات والقصص إلى توليد ألفة بين التلاميذ واللغة الإنجليزية بشكل مسل.

يشجّع القرص التلاميذ على إظهار فهمهم بطرائق غير لفظية، عبر المطابقة والتحويط، والتعليم، والإشارة. وأداء الأنشطة. في هذه المرحلة. يشجّع التلاميذ على «السمع والقول». واستخدام ما يسمعونه كنموذج للعمل التثايني والأنشطة الحرة.

تمنح المواد المسجّلة التلاميذ فرصة الاستماع إلى النبرة المشدّدة والإيقاع الطبيعيين في اللغة الإنجليزية. كما توفر نموذجاً دقيقاً لأنشطة التكلم؛ وتزوّدك أنت والتلاميذ بمرجع للفظ. تشكّل التسجيلات أيضاً جزءاً أساسياً من تطوير القراءة، حيث يكتسب التلاميذ القدرة على فهم العلاقة بين الصوت والرمز، وهم يستمعون ويتابعون النصّ على كتبهم.

Book map

There is a book map on pages 3–5 of the *Pupil's Book*, which provides a summary of the vocabulary and language covered in each unit. The book map is not intended for pupils to use, but it does provide parents with a clear guide to what their children are learning.

Activity Book

Here pupils develop and practise their literacy skills. There is progressive practice and development of reading and writing skills looking at spelling rules and exceptions, spelling high-frequency irregular words, using new vocabulary and language structures (in context), making short sentences and paragraphs, understanding basic punctuation and developing other early literacy skills.

Posters

This is a very useful resource for teachers and pupils, especially in big classes. Posters are useful quick reference resources for teachers to elicit language, prompt pupils use particular language, remind pupils of language they have already learnt. Additionally, posters help make an attractive classroom display. Pupils can add their project posters to further enhance the display.

Teacher's Book

This book supports you, the teacher. It follows the approach to learning outlined here in the Introduction and includes detailed warm-up activities, lesson notes, listening scripts, additional activities (extension and support), homework ideas and language games.

At the beginning of the notes for each lesson, there is a box showing the lesson aims, the new language and vocabulary, the materials, audio track references and any other materials that are needed in the lesson.

There is also a special *Teacher Resource File* audio section that enables you to model your own pronunciation of the key vocabulary and language covered. It also includes a section of useful classroom language. The transcript of the *Teacher Resource File* is at the back of this book.

Book map

A book map follows this Introduction and provides a summary of the aims of each unit and language and vocabulary.

Unit front pages

Each unit begins with a list of aims under the headings Listening, Speaking, Reading and Writing. These are followed by lists of the key language and the key words.

Vocabulary

Pupils learn key content words that are suggested by the topic. They also learn grammatical words such as prepositions, pronouns, verbs and question words in formulaic chunks. Pupils need to meet words several times in different contexts in order to establish their meaning and to remember them. The materials support this by recycling vocabulary across the different units.

Audio

The audio provides a rich variety of recorded materials such as dialogues, stories, songs and rhymes, instructions and descriptions. The songs and stories are intended to be a fun way in which pupils can familiarize themselves with the language.

Pupils are encouraged to show their understanding non-verbally by matching, circling, ticking, pointing and doing actions. At this stage, pupils are encouraged to 'listen and say' and use what they hear as a model for pairwork and free-practice activities.

The recorded materials give pupils an opportunity to listen to the natural stress and rhythm of English. They provide an accurate model for speaking activities and give both pupils and you a reference for pronunciation. The recordings also form an essential part of reading development; pupils acquire an understanding of the relationship between sound and symbol as they listen and follow the text in their books.

مفناة أو أغنية، أو قصة، أو صورة. وتوفر هذه فرصاً لمناقشة مجالات مثل السلوك الحسن، البقاء بصحة جيدة، اللعب بأمان، احترام الآخرين ومساعدتهم، الاستمتاع، بذل الجهود.

بنية الدرس

تتبع الدروس، كما هو متوقع، تقدماً تدريجياً من مهارات النطق (الاستماع والقراءة) إلى المهارات الإنتاجية (الكلم والكتابة الموجهة). ويشجع التلاميذ من بدايات المقرّر على المشاركة الفعالة في تعلمهم، وتطوير مهارات تعلم تتلاءم مع أعمارهم.

المعلم كمثال

من المهم أن تتذكّر أنك توفرّ بدورك تميّناً للتلاميذ على الاستماع؛ فإلقاء تحياتك عليهم، وشروحك وطلباتك إليهم، وتعليماتك وتوجيهك، كلّها أمثلة دالة على استماع التلاميذ. وتذكّر أن تتحقّق من طيقة صوتك ولفظك، بالرجوع إلى المواد المسجّلة في ملف موارد المعلم *Teacher Resource File*. وإلى زملائك، لأنّ تلاميذك سوف يستمعون إليك ويقلّدونك.

إدارة الصف

يجب أن يستمتع التلاميذ في هذه السن بالتعلّم، وهم يرغبون في إرضاء معلمهم. ويمكن تجنّب السلوك الفوضوي بخلق جو من الثقة المتبادلة، والأمان، والتعاون. وبعض النقاط المهمة في هذا المجال هي:

- هاوض على قواعد مشتركة لغرفة الصف من بداية السنة، وصمّم ملصقاً (مع رسوم إذا اقتضت الضرورة الوضوح) وعلّقه على الحائط في مكان يمكن رؤيته والرجوع إليه بسهولة؛
- ثبت روتيناً معيّنًا (بداية الدرس مثلاً، وختام الدرس)؛
- ناقش واستخدم إستراتيجية لضبط الصف (مثلاً 1, 2, 3, eyes on me!)
- كلّف التلاميذ مسؤوليات (مثل جمع موارد، وتنظيف الصف)؛
- أثن على سلوك التلاميذ وجهودهم، وقدراتهم وإنجازاتهم؛
- تأكّد من معرفة التلاميذ لما ينبغي أن يفعلوه؛
- نبّه بوضوح لانتهاك النشاط، والانتقال إلى نشاط آخر.

المساعدات البصرية
هناك عدد من الأنشطة في المقرّر ينتج التلاميذ فيها أعمالاً يمكن عرضها في الصف (على سبيل المثال، المشروعات). وعرض أعمال التلاميذ في الصف له فوائد متعدّدة:

- يجعلهم يلحظون أن أعمالهم تحظى بالتقدير؛
- يمكنهم من مقارنة جهودهم بجهود الآخرين؛
- يمثّل تذكيراً مفيداً بالمفردات واللغة؛
- يجعل الصف مكاناً أكثر حيوية وجاذبية للتعلم.

المقرّر

بنية المقرّر

يتضمن المقرّر ثماني وحدات تتألف من 56 درساً. وقد قدّمت كلّ مواد الدروس في كتاب التلميذ الملون، مدعومة بكتاب الأنشطة. وتتيح الوحدات 4 و 8 مراجعة المواد المعالجة في الوحدات السابقة لهما. كما أنها أقصر من حيث عدد الدروس (أربعة دروس بدلاً من ثمانية). وفي كل وحدة مجلة أو قصة، أو الاثنان معاً.

الموضوعات

تتمحور كلّ وحدة حول مجموعة من الموضوعات ليست مترابطة كثيراً. وتشكّل هذه الموضوعات سياقاً للتعلم، وتعكس حقيقة أنّ التلاميذ في هذه السن يهتمون بأنفسهم وبالعالم المحيط بهم.

الشخصيات

لا يتوانى التلاميذ عن إقامة رابط ذهني مع الشخصيات في المقرّر، كأصدقاء يستطيعون مساعدتهم على التعلّم. ويمكن استخدام الشخصيات في المقرّر أيضاً لإطلاق مناقشات في المواطنة، وإضفاء روح الفكاهة، وإثارة الحسّ بالأمن والألفة مع التعلّم. والشخصيات في المقرّر هي: وسام ودانية وباسم وهبة وعمار. يلتقي التلاميذ أيضاً بشخصيات أخرى وعائلاتها وأصدقاءها في القصص. وفي السيناريوهات المصغرة.

المواطنة

توفر كل وحدة أساسية فرصة للنظر في ناحية من نواحي المواطنة والعالم من حول التلاميذ. وهذه الفرصة يمكن أن تتوفر عبر قصيدة

Visual aids

There are a number of activities in the course during which pupils will produce work that can be displayed in class (for example, the projects). Displays of pupils' work have a number of benefits:

- pupils see that their work is valued;
- pupils can compare their efforts with those of others;
- displays can be a useful reminder of vocabulary and language;
- displays make the classroom a brighter and more attractive setting in which to learn.

The course

Course structure

This course has eight units, comprising 56 lessons in total. All lesson material is introduced in the *Pupil's Book* and is supported in the *Activity Book*. Units 4 and 8 allow for revision of materials covered in previous units and are shorter in length with four lessons each, instead of eight. Every unit has a magazine or a story, or both.

Topics

Each unit is centred on a group of loosely linked topics. The topics create a context for learning and reflect the fact that children of this age are interested not only in themselves, but in the world around them.

Characters

Children readily associate with characters as friends who can help them learn. The characters in the course can also be used to initiate citizenship discussions, add humour, and bring a sense of security and familiarity to learning. The characters are: Wisam, Dania, Basim, Hiba and Ammar. Pupils also meet other characters and their families and friends in stories and in mini scenarios.

Citizenship

Each core unit provides an opportunity to look at an aspect of citizenship and the world around them. This

may be provided through a rhyme or song, a story, or a picture. These give opportunities to discuss areas such as good behaviour, keeping healthy, playing safely, respecting and helping others, having fun and trying hard.

Lesson structure

Lessons typically follow a progression from receptive skills (listening and reading) to productive skills (speaking and guided writing). Pupils are encouraged from early in the course to be active participants in their own learning and to develop age-appropriate learning skills.

Teacher as a model

It is important to remember that you also provide listening practice: your greetings, explanations, requests, instructions, and praise are all meaningful examples of listening for pupils. Remember to check your intonation and pronunciation with the recorded materials (including the *Teacher Resource File*) and with colleagues, because your pupils will listen to you and copy you.

Classroom management

Children of this age should enjoy learning and will want to please their teacher. Disruptive behaviour can be avoided by creating an atmosphere of mutual trust, security, and collaboration. Some key points are:

- negotiate shared rules for the classroom at the start of the year and make a poster (with drawings where necessary for clarity) and put on the wall where it can be easily seen and referred to;
- establish routines (for example, starting lessons, finishing lessons);
- discuss and use a strategy for stopping the class (e.g., '1, 2, 3, eyes on me!');
- give pupils responsibilities (e.g., collecting resources, tidying up);
- praise pupils for behaviour and effort as well as ability and achievement;
- make sure pupils know what they have to do;
- signpost clearly when one activity has finished and you are moving to another.

الأنشطة

تستخدم المواد مجموعة من الأنشطة التواصلية التي تتمحور حول التلاميذ للتأكد من أن التعلم مسل ومفيد. ويتضمن كل درس مجموعة من أنماط التفاعل، تدعم العمل الفردي والعمل الشائ والعمل الجماعي.

تتضمن الأنشطة:

- أغنيات وقصائد مقفاة.
- قصصاً
- فرائغات معلوماتية
- عمليات مسح
- مشروعات
- استجابة بدنية كاملة (TPR)
- أداء أدوار
- أشغالاً يدوية
- حزازير
- ألماًباً لوحية
- ألماًب حركة
- ألماًب مطابقة
- نقل معلومات

تصبيحة للمعلمين

صفات التلاميذ في الحادية عشرة من العمر

- يصبح التلاميذ في سن الحادية عشرة والثانية عشرة أكثر مهارة بدنياً، وأكثر نضجاً على صعيد التفكير. وهم لا يزالون في حالة تبني لأراء الآباء والمعلمين، على الرغم من أن بعضهم قد يبدأ في إظهار انزعاج من القيود التي يفرضها الكبار.
- من حيث التطور البدني، يكون لدى معظم التلاميذ في الحادية عشرة سيطرة جيدة على كل من المهارات الحركية الكبرى / الدقيقة. وقد يكون لديهم اهتمام كبير بالأنشطة التي تتطلب مهارات بدنية منسقة. ويفترض أن يكونوا الآن على استعداد لتعلم عبور الشارع وحدهم، والقيام برحلات بسيطة منفردين.
- ويصبحون في هذه السن أكثر سيطرة على حركة اليدين، وأكثر وضوحاً في القراءة والكتابة، ويخوضون في الأعمال الفنية بشكل أكثر تفصيلاً. فضلاً عن أن كثيراً من التلاميذ يستمتعون بالأنشطة، مثل الرسم والتلوين والخياطة وسواها.
- وعلى صعيد المهارات الإدراكية واللغوية، يمتلك معظم التلاميذ في الحادية عشرة كثيراً من مهارات الكبار في اللغة الأم. ويمكن أن يجروا محادثات مطولة مع زملائهم. ومع كبار من خارج الأسرة.

الأهداف

كما في السنوات السابقة، صُممت الأهداف الثلاثة الأولى لإضفاء أجواء التعلم المناسبة. ومن المهم أن يبقى التلاميذ متحمسين إذا كان لهم أن يحققوا تقدماً في اكتساب اللغة. أما الأهداف الأخرى، فهي أهداف تعلم أكثر تحديداً. ومرة أخرى، يجب أن تكون أهداف تعلم اللغة واقعية لتلاميذ في سنتهم الدراسية السادسة.

والأهداف هي:

- جذب التلاميذ إلى تعلم اللغة، لكي يستمتعوا بها، وتكون لديهم الرغبة في مواصلة تعلمها؛
- منح التلاميذ الثقة لكي يتفاعلوا؛
- توفير فرص للتلاميذ للتواصل باللغة الإنجليزية؛
- مواصلة تطوير تعرّف التلاميذ لصوت اللغة الإنجليزية عن طريق المواد المسجلة؛
- تمكين التلاميذ من تحديد الأشياء وتسميتها، التواصل معك ومع نظرائهم للتعبير عن أفكار وحاجات بسيطة وأشياء يفضلونها، طرح أسئلة، التحدث عن أصدقاء وعن العائلة والروتين، وأشياء قاموا بها أو سيقومون بها، إلخ. وكل ذلك باللغة الإنجليزية؛
- تعريف التلاميذ بجمل طويلة أكثر وبأقوال، لإتاحة الفرصة لهم لكي يكتسبوا هذه الجمل والأقوال بالسرعة التي تناسبهم؛
- منح التلاميذ الكثير من الفرص لاستخدام اللغة والتواصل مع نظرائهم ومعلم خلال أنشطة موجهة أو حرة؛
- البناء على مهارات القراءة الأساسية باستخدام الطريقة الصوتية وتعرّف الكلمات الكاملة؛
- تعزيز ثقة التلاميذ وتطوير كفاءتهم في الكتابة والتهجئة.

اللغة

يقدم هذا المقرر اللغة بصيغ يستخدمها التلاميذ للتواصل بخصوص حاجاتهم اليومية والتعبير عما يعيونه ويشير اهتمامهم، وللتحدث عن العائلة والأصدقاء، والنشاطات اليومية، والأحداث الماضية، وسواها. فاللغة من بداية المقرر حتى نهايته لها طابع وظيفي، ويجيء النحو والصرف فيها ضمناً، أي لا يوجد تركيز في قواعد الصرف والنحو والأنماط النظرية. بالإضافة إلى ذلك، يجري في الصف السادس، كما في الخامس، تشجيع التلاميذ على التفكير في أنماط اللغة في مريمات (Let's check) و (Look).

Aims

As in previous years, the first three aims are designed to create the right kind of learning atmosphere. It is important that pupils remain enthusiastic if they are to make progress in the language. The other aims are more specific language-learning objectives. Once again, for pupils in their sixth year at school, the language-learning objectives must be realistic.

The aims are to:

- engage pupils in learning the language so that they enjoy it and want to continue learning it;
- give pupils the confidence to participate;
- provide pupils with opportunities to communicate in English;
- continue to develop pupils' exposure to the sound of English through recorded material;
- enable pupils to identify and name objects, communicate with you and their peers to express simple ideas and needs, preferences, ask questions, talk about friends and family, routines, and things they did and are going to do, etc. in English;
- expose pupils to longer sentences and utterances, allowing them to acquire these at their own pace;
- give pupils plenty of opportunity to use the language and to communicate with their peers and with you during controlled and free practice activities;
- build on basic reading skills using phonics and whole-word recognition;
- practise and develop pupils' confidence and competence in writing and spelling.

Language

This course presents language as formulaic chunks that children use to communicate their daily needs and to express likes and interests, talk about family, friends, daily activities, past events, etc. Throughout the course, the language is functional and the grammar is implicit, i.e., there is no focus on abstract grammatical rules and patterns. Additionally, in *6th Primary*, as in *5th Primary*, pupils are encouraged to think about language patterns in the 'Let's check' and 'Look' boxes.

Activities

The materials use a variety of child-centred and communicative activities to make sure that learning is fun and meaningful. Each lesson includes a variety of interaction patterns and supports individual work, pairwork and group work.

Activities include:

- action songs and rhymes
- stories
- information gaps
- surveys
- projects
- total physical response (TPR)
- role-plays
- crafts (making posters)
- guessing games
- board games
- moving games
- matching games
- information transfer

Advice to teachers

Characteristics of eleven-year-olds

- Eleven- and twelve-year-old children are becoming increasingly adept with physical skills and more mature in their thinking and reasoning. They still support and security, and value and respect parents' and teachers' opinions, though some children may begin to show irritation at adult-imposed restrictions.
- In terms of physical development, by the age of eleven most children have good control of both large and small muscles (gross and fine motor skills) and may have a keen interest in activities that require coordinated physical skills. They should now be ready to learn to cross the street alone and may undertake simple journeys unaccompanied.
- Increased control of hand movements enables more legible and even handwriting and more detailed artwork, and many children enjoy activities such as drawing, painting, sewing and similar activities.
- In terms of cognitive and language skills, most children by age eleven have almost adult language skills in their mother tongue and can hold prolonged conversations both with other children and with adults outside the family. They may enjoy

- وفر وقتاً للتفكير. أعطِ التلاميذ الوقت للنظر في إجاباتهم، أو لمناقشة إجاباتهم قبل تقديمها إلى باقي أفراد الصف.
- استخدم طريقة «منع رفع الأيدي». دع التلاميذ يناقشوا إجاباتهم في مجموعات ويشركوا الآخرين بها. قد يكون من الضروري أحياناً اختيار تلميذ ليعطي الإجابة عوضاً عن الاختيار الدائم للمتفوقين والواقفين بأنفسهم، الذين عادةً ما يكونون جاهزين لرفع أيديهم للإجابة.

• دع التلاميذ يختاروا. اطلب إليهم مثلاً، «اختيار ثلاثة أسئلة» من مجموعة كاملة. هذه الطريقة تضمن نجاح كل التلاميذ في إنجاز جزء من المهمة. والتلاميذ الذين يفتنون يمكنهم الاستمرار في العمل على إتمام كل الأسئلة.

- أضف تحدياً غير محدد. دع التلاميذ الذين يفتنون قبل الآخرين يقوموا بمهمة غير محددة. مثلاً، كم فعل بإمكانك أن تجد على هذه الصفحة أو هذه الوحدة؟ هل يمكنك أن تجد كلمتين أو ثلاث كلمات جديدة وتتعلم تهجئتها؟

مواقف إيجابية

عندما يشعر التلاميذ بنجاحهم، يتطور لديهم موقف إيجابي من التعلم. لذلك، من المهم أن تدرك الصفات والقدرات الخاصة التي يتميز بها كل تلميذ في صفك، وأن تشي عليها كما ينبغي. وهناك كثير من الطرائق للإثناء على التلاميذ، وخلق تقدير إيجابي لذواتهم. بإمكانك مثلاً، أن تشي على التلاميذ، بالنظر إلى:

- جهودهم
- إظهار مراعاتهم للآخرين
- إتمامهم العمل
- إبدائهم مواقف إيجابية
- ترتيبهم
- استخدامهم الإنجليزية في الصف
- استماعهم إلى الآخرين

التخطيط للدرس

ينصح المعلمون بقراءة ملاحظات التعليم الخاصة بكل وحدة، قبل أن يبدأوا بتعليمها. فهذا الأمر سيعطي مسبقاً فكرة واضحة عن المحتوى وأنواع الأنشطة في الوحدة. كما أنها فكرة جيدة أن تخطط لمجموعات من الدروس ستمطى معاً، دروس أسبوع مثلاً. فهذا يسهل عملية قياس تقدم تلاميذك وتحديد الأولويات. ويجب تخطيط الدروس الفردية مسبقاً، من أجل إعطائك الوقت الكافي لجمع المواد المناسبة، وجعلك على ألفة مع محتويات الدرس. إن تخطيط الدرس مسبقاً يعني أنك تستطيع اتخاذ قرارات مناسبة خلال الدرس، مثل معرفة أي أنشطة يمكن إغفالها، إذا كان الوقت لا يسمح بتنفيذها، أو متى توقف النشاط

ويصبح في مقدورهم أن يتمتعوا باستخدام مهارات المحادثة الخاصة بهم، لكتابة رسائل، أو التحدث على الهاتف، أو استعمال الإنترنت وفتوات التواصل الاجتماعي. ويمكنهم، على صعيد لغتهم الأم، أن يتابعوا الجمل المعقدة في المواد المكتوبة، ويقرأوا فصولاً من كتب أكبر، ويتمكنوا من التقاط الموضوعات، حيث توقفوا. ويمكنهم الاستمتاع بموضوعات غير خيالية تفيدهم، يستقونها من الكتب والمجلات، ويصبح في مقدورهم أن يؤلفوا قصصاً أكثر تعقيداً.

وتعكس القدرات التي نوقشت على ما يمكن للتلاميذ القيام به، وتحقيقه عند تعلم لغة ثانية. ويجب ملاحظة تطوّر في ما ينتجه التلاميذ، ونضج في أفكارهم واهتماماتهم. فالتلاميذ في هذا العمر يصبحون قادرين على استخدام المنطق، والتفكير في السبب، والتأثير، واستقاء المعلومات من سياق لاستخدامها في سياق آخر. في هذه المرحلة من التطوير، يبدأ التلاميذ بالنظر إلى أبعد من خبراتهم الشخصية والمعرفة المكتسبة. ويبدون اهتماماً بتوسيع وجهة نظرهم إلى ما هو أبعد من الصح/الخطأ البسيط، والتقييم الأبيض/الأسود، وإدراك أن كثيراً من الإجراءات والأحداث في العالم الأوسع تحتاج إلى مزيد من المراعاة.

تذكر، يتطور التلاميذ بوتائر مختلفة، لذلك من الضروري العودة إلى مراجعة حاجات التعلم والأهداف.

القدرات المختلطة

يتأثر تطور التلميذ أيضاً تأثراً كبيراً بعوامل في بيئته، وبالتجارب التي يمر بها. وينبغي أن تدرك ذلك عندما تتفحص تقدم تلميذك وأثناء تخطيط دروسك. والتلاميذ الذين يعانون مشكلات في القراءة والكتابة في لغتهم الأساسية، قد يواجهون صعوبات في اكتساب المهارات اللغوية في اللغة الثانية. وقد يؤدي ذلك إلى تفاوت القدرات بين التلاميذ في الصف.

ولما كان التلاميذ يتطورون طبيعياً، ويتعلمون بوتائر سرعة مختلفة، فإن هذا الكتاب يوفر أفكاراً لتوسيع التعلم ودعمه في ملاحظات الدرس. وبإمكانك أنت أيضاً أن تدعم الاختلاف في التعلم بالطرائق الآتية:

- شجّع التعاون، فهذا يسمح للمتفوقين شرح الأمور للأقل تفوقاً ودعمهم.

using their communication skills to write letters talk on the telephone, use the internet and social media channels. In their mother tongue, children now can follow complex sentences in written material and read longer books with chapters in stages, being able to pick up threads where they left off. They may enjoy books and magazines on non-fiction topics that interest them. They can compose more complex stories.

The abilities discussed above are reflected in what pupils can do and achieve when learning a second language and you should notice growing sophistication in what your pupils can produce and the maturity of their ideas and interests. Children at this age are becoming able to reason, use logic, think about cause and effect and take information acquired in one context to use in another. At this stage of development, children start to look beyond their personal experiences and acquired knowledge – they show interest in expanding their perspective beyond simplistic right-wrong, black-white assessments and begin to realize that many actions and events in the wider world need more careful consideration.

Remember: Children are developing at different rates, so learning needs to be revisited and objectives are recycled.

Mixed ability

A child's development is also greatly influenced by factors in their environment and the experiences they have. You should be aware of this when looking at your pupils' progress and when planning your lessons. Pupils who struggle with reading and writing in their first language will probably also encounter difficulties acquiring literacy skills in a second language. This can result in a variety of abilities across the class.

As children naturally develop and learn at different rates, this book provides ideas for extending and supporting learning in the lesson notes. You can also support differentiated learning in the following ways:

- Encourage collaboration. This allows high achievers to explain things to and support lower achievers.
- Include 'thinking time'. Give pupils time to consider their answer, or discuss their answer, before saying it to the class.
- Use 'no-hands-up'. Get pupils to discuss and share answers in their groups. Ask for volunteers to give answers and read out rubrics and text. It might sometimes be necessary to choose a child to give the answer rather than always picking the high-ability and confident pupils who are usually ready to put their hands up.
- Get pupils to choose. For example, tell pupils to 'choose three questions' out of the full set. This ensures that all pupils succeed in achieving some of the task. Pupils who finish can go on to complete all the questions.
- Add an open-ended challenge. Get pupils who finish early to do an open-ended task, for example, 'How many verbs can you find on this page/in this unit?' 'Can you find and learn to spell two or three new words?'

Positive attitudes

When children feel successful, they develop a positive attitude to learning. It is important that you recognize the unique qualities and abilities of each pupil in your class and praise them accordingly. There are many ways to praise pupils and engender positive self-esteem. For example, you can praise pupils for:

- effort
- showing consideration for others
- finishing work
- showing a positive attitude
- clearing up
- using English in the classroom
- listening to others

Lesson planning

Teachers are advised to read the teaching notes for each unit before they begin to teach it. This will give a clear idea of the content and activity types in the unit well in advance. It is also a good idea to plan blocks of lessons at a time, for example, a week's classes. This will make it easier to gauge your pupils' progress and prioritize. Individual lessons should be planned in advance, to give you time to gather the appropriate materials and familiarize yourself with the content of the lesson. Planning a lesson in advance will mean that you can make appropriate decisions during a lesson, for example, knowing which activities can be left out if

النقاط الأخرى التي يمكن مراجعتها بشكل طبيعي ضمن سياق الدرس هي:

- التحية: *How are you? Good morning/afternoon.*
- وصف الموقع: *Where's your book? Where's Mahmoud's pencil?*
- الطلبات: *Can I borrow your red crayon?*
- الأرقام: *Open your books on page 78. Find page 78. Find Lesson 5. Which page is it?*
- الملكية: *Is this your pen or his pen? Is this Mahmoud's book? Can I have your Activity Book? Is this book hers?*
- الحالة البدنية: *How are you? How do you feel? Are you hot/cold/hungry/thirsty?*
- لعبة الألعاب: *Is it your turn? You have to miss a turn. Who's winning/the winner? How many points did you get?*
- الطقس: *What's the weather like today?*

تنظيم الأنشطة الثنائية والجماعية

تتطلب دروس عدة تنظيم الصف في فرق، أو مجموعات صغيرة، أو مجموعات ثنائية، حيث يجب أن تجري عملية التنظيم بشكل سلس وبسرعة قدر الإمكان، بحيث لا تؤثر في مجرى الدرس. وبما أن انتباه التلاميذ قد يتشتت عند الانقسام إلى مجموعات، فيفضل أن يقوم المعلم بشرح النشاطات قبل عملية التقسيم. بهذه الطريقة يمكن أن يتأكد من أن الجميع قادرين على رؤيته وسماعه. قم بإعطاء تعليمات واضحة بخصوص تغيير وضع الأثاث أو المقاعد في الصف أثناء النشاط. وإذا كان التلاميذ بحاجة إلى كتبهم أو دفاتر ملاحظاتهم أو أقلامهم، فتأكد من ذكر ذلك بوضوح قبل أن يقوموا بتغيير أماكن جلوسهم.

إذا كنت ستقسم الصف إلى مجموعتين، قم برسم خط وهمي بينهما في الصف، وتأكد من تساوي العدد على الجانبين. وإذا كنت تريد تقسيم الصف إلى ست مجموعات مثلاً، أعط كل مجموعة حرفاً من A-F، ثم اطلب إلى تلاميذ كل مجموعة الجلوس معاً. فتمة توفير للوقت وتجنب الإحباط، إذا فكرت بدقة بتنظيم الصف قبل الدرس.

عند تقسيم التلاميذ إلى مجموعات صغيرة، تأكد من وضع ذوي القدرات والمهارات المتقاربة للعمل معاً. وهذا سيمنع الأكثر ثقة بالنفس والأقدر من السيطرة على المجموعة. لكن من المفيد في بعض الأنشطة ضم أفراد من قدرات مختلفة في كل مجموعة.

إذا بدا أنه يستغرق وقتاً أكثر من اللازم، ومفتاح الإدارة الجيدة للوقت هو أن يكون لديك فكرة واضحة عن أهداف الدرس الأساسية.

يجب أن تخصص قبل البدء بالدرس، الوقت الكافي للتخطيط للمجالات المهمة الآتية:

- اللغة المحكية داخل الصف
 - تخصيص الوقت لكل مرحلة من مراحل الدرس
 - استخدام السبورة أثناء الدرس
 - كيفية تنظيم العمل الثنائي والعمل الجماعي
 - تسويق الصف (تنظيم الأثاث، وتحريكه)
- تتطلب بعض الدروس إحضار وسائل إيضاح، أو أوراق، أو صور معينة، أو أدوات تلوين ومواد أخرى، إلى الصف. وعلى الرغم من أن استخدام وسائل الإيضاح ليس أمراً أساسياً، إلا أن التلاميذ يستجيبون جيداً للحوافز الحقيقية. واستخدام أشياء مأثوفة من خارج غرفة الصف في دروس الإنجليزية طريقة جيدة لجذب التلاميذ. والمشاريع في أفضل الحالات تحتاج إلى صحائف ورق أكبر حجماً ليستخدمها التلاميذ في مجموعاتهم.

إعادة تكرار اللغة

تتضمن الملاحظات التعليمية الخاصة ببعض الدروس طرائق لإعادة تكرار اللغة، من الوحدات والمستويات السابقة. وعلى المعلم القيام بعملية تكرار اللغة، حيثما كان ذلك مناسباً، واستحصال أفكار التلاميذ ومفرداتهم ولغتهم، حيثما كان ذلك ممكناً.

مثلاً، يعرف التلاميذ أسماء الموضوعات في المدرسة من الصفوف السابقة. لذلك يمكن للمعلم أن يبدأ الدرس بالسؤال عن الموضوع الذي درسه التلاميذ ذلك اليوم، وماذا فعلوا في هذا الدرس. إلخ. أيضاً، تعلم التلاميذ ذكر الوقت، والساعة واستعمال الفعل الماضي البسيط. بإمكان المعلم أن يبدأ الدرس بالتكلم عما فعله التلاميذ أمس في أوقات معينة. في الصف السادس الابتدائي، يتعلم التلاميذ أن يذكروا التاريخ في بداية كل درس.

عند تكرار اللغة بهذه الطريقة، يجب أن تكون هناك مجموعة من العادات المتسقة، حيث يكون هناك تكرار وتنوع. مثلاً ضع ملصقاً لجدول مواعيد. اطلب إلى التلاميذ الإشارة إلى الملصق وتحديد أي من أيام الأسبوع يصادف اليوم، أو يمكنهم الإجابة عن الأسئلة بنعم أو لا. مثلاً: *Is it Tuesday today? Was your last lesson maths?*

What did you do yesterday?

What did you have for breakfast yesterday?

time is short, or when to stop an activity if it seems to be taking up a disproportionate amount of time. The key to good time management is to have a clear idea of the essential aims of the lesson.

You should allow enough time before a lesson to plan the following important areas:

- classroom language
- timings for each lesson stage
- use of the board in the lesson
- how to organize pairwork and group work
- layout of the class (arrangement and movement of furniture)

Some lessons suggest bringing in realia, or paper, pictures or colouring and other materials to the classroom. Although the use of realia is not essential, pupils respond well to real stimuli and using familiar objects from outside the classroom in English lessons is a good way to engage pupils. Projects ideally need larger sheets of paper for pupils to use in their groups.

Recycling language

The teaching notes for some lessons include ways of recycling language from earlier units and levels. Teachers should do this wherever appropriate and elicit ideas, vocabulary and language from pupils wherever possible.

For example, pupils know the names for school subjects from previous grades. Therefore, the teacher can begin the lesson by asking what subject(s) pupils have had that day, what they did in that lesson, etc. Likewise, pupils have learnt to tell the time and use the past simple tense. Teachers can begin the lesson by talking about what pupils did yesterday at certain times. In *6th Primary*, pupils learn to say the date at the beginning of each lesson.

When recycling language in this way, there should be a variety of regular routines, so that there is both repetition and variety. For example, create a timetable poster, get pupils to go up and point to the poster on the wall, elicit and write the day or ask Yes/No questions, e.g., *Is it Tuesday today? Was your last lesson maths? What did you do yesterday? What did you have for breakfast yesterday?*

Other points that can be revised quite naturally during a lesson include:

- Greetings: *How are you? Good morning/afternoon.*
- Describing location: *Where's your book? Where's Mahmoud's pencil?*
- Requests: *Can I borrow your red crayon?*
- Numbers: *Open your books on page 78. Find page 78. Find Lesson 5. Which page is it?*
- Possessives: *Is this your pen or his pen? Is this Mahmoud's book? Can I have your Activity Book? Is this book hers?*
- Physical states: *How are you? How do you feel? Are you hot/cold/hungry/thirsty?*
- The language of games: *Is it your turn? You have to miss a turn. Who's winning/the winner? How many points did you get?*
- Weather: *What's the weather like today?*

Organizing pairwork and group work

Teachers are often required in the lessons to organize their class into teams, small groups or pairs. It is important to ensure that this organization happens as smoothly and quickly as possible, so that it does not disrupt the flow of a lesson. Since pupils' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you. Give clear instructions for rearranging furniture or moving seats around. If the pupils need their books, notebooks or pens, make sure they know to take the necessary items when they change seats.

If you are dividing the class into teams, you can draw an imaginary 'line' down the middle of the room, making sure there are equal numbers on each side. If you want to divide the class into, for example, six groups, then give each pupil a letter A–F, then tell all the As to sit together, all the Bs, and so on. It will save time and frustration if you think carefully about class organization before the lesson.

When dividing the class into smaller groups, you should generally try to ensure that pupils of similar ability are working together. The more able or confident pupils will then not dominate the group. With some activities, however, it is useful to have a mixed ability level in each group. If you know that

وإذا كنت تعرف أن بعض المجموعات أو الأزواج ستنتهي عملها قبل الآخرين، فجهز لها عملاً إضافياً، أو لعبة تلعبها. فهذا يسمح لك بتقديم المساعدة لباقي تلاميذ الصف وتشجيعهم. وإتاحة الوقت لكل التلاميذ لكي يكملوا المهمة المكلفين بها.

وبخصوص العمل الثنائي، فإن الطريقة الأسهل هي أن يعمل التلاميذ مع زملائهم الجالسين بجوارهم. ولكن ينبغي أحياناً اعتماد التنوع لجعل التمرس على اللغة أكثر إثارة للاهتمام. كما أن التفاعل سيكون حقيقياً أكثر إذا تحدث التلاميذ مع شخص آخر لا يعرفونه جيداً، مثل الأمور المفضلة لديهم، والرويقين اليومي وأنشطة نهاية الأسبوع. كما أن تغيير أماكن جلوس التلاميذ يساعد على إبقائهم متحمسين ومستديين، ذلك أن إعادة ترتيب أماكن الجلوس يساعد على الإشارة إلى مرحلة جديدة في الدرس. عندما تريد العودة إلى الأنشطة التي تشمل الصف بكامله، أو تريد أن توقفت نشاطاً معيناً لإعطاء تعليمات، تأكد من امتلاك انتباه الجميع، وأن كل التلاميذ قد توقفوا عن الكلام قبل أن تبدأ. ومن الجيد استخدام إشارة مألوفة مثل التصفيق أو طريقة «1, 2, 3 eyes on me».

الواجب المنزلي

من المهم الاحتفاظ بسجل للتلاميذ الذين يكملون واجباتهم المنزلية في الوقت المحدد. وإذا أوضحت بأنك تراقب التلاميذ الذين يقصرون في تنفيذ واجباتهم المنزلية، فإن آخرين سيحرصون على بذل جهودهم على الأرجح.

يجب تشجيع التلاميذ على النظر إلى الواجب المنزلي كأمر ممتع ومثير. ووضع العلامات يجب أن يشجع على الدعم الإيجابي عوضاً عن الانتقاد، كأن تطلي نجمة لإكمال العمل، ونجمتين للعمل الجيد، وثلاث نجوم للعمل الممتاز. تأكد من تحديد الواجب وشرحه بوضوح، ومن أن التلاميذ يعرفون الموعد النهائي لتسليم عملهم. تأكد من إعطاء ملاحظاتك على الواجبات المنزلية. وتذكر مرة أخرى، أن المهم هو تقييم جهد التلميذ، وليس فقط النتائج التي يحرزها.

تدريس المقرر

الاستماع

تقع نصوص الاستماع للصف السادس الابتدائي في ستة أنواع واسعة هي:

- التعليمات
- الأغنيات والقصائد المقفاة
- الكلمات والعبارات
- الحوارات والمحادثات القصيرة
- الموصفات
- القصص القصيرة المدعومة بإيضاحات كاملة

تعليمات غرفة الصف

إن الاستماع واتباع التعليمات من المتطلبات الأساسية في غرفة الصف. ويمكن استغلال ذلك في حصة اللغة الإنجليزية لإعطاء التلاميذ فرصة الاستماع والاستجابة للغة أصيلة. وفي الصف السادس الابتدائي يكون التلاميذ قد كبروا، وأصبحوا يملكون معرفة للإنجليزية تكفي كي يتبعوا كثيراً من التعليمات المعطاة بالإنجليزية. هناك أربعة متطلبات بسيطة:

- يجب أن تُعطى التعليمات عندما يكون التلاميذ هادئين ومنتهبين.
- يجب أن تُدعم التعليمات بإيحاءات واضحة، كما ينبغي.
- يجب أن تترافق التعليمات مع شرح أو وصف، كما ينبغي.
- يجب أن تكون اللغة المستخدمة واضحة وبسيطة.

كيف يقيم المعلمون التعلم؟

يُفضل أن تحتفظ بسجل مكتوب لما يحرزه كل تلميذ من إنجازات في القراءة والاستماع والكتابة والتكلم. ويُصح بتسجيل تقدم التلاميذ بالطريقة التي تناسب وضعهم التعليمي. لكن التقييم يمكن أن يجري بالمراقبة والرصد على أساس منتظم:

- راقب التلاميذ أثناء تنفيذهم الأنشطة؛
- استمع إلى التلاميذ وهم يتكلمون؛
- راقب الخطأ؛
- جَمع العمل في كتاب الأنشطة؛
- اطرح الأسئلة؛
- لاحظ القدرة على الفهم في أثناء القيام بأنشطة ثنائية، واللعب بالألعاب، وخلال تنفيذ أنشطة الاستجابة البدنية الكلية (TPR) وفي أثناء أنشطة الاستماع... إلخ؛
- التقييم الذاتي: يحتاج كل من المعلمين والتلاميذ إلى معرفة أهداف التعلم إذا كان لهم أن يقيموا التعلم. وفي إمكانك أن تجد هذه الأهداف في بداية كل درس. اسع لجعل التلاميذ يفكرون في تعلمهم وتقدمهم؛
- من المهم تقييم جهد التلميذ، وليس فقط النتائج التي يحرزها. بهذه الطريقة، فإن تقييمكم للتلاميذ على امتداد فترة زمنية سيعكس بصدق تقدمهم عوضاً عن قدرتهم على إحراز أهداف غير واقعية.

some groups or pairs will finish early, have some extra work ready for them to do, or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need, as well as giving all pupils time to finish the set task.

For pairwork, it is easiest to ask pupils to work with pupils who sit near them. However, you should sometimes vary the pairings in your classes, to make language practice more interesting. The interaction will also be more genuine if pupils are talking to someone they do not know very well, for example, about their preferences, daily routines and weekend activities. Moving pupils to a new seat also keeps them interested and alert; rearranging the classroom helps to signal a new stage in the lesson. When you want to return to full-class activities, or stop an activity to give instructions, make sure you have everyone's attention and that all pupils have stopped talking before you begin. It is a good idea to use a regular signal, such as clapping your hands or using an expression such as '1, 2, 3 eyes on me.'

How do teachers assess learning?

It is suggested that you keep a written record of individual achievements in reading and listening, writing and speaking. Teachers are advised to record their pupils' progress in a way that is suited to their own teaching situation, but assessment can be carried out by observing and monitoring on a regular basis:

- Observe pupils doing activities;
- Listen to pupils speak;
- Observe handwriting;
- Collect in *Activity Book* work;
- Ask questions;
- Observe understanding when doing pairwork activities, playing games, doing TPR activities, listening activities, etc.;
- Self-assessment – teachers and pupils both need to know the learning objectives if they are to assess learning. You can find these at the start of each lesson. Involve pupils in thinking about their own learning and progress;
- It is important to assess a pupil's effort, not just the results that they achieve. Your assessment of pupils over a period of time will then genuinely reflect their progress, rather than their ability to attain unrealistic targets.

Homework

It is important to keep a record of the pupils who complete their homework on time. If you make it clear that you are keeping track of those pupils who fail to hand in homework, others will be more likely to make an effort.

Pupils should be encouraged to see homework as something stimulating and enjoyable. Therefore, grading should promote positive reinforcement rather than criticism, for example, a star for completing the work, two stars for good work and three stars for excellent work. Make sure that you set and explain homework clearly and that pupils know the deadline for handing in their work. Make sure that you give feedback on homework. Again, note that it is important to assess a pupil's effort, not just the results that they achieve.

Teaching the course

Listening

Listening text types in *6th Primary* fall into six broad types. These are:

- instructions
- songs and rhymes
- words and phrases
- short dialogues and conversations
- descriptions
- short stories supported by full illustrations

Classroom instructions

Listening and following instructions is a basic requirement in the classroom. This can be exploited in the English classroom to give the pupils the opportunity to listen and respond to authentic language. In *6th Primary*, pupils are old enough and have enough English to follow many instructions in English. There are four simple requirements:

- Instructions should be given when the pupils are quiet and paying attention.
- They should be supported by clear gesture, as appropriate.
- They should be accompanied by demonstration, as appropriate.
- The language used should be clear and simple.

أن ينتظرها التلاميذ بفارغ الصبر. وتنصحك بأن تستمع إلى القصة قبل موعد الدرس. وإذا لم يكن في إمكانك الحصول على القرص المدمج السمعي، فيجب أن تتمرّن على قصّها. وبهذه الطريقة سيكون في إمكانك، إذا أردت، أن تروي القصة بطريقة مقنعة بالتشديد المناسب وطبقة الصوت السليمة واللفظ الصحيح.

ومن الطرائق الأساسية لاستخدام القصص، الطريقة الآتية:

- استخدم ملاحظات الدرس لترتيب المشهد قبل البدء. انظر إلى القصة وناقش أفكاراً ذات صلة.
- تحدّث بإيجاز عن الصور، وأعطِ التلاميذ وقتاً كافياً ليخمنوا ما يحدث. اغتنم هذه الفرصة لتقديم بعض المفردات الأساسية.
- مثل القصة (أو اقرأها إذا كان ذلك ضرورياً)، مستخدماً الإيحاءات والحركات للتوضيح. دع التلاميذ يسيروا إلى الصور ذات الصلة في أثناء الاستماع.
- ناقش القصة لتتحقق من الفهم، مستخدماً الإنجليزية أو العربية، كما ينبغي.
- شغّل التسجيل للاستماع إلى القصة مرة أخرى. أوقفه عند نقاط مناسبة لتتيح اشتراك التلاميذ من خلال التمثيل الصامت والمساهمة في أي عناصر تكرارية في القصة أو الحوار.
- ملاحظة: تتضمن ملاحظات الدروس ملاحظات تفصيلية عن كيفية تقديم كل قصة على حدة واستخدامها.

التكلم

هناك سلسلة واسعة من أنشطة التكلم في مقرّر الصف السادس

الابتدائي، وهي تشمل:

- الأغنيات والقصائد المقفاة
- تبادل طرح الأسئلة والإجابة عنها
- حوارات ومحادّثات قصيرة
- التحدّث عن صور
- التحدّث عن موضوعات
- إجراء عملية مسح بسيطة

تتوفر في كل درس ملاحظات تعليمية مفصّلة مع نصيحة تشير إلى كيفية استغلال الدرس. وتتوفر الطرائق العامة في الفقرات الآتية. وهذه ينبغي لها أن تؤمّم بحسب كل درس بمفرده.

الأصوات، الكلمات، العبارات

تقصد التركيز في الأصوات، والكلمات، والعبارات كي تبني أساساً متيناً للفظ. فالتلاميذ ما زالوا يملكون الموهبة الطبيعية لتقليد الأصوات، ومن المهم استغلال هذه القدرة لديهم.

ملاحظة: ليس من الضروري أن يفهم جميع التلاميذ ما ينبغي لهم فعله فور إعطاء التعليمات، لأن ما يحدث بعد ذلك لا يقل أهمية. مثلاً. سيقوم التلاميذ التعليمات أحياناً، بمراقبة ما يفعله الآخرون في الصف، وسيفهمونها أحياناً أخرى منك وأنت تدقّق مع تلاميذ فرادى، أو مع أزواج، أو مجموعات.

أنشطة لتنمية مهارة الاستماع

يتضمّن المقرر نصوصاً مخصّصة تحديداً لتنمية مهارة الاستماع. وهذه النصوص هي عادة محادّثات أو مونولوجات، تتناول الصفات والصحة والمشاعر، والروتين اليومي، وأحداثاً من الماضي ومخططات للمستقبل، ووقائع وأنشطة ترفيهية واستعمال الإنترنت والتسوّق إلخ. في حين أن نصوصاً أخرى تُستخدم بالدرجة الأولى، نماذج للتكلم. لكن هذه النصوص تشمل دائماً عنصر الاستماع للفهم أيضاً.

على العموم، يجب أن يكون هدف المعلم جعل التلاميذ يشعرون بالارتياح قدر الإمكان في أثناء الاستماع إلى مواد القرص المدمج السمعي. ويجب ألا يأتي التلاميذ إلى حصة نشاط استماع غير مستعدين، لأن هذا أمر غير واقعي ويسبب قلقاً لا لزوم له. وعلى المعلم أن يُخبر التلاميذ بعدد الأشخاص الذين يتكلمون، ومن هم، وأين هم، قبل تشغيل الشريط، إذا كان ذلك لا يتعارض مع أهداف المهمة. وينبغي استخدام الرسوم بقدر ما يمكن للمساعدة على الفهم، لأن المستمعين في العالم الحقيقي يكون لديهم عادة مفاتيح بصرية تساعد (مثلاً، المكان، الإيحاءات وتعبير وجه المتكلم، ومعرفة مسبقة عن الوضعية).

ومن الطرائق الأساسية لمهمات الاستماع الطريقة الآتية:

- ناقش أي صور وثبّت السياق.
- اقرأ العناوين مع التلاميذ وناقشها.
- اشرح المهمة، وأعطِ أمثلة إذا كان ذلك مناسباً.
- شغّل التسجيل؛ يستمع التلاميذ ويتابعون.
- شغّل التسجيل مرة ثانية؛ يستمع التلاميذ وينفذون المهمة.
- احصل على الإجابات، وأظهر اهتماماً بفهم التلاميذ للنص.
- أكد الإجابات. شغّل التسجيل مرة أخرى لتأكيد الإجابات إذا كان ذلك ضرورياً، أو لتبديد أي شكوك.
- استخدم المعلومات للدمج أو النقل.

قصص قصيرة مدعومة بالرسوم

تشكّل القصص فرصة للتلاميذ للاستماع إلى عينة مطوّلة من اللغة في سياق مألوف، إن محتويات القصص موضّحة من خلال الاستخدام الواسع للرسوم. والقصص هي سمة دائمة من سمات المقرر، ويمكن

Note: It is not essential that all the pupils understand what to do immediately when an instruction is given. What happens next is equally important; for example, sometimes the pupils will understand by watching the actions of others in the class, sometimes by the teacher checking individual pupils, pairs or groups.

Activities to develop the skill of listening

The course contains texts specifically dedicated to developing the listening skill. These are usually conversations or monologues, for example, descriptions of health and how they feel, daily routines, past events and states, future plans, actions, leisure activities, using the internet, going shopping, etc. Other listening texts are mainly used as models for speaking; however, these always involve the element of listening for understanding, too.

In general, the teacher should aim to make the pupils feel as comfortable as possible with listening to the audio material. Pupils should never come to a listening activity unprepared, as it is unrealistic and will cause unnecessary anxiety. As long as it does not interfere with the aims of the task, the teacher should tell the pupils how many people are speaking, and who and where they are, before playing the track. The illustrations should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker, prior knowledge of the situation).

A basic procedure for listening tasks is as follows:

- Discuss any pictures and establish the context.
- Read the rubric together and discuss.
- Explain the task, demonstrating if appropriate.
- Play the track; pupils listen and follow.
- Play the track a second time; pupils listen and do the task.
- Elicit answers, showing interest in the pupils' own understanding of the text.
- Confirm answers. Play the track again to confirm answers if necessary and/or resolve any uncertainties.
- Use the information for consolidation or transfer.

Short stories supported by illustrations

Stories are an opportunity for the pupils to hear an extended sample of language in a familiar context.

The content of the stories is clarified by the extensive use of illustration. The stories are a regular feature of the course and are something the pupils can look forward to. You are advised to listen to the story before the lesson. If you do not have access to the audio, you should practise telling it. In this way, you will, if you choose, be able to tell the story in a convincing way and with appropriate stress, intonation and pronunciation.

A basic procedure for exploiting the stories is as follows:

- Use the lesson notes to set the scene before starting to look at the story and discuss associated ideas.
- Talk about the pictures briefly and give pupils time to guess what is happening; use this opportunity to present some of the key vocabulary.
- Play (or if necessary read) the story, using gesture and mime for clarification. Get pupils to point to the relevant pictures as they listen.
- Discuss the story to check understanding, using English or Arabic as appropriate.
- Replay the story and stop at appropriate points to let pupils get involved by using mime and contributing to any repetitive elements in the narrative or the dialogue.

Note: The lesson notes have detailed notes on how to introduce and exploit individual stories.

Speaking

There is a wide range of speaking activities in *6th Primary*. It includes:

- Songs and rhymes
- Question and answer exchanges
- Short conversations
- Talking about pictures
- Talking about topics
- Conducting simple surveys

Detailed teaching notes are provided in each lesson with advice on how to proceed. General procedures are provided in the following paragraphs. These should be adapted according to the individual lesson.

Sounds, words and phrases

The focus on sounds, words and phrases is designed to build up a solid foundation of pronunciation. At this age, pupils still have a natural gift for imitating sound and it is important to exploit this ability.

ملاحظة: تتضمن ملاحظات الدرس أموراً مفصلة عن كيفية تقديم الأغنيات المفردة والتمرّن عليها.

تبادل طرح الأسئلة والإجابة عنها

هناك كثير من الأنشطة المخصصة لأزواج من التلاميذ لها صلة بـ «الحياة الواقعية» في مقرر الصف السادس الابتدائي، كالتحدث مثلاً، عن الأصدقاء، والعائلة، والروتين، والمناسبات، والعطل أو ما يفعلونه في المنزل، أو في عطلة نهاية الأسبوع. ويجري التمرّن عليها في تبادل الأسئلة والإجابات والأحاديث المقتضية. ومفتاح هذه الأنشطة هو التحضير الجيد. وعندما تطلب إلى التلاميذ العمل أزواجاً، يجب أن يكون في إمكانهم القيام بمحاولة جيدة. وفرصة التمرّن بصورة مستقلة عن المعلم لا توفر فقط مزيداً من الوقت لإنتاج اللغة، بل تجعل التلاميذ يكتسبون الثقة بقدرتهم على التكلم.

من الطرائق الأساسية لتبادل طرح الأسئلة والإجابة عنها الطريقة الآتية:

- انطلب إلى التلاميذ لفظ كلمات وعبارات وجمل التحفيز من مواد التلميذ.
- التمرّن باتباع النموذج السمعي.
- تقسيم الصف مجموعتين؛ التمرّن على المبادلة؛ التشجيع على الاستعاضة بالمواد البصرية، حيث يكون ذلك ملائماً.
- التدريب في مجموعات ثنائية مفتوحة.
- التدريب في مجموعات ثنائية.

الملاحظة ١١: عندما يعمل التلاميذ في أزواج، لا يمود في الإمكان مراقبة الصف كله. لذلك، يمكن عوضاً عن ذلك، التجول في الصف والاستماع إلى بعض الأزواج لتقييم التقدم. تقبل حقيقة أنهم سيرتكبون الأخطاء. وإذا شعرت بأن الصف يواجه صعوبة كبيرة جداً فأوقف النشاط، وارجع إلى التمرّن الجماعي، أو إلى التمرّن الثنائي المفتوح. الملاحظة ١٢: إن التمرّن أزواجاً يستغرق وقتاً قصيراً، يكفي كي ينفذ التلاميذ خلاله التبادل. فإذا سمحت لهذا التمرّن بأن يطول أكثر مما يجب، فقد يتملل التلاميذ، ويسببون السلوك.

الأحاديث المقتضية

هناك عدد من الأحاديث في مقرر الصف السادس الابتدائي. إن الأحاديث تضع اللغة في محيط واقعي، وتمكن التلاميذ من رؤية أنفسهم فيه.

من الطرائق الأساسية لاستخدام الأحاديث، الطريقة الآتية:

- ناقش ما يحدث في الصور.
- شغل القرص المدمج السمعي، بينما يتابع التلاميذ الصور.
- اطرح بضعة أسئلة تحقق لتمييز الفهم.

وعلى الرغم من أن للمعلمين دوراً كبيراً يؤديه في تعليم اللفظ، فإن التلاميذ في حاجة إلى مقدار كبير من التعرّض الإضافي للأصوات، والكلمات، والعبارات المسجلة.

من الطرائق الأساسية لنشاطي «استمع، انظر، وقل» و «استمع واقرأ»، الطريقة الآتية:

- اطلب إلى التلاميذ النظر إلى الكلمات أو العبارات.
- شغل القرص المدمج السمعي فيما يشير التلاميذ إلى الصور، أو يقرأون مع التسجيل، أو يقومون بالأمرين معاً.
- شغل القرص المدمج السمعي فيما يتابع التلاميذ وينفذون المهمة.

ملاحظة: عندما تقدّم مفردات أساسية جديدة في الصف السادس الابتدائي، يُعطى التلاميذ الفرصة لسماع لفظ الكلمات على القرص المدمج السمعي، يلي ذلك فرصة للتلاميذ كي يكرروا ويتمرّنوا. من بعدها، تستطيع، حيثما تجد ذلك ضرورياً، أن تجري تمرّناً إضافياً للفظ الفردي واللفظ الجماعي. لاحظ أن التكرار يمكن أن يساعد التلاميذ في تمرّنه على التنغيم، إيقاع اللغة، اللهجة، ويساعدهم على تخزين المعلومات في الذاكرة واسترجاعها. ومع ذلك كن حذراً لكي يكون تكرار تمرين اللفظ الجماعي دقيقاً وفي سياق النص، والأسيكون مملاً وبلا فائدة.

أغنيات وقصائد مقفاة

مع الأغنيات والقصائد المقفاة، يجب أن يكون التركيز في الاستمتاع مع تشديد على الإيقاع والقافية، في إمكانك أن تختار إعادة استخدام الأغنيات نفسها لقطع سياق الدرس، أو تخفيف سرعته، إذا كان التلاميذ متميّنين، أو يشعرون بالحر، أو جائعين، إلخ.

من الطرائق الأساسية للأغنيات والقصائد المقفاة، الطريقة الآتية:

- ناقش أي صور موجودة على الصفحة، واستخدمها لتقدّم شيئاً من اللغة الجديدة.
- شغل القرص المدمج السمعي، ودع التلاميذ يقوموا بمهمة بسيطة، كأن يقلّدوا ملك، أو يشيروا إلى صور مناسبة في الكتاب.
- شغل القرص المدمج السمعي للاستماع إلى الأغنية بكاملها، أو إلى القصيدة المقفاة، وشجّع التلاميذ على المشاركة حيثما يستطيعون. ركّز خصوصاً في الكلمات والعبارات المكرّرة. يمكن للمشاركة أن تكون أيضاً من خلال مراقبة الإيقاع بضرب الأقدام على الأرض، وتحريك الرؤوس والأيدي مع الإيقاع.
- اطلب إلى التلاميذ أن ينشدوا الأغنية، أو يردّدوا القصيدة المقفاة في دروس مختلفة: أحياناً مع التسجيل على القرص المدمج السمعي، وأحياناً أخرى مع المعلم.

Although the teacher has a big part to play in teaching pronunciation, the pupils need a good deal of additional exposure to recorded sounds, words and phrases.

A basic procedure for 'Listen, look and say' and 'Listen and read' is as follows:

- Ask pupils to look at the words or phrases.
- Play the audio while the pupils point to the pictures and/or read along.
- Play the audio while the pupils follow and do the task.

Note: When new key vocabulary is introduced in 6th Primary, pupils are given the opportunity to hear the words pronounced on the audio. This is followed by an opportunity for pupils to repeat and practise. Where necessary, you can follow this up, with further choral and individual pronunciation practice. Note that 'repetition' can help children practise intonation, rhythm of language, accent, and help with memory storage and retrieval. However, be careful when using choral repetition and drilling. Inaccurate modelling and drilling out of context is meaningless and it is boring.

Songs and rhymes

With songs and rhymes, the focus should be on enjoyment, with an emphasis on rhythm and rhyme. You can choose to recycle songs to break up a lesson, to add pace, to give pupils a change of emphasis if they are tired, hot, hungry, etc.

A basic procedure for songs and rhymes is as follows:

- Discuss any pictures on the page, using them to present some of the new language.
- Play the audio and get the pupils to do a simple task, for example, mime with the teacher or point to appropriate pictures in the book.
- Play the whole song or rhyme and encourage the pupils to join in where they can – focus particularly on repeated words and phrases. Joining in can also be tapping out the rhythm or moving their heads/hands to the beat.
- Get the pupils to sing the song, or say the rhyme in different lessons, sometimes with the audio track and sometimes with the teacher.

Note: The lesson notes have detailed notes on how to introduce and practise individual songs.

Question and answer exchanges

There are plenty of 'real life' pairwork activities in 6th Primary, such as talking about friends and family, routines and times, holidays or what you do at home or at the weekend. These are practised in question and answer exchanges and short conversations. The key to these activities is good preparation. When you ask the pupils to work in pairs, they should be able to make a good attempt. The opportunity to practise independently of the teacher not only provides more time for producing the language, but also lets the pupils develop confidence in their speaking ability.

A basic procedure for question and answer exchanges is as follows:

- Elicit pronunciation of the prompt words, phrases and sentences from the pupils' material.
- Practise following the model given by the audio.
- Divide the class into two groups; practise the exchange, prompting substitution with visuals, as appropriate.
- Practise in open-class pairs.
- Practise in pairs.

Note 1: When the pupils are working in pairs, it is not possible to monitor the whole class. Instead, you can go round listening to a few pairs to assess progress. Accept that they will make mistakes. If you feel the class is having too much difficulty, stop the activity and go back to group practice or open-pair practice.

Note 2: Pair practice should take a short time, just long enough for the pupils to carry out the exchange. If you let it go on for too long, the pupils may become restless and misbehave.

Short conversations

There are a number of conversations in 6th Primary. Conversations put the language in a realistic setting with which the pupils can identify.

A basic procedure for exploiting conversations is as follows:

- Discuss what is happening in the pictures.
- Play the audio while the pupils follow the pictures.
- Ask several check questions to consolidate understanding.

Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...?

Can I borrow a pen? Can we listen again, please? Can you help me with this?

وتذكر أن تُعني هذه العبارات مع تقدّم العام الدراسي، بالإضافة للغة الجديدة.

إذا زَيْن التلاميذ هذه الإشارات، ثم عُرِضت على الجدران، يمكن استخدامها كمحفّزات في الصف، حتى يبدأوا باستخدامها بشكل طبيعي لتففيذ ما يجب تفذيده في الصف. لكن من غير الواقعي أن تُعول عليهم أن يتكلموا الإنجليزية طوال الوقت، وخصوصاً إذا احتاجوا إلى العربية للعمل معاً بنجاح، من أجل إتمام نشاط مركّز في الإنجليزية. وسيحتاج التلاميذ أيضاً إلى استخدام العربية عندما يريدون القول إنهم متزعجون، أو متوعكون، أو قلقون من شيء ما... إلخ.

مشاريع الملصقات

ستجدون مثل هذه المشاريع في كتاب التلميذ. هناك أربعة مشاريع في الصف السادس الابتدائي، في الوحدات ٢، ٦، ٧. هذه المشاريع مصمّمة لجعل التلاميذ يتعاونون في العمل في مجموعات، ويستخدمون النماذج المرفقة لتحفيز قدراتهم على الابتكار. والمشاريع يجب أن تكون مسلية؛ مثالياً، سيمثل التلاميذ في مجموعات صغيرة ويستخدمون أوراقاً كبيرة أو بطاقات وأقلام تلوين، وقد يستخدمون الصمغ والمتصص، لكي يضعوا ملصقات ملونة ومشرفة. قد ترغب في السماح لهم بالاشتغال على مشروعهم لأكثر من درس واحد. والمشاريع هي طريقة جيدة لتغيير نمط الدروس، وترك التلاميذ يسيطرون على ما ينتجون. وما إن ينتهي العمل في الملصقات، حتى يستمتعوا بالتفرّج على ملصقات المجموعات الأخرى. والطلب إلى الجميع أن يقرروا أي الملصقات هو الأفضل سيكون درساً جيداً لهم في الموضوعية عوضاً عن اختيار عمل مجموعتهم.

سوف يحتاج التلاميذ إلى مناقشة ما ينبغي أن يكتبوه ويرسموه. لذلك سوف يحتاجون إلى استخدام العربية في بعض الأحيان. ولكن يجب أن تشجّعهم على استخدام الإنجليزية قدر الإمكان، وذلك من خلال تعليمهم بعض العبارات المفيدة، مثل

Let's do our project exercise. / I think we should do the project about being safe in the car. / Can you do the drawings? / I can write the captions. / Let's write the captions together. / We can draw ...

القراءة

تتطور مهمات القراءة في الصف السادس الابتدائي، من تمييز الكلمات المفردة والعبارات القصيرة إلى الاستيعاب الشامل للتوصيفات

• شغل القرص المدمج السمعي، في قطع مناسبة كي يتمكن التلاميذ من التكرار.

• اختر بعض التلاميذ لاستعراض الحديث.

• مثل الحديث بأزواج من التلاميذ.

• قد ترغب في المتابعة من خلال طلب متطوعين لتمثيل الحديث أمام الصف.

التحدّث عن الصور

يجب أن يستغل المعلمون كل فرصة للاستفادة من اهتمام التلاميذ بموضوع، مستخدمين هذه الطريقة. يجب أن يُشجّع التلاميذ على التحدّث عن المادة بالإنجليزية قدر الإمكان، حتى ولو لم تتوهر أسئلة مباشرة في الملاحظات التعليمية، وينبغي أن يُشجّعوا على التكلّم عن الصور بأي طريقة يستطيعونها. وهذا قد يشتمل على إجابات تتألف من كلمة واحدة، وعلى سوء لفظ، وحتى على بعض المناقشات بالعربية. ووظيفة المعلم هي أن يقبل الجهود التي يبذلها التلاميذ، وأن يعيد الصياغة أو التركيب، حيث يكون ذلك ملائماً. وعليك، بالإضافة إلى هذا الأمر، توفير المحفّزات الضرورية لاجتذاب انتباه أفراد الصف.

التحدّث عن موضوعات الوحدات

سيكون لدى التلاميذ عموماً أشياء كثيرة يريدون قولها عن الموضوعات الجديدة، لكنهم لا يملكون من اللغة ما يكفي للتعبير عن أفكارهم. لذلك، ستكون فكرة جيدة إذا سمحت لهم باستخدام شيء من العربية، إذا احتاجوا، عندما تقدّم موضوعاً جديداً. شجّعهم، خلال مناقشة من هذا النوع، على استخدام الإنجليزية حيث أمكن، وأعطهم كلمات يرغبون في معرفتها.

فرص إضافية للتكلّم

هناك كثير من الفرص للتكلّم في غرفة الصف. عليك، مثلاً، أن تشجّع التلاميذ على استخدام الإنجليزية في أنشطة العمل الجماعي، أو عمل الأزواج، وفي أثناء اللعب بالألعاب. استخدم أكبر قدر ممكن من الإنجليزية خلال التحضير لنشاط، ويجب أن تكون كثير من التعليقات الضرورية مألوفاً للتلاميذ، من الصفوف السابقة، وتستطيع أن تبني على ذلك. ولن تتحسن قدرة التلاميذ على الاستماع فقط، بل سيبدأون أيضاً باستخدام هذه الكلمات بأنفسهم. وإذا كان الشرح بالإنجليزية كثير التعقيد، فاعرض عليهم كيف يفعلون شيئاً كمثل، واللجوء إلى العربية إذا كان ذلك ضرورياً حقاً.

إذا كانت دروس اللغة الإنجليزية تجري دائماً في غرفة الصف ذاتها، فمن الجيد أن تعرض على الجدران لغة الصف التي تُستخدم تكراراً. في إمكانك أن تكتب إشارات مع عبارات مفيدة عندما يتعلمها الصف، عبارات مثل:

- Play the audio in suitable chunks for the pupils to repeat.
- Choose pupils to demonstrate the conversation.
- Role-play the conversation in pairs.
- You might like to follow up by asking for volunteers to act out the conversation in front of the class.

Talking about pictures

Teachers should take every opportunity to capitalize on pupils' interest in a topic in this way. Pupils should be encouraged to talk about the material in English as much as possible, even if direct questions are not supplied in the teaching notes. Pupils should be encouraged to talk about the pictures in any way they can. This might involve one-word answers, mispronunciation and even some discussion in Arabic. The job of the teacher is to accept the effort made by pupils and to remodel where appropriate. In addition, you should provide the necessary prompts to engage the attention of the class.

Talking about the unit topics

The pupils will generally have a lot of things they want to say about new topics, but perhaps not enough English with which to express their ideas. When introducing a new topic, it is therefore a good idea to let the pupils use some Arabic if they need to. During such a discussion, encourage them to use English where possible and give them words they would like to know.

Further opportunities for speaking

There are many opportunities for speaking in the classroom. For example, you should prompt the pupils to use English in group work and pairwork activities and when playing games. Use as much English as possible when setting up an activity; many of the necessary instructions should be familiar to the pupils from previous grades and you can build on these. Pupils will not only improve in their ability to listen, but also start to use these words themselves. If explaining in English is too complicated, show the pupils how to do something by example, only resorting to Arabic if it is really necessary.

If English lessons always take place in the same classroom, it is a good idea to display frequently used classroom language on the wall. You can write signs with useful phrases as the class learns them, such as:

Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...? Can I borrow a pen? Can we listen again, please? Can you help me with this? etc. Remember to add to these as the school year progresses and new language comes up.

If these signs are decorated by the pupils and then displayed on the walls, they can be used as prompts in class, until the pupils begin to use them naturally to carry out classroom business. However, it is unrealistic to expect pupils to speak English all the time, especially if they need Arabic to work together successfully to complete an English-focused activity. Pupils will also need to use Arabic when they need to say they are upset, not feeling well, worried about something, etc.

Poster projects

You will see these in the *Pupil's Book* with the label 'P for Project!' There are four main projects in 6th Primary in Units 2, 3, 6 and 7. These projects are designed to let pupils work collaboratively in groups and use the models provided as a stimulus for their own creativity. Projects should be fun! Ideally, pupils will work in small groups and have large sheets of paper or card and crayons, and perhaps glue and scissors, so that they can make their posters bright and colourful. You might like to let pupils carry their project work over more than one lesson. Projects are a good way of changing lesson routine and letting pupils take control of what they produce. Once the posters are done, pupils will enjoy looking at other groups' posters. Getting pupils to decide which posters are the best is a good lesson in being objective and not just choosing their own group's work.

Pupils will need to discuss and agree what to write and draw and they will need to use Arabic for some of this. However, you might encourage them to use English as much as possible by teaching some useful phrases, e.g., *Let's do our project exercise. / I think we should do the project about being safe in the car. / Can you do the drawings? / I can write the captions. / Let's write the captions together. / We can draw ...*

Reading

Reading tasks in 6th Primary progress from recognition of single words and short phrases to global comprehension of short descriptions, sets of

ثم للاستماع إلى العناصر الجديدة وتكرارها. توفر ملاحظات المدرس للمعلمين أفكاراً وتوجيهات حول أفضل السبل لإدخال العناصر الجديدة والتدرب عليها.

يواصل التلاميذ في هذا الصف البناء على المفردات واللغة التي تعلموها في الصفوف السابقة. وهذا في أغلب الأوقات يعني أن التلاميذ يصادفون كلمات وعبارات ولغة مألوقة في أوضاع وحالات مختلفة.

كلمات تُستخدم تكراراً

الكلمات التي تُستخدم تكراراً هي كلمات غير قياسية لفظياً في أغلب الأحيان، لذلك، لا مكان لها في مخطط صوتي. وهذه الكلمات من الصعب تمثيلها بصرياً في أغلب الأحيان، لأنها كلمات نحوية وليست أسماء (مثلاً، *only, enough, many, usually*). يصادف التلاميذ خلال درس المقرر هذا النوع من الكلمات في القصص، وكجزء من البنى واللغة الوظيفية التي يستخدمونها. ويتعلم التلاميذ في الوحدات ١-٣ و ٥-٧ تهجئة كلمات شائعة كثيراً وغيرها من الكلمات المستهدفة غير المنتظمة صوتياً، مستخدمين استراتيجية «انظر، قل، خط، اكتب، تحقق»، كما يتعلمون أربع كلمات في كل وحدة. ويتضمن الدرس ١ من الوحدة الآتية اختباراً للتهجئة. ويتضمن الدرس ٧ من كل وحدة في كتاب الأنشطة تمارين للتهجئة، وهناك صفحة لاختبار التهجئة، في نهاية الصفحة ١٠٨.

وفي طريقة القراءة المدعومة بالقرص المدمج السمعي، يستمع التلاميذ إلى كلمات وعبارات وجمل ونصوص، وهم يتابعونها على كتبهم. وهذا يساعدهم على إقامة رابط بين الأصوات والتهجئة، ويمرّز تمييز الكلمات المفردة. وتركز أنشطة *Listen and look and say* في الدرجة الأولى على الصور، أي إن التلاميذ يستمعون إلى القرص المدمج السمعي، ويشيرون إلى الصورة المناسبة. وفي ما بعد، سيكون متوقفاً منهم الاستماع، وقراءة كلمات مفردة، وعبارات ونصوص قصيرة.

التعليمات

التعليمات محدودة العدد والمفردات. وسيكون التلاميذ على ألفة مع معظم التعليمات، من الصفوف السابقة، ويجب أن يكونوا قادرين على قراءة تعليمات كل تمرين بسرعة.

القراءة ما بعد مستوى الجملة

يستخدم مقرر الصف السادس الابتدائي طرق متعددة لمساعدة التلاميذ على ردم الهوة بين المرحلة الأولى لتمييز الكلمات والجمل وبين العملية

القصيرة، ومجموعات التعليمات، والأحاديث والقصص المصوّرة. وتتضمن نصوص القراءة:

- كلمات، عبارات، جُملاً
- تعليمات
- حوارات وأحاديث
- توصيفات قصيرة
- قصصاً قصيرة مع بصريات مؤسمة

هناك زيادة في عدد الكلمات على صفحات مواد التلاميذ مقارنة بالمستويات السابقة. ولا ينبغي أن تتوقع من التلاميذ قراءة كل هذا الكتاب، وخصوصاً كلمات الأغنيات أو كلمات واردة في القصص. لكن مع تقدّم السنة الدراسية، يجب أن تكون قدرتهم على القراءة بمفردهم تتطور بمساعدة الإيضاحات.

ملاحظة: من الطبيعي في هذه السن أن تبرز القدرة على اكتساب مهارات القراءة والكتابة إن في اللغة ١ (اللغة الأم) أو في اللغة ٢ (اللغة الأجنبية). يجب أن تأخذ ذلك في الحسبان عندما تُقيم التقدم في القراءة.

كلمات، عبارات، وجمل

هناك ثلاث طرق رئيسية للقراءة معتمدة في مقرر الصف السادس الابتدائي، وهذه الطرق هي:

- تمييز الكلمات الكاملة وكلمات تُستخدم تكراراً
- الطريقة الصوتية
- القراءة المدعومة سمياً

يستفيد التلاميذ من استراتيجيات القراءة التي بدأوا تعلمها واستخدامها في السنوات السابقة، كي ينقذوا أنشطة القراءة. والطريقة الصوتية، حيث يتعلمون أصوات الأحرف، تمكنهم من محاولة معرفة كلمات غير مألوقة. كما أنها تساعد على اللفظ والتهجئة. إن التلاميذ يطورون فهمهم لملاقة الصوت/التهجئة منذ الصف الأول الابتدائي، لكن هناك كثيراً من الكلمات غير المنتظمة لفظياً، ويحتاج التلاميذ إلى تعلمها كوحدات كاملة. مستخدمين ذاكرتهم البصرية.

يجب أن يكون التلاميذ قد ألفوا الكلمات والعبارات وبنية اللغة الجديدة وتركيبها شقوباً وسمعياً، قبل أن يُطلب إليهم قراءتها. والتمرن على التمييز لا ينبغي أن ينحصر في الكلمات، إذ يمكن للتمييز أن يُطبّق أيضاً على العبارات القصيرة والجمل. سوف يتبع التلاميذ في الصف السادس الابتدائي نمطاً معيناً عند إدخال المفردات الجديدة، وعبارات الاسم/الفاعل، واستخدام اللغة. يجري إدخال عناصر جديدة من سياق الموضوع، وعادة ما تكون مصحوبة بصور أو بمشاهد مصورة تغطي المعنى وتدعمه. ويُمنح التلاميذ وقتاً لـ «إعطاء معنى» لعناصر جديدة،

instructions, conversations and picture stories. Reading texts include:

- words, phrases and sentences
- instructions
- dialogues and conversations
- short descriptions
- short stories with extensive visuals

There is an increase in the number of words on the pages of the pupils' material, compared with previous levels. Pupils should not be expected to read all this text, particularly the lyrics of songs or words in the stories. However, as the year progresses, they should be developing their ability to read independently with the help of illustrations.

Note: At this age, it is natural that there is a broad spread of ability in literacy skills, both in L1 (mother tongue) and L2 (foreign language). You should make allowances for this when assessing progress in reading.

Words, phrases and sentences

There are three main approaches to reading adopted in *6th Primary*. These are:

- whole-word recognition and high-frequency words
- a phonic approach
- audio-assisted reading

Pupils make use of the reading strategies that they started to learn and use in earlier years to carry out reading activities. The phonic approach, by which pupils have learnt the sounds of letters enables pupils to sound out unfamiliar words. It also assists pronunciation and spelling. Pupils have been developing their understanding of the sound/spelling relationship since *1st Primary*. However, many words are not phonetically regular and pupils need to learn these words as whole units, using their visual memory.

Pupils should already be familiar with the words, phrases and new languages structures aurally and orally before they are asked to read them. Recognition practice need not be restricted to words; it should also be applied to short phrases and sentences. *6th Primary* follows a set pattern when introducing new vocabulary, noun/verb phrases and language. New items are introduced in context and are generally accompanied by images or illustrated scenes that give and support

meaning. Pupils are given time to 'give meaning' to new items, then to listen to and repeat the new items. Lesson notes provide teachers with ideas and guidance on how best to introduce and practise new items. *6th Primary* continues to build on and recycle vocabulary and language that pupils have learnt in previous grades. This will often mean that pupils meet familiar words, phrases and language in different settings and situations.

High-frequency words

High-frequency words are often phonetically irregular and therefore do not fit into a phonic scheme. They are often difficult to represent visually since they tend to be grammatical words rather than nouns (for example, *only, enough, many, usually*). During the course, pupils meet such words in stories, but also as part of the functional language and structures they are using. In Units 1–3 and 5–7, pupils learn to spell common high-frequency words and other phonetically irregular target words using the 'Look, say, cover, write, check' strategy. Pupils learn four words in each unit. Lesson 1 of the following unit includes a spelling test. The spelling practice grids are in Lesson 7 of each unit in the *Activity Book* and there is a spelling test page at the end of the book on page 108.

The audio-assisted reading approach involves the pupils listening to words, phrases, sentences and texts while following in their books. This helps them make a connection between sounds and spelling and reinforces recognition of individual words. The *Listen, look and say* activities focus mainly on pictures, i.e., the pupils listen to the audio and point to the appropriate picture. Later, the pupils will be expected to listen and read the individual words, phrases and short texts.

Instructions

The rubrics (instructions) are limited in both number and vocabulary. Pupils will already be familiar with many of the instructions from previous grades and should quite quickly be able to read the instruction for each exercise.

Reading beyond the sentence level

6th Primary uses a variety of approaches to help the pupils bridge the gap between the first stage of word and sentence recognition and the more complex

- استخدام الرسوم لدعم المعنى؛
- استخدام السياق لدعم المعنى؛
- استخدام التصميم والترقيم لدعم المعنى؛
- تخطي كلمات غير مهمة للاستيعاب.

القراءة بصوت عالٍ

- من المفيد أن يكون هناك تركيز محدد للقراءة بصوت عالٍ. ومن المهم للقراءة بصوت عالٍ عند هذا المستوى، أن تستفيد من نص مألوف، فتعمل كمحفز على لغة باتت محفوظة عن ظهر قلب، والأهتيردد التلاميذ، ولن يستفيدوا إلا قليلاً من القراءة. فللقراءة الناجحة بصوت عالٍ الفوائد الآتية:
- تُعزز علاقات الصوت/التهجئة.
- تجعل التلاميذ يأنفون التعبير عن أنفسهم على مستوى الجملة وأعلى من الجملة.
- يمكن تنفيذ هذه القراءة في مجموعات أو أزواج.
- يمكن تنفيذ هذه القراءة بغاعلية (وانجحاق يقود إلى نجاح).

ملاحظة: لا تتضمن إجراءات الدروس إلا قليلاً من التركيز المحدد في القراءة بصوت عالٍ. ويتعين على المعلم أن يضمّن دروسه مثل هذا النشاط عندما يكون تضمينه مؤاتياً للصف، ويمكن لمثل هذا النشاط أن يكون مفيداً، كأن يحدث تغييراً في الأنشطة، وخصوصاً لجعل التلاميذ يعملون في مجموعات أو أزواج، فيحررون المعلم، كي يركز اهتمامه في تلاميذ فرادى.

الكتابة

يجب أن يكون التلاميذ الآن قادرين على التعامل مع آليات الكتابة تعاملًا جيداً في الحدّ المعقول، ولكن الكتابة مهارة تتطور، وسوف يستمر التلاميذ في تطوير التنسيق على امتداد سنوات طويلة لتثبيت أسلوبهم الخاص في الكتابة كبالغين. ومن المهم جداً أن يواصل المعلمون التركيز في جعل التلاميذ يشكلون حروفهم وكلماتهم بطريقة صحيحة. فإذا لم يطور التلاميذ أسلوب خط واثقاً وصحيحاً في وقت مبكر، فسوف يجدون صعوبة فيما بعد عندما يحتاجون إلى الكتابة بسرعة وبطريقة آتية.

كان التشديد، في الصفوف الابتدائية المبكرة، على تشكيل الأحرف عوضاً عن التفاوت في الموضع والارتفاع. ويجب، في الصفوف اللاحقة، وبمجرد أن يتقن التلاميذ التشكيل، إيلاء المزيد من الاهتمام لموضع الأحرف وللأحرف التي تكتب تحت السطر وفوق السطر. وللتلاميذ الآن سطور مفردة فقط للكتابة عليها، ما يعني أن هناك دعماً بصرياً أقل لتوجيههم عندما يشكلون الأحرف والكلمات. ومن المهم أن تراقب كتابة التلاميذ بدقة وانتظام للتأكد من:

- الأكثر تعقيداً، ألا وهي عملية قراءة نص، وهذه الطرق هي:
- القراءة المدعومة من قرص مدمج سمعي
- قراءة نص مألوف أو محفوظ عن ظهر قلب
- القراءة بصوت عالٍ

سبق لنا أن بحثنا في القراءة المدعومة بالقرص المدمج السمعي. لكن، على مستوى النص، يحاول التلاميذ أن يفهموا مجموعات من الجمل في الوقت نفسه الذي يطورون فيه تمييز الكلمات والاستراتيجيات الصوتية. لذلك، فإن القرص المدمج السمعي هو المصدر الرئيس للاستيعاب. فالتلاميذ يستمعون إلى النص ويتابعونه في أثناء قراءته. ويستفيدون من الاستماع والقراءة بالطرائق الآتية:

- تعزيز علاقات الصوت/التهجئة
- تنويع أنماط طبقة الصوت عبر الجمل
- إجراء تجربة ناجحة على مستوى النص

قراءة نصوص مألوفة أو محفوظة غيبياً

يتحقق حفظ النص غيبياً بطريقتين رئيسيتين اثنتين:

- الحفظ غيبياً لغاية ما، لإجراء محادثة مثلاً
- الحفظ غيبياً بصورة عرضية، كحفظ أقسام من الأغنيات والقصائد المقفاة، والنص الذي يتكرر في القصص

في الحالة الأولى، يعمل نص القراءة كمحفز مفيد لإكمال التمرين بنجاح. ومن المفيد أن تشدد على التلاميذ، وتبين كيف يمكن أن تساعد القراءة على إكمال مهمة تكلم بنجاح. وفي الحالة الثانية، يساعد التكلم على القراءة. مثلاً، ما إن تصبح الأغنية مألوفة مع الوقت، حتى يصبح في إمكان التلاميذ المشاركة فيها بسهولة. وعندما يُطلب إليهم العودة إلى قراءة نص الأغنية، فإن الألفة تشجع على القراءة الناجحة.

تحقيق النجاح في القراءة هو مفتاح مزيد من التقدم. ملاحظة: يجب أن يبدأ التلاميذ، في هذه المرحلة، باستخدام الكلمات المطلوبة للأغنية أو القصيدة المقفاة كمنصر مساعد مهم للذاكرة. لكن هذا الأمر يجب أن يجري عندما تصبح الأغنية مألوفة، لتجنب التردد في القراءة، أو لتحاكي الأداء السيئ. وتتضمن الأغنيات والقصائد المقفاة بعض الكلمات غير المستهدفة. عليك التفاوضي عن ذلك عندما تطلب إلى التلاميذ قراءة أبيات من الأغنيات والقصائد المقفاة. وفضلاً عن استخدام استراتيجيات «أسفل - أعلى»، كالمطريقة الصوتية، وتمييز الكلمات الكاملة، يستخدم القراء الفاعلون أيضاً استراتيجية «أعلى - أسفل». وتوفر القصص فرصاً ممتازة للتلاميذ كي يستخدموا استراتيجية القراءة «أعلى-أسفل»، مثل:

process of reading a text. They are:

- audio-assisted reading
- reading familiar or memorized text
- reading aloud

We have already looked at audio-assisted reading. At the text level, however, the pupils are trying to understand groups of sentences, at the same time as they develop word recognition and phonic strategies. The audio is, therefore, the main source of comprehension. The pupils listen and follow the text as it is read. The pupils benefit from the listening and reading in the following ways:

- consolidation of sound/spelling relationships
- intonation patterns across sentences
- an experience of success at text level

Reading familiar or memorized text

Memorizing of text takes place in two main ways:

- memorization for a purpose, for example, to perform a conversation
- incidental memorization, such as parts of the songs and rhymes, and the repetitive text in the stories

In the first case, the reading text acts as a useful prompt for successfully completing the exercise. It is useful to emphasize to the pupils how reading can help them to successfully complete a speaking task. In the second case, speaking helps the reading. As, for example, a song becomes familiar over time, the pupils can join in easily. When they are asked to go back and read the text of the song, the familiarity encourages successful reading.

Achieving success in reading is one of the keys to further progress.

Note: At this stage pupils should begin to use the printed words of a song or rhyme as an important aid to memory. However, this should only be done when the song is familiar, to avoid hesitant and poorly performed reading. The songs and rhymes contain some non-target words. You should make allowances for this when getting the pupils to read verses from the songs and rhymes.

As well as 'bottom-up' strategies, such as phonics and whole-word recognition, effective readers also use 'top-down' strategies. Stories provide an excellent opportunity for pupils to use top-down reading strategies, such as:

- using illustrations to support meaning;
- using context to support meaning;
- using layout and punctuation to support meaning;
- skipping words that are not vital for comprehension.

Reading aloud

It is useful to have a specific focus for reading aloud. It is important that reading aloud at this level makes use of familiar text, and so acts as a prompt for language that has already been memorized. If not, the pupils will be hesitant and get little value from the reading. Successful reading aloud has the following benefits:

- It reinforces sound/spelling relationships.
- It gets the pupils used to expressing themselves at the sentence level and above.
- It can best be carried out in groups and pairs.
- It can be carried out effectively (and success leads to success).

Note: The lesson procedures have little specific focus on reading aloud. It is up to the teacher to include this activity when it suits their particular class. It can be useful as a change of activity, particularly to get the pupils working in groups or pairs, and frees the teacher to focus on individual pupils.

Writing

Pupils should by now be able to deal with the mechanics of writing reasonably well. However, writing is an evolving skill and pupils will continue to develop coordination over many years to eventually establish their own 'adult' style of writing. It is still very important that teachers continue to focus on getting pupils to form and position their letters and words correctly. If pupils do not develop confident and accurate penmanship early on, they will struggle later when they need to write quickly and automatically.

In the early primary levels, the emphasis was on letter formation rather than position and height differentials. In subsequent grades, and once pupils have mastered formation, increasing attention should be given to the position of the letters and the ascenders and descenders. Pupils now only have single lines to write on and so there is less visual support to guide them when they form the letters and words. It is important that you monitor pupils' writing carefully and regularly to make sure that they are:

- (أ) أنهم لا ينسون كيف يشكّلون الأحرف تشكيلاً صحيحاً؛
 (ب) أنهم لا يضعون الأحرف في مواضع غير صحيحة على السطور.
 مثلاً، وضع حرف p الصغير على السطر مثل حرف P الكبير؛
 (ج) أنهم لا ينسون ترك مساحات كافية بين السطور.
 وفضلاً عن ذلك، يطلب إلى التلاميذ في الصف السادس التفكير في
 علامات الترقيم. ويكتفون بإضافة فواصل ونقاط توقف كاملة إلى نهاية
 معظم الجمل التي يكتبونها، واستخدام الحروف الكبيرة بشكل مناسب.
 كذلك يطلب إليهم النظر في استخدام فواصل الدمج (, isn't, doesn't,
 can't، إلخ)، والإشارة إلى حرف الملكية (s- possessive).

كتابة الأنشطة

تؤدي الكتابة دوراً مهماً في كتاب الأنشطة. فالأنشطة هي طريقة
 كي يتمرّن التلاميذ فيها على الكتابة باسترخاء وتأنّ في آن واحد.
 وسيظلّ المعلم قادراً على مراقبة تشكيل الأحرف، لكن التلاميذ يجب
 أن يشعروا بضغط أقلّ كي يحرصوا على الكتابة بطريقة «صحيحة»،
 وسيكون في إمكانهم التركيز في استخدام الكتابة كوسيلة للتواصل.

من المهم إعطاء التلاميذ وقتاً كافياً للاستعداد كي يتمكنوا من إكمال
 المهمات (كل بحسب مستوى أدائه). وسيختلف مقدار الاستعداد
 بحسب النشاط والتلميذ. ومن الطرائق الأساسية لكتابة الأنشطة
 الطريقة الآتية:

- اقرأ عنوان النشاط معاً كصفت، وتأكد من فهم التلاميذ ما عليهم أن
 يفعلوه. استعرض أمامهم ذلك حيثما أمكن.
- تناول النشاط كله شقوياً، وتأكد من أن في إمكان التلاميذ قراءة كل
 الكلمات فيه.
- أعط التلاميذ الوقت الكافي حيثما كان ذلك مؤاتياً، كي يناقشوا
 إجاباتهم في أزواج قبل الكتابة، ثم اطلب إلى الجميع إعطاء
 إجاباتهم.
- دع التلاميذ يعملوا وحدهم لإكمال المهمة.
- اطلب إلى كل من التلاميذ مقارنة عمله بمعمل شريكه.
- أعطهم تغذية راجعة على اللوح، إذا كان ذلك ضرورياً أو مؤاتياً.

كتابة فقرة صغيرة باتباع نموذج

في الصف السادس، يُطلب إلى التلاميذ أن يكتب كل منهم بأسلوبه
 الشخصي أربعة أنشطة باتباع النماذج المعطاة. ترد هذه الأنشطة في
 الوحدات ١، ٣، ٦، ٧ من كتاب الأنشطة.

- a) not forgetting how to form the letters correctly;
- b) not placing the letters incorrectly on the lines.
For example, a lowercase 'p' standing on the line like a capital P; and
- c) leaving sufficient space between words. Additionally, in *6th Primary*, pupils are asked to think about punctuation. They are asked to add commas and full stops to the end of most sentences they write, and to use capital letters appropriately. They also look at the use of the apostrophe in contracted forms (*isn't, doesn't, can't, etc.*) and in indicating possession (the possessive *-s*).

Activity writing

Writing plays an important part in the tasks in the *Activity Book*. The activities are a way for the pupils to practise writing in a relaxed but purposeful way. The teacher can still monitor letter formation, but pupils should feel less pressure to write 'correctly' and be able to focus on using writing as a means of communication.

It is essential to give the pupils appropriate preparation so that they can complete the tasks (each at their own level of performance). The amount of preparation will vary, depending on the activity and the pupils. A basic procedure for activity writing is as follows:

- Read the activity rubric together as a class and make sure pupils understand what they have to do. Demonstrate where possible.
- Go through the activity orally, making sure the pupils can read all the words in the activity.
- Where appropriate, give the pupils time to discuss their answers in pairs before writing; then elicit answers as a class.
- Have the pupils work on their own to complete the task.
- Tell the pupils to compare their work with a partner.
- Feedback on the board, if necessary/as appropriate.

Writing a short paragraph following a model

In *6th Primary*, pupils are asked to complete four free-writing tasks based on given models. These are found in the *Activity Book* in Units 1, 3, 6 and 7.

Aims

Language

Unit 1

- Identify and learn about new characters
- Learn names for family relationships
- Ask about family members
- Learn names and ask about jobs and places of work
- Practise sentences with *be* and *have*
- Use 3rd person present simple
- Use prepositions *in/on/at*
- Review daily routines, times of day, and *wh-* questions
- Review common collocations (*go home, start at*)
- Say what you want to be and why
- Read and understand information produced graphically
- Read, listen to and extract information from texts
- Write a paragraph about your family following a model
- Read about a teacher's job and routine
- Learn to spell four high-frequency words (*aunt, uncle, easy, interesting*)

- How many [cousins/brothers] do you have?
- I have two cousins/brothers ...
- How old is ...? He/She is ...
- What's your dad's/mum's job? He's/She's a(n) ...
- Where does [an engineer] work? He works in/on/at ...
- When I grow up, I want to ...
- I want to be a(n)/ ... because I like/I want to ...

Unit 2

- Learn words to describe what things are made of (materials)
- Review singular and plural nouns and verb agreement
- Look at order of adjectives before the noun
- Learn the names of shops and decide where to go to buy what you want
- Practise asking for something in a shop
- Use *this/that* and *these/those*
- Write advertisements for shop windows
- Learn and select adjectives to describe things
- Recognize common homophones (*to, two, too*)
- Use *comes from/made from*
- Write questions with *is/are* and *do/does*
- Read a blog about a hospital doctor
- Review present simple (routines) and present continuous (current actions)
- Use *and/but* to add and contrast information
- Do a project – following a model to design a backpack
- Learn to spell four high-frequency words (*only, enough, many, usually*)

- What's/What are the ... made of? It's/They're made of ...
- It's/They're too ... expensive/small ...
- Contrast *this/that, these/those*: This is pretty. That is prettier. These are too short. Those are longer.
- A plant comes from a seed. A pot is made from clay.
- Describing objects: It is ..., It has ..., It's made from ...
- I like tea and I like coffee. / I like tea, but I don't like coffee.

Unit 3

- Learn vocabulary for parts of the body and feeling unwell
- Talk about how you feel
- Read and give advice for common health problems (*you should/shouldn't*)
- Read an email from a friend and give advice
- Look at reflexive pronouns
- Learn vocabulary for and practise a conversation about using the internet
- Write a paragraph following a model about how to write an email
- Read about having fun and staying safe online
- Look at rules and advice (*must/mustn't, should/shouldn't*)
- Write an email to a friend following a model
- Do a project – following a model about healthy habits
- Read about a family choosing a new laptop
- Order and retell a story
- Learn to spell four high-frequency words (*knee, thumb, stomach, cough*)

- How are you today? / How are you feeling?
- I don't feel well. / I feel hot and I have a headache. / I feel sick. / I'm fine. / I'm very well.
- You don't look well. What's the matter? I have a stomach ache. You shouldn't eat so much cake. / I have a headache.
- You should go to bed. / You should take some medicine. / You shouldn't wear thick clothes.
- I hurt myself. / She cut herself.
- You should be nice to people online. / You must keep your password safe. / You mustn't meet a person that you only know online.

Unit 4

- Do a class challenge
- Review language from Units 1–3
- Review prepositions with places of work
- Review describing objects
- Review asking and answering questions
- Write short paragraphs about topics in Units 1–3

- Revision of Units 1–3

Aims

Language

Unit 5

- Contrast past, present and future
- Read and ask questions about inventions
- Learn how to make a 'string telephone'
- Practice saying words ending in *-tion*
- Correct common spelling mistakes
- Read and talk about changes in our world
- Learn verbs for talking about change
- Use *will/won't* to talk about predictions
- Practise using the comparative form of adjectives and look at spelling rules
- Read about and check statements about the solar system
- Read about space travel and match captions with extra information
- Use prepositions *in, on, from, to* with time periods
- Distinguish between words with the same pronunciation (e.g., *sun, son*)
- Listen to and say a rhyme
- Learn to spell four comparative adjectives (*easy, easier, heavy, heavier*)

- When I was younger my mum dressed me. / Now I dress myself. / In the future, I will buy my own clothes.
- In the future, I think / don't think that ...
- Our lives are getting better. / Computers are getting more intelligent. / Buildings are getting safer.
- I think there will be ... / There won't be ...
- When's your birthday? It's in April. / It's on 7th April. / It's on Monday.

Unit 6

- Learn verbs and noun phrases for cooking/food preparation processes, and common cooking utensils
- Read a recipe – the ingredients and the instructions; decide on the order of instructions and learn abbreviations for quantity
- Look at everyday household tasks and describe a kitchen scene
- Categorize pictures into 'good' and 'bad' road safety behaviour
- Give instructions using the imperative form of the verb
- Read about accidents at home and write safety rules
- Learn the names of dangerous things in the home
- Read a magazine article 'Stay safe on your bike' and give safety rules
- Look at spelling rules and practise using the comparative/superlative forms of adjectives
- Use *because* to add a reason to a sentence
- Write notes to a brother or sister following a model
- Do a project – follow a model and make a poster about staying safe at home
- Learn to spell four high-frequency words (*should, shouldn't, must, mustn't*)
- Play a 'safety' game

- Can we make a pizza? We need some bread, tomatoes ...
- Yesterday, my mum baked a cake.
- I'm going to slice the onions. / I'm going to grate the cheese.
- You must be careful when you slice the onions.
- Spread the butter on the sandwich.
- Put on your seatbelt. / Cross the road on the zebra crossing.
- Keep knives/medicines/cleaning materials/electrical devices away from children.
- Don't play with matches.
- Wear a helmet when riding your bike.
- Check your brakes before you ride your bike.

Unit 7

- Look at plans and a 'To do' list for a party
- Use *going to* for future plans (already agreed)
- Use the present continuous for future arrangements (time and place known)
- Read and answer an email
- Complete a conversation about shopping for a party
- Write about a present you are going to buy following a model
- Review shops in a mall and prepositions of place
- Make a story
- Use adjectives in the correct order to describe wrapping paper
- Say what people are doing now and talking about
- Correct mistakes in present continuous sentences
- Read about Mother's Day
- Read, follow instructions and write some special day messages in a card
- Do a project – follow a model and make a poster about a 'special day' card
- Learn to spell four words for materials (*woollen, wooden, leather, metal*)
- Read, order sentences and retell a story

- Do the shopping / clean the house / do the cooking / buy presents / wrap presents / put up decorations / make a card
- Let's write a shopping list.
- He's wrapping up presents. / She's in the kitchen baking a cake. / They're making a card. / He's putting up decorations. / They're blowing up balloons.

Unit 8

- Do a class challenge
- Review language from Units 5–7
- Listen, read and answer questions about Teacher's Day
- Write a description of a picture following a model
- Read an email to grandparents and complete sentences
- Practise a spelling game conversation and play a spelling game
- Listen to and sing a song *When I grow up*

- Revision of Units 5–7

الأهداف

الاستماع

- يستمع ويتعلم أسماء العلاقات العائلية.
- يستمع ويتعلم أسماء الوظائف.
- يستمع ليطابق بين الوظائف وأماكن العمل.
- يستمع ليتابع أسباب اختيار الوظيفة.
- يستمع ليتحقق من معلومات عن عائلتين.
- يستمع إلى قصة التكلم عن الوظائف.

التكلم

- يسأل ويجيب عن أفراد العائلة (كم عمر / كم ...؟)
- يتعلم أسماء الوظائف.
- يسأل ويجيب عن وظائف أفراد العائلة.
- يسأل ويجيب عن الروتين اليومي لعائلة وسام.
- يسأل ويجيب عن أسئلة حول أماكن العمل.
- يتكلم عن الوظائف وأماكن العمل.
- يقول ماذا يريد أن يصبح عندما يكبر.
- يعبر عن آراء حول صور الوظائف.

القراءة

- يقرأ عن علاقات العائلة والوظائف وأماكن العمل.
- يقرأ عن روتين أفراد العائلة.
- يقرأ ويحدد وظائف.
- يقرأ ويستخرج معلومات عن عائلتين.
- يقرأ قصة عن الوظائف.

الكتابة

- يكتب أسماء أفراد العائلة.
- يكتب أسماء الوظائف.
- يكمل جملاً عن أماكن العمل.
- يجيب عن أسئلة حول العائلة.
- يكتب أسئلة عن عائلة وسام.
- يكتب جملاً عن عائلتين.
- يكتب جملاً عن عائلته متبهماً نموذجاً.
- يتعلم لفظ كلمات (عمّة، خال، سهل، مثير للإعجاب).
- يحدد ست كلمات لـ «كلماتي الجديدة» من الوحدة الأولى للتدكر والقول.

Aims

Listening

- Listen to and learn names for family relationships.
- Listen to and learn names of jobs.
- Listen to match jobs and places of work.
- Listen to follow reasons for job choices.
- Listen to check information about two families.
- Listen to a story about jobs.

Speaking

- Ask and answer questions about family members (*How old ...? How many ...?*).
- Practise saying names of jobs.
- Ask and answer questions about family members' jobs.
- Ask and answer about Wisam's family's daily routines.
- Ask and answer questions about places of work.
- Talk about jobs and places of work.
- Say what you want to be (*I want to be a(n) ... + because ...*).
- Express opinions about job pictures.

Reading

- Read about family relationships, jobs and places of work.
- Read about family members' routines.
- Read and identify jobs.
- Read and extract information about two families.
- Read a story about jobs.

Writing

- Write the names of family members.
- Write the names of jobs.
- Complete sentences about places of work.
- Answer questions about a family.
- Write questions about Wisam's family.
- Write sentences about two families.
- Write a paragraph about your family following a model.
- Learn to spell four words (*aunt, uncle, easy, interesting*).
- Select six new words for 'My new words' from Unit 1 to remember and spell.

اللغة وقائمة الكلمات

اللغة

كم عدد (أولاد العم، الإخوة)؟ لديك / لدي اثنان من أولاد العم / الإخوة.
كم عمره/ها؟ هي/هو ...
ما هو عمل والدك/والدتك؟ هي/هو ...
أين يعمل (المهندس)؟ هو يعمل في / على / عند
عندما أكبر، أريد أن ...
أريد أن أصبح ... لأنتي أحب / أريد أن ...

قائمة الكلمات

علاقات العائلة

الأم/ماما/أم، الأب/بابا/أب، الجد/جد، الجدة/جدة، الأخ، الأخت،
ابن/بنت العم، الخال، العم، العممة/عمة، التوأم

الأعمال

مهندس، مبرمج تكنولوجيا المعلومات، مزارع، معلم، ربة منزل، عامل في
متجر، ممرضة، سائق حافلة، نادل، طبيب، شرطي، طيار، مصرفي، طاه،
حارس حديقة حيوانات، ضابط، بقال، صياد سمك، فنان

أماكن العمل

مكتب، موقع بناء، مطعم، طرق، مستشفى، مصنع نسيج، منزل، مزرعة

صفات

سهل، صعب، ممتع، ممل، خطير، آمن

Language and Word list

Language

How many [cousins/brothers] do you have? I have two cousins/brothers.

How old is ...? He/She is ...

What's your dad's/mum's job? He's/She's a(n) ...

Where does [an engineer] work? He works in/on/at ...

When I grow up, I want to ...

I want to be a(n)/ ... because I like/I want to ...

Word list

Family relationships

mother/mum/mummy, father/dad/daddy, grandfather/grandpa, grandmother/
grandma, brother, sister, cousin, uncle, aunt/auntie, twin

Jobs

engineer, IT programmer, farmer, teacher, housewife, shop assistant, nurse,
bus driver, waiter, doctor, policeman, pilot, banker, cook, zoo keeper, officer,
grocer, fisherman, artist

Places of work

office, building site, restaurant, roads, hospital, oil refinery, home, farm

Adjectives

easy, hard, interesting, boring, dangerous, safe

الوحدة ١
الدرس ١

- اطلب إلى متطوعين قراءة الكلمات في المربع، أو بدلاً من ذلك، ردّد كل كلمة، واطلب إلى التلاميذ الإشارة إلى الكلمات عندما تردّها.
- قل لهم إنهم سيستمعون إلى وسام يتحدث عن عائلته، اطلب إليهم أن يسيروا إلى الناس، ويردّدوا كل كلمة.

٦٥ المقطع ٢. استمع، أشر وقل

- Ammar: *Hello, I'm Wisam's little brother.
My name is Ammar and I'm 6.*
- Grandmother: *I'm Wisam's grandmother.*
- Basim: *Hello, I'm Wisam's cousin. My name is Basim.*
- Uncle: *I'm Wisam's uncle. I have two children, Basim and Hiba.*
- Dania: *My name is Dania. I'm Wisam's sister.
I'm older than Wisam – I'm 13.*
- Grandfather: *I am Wisam's grandfather.*

- شغل المقطع ٢ مرة أخرى، واسمح للتلاميذ كتابة الكلمات في الفراغات تحت الصور.
- دقّق الإجابات بذكر عدد (عشوائياً) والحصول على إجابات التلاميذ. تحقّق إن كان بإمكان التلاميذ أن يخبروك اسم شقيق وسام واسم شقيقته (دانية وعمار) واسمي ابني عمّه (باسم وهبة).

الإجابات:

- 2 grandmother, 3 grandfather, 7 uncle, 9 sister,
11 brother, 13 cousin

المرحلة ٢ اقرأ عن عائلة وسام

- دع التلاميذ يعملوا أفراداً.
- اطرح بعض الأسئلة عن عائلة وسام، وكلما طرحت سؤالاً، اطلب إلى التلاميذ النظر في صندوق 'Let's check' أسفل الصفحة، ومتابعة السؤال الذي طرحتّه.

المرحلة ٣ أسأل وأجب

- افتح كتاب التلميذ على الصفحة ٧ وارفعه. سلهم (She's 12) *How old is Basim's sister?* اطلب إليهم الإشارة إلى الفقرة التي تتضمّن المعلومة في النص. (... they are the same age as I am.)
- سلهم *How many cousins does Basim have?* واطلب إليهم العثور على الفقرة التي تتضمّن الجواب في النص.

الأهداف: تحديد شخصيات جديدة

يتعلم أسماء العلاقات العائلية

يسأل ويجيب عن أفراد العائلة

كم عمر / كم ... هل لديك / هل لديه؟

المواد: كتاب التلميذ (الصفحتان ٦ و ٧)

كتاب الأنشطة (الصفحتان ٤ و ٥)

المقطع ٢

ملاحظة: المقطع ١ هو معلومات عن نشر المقرر وموسيقى الافتتاح.

تهيئة

- أخبر التلاميذ أنهم سيبدأون بالتعلّم في كتاب جديد *English for Iraq 6th Primary*. ناقش معهم النقاط الآتية:
- اكتشف ما يعرفه التلاميذ من كلمات إنجليزية للحديث عن أفراد العائلة.
- تحدّث معهم عن العائلات الكبيرة والعائلات الصغيرة، حيث يوجد الكثير من العمّات والأعمام وأبناء العم، وسوى ذلك.
- دعهم يقولوا لك ما يحلو لهم حول تعلم اللغة الإنجليزية.
- دعهم يقولوا لك أين يرون الإنجليزية، وأين يسمعونها.
- قدّم الدرس. استخدم اللغة المناسبة لإبلاغ التلاميذ بما سيفعلونه في الدرس. أوضح أنهم في هذا الدرس:
- سوف يلتقون بشخصيات جديدة.
- سوف يتمرّفون إلى العلاقات العائلية.

المرحلة ١ استمع، انظر، وقل

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٦. سلهم ماذا يرون (شجرة العائلة). لا يعرف التلاميذ هذه الكلمة، ولكن يمكنك إثبات أن العلاقات العائلية هي مثل فروع شجرة.
- أشر إلى الرسم المسمى 'Me'، وأخبر التلاميذ أن اسم هذا الصبي هو وسام. اكتب اسمه على اللوح.
- امنح التلاميذ الوقت كي ينظروا إلى شجرة العائلة، ويقرأوا الكلمات هناك، وفي المربع الأخضر أعلى الصفحة.

Unit 1 Lesson 1

Aims: To identify new characters
To learn names for family relationships
To ask/answer about family members
How old/How many ... do you/does he have?

Materials: *Pupil's Book* pages 6–7
Activity Book pages 4–5
Track 2

Note: Track 1 is the course publication information and the opening music.

Warm up

- Tell pupils they are going to start a new book – *English for Iraq 6th Primary*. Discuss some of the following points with them:
 - Elicit words that pupils know to talk about family members.
 - Talk about big and small families – lots of aunts, uncles, cousins, etc.
 - Get them to tell you what they like about learning English.
 - Ask them when and where they hear and speak English.
- Introduce the lesson. Use appropriate language to tell pupils what they will do in the lesson. Explain that in this lesson the pupils will:
 - meet some new characters
 - find out about family relationships.

Stage 1 Listen, point and say

- Ask pupils to open the *Pupil's Book* on page 6. Ask what they can see (family tree). Pupils don't know this word, but you can demonstrate how the relationships are like the branches of a tree.
- Point to the illustration labelled *Me* and tell pupils that this boy's name is Wisam – write his name on the board.
- Give pupils time to look at the family tree and read the words there and in the green box at the top of the page.

- Ask for volunteers to read out the words in the box. Alternatively, say each word and ask pupils to point as you say.
- Tell the class they are going to listen to Wisam talking about his family. Pause the recording after each speaker so that students can point to the people and say each family word.

Track 2. Listen, point and say

Ammar: Hello, I'm Wisam's little brother.
My name is Ammar and I'm 6.
Grandmother: I'm Wisam's grandmother.
Basim: Hello, I'm Wisam's cousin. My name is Basim.
Uncle: I'm Wisam's uncle. I have two children, Basim and Hiba.
Dania: My name is Dania. I'm Wisam's sister. I'm older than Wisam – I'm 13.
Grandfather: I am Wisam's grandfather.

- Play Track 2 again and let pupils write the words in the gaps under the pictures.
- Check the answers by saying a number (at random) and getting pupil responses. See if pupils can tell you the names of Wisam's sister and brother (Dania and Ammar) and his two cousins (Basim and Hiba).

Answers

2 grandmother, 3 grandfather, 7 uncle, 9 sister, 11 brother, 13 cousin

Stage 2 Read about Wisam's family

- Let pupils work individually.
- Ask a few questions about his family, and as you ask, get pupils to look at the 'Let's check' box at the bottom of the page and follow the questions you ask.

Stage 3 Ask and answer

- Hold up a *Pupil's Book* on page 7 and ask the class *How old is Basim's sister?* (She's 12). Ask pupils to point to the part of the text where they found this information (... they are the same age as I am).
- Ask pupils *How many cousins does Basim have?* and find the part of the text where the answer is.

بخصوص الصيغة: أهي مفرد أم جمع؟ وما دامت رؤيتك ثابتة، يمكنك استخدام صيغة المفرد أو صيغة الجمع بحسب رؤيتك للاسم: فأنت تستخدم المفرد إذا كنت ترى الأسرة كمجموعة من الناس؛ وتستخدم صيغة الجمع إذا كنت ترى الأسرة تتكون من الأفراد.

أمثلة:

- My family lives in Baghdad. / My family live in Baghdad.
 - Her family is on holiday. (تري الأسرة كمجموعة واحدة هنا)
 - The family are on holiday. (تري الأسرة كأفراد هنا)
- الأسماء الجماعية الشائعة الأخرى:
team, group, staff, company, audience

- قبل أن تقوم بتعيين نشاط الواجبات المنزلية، دع التلاميذ ينظروا إلى صندوق 'Look' أعلى الصفحة ٥ من كتاب الأنشطة. دعهم يذكروا ماذا يسمون الأم والأب في المنزل باللغة العربية. ذلك أن هناك كلمات فصحي وكلمات محكية.
- اقرأ الكلمات في صندوق 'Look' مع التلاميذ كمجموعة.
- حدّد النشاط C واجباً منزلياً. تأكد من أن التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ العنوان (مع التلاميذ جميعاً أو معهم فرادى). ذكّرهم بالنظر إلى الصفحة ٦ في كتاب التلميذ، إذا كانوا بحاجة إلى مساعدة مع كلمات العائلة.
- ملاحظة: لنشاط الكتابة على الصفحة ٥، قد ترغب في جمع كتب التلاميذ أول الدرس التالي، لتتحقق من صحة تركيب التلاميذ للحروف، وكتابة جمل بحروف كبيرة، والتنقيط (هنا علامات الوقف فقط).

اختتم

المرحلة ٧

- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، والتي استمتعوا بها أقل. اطلب إلى متطوعين إخبارك بكلمات جديدة تعلموها.
- اختتم الدرس بالطريقة المعتادة قائلين وداعاً، واطلب إلى التلاميذ وضع أغراضهم وأغراض الصف الأخرى بعيداً.

- دع التلاميذ يعملوا أزواجاً ويشرحوا أسئلة عن عائلة وسام. يمكنهم النظر إلى صندوق 'Let's check' على الصفحة ٧ من كتاب التلميذ للحصول على دعم.
- راقب وادعم بحسب الضرورة.

المرحلة ٤ AB أكمل صفحة: This book belongs to

- افتح كتاب الأنشطة على الصفحة ٢: This book belongs to (الصفحة ٢). امنح التلاميذ وقتاً لكتابة أسمائهم وأعمارهم. قد ترغب في كتابة اسم المدرسة على اللوح.

المرحلة ٥ AB طابق الأسماء العائلية

- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ٤، والنظر إلى النشاط A. يفترض أن يعرفوا كيف ينجزون هذا النشاط من الصفوف السابقة. اقرأ العنوان (مع التلاميذ جميعاً أو معهم فرادى). لخصّ ما عليهم القيام به.

الإجابات:

- 1 mother / father, 2 aunt / uncle, 3 cousin / cousin,
4 grandfather / grandmother, 5 brother / sister

- دع التلاميذ يعملوا أفراداً، ثمّ يتحققوا من إجاباتهم أزواجاً. تحقّق من الإجابات عن طريق قول كلمة عن علاقة عائلية، والسماح لتلاميذ الصف بقول كلمة مطابقة، أو اختر تلاميذ واثقين بأنفسهم لأداء دورك.
- اطلب إلى التلاميذ إنجاز النشاط B. كما هو مبين أعلاه، دعهم يعملوا أفراداً لتنفيذ هذا النشاط، ثمّ يتحققوا من إجاباتهم أزواجاً.

الإجابات:

- السطر العلوي من اليسار إلى اليمين: grandfather, grandmother
السطر الأوسط من اليسار إلى اليمين: father, mother, uncle, aunt
السطر السفلي من اليسار إلى اليمين: brother, sister, cousin, cousin

المرحلة ٦ AB واجب منزلي

- ملاحظة: بعض الكلمات يمكن أن تتخذ صيغة المفرد أو صيغة الجمع بحسب ما يراها المتكلم، وهي: العائلة، الفريق، المجموعة، الفئة، الخ. في الجملة ١ من النشاط C، وردت كلمة family مع صيغة المفرد (lives). ويمكن اعتبار العائلة كياناً واحداً، على الرغم من أنها تتكون من عدة أشخاص. هذا الوضع المزدوج غائباً ما يسبب التباساً

- Pupils work in pairs and practise asking questions about Wisam's family. They can look at the 'Let's check' box on page 7 of their *Pupil's Book* for support.
- Monitor and support as necessary.

Stage 4 AB Complete the 'This book belongs to' page

- Hold up the *Activity Book* at the 'This book belongs to' page (page 3). Give pupils time to write their names and ages. You will probably need to write the name of the school on the board.

Stage 5 AB Match family words

- Ask pupils to open the *Activity Book* on page 4 and look at activity A. Pupils will be familiar with how this type of activity works from earlier grades. Read the rubric (as a class or by asking for a volunteer). Recap on what they have to do.

Answers

1 mother / father, 2 aunt / uncle, 3 cousin / cousin,
4 grandfather / grandmother, 5 brother / sister

- Pupils work individually and then check their answers in pairs. Check the answers as a class by saying a relationship (family) word and getting pupils to say the matching word, or get confident pupils to take your role.
- Ask pupils to complete activity B. As above, get pupils to work individually to do the activity and then to check their answers in pairs.

Answers

Top line left to right: grandfather, grandmother
Middle line left to right: father, mother, uncle, aunt
Bottom line left to right: brother, sister, cousin, cousin

Stage 6 AB Homework

Note: Some words can take either a singular or plural verbal agreement depending on how the speaker sees the family/team/group/class, etc. In sentence 1 of activity C, the word *family* is given with a singular

agreement (lives). A family can be seen as a single entity even though it is made up of more than one person. This double status often causes confusion as to whether the verbal agreement is singular or plural. As long as you are consistent you can use either singular or plural agreement depending on how you see the noun: use the singular if you see the family as a group of people; use the plural if you see the family as made up of individuals.

Examples:

- *My family lives in Baghdad. / My family live in Baghdad.*
- *Her family is on holiday. (You see the family as a single group.) / The family are on holiday. (You see the family as individual members.)*

Other common collective nouns:

team, group, staff, company, audience

- Before you set the homework activity, get the class to look at the 'Look' box at the top of page 5 of the *Activity Book*. Elicit what they call their mother and father at home in Arabic – there are formal and informal words.
- Read the words in the 'Look' box together as a class.
- Set activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Remind pupils to look back at *Pupil's Book* page 6 if they need help with remembering the family words.

Note: For the writing activity on page 5, you might like to collect in the Pupil's Books at the beginning of the next lesson to check that they are continuing to form letters correctly and write sentences with capital letters and punctuation (just full stops here).

Stage 7 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least. Ask for volunteers to tell you any new words that they have learnt.
- Round off the lesson in the usual way by saying goodbye, asking pupils to put away their things and other classroom procedures.

استمع وطابق

المرحلة ١

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٨. انظر إلى أعلى النشاط، واطرح بعض الأسئلة العامة، مثلاً:
How many pictures are there? How many men/women can you see? How many pictures are inside/outside?
- اقرأ عنوان الدرس (Jobs)، وأخبر التلاميذ أن جميع الصور تُظهر وظائف مختلفة.
- شغل المقطع ٣، ودع التلاميذ يردّدوا كل وظيفة يسمعونها، ويشيروا إلى الصورة في الوقت نفسه.

١ المقطع ٣. انظر، واستمع، وقل

- 1 doctor
- 2 waiter
- 3 teacher
- 4 bus driver
- 5 engineer
- 6 shop assistant
- 7 farmer
- 8 nurse
- 9 IT programmer
- 10 housewife

- اطلب إلى التلاميذ أن ينظروا إلى أسماء الوظائف أسفل الصفحة ٨. قم بتشغيل المقطع ٣ مرة أخرى، ودع التلاميذ يستمعوا إليه ويشيروا إلى الكلمات التي يسمعونها.

اكتب الوظائف

المرحلة ٢

- دع التلاميذ يعملوا أفراداً، ثم يتحققوا من إجاباتهم أزواجاً. تحقق من الإجابات عن طريق ذكر رقم الصورة، والسماح لهم بقول اسم الوظيفة.
- اطلب إلى التلاميذ العمل أزواجاً، وإجراء نشاط مماثل: يقول الفرد الأول من كل زوج رقمًا، ويقول شريكه الوظيفة. ثم يجري تبادل الأدوار.
- في الوقت الذي يقوم فيه التلاميذ بكتابة أسماء الوظائف، راقب خط كل منهم، وتأكد من أنهم مستمرين في تشكيل حروفهم بشكل صحيح.

الإجابات:

- 1 doctor, 2 waiter, 3 teacher, 4 bus driver, 5 engineer, 6 shop assistant, 7 farmer, 8 nurse, 9 IT programmer, 10 housewife

إضافي / دعم

دع التلاميذ يعملوا أفراداً أو في مجموعات صغيرة، ويسأل بعضهم بعضاً عن عائلاتهم (إذا لزم الأمر للدعم) باستخدام الأسئلة في صندوق 'Let's check'، أسفل الصفحة ٧ من كتاب التلميذ.

الوحدة ١ الدرس ٢

الأهداف: يتعلم أكثر عن التخصصات الجديدة
يتعلم أسماء الوظائف
يسأل عن وظائف أفراد العائلة
يتعلم على جمل مع *have* و *be*

المواد: كتاب التلميذ (الصفحتان ٨ و ٩)
كتاب الأنشطة (الصفحتان ٦ و ٧)
المقاطع ٢-٥

ملاحظة الدرس:

- مبرمج تكنولوجيا المعلومات (IT programmer) هو وظيفة من الوظائف التي يتعلمها التلاميذ في الدرس ٢. (IT) هو اختصار لتكنولوجيا المعلومات (information technology). يقوم مبرمج تكنولوجيا المعلومات (أيضاً مبرمج الكمبيوتر) بكتابة برامج الكمبيوتر.

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد إن كان باستطاعتهم أن يخبروك عن الشهر أيضاً، وكتبه على اللوح.
- لا تكتب التاريخ الصحيح في الوقت الراهن، لأن التلاميذ لن يكونوا حتى الآن قد غطوا جميع الأرقام الترتيبية اللازمة.
- مارس لعبة مكبر الصوت: اشرح باستخدام يدك كمكبر صوت. سل التلاميذ أفراداً:

How many brothers/sisters do you have? Do you have an older/younger brother/sister? How many cousins do you have? How many aunts/uncles do you have? Where do your grandparents live? How many aunts do you have?

- دع التلاميذ يتمرّنوا في مجموعات صغيرة.
- تأكد من أن الجميع قد أنجزوا الواجب المنزلي (النشاط C، الصفحة ٥).

Additional/Support

Let pupils work in pairs or small groups and ask each other about their families (if necessary for support) using the questions in the 'Let's check' box at the bottom of page 7 of the *Pupil's Book*.

Unit 1 Lesson 2

Aims: To learn more about the new characters
To learn names of jobs
To ask about family members' jobs
To practise sentences with *be* and *have*

Materials: *Pupil's Book* pages 8–9
Activity Book pages 6–7
Tracks 3–5

Lesson note:

- An IT programmer is one of the jobs pupils learn in Lesson 2. IT is the common abbreviation for information technology. An IT programmer (also computer programmer) writes computer programs.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Do not do the exact date now because pupils have not yet covered all the necessary ordinal numbers.
- Play the microphone game: demonstrate by using your hand as a pretend microphone. Ask questions to individual pupils: *How many brothers/sisters do you have? Do you have an older/younger brother/sister? How many cousins do you have? How many aunts/uncles do you have? Where do your grandparents live? How many aunts do you have?*
- Let pupils practise in small groups.
- Check that everyone has done their homework (activity C, page 5).

Stage 1

- Ask pupils to open the *Pupil's Book* on page 8. Look at the top activity. Ask a few general questions, for example: *How many pictures are there? How many men/women can you see? How many pictures are inside/outside?*
- Read the title of the lesson (Jobs) and tell pupils that all the pictures show different jobs.
- Play Track 3 and get pupils to say each job they hear and point to the picture at the same time.

Track 3. Look, listen and say

- 1 doctor
- 2 waiter
- 3 teacher
- 4 bus driver
- 5 engineer
- 6 shop assistant
- 7 farmer
- 8 nurse
- 9 IT programmer
- 10 housewife

- Ask pupils to look at the job names at the bottom of page 8. Play Track 3 again and get pupils to point to the words they hear as they listen.

Stage 2

Write the jobs

- Pupils work individually and then check their answers in pairs. Check the answers as a class by saying the number of each picture and getting pupils to say the job name.
- Put pupils in pairs and let them practise doing the same – one pupil says a number and their partner says the job. Pupils swap over.
- While pupils are writing the job names, monitor their handwriting and make sure that they are continuing to form their letters correctly.

Answers

1 doctor, 2 waiter, 3 teacher, 4 bus driver, 5 engineer, 6 shop assistant, 7 farmer, 8 nurse, 9 IT programmer, 10 housewife

المرحلة ٤

استمع وقل

- اطلب إلى التلاميذ النظر إلى النشاط الثاني في الصفحة ٩. امنحهم بعض الوقت للنظر إلى رسوم مختلف الأولاد، وقراءة فقاعات التكمّل. سلّمهم: *What's the name of the boy on the left/ the girl on the right?* (لتذكيرهم بالشخصيات). أخبر التلاميذ أنهم سيستمعون إلى الأولاد، وهم يطرحون أسئلة من وظائف آبائهم. شغل المقطع ٥، ودع التلاميذ يستمعوا فقط. ثم شغل مرة أخرى، وتوقف بعد كل سؤال وجواب. ودع التلاميذ يكرّروا ما يسمعون.
- اطلب إلى أزواج من المتطوعين قراءة سؤال من الجانب الأيسر من الصفحة، وإجابة من الجانب الأيمن.
- قسّم التلاميذ أزواجاً، واسمح لهم بممارسة نشاط يسأل ويجيب. تأكد من أنهم يتبادلون الأدوار، حيث يمارسون الأسئلة والأجوبة على حد سواء.

المقطع ٥. استمع وقل

- Wisam: *What's your dad's job?*
Basim: *He's an engineer.*
Wisam: *What's your mum's job?*
Hiba: *She's a teacher.*

المرحلة ٥ AB

نهايات كلمات الوظائف

- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ٦. اطلب إليهم أن يحصوا الوظائف التي يرونها في النشاط A. اجعل هذا النشاط مُحدّد الوقت. أخبرهم أنهم يجب أن يرفعوا أيديهم بمجرد الانتهاء. حدّد وقتاً للنشاط، دعهم يعملوا أزواجاً، ويكتبوا النهايات التسع.
- عند الانتهاء، اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٨. واطرح الأسئلة الآتية:

How many endings did you get right? What's the ending of teacher? or How do you spell teacher?

الإجابات:

1 doctor, 2 waiter, 3 teacher, 4 bus driver, 5 engineer, 6 farmer, 7 IT programmer, 8 shop assistant, 9 nurse

واجب منزلي

المرحلة ٦ AB

- حدّد الصفحتين ٦ و ٧ من كتاب الأنشطة، النشاطين B و C واجباً منزلياً. تأكد من أن التلاميذ يفهمون ما عليهم أن يفعلوه. اقرأ عنوان النشاط B (مع التلاميذ جميعاً أو معهم فرادى). انظر إلى المهمة الأولى، في النشاط B. اطلب إلى متطوع أن يقرأها.

المرحلة ٣

- اطلب إلى التلاميذ النظر إلى الصفحة ٩ من كتاب التلميذ. امنحهم وقتاً للنظر في الرسوم قبل أن تشغل المقطع ٤. اقرأ العنوان معهم.
 - شغل المقطع ٤. توقف بعد كل "what's my job" لإعطاء التلاميذ الفرصة كي يعزروا الوظيفة.
 - اطلب إليهم أن يعملوا أزواجاً ويتأكدوا من إجاباتهم. تأكد إن كان الجميع موافقين، إذا لزم الأمر، شغل المقطع ٤ مرة أخرى، وتحقق من خلال طرح الأسئلة على التلاميذ:
- What number is the shop assistant/teacher/etc.?*

المقطع ٤. استمع ورقم الصور

- 1 *I drive children to school in my big yellow bus. What's my job? Yes, I'm a bus driver.*
- 2 *I work in a very busy restaurant in the centre of the city. I serve food to the customers. The restaurant is famous for biryani. What's my job? Yes, I'm a waiter.*
- 3 *I work at home. I cook and clean the house and look after my family. What's my job? Yes, that's right, I'm a housewife.*
- 4 *I work in a shop. The shop sells food and drink. What's my job? Yes, I'm a shop assistant.*
- 5 *I make programs for computers. I sit at a desk and there are lots of computer screens to look at. What's my job? Yes, I'm an IT programmer.*
- 6 *I make new roads and buildings. I wear a hard hat when I am working and a special orange jacket. What's my job? Yes, I'm an engineer.*
- 7 *I grow vegetables and I often drive a tractor. I love working outside. What's my job? Yes, I'm a farmer.*
- 8 *I work in a hospital. I look after people and make them well again. What's my job? Yes, I'm a doctor.*
- 9 *I help the doctors in the hospital where I work. I look after the patients and help them get well again. What's my job? Yes, I'm a nurse.*
- 10 *I work in a school. I'm teaching you now! What's my job? Yes, I'm a teacher.*

الإجابات:

1 bus driver, 2 waiter, 3 housewife, 4 shop assistant, 5 IT programmer, 6 engineer, 7 farmer, 8 doctor, 9 nurse, 10 teacher

Stage 3 Listen and number the pictures

- Ask pupils to look at page 9 of the *Pupil's Book*. Give them time to look at the illustrations before you play Track 4. Read the rubric together.
- Play Track 4. Pause after each "what's my job?" to give pupils a chance to guess the job.
- Ask pupils to check their answers in pairs. See if everyone agrees. If necessary, play Track 4 again. Class check by asking *What number is the shop assistant/teacher/etc.?*

Track 4. Listen and number the pictures

- 1 *I drive children to school in my big yellow bus. What's my job? Yes, I'm a bus driver.*
- 2 *I work in a very busy restaurant in the centre of the city. I serve food to the customers. The restaurant is famous for biryani. What's my job? Yes, I'm a waiter.*
- 3 *I work at home. I cook and clean the house and look after my family. What's my job? Yes, that's right, I'm a housewife.*
- 4 *I work in a shop. The shop sells food and drink. What's my job? Yes, I'm a shop assistant.*
- 5 *I make programs for computers. I sit at a desk and there are lots of computer screens to look at. What's my job? Yes, I'm an IT programmer.*
- 6 *I make new roads and buildings. I wear a hard hat when I am working and a special orange jacket. What's my job? Yes, I'm an engineer.*
- 7 *I grow vegetables and I often drive a tractor. I love working outside. What's my job? Yes, I'm a farmer.*
- 8 *I work in a hospital. I look after people and make them well again. What's my job? Yes, I'm a doctor.*
- 9 *I help the doctors in the hospital where I work. I look after the patients and help them get well again. What's my job? Yes, I'm a nurse.*
- 10 *I work in a school. I'm teaching you now! What's my job? Yes, I'm a teacher.*

Answers

1 bus driver, 2 waiter, 3 housewife, 4 shop assistant, 5 IT programmer, 6 engineer, 7 farmer, 8 doctor, 9 nurse, 10 teacher

Stage 4 Listen and say

- Ask pupils to look at the second activity on page 9. Allow a few moments for pupils to look at the illustrations of the children and read the speech bubbles. Ask *What's the name of the boy on the left/ the girl on the right?* (to remind pupils who the characters are). Tell pupils they are going to listen to the children asking about their parents' jobs. Play Track 5 and have pupils listen only. Then play it again, pausing after each question and answer for pupils to repeat.
- Ask volunteer pairs to read a question from the left side of the page and an answer from the right.
- Put pupils in pairs and let them practise asking and answering. Make sure pupils swap over so that they practise both the questions and the answers.

Track 5. Listen and say

- Wisam: *What's your dad's job?*
 Basim: *He's an engineer.*
 Wisam: *What's your mum's job?*
 Hiba: *She's a teacher.*

Stage 5 AB

Endings of job words

- Ask pupils to open the *Activity Book* on page 6. Ask them to tell you how many job words there are in activity A. Make this a timed activity. Tell pupils they should put up their hands as soon as they finish. Set a time limit. Let pupils work in pairs and write the nine endings.
- When they have finished, get pupils to open the *Pupil's Book* on page 8. Ask *How many endings did you get right? What's the ending of teacher? or How do you spell teacher?*

Answers

1 doctor, 2 waiter, 3 teacher, 4 bus driver, 5 engineer, 6 farmer, 7 IT programmer, 8 shop assistant, 9 nurse

Stage 6 AB

Homework

- Set *Activity Book*, pages 6 and 7, activities B and C for homework. Make sure pupils understand what they have to do. Read out the rubric for activity B (as a class or individually). Look at number 1 in activity B. Ask for a volunteer to read it out.

- لعبة الختام (Full House): لعبة ختام سريعة وممتعة، اختر وظيفة، وارسم خطوطاً قصيرة على اللوح، لتمثيل كل حرف من الكلمة. يتبادل التلاميذ الأوار ليحزروا الكلمة، عن طريق استدعاء الأحرف. اكتب الحرف على الخط إذا كان جزءاً من الكلمة. وإذا لم يكن، ارسم جزءاً من منزل بسيط على اللوح. استمر حتى يحزر التلاميذ الوظيفة، أو حتى يكتمل المنزل. إذا اكتمل المنزل، يفوز المعلم، وإذا لم يكتمل يفوز التلاميذ إذا أتيح لك وقت إضافي، كرر اللعبة مع وظائف أخرى.
- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر. والتي استمتعوا بها أقل.
- اختتم الدرس بالطريقة المعتادة: توضيب أغراض التلاميذ، نقول وداعاً، ومفادرة الصف، إلخ.

إضافي / دعم

دع التلاميذ يرسموا بطاقة لعبة مع تسعة مربعات. اطلب إليهم كتابة اسم زميل في كل مربع على بطاقتهم. نادر أسماء التلاميذ عشوائياً. وعندما يسمع التلميذ اسمه، يقف. يضع التلاميذ علامة عند الأسماء على بطاقتهم، كلما يستدعون. يفوز التلميذ الذي يضع علامات عند جميع الأسماء على بطاقته أولاً.

- كرر الطريقة نفسها مع الجملة الأولى في المهمة الثانية. احصل على أفكار للجمتين التاليتين باتباع النمط في المهمة الأولى. اشرح للتلاميذ أن عليهم أن ينجزوا البنود ٢-٤ كواجب منزلي.
- اطلب إليهم النظر إلى النشاط C. اقرأ العنوان، وأشر إليهم أن هناك خطأ واحداً في كل جملة. أخبرهم أنهم سيتحققون من إجاباتهم مع شريك (النشاط D).
- ذكّرهم بالنظر إلى الصفحتين ٧ و ٨ من كتاب التلميذ، إذا كانوا بحاجة إلى مساعدة مع الكلمات والهجاء.
- أخبرهم بأنهم سيتحققون من إجاباتهم في بداية الدرس التالي. ملاحظة: بخصوص هذين النشاطين المنزليين، قد ترغب في جمع كتب التلاميذ أول الدرس التالي، للتأكد من أن التلاميذ يستمرون في تركيب الجمل بشكل صحيح.

ملاحظة تعليمية

أهمية مراقبة الكتابة اليدوية

تحتاج إلى جمع الواجبات المنزلية بصورة منتظمة، للتأكد من أن تلاميذك ينجزون المهمات بنجاح، ومن أن كتاباتهم (تركيب الحروف، والمسافة بين الكلمات، وعلامات الترقيم، إلخ) تفتد بشكل جيد. لقد قضى التلاميذ خمس سنوات في تعلم التقنية الأساسية للكتابة، ومن المهم جداً أن يستمر التركيز في هذا الجانب. إن المهارات الآلية التلقائية الجيدة المكتسبة في السنوات الأولى مهمة للتقدم المستقبلي.

أهمية إعطاء التغذية الراجعة من الواجبات المنزلية

مع صفوف كبيرة، يصعب على المعلمين النظر في جميع الواجبات المنزلية، وإعطاء تغذية راجعة بشأنها. ومع ذلك، فإن إعطاء تغذية راجعة من واجباتهم المنزلية أمر مهم جداً، من ناحيتين: (أ) يفترض أن ينظر إليها التلاميذ على أنها أمر مهم أن ينجزوه، وأن يكون لها قيمة في نظرهم. (ب) يفترض أن يتلمس المعلمون من خلالها كيف يتقدم تلاميذهم، وإذا كانوا يجدون صعوبات.

التطبيق العملي من إعطاء التغذية الراجعة من الواجبات

المنزلية

اقترح: قسم الصف إلى «مجموعات الواجبات المنزلية». اجتمع مع كل مجموعة بصورة منتظمة، لمزيد من التغذية الراجعة. بهذه الطريقة يمكنك تغيير المجموعات لتتعامل مع أنواع معينة من المشكلات. مثلاً، يمكنك إلقاء نظرة على «مشكلات فهم المهمات» مع مجموعة من التلاميذ، «الكتابة والتنقيط»، والإملاء» مع مجموعة أخرى، «عدم إنجاز الواجبات المنزلية» مع مجموعة ثالثة، وهكذا.

- Repeat for the first sentence in number 2. Elicit ideas for the next two sentences following the pattern in number 1. Explain that pupils should complete numbers 2–4 for homework.
- Look at activity C. Read the rubric and then point out to pupils that there is one mistake in each sentence. Tell pupils that they will check their answers with a partner (activity D).
- Remind pupils to look back at *Pupil's Book* pages 7 and 8 if they need help with words and spellings.
- Tell pupils that they will check their answers at the beginning of the next lesson.

Note: For these two homework activities, you might like to collect in the Activity Books at the beginning of the next lesson to check that they are continuing to form sentences correctly.

Teaching note:

The importance of monitoring handwriting

You need to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully and that their writing (letter formation, space between words, punctuation, etc.) continues to be done well. Pupils have now spent five years learning the basic mechanics of writing; it is very important that emphasis continues to be placed on this aspect. Good automatic, mechanical skills learnt in early years are important for future progress.

The importance of giving feedback on homework

With large classes, it is difficult for teachers to look at and give feedback on all pupils' homework. However, feeding back to pupils on their homework is very important if homework is to be a) seen as important for pupils to complete and to have value in their eyes, and b) for teachers to see how their pupils are progressing and if they are having difficulties.

The practicalities of giving feedback on homework

Suggestion: divide your class into 'homework groups'. See each homework group on a regular basis for more individual feedback.

In this way, you can change groupings to deal with certain types of problems. For example, you can look at *task understanding problems* with some pupils, *writing/punctuation/spelling* with another group, *lack of homework* with another group and so on.

Stage 7

Rounding off

- Round off game *Full House* : As a quick, fun round-off activity, choose a job and on the board draw short lines to represent each letter of the word. Pupils take turns to guess the word by calling out letters. If the letter is part of the word, write it in. If it is not, draw part of a simple house on the board. Continue until pupils guess the job or until the house is complete. If you complete the house, then the teacher wins. If not, the pupils win! If there's time, repeat for other jobs.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way: routines for packing up, saying goodbye, leaving the classroom, etc.

Additional/Support

Get pupils to draw a game card with nine squares. Ask them to write the name of a classmate in each square on their card. Call out your pupils' names at random. When a pupil hears his/her name, he/she must stand up. Pupils mark the names on their game cards as they are called. The first pupil to mark all the names on his/her card wins.

إجابات النشاط C:

1 cousins, 2 a doctor, 3 have, 4 a brother and a sister, 5 brother's, 6 live, 7 older, 8 is

الوحدة ١
الدرس ٣

طابق الوظائف وأماكن العمل

المرحلة ١

• سل التلاميذ: *Do you remember what job Basim's father/mother does? (engineer, teacher)*

- سل التلاميذ *Where does a teacher work? He/She works in a school./In a school.* على إجابة تكون:
- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ١٠. انظر إلى العمود الأحمر إلى اليسار. شغل الجزء الأول من المقطع ٦. ثم اقرأ أسماء الوظائف في العمود الأحمر مع التلاميذ ككل. تأكد من أنهم يشيرون إلى كل كلمة، وهم يقرأونها.

🔊 المقطع ٦. الجزء الأول استمع وقل.

waiter
IT programmer
engineer
housewife
doctor/nurse
farmer
bus driver
builder

- انظر إلى العمود الأزرق. شغل الجزء الثاني من المقطع ٦. ثم اقرأ أسماء أماكن العمل في العمود الأزرق مع التلاميذ ككل. تأكد من أنهم يشيرون إلى كل كلمة، وهم يقرأونها.

🔊 المقطع ٦. الجزء الثاني استمع وقل.

office
building site
restaurant
roads
hospital
oil refinery
home
farm

- اشرح للتلاميذ أن عليهم أن يطابقوا أسماء الوظائف إلى اليسار مع أسماء أماكن العمل إلى اليمين. اطلب إليهم أن يعملوا أزواجًا، ويطابقوا بين الوظائف وأماكن العمل.
- شغل الجزء الثالث من المقطع ٦. ودع التلاميذ يتأكدوا من إجاباتهم.

الأهداف: يتعلم أكثر عن الشخصيات الجديدة
يتعلم عن أسماء أماكن العمل
يسأل عن وظائف أفراد العائلة وأماكن العمل
يراجع الروتين اليومي و present simple الحاضر البسيط
في حالة المخاطب المفرد، يأخذ الفعل المضارع -s
حروف الجر in/on/at مع أماكن العمل
المواد: كتاب التلميذ (الصفحتان ١٠ و ١١)
كتاب الأنشطة (الصفحتان ٨ و ٩)
المقاطع ٦ (الأجزاء ١ و ٢ و ٣) - ٩

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد إن كان باستطاعتهم أن يخبروك عن الشهر أيضًا، واطلبه على اللوح. لا تكتب التاريخ الصحيح في الوقت الراهن، لأن التلاميذ لن يكونوا حتى الآن قد غطوا جميع الأرقام الترتيبية اللازمة.

التأكد من الواجبات المنزلية

- اطلب إلى الجميع النظر إلى الصفحتين ٦ و ٧ من كتاب الأنشطة. قد ترغب في السماح لهم بالتحقق من إجاباتهم مع شريك قبل القيام بالاختبار كمجموعة. اطلب إلى متطوعين قراءة ما وضعوه لكلا النشاطين (B و C).
- شجع التلاميذ على إعادة الإجابة التي أخطأوا فيها.
- إذا كان لديك صف كبير، ضع خطة ونمط دوران لجمع الواجبات المنزلية على دفعات.

إجابات النشاط B:

- Is she a nurse? / No, she isn't a nurse. / She's an engineer. 2
- Are they teachers? (أو وظيفة أخرى) / No, they aren't teachers. / They're builders. 3
- Is he a farmer? (أو وظيفة أخرى) / No, he isn't a farmer. / He's an IT programmer. 4

Unit 1 Lesson 3

Aims: To learn more about the new characters
To learn names for places of work
To ask about family members' jobs and places of work
Daily routines and present simple
3rd person singular present simple form (with -s)
Prepositions *in/on/at* with places of work

Materials: *Pupil's Book* pages 10–11
Activity Book pages 8–9
Tracks 6 (Parts 1, 2 and 3) –9

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Do not do the exact date at the moment because pupils have not yet covered all the necessary ordinal numbers.

Checking homework

- Ask pupils to look at the *Activity Book* on pages 6 and 7. You might like to let pupils check their answers with a partner before doing a class check. Ask for volunteers to read out what they have put for both activities (B and C).
- Encourage pupils to redo those that they got wrong.
- If you have a large class, establish a plan and a rotation pattern for collecting in pupils' homework in batches.

Answers, activity B

- 2 Is she a nurse? / No, she isn't a nurse. / She's an engineer.
3 Are they teachers? (or another job) / No, they aren't teachers. / They're builders.
4 Is he a farmer? (or another job) / No, he isn't a farmer. / He's an IT programmer.

Answers, activity C

- 1 cousins, 2 a doctor, 3 have, 4 a brother and a sister, 5 brother's, 6 live, 7 older, 8 is

Stage 1 Match jobs and places of work

- Ask pupils *Do you remember what job Basim's father/mother does?* (engineer, teacher)
- Ask *Where does a teacher work?* Elicit *He/She works in a school./In a school.*
- Ask pupils to open the *Pupil's Book* on page 10. Look at the red column on the left. Play the first part of Track 6. Then read the names of the jobs in the red column together as a class. Make sure pupils point to each word as they read.

Track 6. Part 1 Listen and say

waiter
IT programmer
engineer
housewife
doctor/nurse
farmer
bus driver
builder

- Look at the blue column. Play the second part of Track 6. Then read the names of the places of work in the blue column together as a class. Make sure pupils point to each word as they read.

Track 6. Part 2 Listen and say

office
building site
restaurant
roads
hospital
oil refinery
home
farm

- Explain that pupils should match the jobs on the left to the places of work on the right. Let pupils work in pairs and match the jobs and places of work.
- Play Track 6, Part 3 and let pupils check their answers.

preposition. ولكن يجب أن يكونوا قادرين أن يقولوا شيئاً مثل 'small words like in'.

- اطلب إلى الجميع تغطية الصفحة ١٠. أكمل الجمل الست للصف ككل. إذا كان التلاميذ لا يستطيعون أن يتذكروا حروف الجر، دعهم يتحققوا من الصفحة ١٠ في كتاب التلميذ.
- اطلب إليهم العمل أفراداً ليكتبوا الجمل. دعهم يتحققوا من إجاباتهم أزواجاً. راقب وادعم.

الإجابات:

1 in, 2 in, 3 on, 4 in, 5 on, 6 at

المرحلة ٤ AB كلمات تنتهي بـ *-er* أو *-or*

- اطلب إلى التلاميذ النظر إلى عمود الوظائف على الصفحة ١٠ من كتاب التلميذ، وعدّ كم من كلمات العمل تنتهي بـ *-er* (هناك خمس كلمات، وهناك واحدة تنتهي بـ *-or*). ملاحظة: إذا قام التلاميذ بإضافة *engineer* إلى عددهم، فاشرح لهم أن هذه ليست كلمة تنتهي بـ *-er* لأنها تنتهي بـ *-eer*.
- دعهم ينظروا إلى الصفحة ٨ من كتاب الأنشطة وصندوق 'Let's say it' أعلى الصفحة. اقرأ الملاحظة والمنوان. شغل المقطع ٨، ودع التلاميذ يستمعوا. دعهم يستمعوا إلى الصوتين *-er* و *-or* في نهاية الكلمات.

ملاحظة: إن الصوتين *-er* و *-or* يعطيان صوت /'schwa'.

المقطع ٨، AB. استمع وقل.

doctor
builder
farmer
driver
teacher
waiter
IT programmer
sister
brother
mother
father

- شغل المقطع ٨ مرة أخرى، ودع التلاميذ يكرّروا كل كلمة.

دعهم يستخدموا أيديهم ليحدّدوا الجزء «القوي» من الكلمة (the word stress). اشرح لهم كيف يجرون ذلك باستخدام الكلمتين الأولىين من الكلمات التي يسمونها (*doctor*, *builder*) استخدم يدك واجعلها قبضة لتأكيد المقطع المشدّد.

المقطع ٦. الجزء الثالث استمع، طابق، وكتب الأرقام.

- | | |
|-----------------|--|
| 1 waiter | I work in a restaurant. |
| 2 IT programmer | I work in an office. |
| 3 engineer | I work in an oil refinery. |
| 4 housewife | I work at home. |
| 5 doctor/nurse | I work in a hospital. |
| | I work in a hospital too. |
| 6 farmer | I work on a farm. |
| 7 bus driver | I drive a bus and I work on the roads. |
| 8 builder | I work on a building site. |

- اطلب إلى الجميع النظر إلى صندوق 'Let's check' أسفل الصفحة ١٠ من كتاب التلميذ. كرّر تشغيل الجزء الثالث من المقطع 6، ودع التلاميذ يتمرّنوا على ذكر كل وظيفة ومكان عمل معاً. وهم يذكرون كل واحدة، اطلب إليهم أن يسيروا إلى حرف الجر الذي يسمونه (*in, on or at*).

المرحلة ٢ انظر، واستمع، وقل

المرحلة ٢

- أشّر إلى نفسك، وسل: *Where does a teacher work?* مرة أخرى احصل منهم على إجابة تكون:

He/She works in a school./In a school, or You work in a school.

- شغل المقطع ٧، ودع التلاميذ يقرأوا فقاعات التكلم على الصفحة ١١، وهم يستمعون.

- شغل المقطع ٧ مرّة أخرى، ودعهم يكرّروا ما يسمعون. ملاحظة: اقبل الجمل الكاملة، والإجابات المختصرة أيضاً.

المقطع ٧. انظر، واستمع، وقل.

Wisam: *A farmer works on a farm.*

Dania: *That's easy! Where does a doctor work?*

Wisam: *In a hospital. Where does an IT programmer work?*

- دع التلاميذ يملأوا أزواجاً، ويتمرّنوا على ذكر الكلمات في فقاعات التكلم.

المرحلة ٣ أكمل الجمل

المرحلة ٣

- اطلب إلى التلاميذ النظر إلى النشاط الثاني على الصفحة ١١ من كتاب التلميذ. اطلب إليهم النظر إلى الجمل الست، والتفكير في نوع الكلمة المطلوبة لإكمال كل فراغ. قد لا يتذكرون كلمة

Track 6. Part 3 Listen, match and write the numbers

1	<i>waiter</i>	<i>I work in a restaurant.</i>
2	<i>IT programmer</i>	<i>I work in an office.</i>
3	<i>engineer</i>	<i>I work in an oil refinery.</i>
4	<i>housewife</i>	<i>I work at home.</i>
5	<i>doctor/nurse</i>	<i>I work in a hospital.</i>
		<i>I work in a hospital too.</i>
6	<i>farmer</i>	<i>I work on a farm.</i>
7	<i>bus driver</i>	<i>I drive a bus and I work on the roads.</i>
8	<i>builder</i>	<i>I work on a building site.</i>

- Ask pupils to look at the 'Let's check' box at the bottom of page 10 of the *Pupil's Book*. Repeat Track 6, Part 3 and get pupils to practise saying each job and place of work as a class. As they say each one, ask them to point to the preposition they hear (*in, on or at*).

Stage 2 Look, listen and say

- Point to yourself and say *Where does a teacher work?* Again, elicit *He/She works in a school./In a school. or You work in a school.*
- Play Track 7 and let pupils read the speech bubbles on page 11 as they listen.
- Play Track 7 again and get pupils to repeat.

Note: Either full sentences or abbreviated answers are acceptable.

Track 7. Look, listen and say

Wisam: *A farmer works on a farm.*
 Dania: *That's easy! Where does a doctor work?*
 Wisam: *In a hospital. Where does an IT programmer work?*
 Dania: *In an office, I think. Who works in an oil refinery?*

- Pupils practise saying the words in the speech bubbles in pairs.

Stage 3 Complete the sentences

- Ask pupils to look at the second activity on page 11 of the *Pupil's Book*. Ask pupils to look at the six sentences and think about what type of word

is needed to complete each blank. Pupils may not remember the word *preposition*, but they should be able to say something like 'small words like *in*'.

- Ask pupils to cover page 10. Complete the six sentences orally as a class. If pupils cannot remember the preposition, let them quickly check page 10 of the *Pupil's Book*.
- Ask pupils to work individually to complete the sentences. Get them to check their answers in pairs. Monitor and support.

Answers

1 in, 2 in, 3 on, 4 in, 5 on, 6 at

Stage 4 AB Words ending in -er or -or

- Ask pupils to look at the jobs column on page 10 of the *Pupil's Book* and count how many job words end in *-er* (There are five and there is one ending in *-or*). Note: If pupils add *engineer* to their number, explain that this is not an *-er* word because it ends in *-eer*.
- Ask pupils to look at page 8 of the *Activity Book* and the 'Let's say it' box at the top of the page. Read the note and the rubric. Play Track 8 and let pupils listen. Tell them to listen to the sound the *-er* and *-or* at the end makes.

Note: *-er* and *-or* make the sound 'schwa' /ə/.

Track 8, AB. Listen and say

doctor
builder
farmer
driver
teacher
waiter
IT programmer
sister
brother
mother
father

- Play Track 8 again and let pupils repeat each word. As they say each word, get them to use a hand to mark the 'strong' part of the word (the word stress). Show them how to do this using the first two words they hear (**do**ctor, **bu**ilder) – use your hand and make a fist to emphasize the stressed syllable.

واجب منزلي

المرحلة ٦ AB

ملاحظة: يستخدم النشاط B بنية الجملة

'This person works (in a hospital.)' هذا الهيكل يتجنب الحاجة

إلى استخدام عبارة نسبية مع 'who' أي 'This a person who

works in a hospital.'

• حدد الصفحة ٨ من كتاب الأنشطة، النشاطين B و C واجباً

منزلياً. تأكد من أن التلاميذ يفهمون ما عليهم أن يفعلوه. اقرأ

الفتاوى (مع التلاميذ جميعاً أو معهم فرادى).

• ذكّرهم بالنظر إلى الصفحة ١٠ من كتاب التلميذ، إذا كانوا بحاجة

إلى مساعدة مع الكلمات والتهجئة.

• أخبر التلاميذ أنك ستحقق من الواجب المنزلي في بداية الدرس

التالي.

اختتم

المرحلة ٧

• العب لعبة سريعة: اطلب إلى التلاميذ أن يخلطوا كتبهم. اذكر وظيفة

ما، وتأكد من أنهم يستطيعون أن يذكروا مكان العمل المطابق أو

العكس.

• خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما

أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي

استمتعوا بها أكثر، والتي استمتعوا بها أقل.

• اختتم الدرس بالطريقة المعتادة.

• شغل المقطع ٨ مرة أخرى، ودعهم يضموا خطأ على المقطع (القوي) syllable من كل كلمة.

الإجابات:

doctor, builder, farmer, driver, teacher, waiter,

IT programmer, sister, brother, mother, father.

المرحلة ٥ AB

استمع، اقرأ، واكتب الوظائف

• اطلب إلى التلاميذ النظر إلى النشاط D على الصفحة ٩ من

كتاب الأنشطة.

• اقرأ العنوان معهم كمجموعة، أو اطلب إلى متطوع أن يقرأه.

• اشرح أن التلاميذ يجب عليهم الاستماع والتفكير في ما يفعله الناس

في الفقرات ١-٤. قل لهم إن الصور تظهر الكلمات الجديدة عليهم،

وهي الأكثر

(stethoscope, patients, hard hat, tools, tractor, sheep,

tray(s), knives/forks/spoons/napkins).

• شغل المقطع ٩، ثم امنح التلاميذ وقتاً لينظروا في كل فقرة،

ويقرروا ما يمتدنون أنها وظيفة لكل واحد.

• اطلب إليهم التحقق من إجاباتهم مع شريك، باستخدام فقاعات

التكلم في النشاط E. عند الانتهاء، تحقق من الإجابات كمجموعة.

احصل على إجابة كل وظيفة من الصف بأكمله.

الإجابات:

1 doctor, 2 builder, 3 farmer, 4 waiter

🎧 المقطع ٩، AB. استمع، اقرأ واكتب الوظائف

1 I usually wear a white coat and use a stethoscope.

I look after patients. I work in a big building with lots of other people who do the same job and with lots of nurses too.

2 I usually wear a hard hat. These hats are usually

yellow. My work is hard and I must be strong. I need lots of tools for this job.

3 I usually work outside. I like both sunny and rainy

weather. I drive a tractor and use it for working in the fields to grow things. I also have animals. My animals are cows, sheep and hens.

4 I work in a place where there are lots of people talking,

eating and drinking. I carry food and drinks on trays to the tables. I clean the tables too, and then I set them with knives, forks, spoons and napkins for the next customers.

دعم / إضافي

• دع التلاميذ يرسموا بطاقة لعبة مع تسعة مربعات. اطلب إليهم

أن يكتبوا عشوائياً أربعاً من الوظائف التي تعلموها، واحدة في

كل مربع، وأماكن العمل الأربعة المطابقة، واحداً في كل مربع

من المربعات الأخرى. اطلب إليهم أن يلوّنوا المربع التاسع

المتبقي، أي مربع يختارونه على أنه مربع «حر».

• اذكر الوظائف مرة أخرى عشوائياً، ودع التلاميذ يحددوا كل

وظيفة يسمونها. يوزع التلميذ الذي يملأ أربع وظائف وأماكن

العمل المطابقة.

• ملاحظة: للتلاميذ الأقل ثقة بأنفسهم، اسمح لهم بالعمل مع

شريك وتقاسم بطاقة.

مثال على بطاقة فائز:

restaurant	housewife	doctor
home	farm	
farmer	waiter	hospital

- Play Track 8 again and let pupils underline the stressed (strong) syllable of each word.

Answers

doctor, builder, farmer, driver, teacher, waiter,
IT programmer, sister, brother, mother, father.

Stage 5 AB Listen, read and write the job

- Ask pupils to look at activity D on page 9 of the *Activity Book*.
- Read the rubric and the title as a class or ask for a volunteer.
- Explain that pupils should listen and think about what job the people in paragraphs 1–4 do. Tell them that the pictures show the new words, most of which they will not know (stethoscope, patients, hard hat, tools, tractor, sheep, tray(s), knives/forks/spoons/napkins).
- Play Track 9 and then let pupils look at each paragraph in their own time and decide what they think the job is for each one.
- Ask pupils to check their answers with a partner using the speech bubbles in activity E. When finished, check with the class – elicit the answer for each job from the whole class.

Answers

1 doctor, 2 builder, 3 farmer, 4 waiter

Track 9, AB. Listen, read and write the job

- 1 *I usually wear a white coat and use a stethoscope. I look after patients. I work in a big building with lots of other people who do the same job and with lots of nurses too.*
- 2 *I usually wear a hard hat. These hats are usually yellow. My work is hard and I must be strong. I need lots of tools for this job.*
- 3 *I usually work outside. I like both sunny and rainy weather. I drive a tractor and use it for working in the fields to grow things. I also have animals. My animals are cows, sheep and hens.*
- 4 *I work in a place where there are lots of people talking, eating and drinking. I carry food and drinks on trays to the tables. I clean the tables too, and then I set them with knives, forks, spoons and napkins for the next customers.*

Stage 6 AB

Homework

Note: Activity B uses the sentence structure ‘*This person works (in a hospital.)*’ This structure avoids the need to use a relative clause with ‘who’, i.e., *This is a person who works in a hospital.*

- Set *Activity Book*, page 8, activities B and C for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Remind pupils to look back at *Pupil’s Book* page 10 if they need help with words and spellings.
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 7

Rounding off

- Play a quick game: ask pupils to close their books. Say a job and see if pupils can say the corresponding place of work and vice versa.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Get pupils to draw a game card with nine squares. Ask them to write four of the jobs they have learned randomly, one in each square and the four corresponding places of work in another four squares. Ask them to fill in the remaining 9th square-this can be any square they choose. It is a ‘free’ square.
- Call out the jobs, again randomly. Pupils cross out each job they hear and its corresponding place of work. The first pupil(s) to get four jobs and the corresponding places of work crossed out on their game card(s) is/are the winner(s).
- **Note:** For less confident pupils, let them work with a partner and share a card.

Example of a winning card:

restaurant	housewife	doctor
home	farm	
farmer	waiter	hospital

- شجّع التلاميذ على إعادة الإجابات التي أخطأوا فيها.
- إذا كان لديك صف كبير، ضع خطة ونمطاً لجمع الواجبات المنزلية على دفعت.

إجابات النشاط B:

- 1 in a hospital, a doctor
- 2 at home, a housewife
- 3 on the roads, a bus driver (taxi driver)
- 4 in an office, IT programmer

المرحلة ١ استمع واقراء عن روتين عائلة وسام

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ١٢. دعهم ينظروا إلى الصور يمين الصفحة. اطلب إلى متطوعين أن يذكروا ما يمكنهم رؤيته في كل صورة. مثلاً:

I think the man is an IT programmer./I can see a boy and his grandmother./There are lots of cars on the road./A woman is cooking (in the kitchen).

- شغل المقطع ١٠، ودع التلاميذ يتتبعوا الكلمات.
- اطلب اليهم النظر إلى الأسئلة الأربعة الواردة على الصفحة ١٢ والتفكير في الإجابات. شجّعهم على قراءة النص على الصفحة ١٢، مرة أخرى، ليعرفوا أنهم يحصلون على الإجابات الصحيحة.
- احصل على إجابات. شجّع التلاميذ على إعطاء إجاباتهم كجمل كاملة.

المقطع ١٠. استمع واقراء.

My family routine

My mum is a nurse and my dad works in an office. He's an IT programmer. He makes computer programs about buildings.

My sister, Dania, and I go to school by bus. We leave home at 7.30. My grandma and grandpa live very near to our house. So, my grandma takes our little brother to school.

My dad drives to work and he takes our mum to the hospital first. They leave home at 6.45 because it takes more than an hour to get to the hospital and then to the office.

My dad works five days a week, but my mum only works three days a week. When she is not working in the hospital, she is a housewife at home. She has two jobs. By Wisam

الأهداف: يراجع الروتين اليومي
يقرأ عن العلاقات العائلية والوظائف وأماكن العمل
يتمرن على أسئلة تبدأ بـ *wh-*
يراجع أوقات اليوم
يراجع التنظيم المتعارف عليه
(*go home, take an hour, start at, etc.*)

المواد: كتاب التلميذ (الصفحتان ١٢ و ١٣)
كتاب الأنشطة (الصفحتان ١٠ و ١١)
المقطع ١٠ (يجري استخدام المقطع ١١ للتحقق من الواجبات المنزلية في الدرس ٥)

تهيئة

- ابدأ الحصة بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد إن كان باستطاعتهم أن يخبروك عن الشهر أيضاً، واطلبه على اللوح.
- استعد بيانات صح وخطأ عن العلاقات العائلية والوظائف وأماكن العمل.
مثلاً:

- 1 (خطأ) *Wisam is Dania's sister.*
- 2 (صح) *Basim and Hiba are twins.*
- 3 (خطأ) *Wisam and Basim are grandfathers.*
- 4 (صح) *A doctor works in a hospital.*
- 5 (خطأ) *A farmer works on a building site.*

- كمشاط استجابة بدنية كاملة TPR: يمكنك أن تطلب إلى التلاميذ الوقوف، إذا كانت الجملة صحيحة، أو البقاء جالسين إذا كانت خطأ. بدلاً من ذلك، يمكنك أن تطلب إليهم أن يقولوا «صح» أو «خطأ».
- دع التلاميذ يؤلفوا جملهم الخاصة في مجموعات صغيرة.

تدقيق الواجب المنزلي

- ملاحظة: اجمل التأكد من الواجبات المنزلية في بداية كل درس ممارسة منتظمة، وخصوصاً عندما يكون نوع النشاط مناسباً للتحقق مع الصف ككل. ومع ذلك، فإن من الأفضل الاستمرار في جمع الواجبات المنزلية لمراجعة التقدم الفردي بصورة منتظمة.
- اطلب إلى التلاميذ النظر في كتاب الأنشطة الصفحة ٨. قد ترغب في السماح لهم بالتحقق من إجاباتهم مع شريك قبل إجراء التحقق مع الصف. اطلب إلى متطوعين قراءة ما وضعوه لكلا النشاطين (B و C).

Unit 1 Lesson 4

Aims: To review daily routines
To read about family relationships, jobs and places of work
To practise *wh-* questions
To review times of day
To review common collocations (*go home, take an hour, start at, etc.*)

Materials: *Pupil's Book* pages 12–13
Activity Book pages 10–11
Tracks 10 and 11 (Track 11 is used to check homework in lesson 5)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Call out true and false statements about the family relationships, jobs and places of work.
For example:
 - Wisam is Dania's sister. (False)*
 - Basim and Hiba are twins. (True)*
 - Wisam and Basim are grandfathers. (False)*
 - A doctor works in a hospital. (True)*
 - A farmer works on a building site. (False)*
- As a TPR activity, you can ask pupils to stand up if the sentence is true or to remain seated if it is false. Alternatively, you can ask pupils to say *true* or *false*.
- Let pupils practise their own sentences in small groups.

Checking homework

Note: Make checking homework at the start of each lesson a regular practice, particularly where the type of activity suits an open class check. However, it is best to continue to collect in pupils' homework on a regular basis to review individual progress.

- Ask pupils to look at the *Activity Book* page 8. You might like to let pupils check their answers with a partner before doing a class check. Ask for volunteers to read out what they have put for both activities (B and C).

- Encourage pupils to redo those that they got wrong.
- If you have a large class, establish a plan and a rotation pattern for collecting in pupils' homework in batches.

Answers, activity B

- 1 in a hospital, a doctor
- 2 at home, a housewife
- 3 on the roads, a bus driver (taxi driver)
- 4 in an office, IT programmer

Stage 1 Listen and read about Wisam's family routine

- Ask pupils to open the *Pupil's Book* on page 12. Let them look at the pictures on the right of the page. Ask for volunteers to say what they can see in each picture. For example: *I think the man is an IT programmer./I can see a boy and his grandmother./ There are lots of cars on the road./A woman is cooking (in the kitchen).*
- Play Track 10 and let pupils read as they listen.
- Ask pupils to look at the four questions on page 13 and think about the answers. Encourage them to read the text on page 12 again to see that they are getting the correct answers.
- Elicit answers. Encourage pupils to give their answers as complete sentences.

Track 10. Listen and read

My family routine

My mum is a nurse and my dad works in an office. He's an IT programmer. He makes computer programs about buildings.

My sister, Dania, and I go to school by bus. We leave home at 7.30. My grandma and grandpa live very near to our house. So, my grandma takes our little brother to school.

My dad drives to work and he takes our mum to the hospital first. They leave home at 6.45 because it takes more than an hour to get to the hospital and then to the office.

My dad works five days a week, but my mum only works three days a week. When she is not working in the hospital, she is a housewife at home. She has two jobs.

By Wisam

- اطلب الى التلاميذ كتابة إجاباتهم. راقب وادعم بحسب الضرورة.

الإجابات:

- Where does Wisam's father work? 1
He works in an office.
Who is a nurse? 2
Wisam's mother is a nurse.
What time does Dania leave home? 3
She leaves home at 7.30. 6
How many days a week does Wisam's mother work? 4
She works three days a week.

- ملاحظة: إذا كان التلاميذ غير واثقين بالشكل الصحيح لفعل (أي مع -s أو من دون -s)، فذكّرهم بالتفكير في ما إذا كانت بداية الجملة شخصًا مخاطبًا مفردًا (المخاطب المفرد مع -s)، أو أكثر من شخص واحد (المخاطب الجمع من دون -s).
- دع التلاميذ يملأوا أزواجًا، واسمح لهم بالنظر في الأوقات الواردة في الجمل، ووضّع الجمل في الترتيب الصحيح. ملاحظة: جرى إعطاء الرقم ١، وهو مقدمة النص. ما تبقى من الترتيب يمكن أن يكتمل بسهولة بحسب الأوقات الواردة، ولكن سيحتاج التلاميذ إلى القراءة بعناية ليستذكروا أن هناك وقتين (٨ و ٩ صباحًا)، ولا صلة لديهما بمهمة الترتيب.
- احصل على إجابات.

الإجابات (مع ترتيب الجمل بين قوسين):

- is/is (1)
leaves/drives/takes (4)
works/opens/goes (6)
have (3)
walk/starts (5)
get up (2)

المرحلة ٥ AB طابق الأفعال مع حروف الجر / العبارات

- اطلب إلى التلاميذ النظر إلى كتاب الأنشطة، على الصفحة ١٠. دعهم ينجزوا هذا النشاط أزواجًا أو مجموعات (انظر إلى المرحلة ٢ - قد يكون التلاميذ في مجموعات). وليكن هذا النشاط تحديًا في سرعة الإنجاز (لعله لا يزيد على دقيقة واحدة). يطابق التلاميذ الأفعال مع الكلمات في الدوائر أدناه.
- إذا كانوا غير واثقين بالتطابق، شجّعهم على إعادة قراءة النص في النشاط A، لتأكد من أفكارهم.
- اشرح للتلاميذ أنهم يسجّلون نقطة واحدة لكل تطابق صحيح. اسأل عن إجابات الصف ككل. قل go (كما هي حال الرقم ١) واحصل على التطابق. اطلب إلى جميع التلاميذ الذين يوافقون أن يرفعوا أيديهم. قل Yes إذا كان صحيحًا، أو No إذا لم يكن كذلك. واطلب تطابقًا آخر.
- امنح التلاميذ الوقت لتصحيح التطابق الذي أجروه.

الإجابات:

- go to work 1
leave home 2

المرحلة ٢ اكتب أربعة أسئلة حول عائلة وسام

- اشرح للتلاميذ أنهم سيكتبون الآن أسئلتهم الخاصة حول عائلة وسام.
- ذكّرهم بالاطلاع على الأسئلة التي أجابوا عنها في النشاط الأول على الصفحة ١٢، إذا كانوا بحاجة إلى المساعدة في صياغة أسئلتهم الخاصة.
- اقت اقتبأهم إلى صندوق 'Remember' البرقالي. يجب أن يتذكروا استخدام علامات استفهام.
- راقب وادعم بحسب الضرورة.

المرحلة ٣ اسأل وأجب

- للنشاط في أسفل الصفحة ١٢، دع التلاميذ يقوموا بمسح ميداني 'class-mingle' (كأن يتجولوا ويطرحوا الأسئلة على أربعة تلاميذ آخرين عشوائيًا). بدلًا من ذلك، يمكن أن يفعلوا الشيء نفسه في مجموعات صغيرة.

المرحلة ٤ AB اختر الصيغة الصحيحة للفعل

- اطلب إلى التلاميذ النظر إلى النشاط A في كتاب الأنشطة. اقرأ العنوان مع التلاميذ ككل.
- دعهم يعملوا بأنفسهم ويتخذوا قرارًا بشأن الفعل اللازم لملء كل فراغ. امنحهم وقتًا للتحقق من إجاباتهم مع شريك.
- أولاً، اقرأ الجمل وتوقف عند كل فراغ لتدع متطوعين يذكرون الفعل المفقود بشكله الصحيح. في هذه المرحلة، يجب أن يكون التلاميذ قادرين على استخدام الفعل المضارع بصيغة المخاطب المفرد، الذي يأخذ -s، من دون الحاجة إلى المساعدة.

- Ask pupils to write their answers. Monitor and support as necessary.

Answers

- 1 Where does Wisam's father work?
He works in an office.
- 2 Who is a nurse?
Wisam's mother is a nurse.
- 3 What time does Dania leave home?
She leaves home at 7.30.
- 4 How many days a week does Wisam's mother work?
She works three days a week.

Stage 2 Write four questions about Wisam's family

- Explain that pupils are now going to write their own questions about Wisam's family.
- Remind pupils to look at the questions they have already answered in the first activity on page 13 if they need help forming their own questions.
- Draw pupils' attention to the orange 'Remember' box – they must remember to use question marks.
- Monitor and support as necessary.

Stage 3 Ask and answer

- For the activity at the bottom of page 13, let pupils do a 'class-mingle' survey (i.e., walking around and asking their questions to four other pupils at random). Alternatively, they can do the same in small groups.

Stage 4 AB Choose the correct form of the verb

- Ask pupils to look at activity A on page 10 of the *Activity Book*. Read the rubric to the class.
- Let pupils work by themselves and decide on the verb needed to complete each gap. Give pupils time to check their answers with a partner.
- First, read out sentences stopping at each blank for pupils to volunteer the missing verb in its correct form. By this stage, pupils should be able to use the 3rd person singular –s without prompting.

Note: If pupils are unsure about the correct form of the verb (i.e., with or without –s), then remind them to think whether the start of the sentence (the subject in these sentences) is about one person/thing (3rd person singular with –s), or whether the start of the sentence is about more than one person/thing (3rd person plural without –s).

- In pairs, let pupils look at the times and put the sentences in the correct order. Note: Number 1 is given – it is the introduction to the text. The remainder of the ordering can be easily completed by the times that are given, but pupils will need to read carefully to realize that there are two times (9.30 and 8 o'clock) that are irrelevant to the ordering task.
- Elicit ideas for the order of the sentences.

Answers (with order of sentences in brackets)

- is/is (1)
leaves/drives/takes (4)
works/opens/goes (6)
have (3)
walk/starts (5)
get up (2)

Stage 5 AB Matching verbs to prepositions/noun phrases

- Ask pupils to look at page 10 of the *Activity Book*. Make activity C a pair or group activity (see Stage 3 – pupils may already be in groups). Make this a challenge activity and set a time limit (perhaps no more than one minute). Pupils match the verbs with the words in the circles below.
- If they are not sure about the match, encourage them to re-read the text in activity A to check their ideas.
- Explain that pupils score 1 point for each correct match. Ask for answers in open class. Say *go* for number 1, and elicit the match. Get all those who agree to put up their hands. Say *Yes* if correct, or *No* if not and ask for another match.
- Give pupils time to correct the matches they made.

Answers

- 1 go to work
- 2 leave home

إضافي

- للصفوف أو المجموعات القوية، دع التلاميذ يتجزوا الاختبار الإملائي، بتقسيم أنفسهم مجموعتين صغيرتين، حيث تلعب المجموعة ضد الثانية. ومرة أخرى، يمكن للتلاميذ أن يمزجوا الوظائف وأماكن العمل، أو يركزوا فقط في مجموعة واحدة من الكلمات.
- يتحقق التلاميذ من التهجئة من خلال قيامهم أفراداً باستدعاء الحروف، مستخدمين كتاب التلميذ، توجيهاً لمزيد من الدقة. تسجل المجموعات نقطة ١ لكل تهجئة صحيحة. تفوز المجموعة التي تجمع أكبر عدد من النقاط.

- 3 take an hour
- 4 walk to school
- 5 have breakfast
- 6 open at
- 7 start at
- 8 drive to work

ملاحظة: تذكر أن هناك عددًا من الاحتمالات.

واجب منزلي

المرحلة ٦ AB

- حدّد الصفحة ١١ من كتاب الأنشطة، النشاط D واجبًا منزليًا. تحقق من أن التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ العنوان (مع التلاميذ جميعًا أو معهم فرادى).
- ملاحظة: بخصوص النشاط E، سوف يستمع التلاميذ إلى المقطع ١١ للتحقق من إجاباتهم في بداية الدرس التالي.

الوحدة ١ الدرس ٥

- الأهداف:** يفكر في ما يريد أن يصبح عندما يكبر
يقول لماذا يريد أن يصبح هكذا، وذلك باستخدام
I want to be... + because
يقرأ ويفهم المعلومات المقدمة بيانياً
يتعرف الأخطاء الإملائية في كلمات الوظائف
- المواد:** كتاب التلميذ (الصفحتان ١٤ و ١٥)
كتاب الأنشطة (الصفحتان ١٢ و ١٣)
المقطعان ١١ و ١٢

اختتم

المرحلة ٧

- العب لعبة سريعة: اطلب إلى التلاميذ أن يغلثوا كتبهم. اذكر فعلاً ما، وتأكد من أن التلاميذ يستطيعون أن يضيفوا الجملة الاسمية أو حرف الجر.
- مثلاً:
– leave: (home/leave home at)
– go: (go to school, go to work, go home)
– drive: (to work, to school)
– start: (at)
– have: (breakfast, lunch, dinner)
- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، والتي استمتعوا بها أقل.
- اختتم الدرس بالطريقة المعتادة.

ملاحظة الدرس:

في الصفحة ١٥، يستخدم التلاميذ *like* و *love* للتحدث عما يريدون أن يكونوا عندما يكبرون. تستخدم كل من *like* و *love* عادة في اللغة الإنجليزية الحديثة. الخيار هو مجرد مسألة درجة: إلى أي درجة يعتقد المتكلم أنه يتمتع بالشيء الذي يتكلم عنه. على سبيل المثال، *I like chocolate/I love chocolate*. كلمة *love* يمكن استخدامها من دون أي فكرة عن الارتباط العاطفي.

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد إن كان باستطاعتهم أن يخبروك عن الشهر أيضاً، واطلب على اللوح.
- ورّع قطعاً صغيرة من الورق على كل تلميذ. واطلب إلى الجميع أن يفكروا في الوظيفة التي يرغبون في شغلها عندما يكبرون.
- ملاحظة: ساعد التلاميذ الذين يفكرون في وظيفة ما، ولكن لا يعرفون اسمها.

دعم

- دع التلاميذ يميلوا أزواجاً وأعلمهم اختباراً إملائياً سريعاً للوظائف وأماكن العمل. وبالاعتماد على النتائج، تركز في الوظائف أو في أماكن العمل، أو تمزج بين الاثنين.
- تحقق من التهجئة، من خلال ترديد الحروف بشكل فردي. أعط نقطة واحدة لكل تهجئة صحيحة. يفوز الأزواج الذين جمعوا أكبر عدد من النقاط.

- 3 take an hour
- 4 walk to school
- 5 have breakfast
- 6 open at
- 7 start at
- 8 drive to work

Note: Remember that there are a number of possible matches.

Stage 6 AB

Homework

- Set *Activity Book*, page 11, activity D for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- **Note:** For activity E, pupils will listen to Track 11 to check their answers at the beginning of the next lesson.

Stage 7

Rounding off

- Play a quick game. Ask pupils to close their books. Say a verb and see if pupils can add a noun phrase or a preposition.

Examples:

leave: (home/leave home at)

go: (go to school, go to work, go home)

drive: (to work, to school)

start: (at)

have: (breakfast, lunch, dinner)

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

- Let pupils work in pairs and have a quick spelling test for jobs and places of work. Depending on your class, you can either concentrate on jobs or places of work, or do a mixture of both.
- Check spellings by calling out individual letters. Give 1 point for each correct spelling. The pairs with the most points are the winners.

Additional

- For strong classes or groups, let pupils do the spelling test amongst themselves with two small groups playing against each other. Again, pupils can either do a mixture of both jobs and places of work, or just concentrate on one set of words.
- Pupils check spellings by calling out individual letters using the *Pupil's Book* to be certain of accuracy. Groups score one point for each correct spelling. The group with the most points are the winners.

Unit 1 Lesson 5

Aims: To think about what pupils want to be when they grow up
To say why you want to be something (job), using *I want to be ... + because*
To read and understand information presented graphically
To recognize spelling mistakes in words for jobs

Materials: *Pupil's Book* pages 14–15
Activity Book pages 12–13
Tracks 11 and 12

Lesson note

On page 15, the characters use both *like* and *love* to talk about what they want to be when they grow up. Both *like* and *love* are used commonly in modern English. The choice is just a matter of degree – how much the speaker thinks they enjoy something. For example, *I like chocolate/I love chocolate*. The word *love* can be used without any idea of emotional attachment.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Hand out a small piece of paper to each pupil and ask them to write down what job they would like to do when they grow up. **Note:** You might need to help if pupils have a job that they do not have the word for.

How many pictures are there? (7)

What can you see in picture e? (someone driving/a person driving/a man driving)

How many customers can you see in the café? (6)

What is the farmer holding? (tomatoes)

- اطلب إليهم تبادل الأوراق، كل مع شريكه. دع كلًا منهم يقرأ ما كتبه شريكه.
- اطلب إلى متطوعين أن يخبروك ما كتبه. اكتب الكلمات على اللوح (صَحِّح أي خطأ إملائي بحسب الضرورة، ولكن لا تركز في التهجي هنا). اطلب إلى التلاميذ الذين كتبوا الوظائف المطابقة أن يرفعوا أيديهم.

المرحلة ٢ اقرأ وطابق 'When I grow up, I want ...'

- اقرأ العنوان أعلى الصفحة ١٤ مع التلاميذ جميعًا. اطلب إليهم قراءة السؤال وسط الصفحة. اشرح أن النصف الثاني من الجمل (التالية لـ 'When I grow up, I want ...') هي في أسفل الصفحة، وتظهر الصور بعض الأسباب التي تجعل الناس يريدون شغل هذه الوظائف.
- دع التلاميذ يقرأوا الجمل ١-٧، ويفكروا في كل صورة تطابق جملة. دعهم يقارنوا أفكارهم في أزواج.
- اقرأ كل جملة، ودعهم يرددوا الحرف للصورة المطابقة.

الإجابات:

- | | |
|---|---|
| When I grow up, I want to use computers and make programs. (d) | 1 |
| When I grow up, I want to help people when they are ill. (f) | 2 |
| When I grow up, I want to work outside and grow things. (c) | 3 |
| When I grow up, I want to have a job where I meet lots of people. (g) | 4 |
| When I grow up, I want to work with children and help them learn a lot. (a) | 5 |
| When I grow up, I want to drive cars, buses or trucks. (e) | 6 |
| When I grow up, I want to build things. (b) | 7 |

فكر وناقش

المرحلة ٣

- الفت انتباه التلاميذ لصندوق 'Think and discuss' أعلى الصفحة ١٥. ذكّرهم بما يعنيه ذلك. فالغاية منه هو أن يفكروا في الأسباب التي تجعلهم يرغبون في شغل وظيفة ما. وضح لهم أن هذه هي أفكارهم وأسبابهم، وأن مثل هذه الإجابات ليس فيها صح أو خطأ.

التأكد من الواجبات المنزلية

- ملاحظة: اجعل التأكد من الواجبات المنزلية في بداية كل درس ممارسة منتظمة. خصوصًا عندما يكون نوع النشاط مناسبًا للتحقق مع الصف ككل. ومع ذلك، يُفضّل الاستمرار في جمع الواجبات المنزلية، لمراجعة التقدّم الفردي بصورة منتظمة.
- اطلب إلى الجميع النظر إلى الصفحة ١١ من كتاب الأنشطة. قد ترغب في السماح لهم بالتحقق من إجاباتهم مع شريك قبل التحقق مع الصف. اطلب إلى متطوعين قراءة ما وضعوه للنشاط D.
- شغل المقطع ١١ ليتحقق التلاميذ من إجاباتهم.

المقطع ١١، AB. استمع وتحقق من الإجابات

- | | |
|---|--|
| 1 | A: What time does the breakfast service start? |
| | B: It starts at 6.30. |
| 2 | A: What is another word for a cook in a restaurant? |
| | B: It's a chef. |
| 3 | A: Which service does Ahmed prefer? |
| | B: He prefers to start early with the breakfast service. |
| 4 | A: What is his uniform? |
| | B: He wears black trousers and a white shirt. |

الإجابات:

1 6.30, 2 chef, 3 breakfast service, 4 black trousers and a white shirt

وظيفتي المفضلة

المرحلة ١

- انظر إلى عنوان الدرس ٥، 'My favourite job'. سل التلاميذ عن أفكار حول الوظائف المفضلة (يكون التلاميذ قد فكروا حول هذا في «التهيئة»).
- اطلب إليهم فتح كتاب التلميذ على الصفحة ١٤. دعهم ينظروا إلى الصور، واشرح عليهم بعض الأسئلة التمهيدية.

- Ask pupils to swap papers with their partner. Let them read what their partner wrote.
- Ask for volunteers to tell you what they wrote. Write the words on the board (correct any spelling as necessary, but do not concentrate on spelling here). Ask for a show of hands for other pupils who wrote the same jobs.

Checking homework

Note: Make checking homework at the start of each lesson a regular practice, particularly where the type of activity suits an open class check. However, it is best to continue to collect in pupils' homework on a regular basis to review individual progress.

- Ask pupils to look at *Activity Book* page 11. You might like to let pupils check their answers with a partner before doing a class check. Ask for volunteers to read out what they have put for activity D.
- Play Track 11 for pupils to check their answers.

Track 11, AB. Listen and check answers

1

A: *What time does the breakfast service start?*

B: *It starts at 6.30.*

2

A: *What is another word for a cook in a restaurant?*

B: *It's a chef.*

3

A: *Which service does Ahmed prefer?*

B: *He prefers to start early with the breakfast service.*

4

A: *What is his uniform?*

B: *He wears black trousers and a white shirt.*

Answers

1 6.30, 2 chef, 3 breakfast service, 4 black trousers and a white shirt

How many pictures are there? (7)

What can you see in picture e? (someone driving/a person driving/a man driving)

How many customers can you see in the café? (6)

What is the farmer holding? (tomatoes)

Stage 2

Read and match 'When I grow up, I want ...'

- Read the rubric at the top of page 14 together as a class. Ask pupils to read out the statement in the middle of the page. Explain that the second halves of the sentences (following on from *When I grow up, I want ...*) are at the bottom of the page and the pictures show some reasons why people want to do these jobs.
- Get pupils to read sentence endings 1–7 and think about which picture matches which sentence. Let pupils compare their ideas in pairs.
- Read out each sentence and let pupils say the matching picture letter.

Answers

- 1 When I grow up, I want to use computers and make programs. (d)
- 2 When I grow up, I want to help people when they are ill. (f)
- 3 When I grow up, I want to work outside and grow things. (c)
- 4 When I grow up, I want to have a job where I meet lots of people. (g)
- 5 When I grow up, I want to work with children and help them learn a lot. (a)
- 6 When I grow up, I want to drive cars, buses or trucks. (e)
- 7 When I grow up, I want to build things. (b)

Stage 3

Think and discuss

- Draw pupils' attention to the 'Think and discuss' box at the top of page 15. Remind pupils what this means – it is for pupils to think about the reasons they may have for wanting to do a particular job. Explain that these are their *own* thoughts and reasons and that there is/are no right or wrong answer(s).

Stage 1

My favourite job

- Look at the title of Lesson 5, 'My favourite job'. Ask for ideas about favourite jobs (pupils have thought about this in the 'Warm up').
- Ask pupils to open the *Pupil's Book* on page 14. Get them to look at the pictures. Ask a few introductory questions:

اطلب إلى متطوع قراءة فقااعة التكلم لدانيا

(... because I want to be a(n) ___). أوضح أن التلاميذ

سيستمعون إلى دانيا، ووسام، وباسم، وهبة، وهم يذكرون ما يرغبون أن يصبحوا.

• يستمع التلاميذ، ويتابعون الأسباب في الصناديق الزرقاء. لا ينبغي

لهم هنا كتابة شيء، بل مجرد الاستماع والمثور على المربعات

الزرقاء المطابقة.

• شغل المقطع ١٢.

الإجابات:

1 T, 2 T, 3 F, 4 T, 5 F

• انظر إلى النشاط B. دع التلاميذ يعملوا أفراداً، وكتبوا أفكارهم

الخاصة. ذكرهم بأنهم يستطيعون استخدام أي وظيفة من

الوحدة ١ (أو يسألوك عن أي وظيفة لا يعرفونها). عندما ينتهي

الجميع، اطلب إلى متطوعين أن يذكروا الوظيفة التي يعتقدون أنها

سهلة، صعبة، إلخ. دع بقية تلاميذ الصف يرفعوا أيديهم، عندما

يكونون موافقين على ذلك.

• انظر إلى النشاط C في الصفحة ١٢ من كتاب الأنشطة. اطلب إلى

التلاميذ قراءة المحادثة واستكمالها.

• انظر إلى النشاط D. اسمح لهم أن يعملوا أزواجاً ويمارسوا

المحادثة. راقب وادعم بحسب الضرورة.

المقطع ١٢. ماذا تريد أن تصبح عندما تكبر

Voice: *What do you want to be when you grow up, Dania?*

Dania: *I want to be a doctor because I want to help people when they are ill.*

Voice: *What about you, Wisam?*

Wisam: *I want to be a teacher because I want to help young people learn. It's a very important job.*

Voice: *And you Hiba, what do you want to be?*

Hiba: *I want to be an engineer because I want to build things.*

Voice: *And Basim, what about you?*

Basim: *I want to be an IT programmer because I love using computers.*

واجب منزلي

المرحلة ٦ AB

• حدّد النشاط E على الصفحة ١٢ من كتاب الأنشطة، واجباً منزلياً.

تحقق من أن التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ العنوان

(مع التلاميذ جميعاً أو معهم فرادى). افت انتباههم إلى ملاحظة

'Test yourself'. اطلب إليهم عدم النظر إلى الوراء حتى يكونوا

قد حاولوا تهجئة الكلمات بشكل صحيح.

• أخبر التلاميذ أنك ستتحقق من الواجب المنزلي في بداية الدرس

التالي.

اختم

المرحلة ٧

• خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما

أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي

استمتعوا بها أكثر، والتي استمتعوا بها أقل.

• اختم الدرس بالطريقة الممتدة.

اقرأ واشر

المرحلة ٤

• اشرح أن التلاميذ يجب أن يقرأوا الصناديق الزرقاء السبعة مرة

أخرى، ويقرروا ماذا يريدون أن يصبحوا عندما يكبرون. ذكرهم

بعدم وجود صح وخطأ في الإجابات، وأن عليهم أن يضعوا أسبابهم

الخاصة. وبطبيعة الحال، قد يكون لبعض التلاميذ أفكار أخرى.

• اطلب إلى الجميع النظر إلى فقااعات التكلم لباسم وهبة أسفل

الصفحة ١٥. كلّف متطوعين أن يختاروا دور باسم أو هبة، وقراءة

الفقااعات.

• اطلب إلى التلاميذ أن يعملوا أزواجاً، ويتدربوا على الأحاديث

باستخدام الأفكار الخاصة بهم. اطلب إلى أزواج المتطوعين تقديم

محادثاتهم إلى الصف؛ وعلى من لديهم الأسباب نفسها أن يرفعوا

أيديهم.

بماذا تفكر؟

المرحلة ٥ AB

• اطلب إلى التلاميذ النظر إلى الصفحة ١٢ من كتاب الأنشطة.

واطلب إلى متطوع أو إلى الصف ككل قراءة العنوان.

- Ask for a volunteer to read Dania's speech bubble (*I want to be a(n) ___ because ...*). Explain that pupils are going to listen to Dania, Wisam, Basim and Hiba saying what they want to be.
- Pupils listen and follow the reasons in the blue boxes. Pupils should **not** write anything, but should just listen and find the matching blue boxes.
- Play Track 12.

Track 12. What you want to be when you grow up?

Voice: *What do you want to be when you grow up, Dania?*

Dania: *I want to be a doctor because I want to help people when they are ill.*

Voice: *What about you, Wisam?*

Wisam: *I want to be a teacher because I want to help young people learn. It's a very important job.*

Voice: *And you Hiba, what do you want to be?*

Hiba: *I want to be an engineer because I want to build things.*

Voice: *And Basim, what about you?*

Basim: *I want to be an IT programmer because I love using computers.*

Stage 4

Read and tick

- Explain that pupils should read the seven blue boxes again and decide what they want to be when they grow up. Remind them that there is no right or wrong answer. They should put their own reasons. Of course, some pupils may have other ideas.
- Ask pupils to look at the speech bubbles for Basim and Hiba at the bottom of page 15. Ask for volunteers to take the parts of Basim and Hiba and read their speech bubbles.
- In pairs, ask pupils to practise the conversations using their own ideas. Ask for volunteer pairs to present their conversations to the class. Get the class to put up their hands if they have the same reasons.

Stage 5 AB

What do you think?

- Ask pupils to look at page 12 of the *Activity Book* and read the rubric, either using a volunteer or as a class.

- Give pupils time to look at the table and let them ask you any questions about it in general.
- Ask pupils to work by themselves to read sentences 1–5 and decide whether they are true (T) or false (F). Let pupils check their ideas with a partner.

Answers

1 T, 2 T, 3 F, 4 T, 5 F

- Look at activity B. Let pupils work individually and write down their own ideas. Remind them that they can use any jobs in Unit 1 (or ask you for ones that they don't know). When everyone has finished, ask for volunteers to say which job they think is easy/hard, etc. Get the rest of the class to put up their hands if they think the same.
- Look at activity C on page 13 of the *Activity Book*. Ask pupils to read and complete the conversation.
- Look at activity D. In pairs, pupils practise the conversation. Monitor and support as necessary.

Stage 6 AB

Homework

- Set *Activity Book*, page 13, activity E for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Draw attention to the 'Test yourself' note. Tell pupils not to look back until they have tried to spell the words correctly.
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

الوحدة ١
الدرس ٦

الأهداف: يقرأ ويستخرج معلومات من مائلتين
يقرأ ويستخرج معلومات لتسمية صور
يقرأ ويستخرج معلومات لإكمال جعل
يكتب فقرة عن عائلته بتتمة نموذج
المواد: كتاب التلميذ (الصفحتان ١٦ و ١٧)
كتاب الأنشطة (الصفحتان ١٢ و ١٥)
المقطع: ١٢

ملاحظات الدرس

- 1 في نص 'My magazine' الوارد على الصفحة ١٦، يصادف التلاميذ كلمة *paddy - Rice grows in paddy fields*. حقول الأرز *paddy fields* هي حقول مغمورة تستخدم لزراعة الأرز. في القرن العشرين كان هذا الأسلوب هو الأسلوب الأكثر شيوعاً في زراعة الأرز. كلمة *paddy* تأتي من ملايو *padi* التي تعني نبات الأرز 'rice plant'.
- 2 في نص 'My magazine' الوارد على الصفحة ١٧، يصادف التلاميذ وصف 'my big sister'. وقد صادفوا في صفوف أخرى 'little brother'. وهنا لا تثير *big* و *little* إلى العجب، بل إلى العمر. يمكنك أن تقول: أو *my little brother* أو *my older sister* أو *my younger brother*.

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد إن كان باستطاعتهم أن يخبروك عن الشهر أيضاً، وكتبه على اللوح.
- العب لعبة رابطة الكلمة: ادعُ التلاميذ إلى الوقوف في دائرة كبيرة حول مقاعدهم. اذكر كلمة عائلية من الدرس ١ (على سبيل المثال، *grandfather*). اطلب إلى التلميذ الواقف إلى يمينك أن يقول كلمة ذات صلة (مثلاً: *grandmother, mother, father* إلخ). يردّد التلميذ التالي كلمة أخرى ذات صلة (على سبيل المثال *aunt, uncle*). استمر حتى لا يعود بمقدور التلاميذ الاستمرار في السلسلة. ثم ابدأ مرة أخرى من التلميذ الأخير مع كلمة عائلية جديدة.
- ملاحظة: يمكنك أيضاً استخدام أشكال صيغة التصغير (*mum, mummy, granny* إلخ).

دعم

حضر للتلاميذ الذين يعانون بطلاً في القراءة مجموعات فردية من البطاقات للجمال غير المكتملة في الصفحة ١٥ من كتاب التلميذ. يستطيع التلاميذ بعد ذلك استخدام ذلك للعبة *Snap*. سوف يحتاج كل زوج أو مجموعة صغيرة إلى مجموعة كاملة من بطاقات الجزء A
'When I grow up, I want to be a(n) + waiter/ teacher/builder/farmer/IT programmer/bus driver/ engineer/nurse/doctor'
'because' B
تبدأ كل مجموعة بقلب إحدى بطاقتها. ثم تقلب المجموعة المتعاقبة إحدى بطاقتها أيضاً. إذا كان هناك تطابق بين البطاقتين، فإن المجموعة التي تقول 'Snap' أولاً تحصل على نقطة وتحفظ بالبطاقتين.

إضافي

ملاحظة: أبسط طريقة لأداء هذه اللعبة هي أن نبقى الجمل متماشية مع الطريقة التي جرت اللعبة بموجبه. ولكن التلاميذ الأقوى، يمكنهم أن يلعبوا مباريات أخرى، مثل:
When I grow up, I want to be a doctor because it is interesting.
But be careful – you don't want pupils to make sentences such as:
When I grow up, I want to be a waiter because it is boring.

Support

For slower readers, make sets of cards for the sentence halves on page 15 of the *Pupil's Book*. Pupils can then use these to play *Snap*. Each pair or small group will need a full set of Part A cards: 'When I grow up, I want to be a(n) + waiter/teacher/builder/farmer/IT programmer/bus driver/engineer/nurse/doctor' and Part B 'because' cards. One side starts and turns over a card; the other side turns over their card. If there is a match, then the first pupil or group to say 'Snap' gets a point and keeps the two matching cards.

Additional

Note: The simplest way to play this game is to keep the sentences in line with the way it is played above in 'Support'. However, for stronger pupils, they can make other matches. For example: *When I grow up, I want to be a doctor because it is interesting.* But be careful – you don't want pupils to make sentences such as: *When I grow up, I want to be a waiter because it is boring.*

Unit 1 Lesson 6

Aims: To read and listen to information about two families
To read and extract information to label pictures
To read and extract information to complete sentences
To write a paragraph about your family following a model

Materials: *Pupil's Book* pages 16-17
Activity Book pages 14-15
Track 13

Lesson notes

- 1 In the 'My magazine' text on page 16, pupils meet the word *paddy* – *Rice grows in paddy fields*. Paddy fields are flooded fields used for growing rice. In the 20th century this was the most common method used to grow rice. The word paddy comes from the Malay word *padi* which means rice plant.
- 2 In the 'My magazine' text on page 17, pupils meet the description 'my big sister'. Pupils have already met 'little brother' in other grades. Here the adjectives *little* and *big* do not refer to size, but to age. You can say *my little brother* or *my younger brother/my big sister* or *my older sister*.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Play a word association game. Get pupils to stand in a big circle around their desks. Say a family word from Lesson 1 (e.g., *grandfather*). Ask the pupil standing on your right to say an associated word (e.g., *grandmother, mother, father*, etc.). The next pupil says another associated word (e.g., *aunt, uncle*). Continue until pupils cannot continue the chain. Then start again from the last pupil with a new family word.

Note: You can also use the diminutive forms (*mum, mummy, granny*, etc.).

المقطع ١٣. استمع إلى الأولاد يتحدثون عن الوظائف التي تقوم بها عائلاتهم

Hello! My name is Han and I'm Chinese. I live with my mum and dad on our farm. Both are farmers, and my grandparents were farmers, too. I have an older cousin. He lives with us and works on the farm. He is very funny.

We grow rice and lots of vegetables like the cucumbers my cousin is holding in the photo. Rice grows in paddy fields. Can you see the buffalo in the field? Here the farmer is getting the field ready to plant the rice.

Hello, I'm Farah. I live with my family in Baghdad. My father is a pilot and he flies planes for Iraqi Airlines. My mother is a housewife now, but she was a nurse.

This is my family having lunch. You can see my mum and dad, my two younger sisters and my big sister. My aunt is sitting opposite my mum.

Here is a picture in the cockpit of my dad's plane. He and the co-pilot are getting ready to leave Dubai.

This picture is at the airport in London – you can see my grandmother, my mother and my aunt with their bags ready to check in.

• تأكد من أن الجميع قد أنجزوا الواجب المنزلي (النشاط E).
صفحة ١٣).

الإجابات:

1 doctor, 2 housewife, 3 engineer – صحيحة,
4 teacher – صحيحة, 5 nurse, 6 bus driver

المرحلة ١

- اطلب إلى التلاميذ النظر إلى الصفحتين ١٦ و ١٧ من كتاب التلميذ. وضع لهم أنهم، طوال الصف السادس، سيقرأون مقالات في مجلات مختلفة حول موضوعات مثيرة للاهتمام.
- اطلب إليهم النظر أولاً إلى الصفحة ١٦. اسألهم كم صورة يستطيعون أن يروا. سلهم إن كان بمقدورهم تخمين البلد (China).
- اطلب إلى التلاميذ قراءة النص يهدوء لأنفسهم، والتفكير في الجملة التي يمكن أن يكتبوها لوصف كل من الصور الأربع.
- اطرح بعض أسئلة الفهم (ولكن ليس الأسئلة التي تعطي الإجابات اللازمة لتسمية الصور الأربع)، مثلاً:

What's the boy's name?

What's his nationality?

What's his father's job?

What's his mother's job?

- اطلب إلى التلاميذ أن يعملوا أزواجاً، وأن يقرروا الجملة ليكتبوها تحت كل صورة. سل متطوعين، واكتب الاقتراحات على اللوح. وتأكد من أن الجميع يوافقون.
من الأمثلة:

Farmers planting rice./His mother and father are farmers./A farmer is getting the field ready./Han's cousin is holding some cucumbers.

- كرر العملية مع الصفحة ١٧. عينة محتملة لأسئلة فهم:

What's the girl's name?

Where does she live?

What's her mother's job?

What's her father's job?

- جمل محتملة للصور الأربع هي:

Farah's father works for Iraqi Airlines./This is her family having lunch./Her family are at the airport./This is the cockpit of a plane.

- كختام، شغل المقطع ١٣ كله، واسمح للتلاميذ أن يستمعوا ويقرأوا تباعاً.

المرحلة ٢

- قسّم التلاميذ أزواجاً. خصّص النص عن هان لتلميذ واحد، والنص عن فرح لتلميذ آخر.
- أعطهم بضع دقائق لكتابة ثلاثة أسئلة أو أربعة حول نصهم.
- اطلب إلى التلاميذ إغلاق كتاب التلميذ، واطلب إلى كل منهم أن يطرح أسئلته على شريكه. ينبغي أن يقرر التلاميذ إن كانت الإجابة صحيحة أولاً. وإذا لم يوافقوا على ذلك، ينبغي أن يرجعوا إلى النص.
- راقب وادعم.

المرحلة ٣ AB

- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ١٤. قسّم التلاميذ أزواجاً، واطلب إليهم العمل معاً، ووضع الكلمات في الأعمدة الصحيحة.
- اطلب إلى متطوعين قراءة جميع الكلمات التي أدرجوها في العمود الأول. كرر ذلك مع الأعمدة الثلاثة الأخرى. تحقق من أن الجميع يوافقون.

- Check that everyone has done their homework (activity E, page 13).

Answers

1 doctor, 2 housewife, 3 engineer – correct, 4 teacher – correct, 5 nurse, 6 bus driver

Stage 1 My magazine – Two families

- Ask pupils to look at pages 16 and 17 of the *Pupil's Book*. Explain that, throughout Grade 6, they will read different magazine articles about interesting subjects.
- Ask pupils to look first at page 16. Ask how many photos they can see. Ask if they can guess which country it is (China).
- Ask pupils to read the text quietly to themselves and think about a sentence that they can write to describe each of the four photos.
- Ask some comprehension questions (but not ones that give the answers needed to label the four photos). For example:
What's the boy's name?
What's his nationality?
What's his father's job?
What's his mother's job?
- Ask pupils to work in pairs and decide on a sentence to write under each photo. Ask for volunteers. Write the suggestions on the board and see if everyone agrees.
Examples could be: *Farmers planting rice./His mother and father are farmers./A farmer is getting the field ready./Han's cousin is holding some cucumbers.*
- Repeat the process for page 17. Possible sample comprehension questions:
What's the girl's name?
Where does she live?
What's her mother's job?
What's her father's job?
- Possible sentences for the four photos could be:
Farah's father works for Iraqi Airlines./This is her family having lunch./Her family are at the airport./This is the cockpit of a plane.
- To round off, play Track 13 in full and let pupils listen and read along.

Track 13. Listen to the children talking about the jobs their families do

Hello! My name is Han and I'm Chinese. I live with my mum and dad on our farm. Both are farmers, and my grandparents were farmers, too. I have an older cousin. He lives with us and works on the farm. He is very funny.

We grow rice and lots of vegetables like the cucumbers my cousin is holding in the photo. Rice grows in paddy fields. Can you see the buffalo in the field? Here the farmer is getting the field ready to plant the rice.

Hello, I'm Farah. I live with my family in Baghdad. My father is a pilot and he flies planes for Iraqi Airlines. My mother is a housewife now, but she was a nurse.

This is my family having lunch. You can see my mum and dad, my two younger sisters and my big sister. My aunt is sitting opposite my mum.

Here is a picture in the cockpit of my dad's plane. He and the co-pilot are getting ready to leave Dubai.

This picture is at the airport in London – you can see my grandmother, my mother and my aunt with their bags ready to check in.

Stage 2 Ask and answer questions

- Put pupils in pairs. Allocate the text about Han to one pupil and the text about Farah to the other.
- Give pupils a few minutes to write down three or four questions about their text.
- Get pupils to close their *Pupil's Book* and ask their questions to their partner. Pupils should decide if the answer is correct or not. If they disagree, pupils should refer to the text.
- Monitor and support.

Stage 3 AB Putting words into categories

- Ask pupils to open the *Activity Book* on page 14. Put pupils in pairs and ask them to work together and put the words into the correct columns.
- Ask for volunteers to read out all the words they have listed in the first column. Repeat for the other three columns. Check that everyone agrees.

دعم

شجّع التلاميذ على قراءة النصوص في كل من كتاب التلميذ وكتاب الأنشطة، مرة أخرى. اطلب إليهم رسم خط تحت أي كلمات جديدة. سيكون بمقدورهم استخدامها في الدرس ٨، قسم 'My new words'.

إضافي

إذا كان التلاميذ لديهم إمكانية استخدام الإنترنت، فقد يرغبون في معرفة حقائق أكثر عن موضوع مشار إليه في أي من النصين 'Two families'. ويمكنهم، في بداية الدرس ٧، إخبار الصف عما وجدوه.

الوحدة ١ الدرس ٧

الأهداف: تراجع وتدقق من فهم معلومات عن

'My two families' من الدرس ٦

يقرا عن وظيفة معلم وروبيته

ينقل تفاصيل من النص إلى ملف معلومات

يتعلم تهجئة أربع كلمات كثيرة التكرار (aunt, uncle, easy, interesting)

المواد: كتاب التلميذ (الصفحتين ١٨ و ١٩)

كتاب الأنشطة (الصفحتين ١٦ و ١٧)

المقطع ١٤

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد من أن باستطاعتهم أن يخبروك عن الشهر أيضاً، واطلبه على اللوح.
- استدع جملاً صحيحة، وجملاً خطأً عن الأولاد في الدرس ٦. هذا بمثابة معاينة للنشاط الأول في الصفحة ١٨ من كتاب التلميذ. مثلاً:

1 Han's mother is from Japan. (خطأ)

2 His grandfather was a farmer. (صحيحة)

3 They grow cucumbers on their farm. (صحيحة)

4 Farah's mother was a nurse. (صحيحة)

5 In the picture, we can see the family having breakfast. (خطأ)

Family: grandparents, aunt, cousin

Food: rice, cucumbers, vegetables

Verbs: live, grow, sit, leave, see, plant, fly

Prepositions: in, on, at

المرحلة ٤ AB

- اطلب إلى التلاميذ النظر إلى النشاط B في الصفحة ١٤ من كتاب الأنشطة. اقرأ العنوان. اطلب إلى متطوعين قراءة الجملتين ١ و ٢.
- يعمل التلاميذ بمفردهم لكتابة أربع جمل أخرى. راقب وادعم بحسب الضرورة.
- اطلب إلى متطوعين قراءة جملهم المكتملة. تأكد أن بقية التلاميذ يوافقون على صحة الجمل. حل أي مشكلة.

المرحلة ٥ AB

ملاحظة: نستخدم الحروف الكبيرة عادة في كتابة أسماء محددة، هي أسماء العلم. لذلك، تجري كتابة أسماء محددة، كالمستشفيات، وشركات الطيران، والمحال التجارية وسواها، بحروف كبيرة، مثلاً:

Iraqi Airlines, Green Tree Primary School,

Mansour Mall.

- حدّد النشاطين C و D على الصفحة ١٥ من كتاب الأنشطة. واجباً منزلياً. هذه هي المرة الأولى التي يقوم فيها التلاميذ بنشاط من هذا القبيل. من المهم أن يفهموا ما ينبغي لهم أن يفعلوه. سوف تكون هناك ثلاثة أنشطة كتابية أخرى بمثابة نموذج في الصف ٦.
- اطلب إليهم النظر إلى ملاحظات الـ 'Punctuation' أسفل الصفحة ١٥. أخبرهم أن من المهم أن يستخدموا علامات الترقيم المناسبة في مهمة الكتابة.
- ملاحظة: سوف تحتاج إلى جمع هذه المهمة، ومراقبة تقدم التلاميذ. قابل كل تلميذ، إن أمكن، وأعطه ملاحظاتك.

المرحلة ٦ اختتم

- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، والتي استمتعوا بها أقل.
- اختتم الدرس بالطريقة المعتادة.

Answers

Family: grandparents, aunt, cousin

Food: rice, cucumbers, vegetables

Verbs: live, grow, sit, leave, see, plant, fly

Prepositions: in, on, at

Stage 4 AB

Write sentences

- Ask pupils to look at activity B on page 14 of the *Activity Book*. Read the rubric. Ask for volunteers to read out sentences 1 and 2.
- Pupils work by themselves to write four more sentences. Monitor and support as necessary.
- Get volunteers to read out their completed sentences. See if the rest of the class agree that the sentences are correct. Clear up any problems.

Stage 5 AB

Homework

Note: We use capital letters to name something specific – proper nouns. Therefore, names of specific hospitals, airlines, shops, etc. are written with capital letters. For example: Iraqi Airlines, Green Tree Primary School, Mansour Mall.

- Set *Activity Book*, page 15, activities C and D for homework. This is the first time that pupils have done an activity like this. It is important that they understand what they have to do. There will be three other writing activities following a model in Grade 6.
- Get pupils to look at the ‘Punctuation’ notes at the bottom of page 15. Tell pupils that it is important that they use proper punctuation in the writing task.
- **Note:** You will need to collect in this task and monitor pupils’ progress. If possible, see each pupil and give your feedback.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

Encourage pupils to read the texts in both the *Pupil's Book* and *Activity Book* again. Ask them to underline any new words. They will be able to use these in ‘My new words’ in Lesson 8.

Additional

If students have access to the internet, they might like to find out some more facts about a subject referred to in either of the ‘Two families’ texts. They can tell the class about what they have found out at the beginning of Lesson 7.

Unit 1 Lesson 7

- Aims:**
- To review and check understanding of ‘My two families’ from Lesson 6
 - To read about a teacher’s job and routine
 - To transfer details from the text to an information file
 - To learn to spell four high-frequency words (*aunt, uncle, easy, interesting*)

- Materials:**
- Pupil's Book* pages 18–19
 - Activity Book* pages 16–17
 - Track 14

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Call out true and false statements about the children in Lesson 6. This acts as a preview to the first activity on page 18 of the *Pupil's Book*. For example:
 - 1 *Han's mother is from Japan.* (False)
 - 2 *His grandfather was a farmer.* (True)
 - 3 *They grow cucumbers on their farm.* (True)
 - 4 *Farah's mother was a nurse.* (True)
 - 5 *In the picture, we can see Farah's family having breakfast.* (False)

- دع التلاميذ يكملوا النشاط بأنفسهم.
- أخبرهم أن يستخدموا فقرات التكلم أسفل الصفحة، ويتحققوا من إجاباتهم مع شريك. راقب وادعم بحسب الضرورة.
- شغل المقطع ١٤. يقوم التلاميذ بالتحقق من إجاباتهم، وإحصاء عدد الإجابات الصحيحة التي حصلوا عليها. إذا لزم الأمر، يمكنك أن تشغل المقطع ١٤ مرة أخرى.

المقطع ١٤. استمع وتحقق من إجاباتك

- | | |
|---|---|
| <i>I'm a doctor. I work in a big hospital in Basra.</i> | 1 |
| <i>This is my new car. I'm a taxi driver.</i> | 2 |
| <i>I love my job baking bread – yes, I'm a baker.</i> | 3 |
| <i>Here I am in my shop cutting up some meat. I'm a butcher.</i> | 4 |
| <i>I work in a small shop as a shop assistant.</i> | 5 |
| <i>I'm a pharmacist. It is an important job.</i> | 6 |
| <i>This is me standing next to my police car – I'm a policeman.</i> | 7 |
| <i>I work in a big bank in the centre of town. I'm a banker.</i> | 8 |
| <i>I have a boat and some big nets. I'm a fisherman.</i> | 9 |

الإجابات:

- 1 doctor, 2 taxi driver, 3 baker, 4 butcher, 5 shop assistant, 6 pharmacist, 7 policeman, 8 banker, 9 fisherman

تجهئة كلمات كثيرة التكرار

المرحلة ٤ AB

- في الصف السادس، يستمر التلاميذ في العمل على تجهئة كلمات شائعة، كثيرة التكرار، باستخدام استراتيجية «انظر، قل، غط، اكتب، تحقق». الكلمات الأربع للوحدة هي *aunt, uncle, easy, interesting*. يتضمّن الدرس ١ من الوحدة ٢ اختباراً إملثياً عن هذه الكلمات الأربع.
- اطلب إلى التلاميذ النظر إلى النشاط أسفل الصفحة ١٧ من كتاب الأنشطة. اكتب العنوان «انظر، قل، غط، اكتب، تحقق» على اللوح. وقرأه مع الجميع. دعهم يخبروك ما يجب عليهم القيام به. إذا لزم الأمر، انسخ الجدول على اللوح، ودكرهم أنهم هذه المرة سوف يستخدمون الممود 'Write 1'.
- تأكد من أن التلاميذ مستعدون للكتابة. دعهم يتّبعوا استراتيجية «انظر، قل، غط، اكتب، تحقق» وينجزوا الممود 'Write 1'.

- مجدداً كنشاط TPR، يمكنك الطلب إلى التلاميذ الوقوف، إذا كانت الجملة صحيحة، أو البقاء جالسين إذا كانت الجملة خطأ. بدلاً من ذلك، يمكنك الطلب إليهم أن يقولوا "true" أو "false".

ملاحظة الواجب المنزلي:

ستحتاج إلى جمع كتب الأنشطة لتصحيح الفقرة التي كتبها التلاميذ كواجب منزلي في الصفحة ١٥ من كتاب الأنشطة.

المرحلة ١ التحقّق من فهمي

المرحلة ١

- اطلب إلى التلاميذ العمل أفراداً، وإنجاز النشاط الأول في الصفحة ١٨ من كتاب التلميذ. أخبرهم أن عليهم في هذه المرحلة عدم الرجوع إلى الصفحتين ١٦ و ١٧. يقوم التلاميذ بوضع إشارة على 'Yes' أو 'No'.
- اطلب إلى التلاميذ أن يقوموا أزواجاً بمقارنة إجاباتهم. إذا لزم الأمر، يمكنهم الرجوع إلى الصفحتين ١٦ و ١٧ لتأكيد إجاباتهم. سل الجميع: *Do you agree with your partner?* اقرأ الجمل ١-٨. ودع التلاميذ يجيبوا بـ 'Yes' أو 'No'.

الإجابات:

- 1 Yes, 2 Yes, 3 No, 4 No, 5 No, 6 Yes, 7 No, 8 Yes

اختر الضمير الصحيح

المرحلة ٢

- اطلب إلى التلاميذ النظر إلى النشاط الثاني في الصفحة ١٨ من كتاب التلميذ. اقرأ العنوان، أو اطلب إلى متطوع القيام بذلك.
- دع التلاميذ يكملوا الجمل ١-٧ مستخدمين الضمير الصحيح. ثم دعهم يتحققوا من إجاباتهم كل مع شريك.
- اطلب إلى متطوعين قراءة جملهم، مثلاً:
My father is an engineer. He works in an oil refinery. 1

الإجابات:

- 1 He, 2 It, 3 They, 4 It, 5 She, 6 We, 7 He

اختر الوظيفة الصحيحة

المرحلة ٣

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ١٩. اقرأ العنوان، وتأكد من أنهم يعرفون ما ينبغي لهم أن يفعلوه.

- Again, as a TPR activity, you can ask pupils to stand up if the sentence is true or to remain seated if it is false. Alternatively, you can ask pupils to say 'true' or 'false'.

Homework note

You will need to collect in pupils' *Activity Books* to mark the paragraph that they wrote for homework on page 15.

Stage 1 Check my understanding

- Ask pupils to work individually and complete the first activity on page 18 of the *Pupil's Book*. Tell them that they should not look back at pages 16 and 17 at this stage. Pupils tick 'Yes' or 'No'.
- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at pages 16 and 17 to confirm their answers. Ask the class *Do you agree with your partner?* Read out sentences 1–8 and get pupils to respond with 'Yes' or 'No'.

Answers

1 Yes, 2 Yes, 3 No, 4 No, 5 No, 6 Yes, 7 No, 8 Yes

Stage 2 Choosing the correct pronoun

- Ask pupils to look at the second activity on page 18 of the *Pupil's Book*. Read the rubric or ask for a volunteer to do so.
- Get pupils to complete sentences 1–7 using the correct pronoun. Let pupils check their answers with a partner.
- Ask for volunteers to read out their sentences. For example:
1 *My father is an engineer. He works in an oil refinery.*

Answers

1 He, 2 It, 3 They, 4 It, 5 She, 6 We, 7 He

Stage 3 Choosing the correct job

- Ask pupils to open the *Pupil's Book* on page 19. Read the rubric and make sure pupils understand what they have to do.

- Get pupils to complete the activity by themselves.
- Tell pupils to use the speech bubbles at the bottom of the page and to check their answers with a partner. Monitor and support as necessary.
- Play Track 14. Pupils check their answers and count how many they got correct. If necessary, you can play Track 14 again.

Track 14. Listen and check your answers

- 1 *I'm a doctor. I work in a big hospital in Basra.*
- 2 *This is my new car. I'm a taxi driver.*
- 3 *I love my job baking bread – yes, I'm a baker.*
- 4 *Here I am in my shop cutting up some meat. I'm a butcher.*
- 5 *I work in a small shop as a shop assistant.*
- 6 *I'm a pharmacist. It is an important job.*
- 7 *This is me standing next to my police car – I'm a policeman.*
- 8 *I work in a big bank in the centre of town. I'm a banker.*
- 9 *I have a boat and some big nets. I'm a fisherman.*

Answers

1 doctor, 2 taxi driver, 3 baker, 4 butcher, 5 shop assistant, 6 pharmacist, 7 policeman, 8 banker, 9 fisherman

Stage 4 AB Spelling high-frequency words

- In Grade 6, pupils continue to look at the spelling of common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for the unit are *unt, uncl, eas, interest*. Lesson 1 of Unit 2 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 17 of the *Activity Book*. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use the 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

الوحدة ١ الدرس ٨

واجب منزلي

المرحلة ٥ AB

الأهداف: اقرأ قصة
يراجع اللغة من الوحدة ١ في قصة
يراجع كلمات الوظائف في لعبة البحث عن كلمات
يربط معلومات إضافية بأقسام القصة
يختار ست كلمات جديدة ليصنفها
يتعلم تهجئة أربع كلمات كثيرة التكرار (aunt, uncle)
easy, interesting
الموافق: كتاب التلميذ (الصفحتان ٢٠ و ٢١)
كتاب الأنشطة (الصفحتان ١٨ و ١٩)
المتقطع ١٥

- حدّد الصفحتين ١٦ و ١٧ من كتاب الأنشطة، النشاطين A و B واجباً منزلياً. تحقق من أن التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ المناوين (مع التلاميذ جميعاً أو معهم أفراداً).
- ذكّرهم بأنك سوف تتحقق من إجابات ملف المعلومات عن وظيفة معلم وروتيته في بداية الدرس التالي.

اختتم

المرحلة ٦

- خصّص دقائق قليلة عند نهاية الدرس لتراجع مع التلاميذ ما أنجزتموه ممّا اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، والتي استمتعوا بها أقل.
- اختتم الدرس بالطريقة المعتادة.

تهيئة

- ابدأ الصف بسؤال التلاميذ عن هذا اليوم. اكتبه على اللوح. تأكد من أن باستطاعتهم أن يخبروك عن الشهر أيضاً، وكتبه على اللوح.
- اللعب لعبة إملائية من خلال حرف/حرف. استدع الحرف الأول من كلمة لوظيفة (استخدم الوظائف من القصة الواردة على الصفحتين ٢٠ و ٢١). اذهب في جولة حول الصف، ودع التلاميذ يقدّموا الحروف التالية واللاحقة. ابدأ مجدداً مع كلمة جديدة، تبدأ حيث توقفت عند الكلمة الأخيرة.

تدقيق الواجب المنزلي:

- تتحقّق من إجابات ملف المعلومات عن وظيفة معلم وروتيته (النشاط B، الصفحة ١٧). استخدم أسئلة كاملة للحصول على الإجابات، مثلاً:

What type of school does the teacher work in?
Is it big or small?
What time does school start?
What is this week's English lesson about?

الإجابات:

Type of school: primary school
Size of school: small
School starts at: 8 o'clock
School finishes at: 1 o'clock
This week's English lesson: project about healthy food and drink

دعم

- شجّع التلاميذ على قراءة النص في كتاب الأنشطة، الصفحة ١٦. اطلب إليهم رسم خط تحت أي كلمات جديدة، سيكون بمقدورهم استخدام تلك الكلمات في الدرس ٨، قسم 'My new words'.

إضافي

- اكتب الحروف الأبجدية على اللوح، ورقّمها من ١ إلى ٢٦. اكتب اسم وظيفة، أو مكان عمل أو علاقة عائلية، باستخدام رمز الرقم، واطلب إلى التلاميذ حل اللغز (مثلاً، 4-15-3-20-15-18 = doctor).
- دع كل تلميذ يختار ثلاثة كلمات، ويكتبها باستخدام رمز الرقم متبوعاً الطريقة نفسها.
- شكّل التلاميذ أزواجاً لقراءة أسماء البلدان المشقّرة (باستخدام الأرقام)، وحلّ الألغاز.

Stage 5 AB

Homework

- Set *Activity Book*, pages 16 and 17, activities A and B for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Remind pupils that you will be checking the Information file answers about the teacher's job and her routine at the beginning of the next lesson.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

Encourage pupils to read the text on page 16 of the *Activity Book* again. Ask them to underline any new words. They will be able to use these in 'My new words' Lesson 8.

Additional

- Write the letters of the alphabet on the board and number them 1-26. Write the name of a job, a place of work or a family relationship using the number code and ask the students to work it out (for example, 4-15-3-20-15-18 = doctor).
- Tell the students to choose three words each and to write their words using the number code in the same way.
- Put pupils in pairs to read out their coded words (using the numbers) and work out the answers.

Unit 1 Lesson 8

Aims: To read a story
To review language from Unit 1 in a story
To review words for jobs in a word search
To link extra information to the sections of a story
To choose six new words to learn
To learn to spell four high-frequency words (*aunt, uncle, easy, interesting*)

Materials: *Pupil's Book* pages 20-21
Activity Book pages 18-19
Track 15

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Play a spelling game letter by letter. Call out the first letter of a word for a job (use the jobs from the story on pages 20 and 21). Go round the class with pupils providing the next and subsequent letters. Start again with a new word beginning where you left off with the last word.

Checking homework

- Check the Information file answers about the teacher's job and routine (*Activity Book*, page 17). Use full questions to elicit the answers. For example:
What type of school does the teacher work in?
Is it big or small?
What time does school start?
What is this week's English lesson about?

Answers

Type of school: primary school

Size of school: small

School starts at: 8 o'clock

School finishes at: 1 o'clock

This week's English lesson: project about healthy food and drink

أنا أستطيع...

المرحلة ٢ AB

- وضح للتلاميذ أن الدرس ٨ من كتاب الأنشطة للصف السادس، يتضمّن نشاط 'I can ...'، وهو يتناول إحدى نقاط التعلّم الرئيسية من الوحدة. بخصوص النشاط A، اطلب إليهم أن يعملوا أفرادًا، ويربطوا الجمل الثماني بكل جزء من القصة. يقارن كل من التلاميذ إجابته مع إجابة شريك.
- تحقق من أن الجميع لديهم الإجابة نفسها.

الإجابات:

8, 4, 5, 2, 6, 7, 3, 1

تهجئة أربع كلمات كثيرة التكرار

المرحلة ٣ AB

- هذه هي الممارسة الثانية لاستراتيجية «انظر، قل، غط، اكتب، تحقق». اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ١٧، والنظر إلى النشاط أسفل الصفحة.
- اطلب إليهم إخبارك عما يقوله العنوان («انظر، قل، غط، اكتب، تحقق»). دعهم يذكروا لك ما يجب عليهم القيام به.
- تأكد من أنهم مستعدون للكتابة. دعهم يتبعوا استراتيجية «انظر، قل، غط، اكتب، تحقق» وينجزوا العمود 'Write 2'.

المرحلة ٤ AB تسمية البحث عن كلمات: تنافس مجموعة

- ضع التلاميذ في مجموعات صغيرة من أربعة. قسّم كل مجموعة إلى فريقين، الفريق A و B.
- اشرح أن هذا هو «سباق» للعثور على كلمات العمل الثماني. أشر إلى أن الكلمات يمكن أن تكون مكتوبة أفقيًا أو عموديًا. الفائز هو الفريق الأول الذي ينتهي. يجب أن يرفع التلاميذ أيديهم ويقولوا 'Finished'.
- قل *Open your Activity Books on page 19 and find the words*. قل *Go*.
- يجب أن يقرأ الفريق الذي ينتهي أولاً الكلمات الثماني. وقد يكون من الضروري الإشارة إلى حيث تكون الكلمات.

الإجابات:

teacher, nurse, engineer, builder, doctor, programmer (أفقيًا)
waiter, housewife (عموديًا)

For the lesson pupils need: paper, scissors, glue and crayons

اقرأ قصة

المرحلة ١

- أخير التلاميذ أنهم سيستمعون إلى قصة ويقرأونها. اكتب عنوان القصة على اللوح، واقرأها مع الجميع. اطلب إليهم النظر في الصورة الأولى على الصفحة ٢٠، وأسأل:
Who can you see in picture 1? What is she pointing to?
- اطلب إليهم قراءة القصة أثناء الاستماع.
- دعهم يعملوا أزواجًا. قم بتخصيص الأرقام ١، ٢، ٣، ٤، ٥، ٦، ٧، ٨، ٩، ١٠ للتلميذ A، وتخصيص الأرقام ١١، ١٢، ١٣، ١٤، ١٥، ١٦، ١٧، ١٨، ١٩، ٢٠ للتلميذ B. اطلب إليهم أن يخبر كل منهم شريكه بأجزاء من القصة. يمكنهم قراءة النص، أو استخدام كلماتهم الخاصة.

راقب وادعم بحسب الضرورة.

- أنه من خلال سؤال التلاميذ عن أي من الوظائف التي تتحدث عنها الفتاة يختارونها.

١٥. المتعلم استمع وانظر وأقرأ

When I grow up

- 1 *When I grow up, my teacher says I will be an engineer because I am good at Maths and I like designing things.*
- 2 *When I grow up, my dad says I will be an artist because I like painting pictures.*
- 3 *When I grow up, my mum says I will be a famous cook in a big restaurant because I love cooking and I am good at it.*
- 4 *When I grow up, my brother says I will be a doctor because I helped him when he cut his hand with a knife.*
- 5 *When I grow up, my friend says I will be an IT programmer because I like using computers and I am good at Maths.*
- 6 *When I grow up, my grandpa says I will be a pharmacist because I am good at Science.*
- 7 *When I grow up, my grandma says I will be a nurse because I am good at helping her when she doesn't feel well.*
- 8 *When I grow up, I want to be a teacher because I love working with young children. I will work in a primary school.*

For the lesson pupils need: paper, scissors, glue and crayons.

Stage 1 Reading a story

- Explain that pupils are going to listen to and read a story. Write the title of the story on the board and read it with the class. Get pupils to look at the first picture on page 20 and ask *Who can you see in picture 1? What is she pointing to?*
- Ask pupils to read the story as they listen.
- Put pupils in pairs. Allocate numbers 1, 3, 5 and 7 to Pupil A, and allocate numbers 2, 4, 6, and 8 to Pupil B. Ask pupils to tell their parts of the story to their partner. They can read the text, or they can use their own words.
- Monitor and support as necessary.
- Finish by asking pupils which of the jobs the girl talks about they would choose to be.

Track 15. Listen, look and read

When I grow up

- 1 *When I grow up, my teacher says I will be an engineer because I am good at Maths and I like designing things.*
- 2 *When I grow up, my dad says I will be an artist because I like painting pictures.*
- 3 *When I grow up, my mum says I will be a famous cook in a big restaurant because I love cooking and I am good at it.*
- 4 *When I grow up, my brother says I will be a doctor because I helped him when he cut his hand with a knife.*
- 5 *When I grow up, my friend says I will be an IT programmer because I like using computers and I am good at Maths.*
- 6 *When I grow up, my grandpa says I will be a pharmacist because I am good at Science.*
- 7 *When I grow up, my grandma says I will be a nurse because I am good at helping her when she doesn't feel well.*
- 8 *When I grow up, I want to be a teacher because I love working with young children. I will work in a primary school.*

Stage 2 AB

- Explain to pupils that in Grade 6 *Activity Book* in Lesson 8 there is usually an 'I can ...' activity that looks at one of the main learning points from the unit. For activity A, ask pupils to work individually and link the eight sentences to each part of the story. Pupils compare their answers with a partner.
- Check that everyone has the same answer.

Answers

8, 4, 5, 2, 6, 7, 3, 1

Stage 3 AB Spelling high-frequency words

- This is the second 'Look, say, cover, write, check' practice. Ask pupils to open their *Activity Book* on page 17 and look at the activity at the bottom page.
- Ask pupils to tell you what the rubric says ('Look, say, cover, write, check'). Elicit what pupils have to do.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 4 AB Word search: group competition

- Put pupils into small groups of four. Divide each group into two teams, Team A and B.
- Explain that this is a race to find the eight job words. Point out that the words can be written horizontally or vertically. The winner is the first team to finish. Pupils should put their hands up and say *Finished*.
- Say *Open your Activity Books on page 19 and find the words. Say Go.*
- The first team to finish should read out the eight words. It might be necessary to point out where the words are.

Answers

(horizontal) *teacher, nurse, engineer, builder, doctor, programmer*

(vertical) *waiter, housewife*

واجب منزلي

المرحلة ٥ AB

- حدّد النشاطين B و D على الصفحة ١٩ من كتاب الأنشطة، واجباً منزلياً، تحقق من أن التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ العناوين (معهم جميعاً أو معهم أفراداً).
- أخبر التلاميذ أنك ستحقق من الواجب المنزلي في بداية الدرس التالي.
- إعداد الاختبار: وضّح للتلاميذ أنهم سيخضعون لاختبار إملائي في الدرس التالي. سيختبرون الكلمات الأربع التي كانوا يستخدمونها (*aunt, uncle, easy, interesting*). وضّح لهم أن عليهم في الواجبات المنزلية أن يتبعوا استراتيجية «انظر، قل، غط، اكتب، تحقق» وينجزوا عمود 'Write 3' في الصفحة ١٧، من كتاب الأنشطة.

إجابات النشاط D:

- 1 a waiter
- 2 a teacher
- 3 on a building site
- 4 a farmer
- 5 an engineer/ a builder
- 6 a housewife

اختتم

المرحلة ٦

- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس والوحدة التي استمتعوا بها أكثر، والتي استمتعوا بها أقل.
- اختتم الدرس بالطريقة المعتادة.

التدريس التمييزي: دعم وإضاهي

- تلاميذ المجموعة الأولى: بخصوص التلاميذ الأقل ثقة بأنفسهم، استخدم النشاط A على الصفحة ١٨ من كتاب الأنشطة. وزّع التلاميذ أزواجاً، ودعمهم يقرّروا الإجابات. يمكنك أيضاً أن تطلب إليهم العثور على الكلمات الرئيسية، ووضع خط تحتها في كل جملة قبل أن يبدأوا، مثل: *children, hand, program*, إلخ.
- تلاميذ المجموعة الثانية: بخصوص التلاميذ الأكثر ثقة، انظر إن كانوا يستطيعون قراءة الجمل الثماني في الصفحة ١٨، من دون النظر إلى القصة في كتاب التلميذ. تأكد من أنهم استطاعوا أن يربطوا بين الجملة والوظيفة، ثم أخبرهم أن بإمكانهم النظر إلى القصة، ومعرفة إن كانت تخميناتهم صحيحة.

Stage 5 AB

Homework

- Set *Activity Book*, page 19, activities B and D for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Tell the pupils that you will be checking their work at the beginning of the next lesson.
- Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*ant, uncle, easy, interesting*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 17 of the *Activity Book*.

Answers, activity B

- 1 a waiter
- 2 a teacher
- 3 on a building site
- 4 a farmer
- 5 an engineer/ a builder
- 6 a housewife

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 1 they enjoyed the most and the least.
- Round off the lesson in the usual way.

Differentiation: Support and Additional

- **Group 1 pupils:** For less confident pupils doing activity A on page 18 of the *Activity Book*, put pupils in pairs and get them to decide on the answers. You can also ask them to find and underline key words in each sentence before they start, for example: *children, hand, program*, etc.
- **Group 2 pupils:** For more confident pupils, see if they can read the eight sentences on page 18 of the *Activity Book* without looking at the story in the *Pupil's Book*. See if they can say which job each sentence refers to. They can then look back at the story and see if their guesses were correct.

Aims

Listening

- Listen to and learn words to describe what things are made of.
- Listen to and process information describing clothes.
- Listen to check information about shops in a mall.
- Listen to conversations in shops.
- Listen to practise the pronunciation of adjectives.
- Listen for question forms with *comes from* and *is made from*.
- Listen to review present continuous for actions we are doing now.
- Listen to a magazine article about working in a busy hospital.
- Listen to a rhyme about materials.

Speaking

- Ask and answer questions about what things are made of.
- Practise asking for something in a shop.
- Use *this/that* and *these/those*.
- Select suitable adjectives to describe objects.
- Revise adjective order.
- Ask and answer questions to check general knowledge.
- Discuss what to put on a poster ad for a backpack.
- Sing along to a rhyme.

Reading

- Read and learn words to describe what things are made of.
- Read and learn the names of shops in a mall.
- Read to decide where to go to buy what you want.
- Read and complete shopping conversations.
- Read 'Fun facts' about materials.
- Read a magazine blog about a doctor working in a busy hospital.
- Read to check understanding of the 'My magazine' blog.
- Read about paper and check understanding.

Writing

- Write descriptions of desks.
- Write questions with *is/are* and *do/does*.
- Review present continuous for actions we are doing now.
- Follow a model and make a poster about designing a backpack.
- Learn to spell four high-frequency words (*only, enough, many, usually*).
- Select six new words for 'My new words' from Unit 2 to remember and to spell.

Language and Word list

Language

What's/What are the ... made of? It's/They're made of ...

It's/They're too ... expensive/small ...

Contrast **this/that**, **these/those**: This is pretty. That is prettier. / These are too short. Those are longer ...

A plant comes from a seed. / A pot is made from clay.

Describing objects: It is ..., It has ..., It's made from ...

I like tea and I like coffee. / I like tea, but I don't like coffee.

Word list

Materials

glass, wood (wooden), leather, metal, rubber, wool (woollen), cotton, denim

Household objects

jug, saucepan, pencil case, smartphone, knife, fork, spoon, bottle

Clothing

boots, sweater, T-shirt, jeans, shoes, gloves, dress, bands, jacket, skirt, coat, rain boots

Departments/shops in a mall

men's fashion, home cooking, café, supermarket, play area, IT and computing, women's fashion, children's fashion, toys and games, shoes; ground/first/second floor

Opposite pairs of adjectives

soft/hard, plain/colourful, cheap/expensive, thick/thin, light/thick, long/short, big/small; cheaper/more expensive, the cheapest/the most expensive

Unit 2 Lesson 1

Aims: To learn words to describe what things are made of (materials)
To review singular and plural nouns and verb agreement
To look at the order of adjectives before the noun (size, colour, material)

Materials: *Pupil's Book* pages 22–23
Activity Book pages 20–21
Tracks 16–18

Lesson note

Pupils will meet *wool* and *woollen*, and *wood* and *wooden* in this lesson. *Wool* and *wood* are nouns and the names of materials. *Woollen* and *wooden* are adjectives describing objects. For example, a chair is made of *wood*. It is a *wooden* chair.

Spelling test

- Help pupils to find the spelling test grid on page 108 of the *Activity Book*. Explain that you will say the four words they have been practising in Unit 1 and that they should write down each word you say in the box for Unit 1.
- Check that pupils are ready to write. Say the first word, *ant*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*uncle*, *easy*, *interesting*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you and write them on the board. Pupils should then swap books and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Ask pupils to look at what they are wearing and what they have carried into class (bags, etc.). Ask them to think about what these things are made of.

Obviously, pupils will not yet know the words in English, but they can give their ideas in Arabic.

- Explain that in this lesson you are going to look at what things are made of. Write the title of the lesson on the board (*It's made of ...*)
- Check that everyone has done their homework (*Activity Book*, activity D, page 19).

Answers

- | | |
|----------------------|---------------------------|
| 1 a waiter | 4 a farmer |
| 2 a teacher | 5 an engineer / a builder |
| 3 on a building site | 6 a housewife |

Stage 1

Listen, look and say

- Ask pupils to look at the *Pupil's Book* page 22. Ask them how many things they can see at the top of the page (8).
- Play Track 16 a first time to familiarize pupils with all eight items. Then play Track 16 again for pupils to listen and repeat.
- Practise saying all the items together as a class. Make sure pupils differentiate between singular items and plural ones. Note: In English, jeans are plural (see also shorts, glasses (spectacles)).

Track 16. Listen, look and say

- | | | |
|---|-------------------------------|-----------------------------------|
| 1 | <i>What's it made of?</i> | <i>It's a cotton T-shirt.</i> |
| 2 | <i>What's it made of?</i> | <i>It's a woollen sweater.</i> |
| 3 | <i>What are they made of?</i> | <i>They're leather boots.</i> |
| 4 | <i>What are they made of?</i> | <i>They're denim jeans.</i> |
| 5 | <i>What are they made of?</i> | <i>They're rubber rain boots.</i> |
| 6 | <i>What's it made of?</i> | <i>It's a wooden spoon.</i> |
| 7 | <i>What's it made of?</i> | <i>It's a metal saucepan.</i> |
| 8 | <i>What's it made of?</i> | <i>It's a glass jug.</i> |

Stage 2

Match pictures and phrases

- Ask pupils to look at the second activity on page 22 of the *Pupil's Book*. Play Track 16 again and ask pupils to point to each phrase they hear and read along.
- Working individually, ask pupils to match the pictures and the phrases. Let pupils check in pairs. Monitor and support.
- Ask pupils to look at the 'Remember' box and write the picture numbers in the boxes for those that are singular and those that are plural.

- Working in pairs, pupils practise the conversations at the bottom of the page. Monitor and support as necessary.

Answers

- | | |
|-------------------|---------------------|
| 1 cotton T-shirt | 5 rubber rain boots |
| 2 woollen sweater | 6 wooden spoon |
| 3 leather boots | 7 metal saucepan |
| 4 denim jeans | 8 glass jug |

'Remember' box answers

Singular nouns: 1, 2, 6, 7, 8

Plural nouns: 3, 4, 5

Stage 3 What is it/are they made of?

- Ask pupils to look at page 23 of the *Pupil's Book*. Read the rubric together as a class. Ask pupils to read the words under the eight pictures quietly to themselves.
- Get pupils to work with a partner and decide what the items are made of. Ask pupils not to write anything at this point.
- Elicit answers. Ask *What are the knife, fork and spoon made of?* Continue for all eight items. Alternatively, get pupils to ask the questions and the class to answer.
- Pupils write the materials for each item under the relevant picture. Monitor to check that pupils are continuing to form their letters correctly and writing clearly.

Answers

- | | |
|-------------------------------|----------------------|
| 1 metal knife, fork and spoon | 5 wooden pencil case |
| 2 leather shoes | 6 rubber bands |
| 3 woollen gloves | 7 glass bottle |
| 4 cotton dress | 8 denim jacket |

Note: *rubber bands* are named with the adjective to distinguish them from other 'bands' such as hairbands, armbands, hatbands, etc.

Stage 4 What are Dania and Basim wearing?

- Ask pupils to look at the second activity on page 23 of the *Pupil's Book*.

- Ask pupils how they talk about clothes on people. Elicit *He's/She's wearing ...* Let pupils work in pairs and point to Dania and Basim and describe what they are wearing.
- Play Track 17 and get pupils to check their ideas.
- Pupils label the pictures. Remind them to add *a/an* to the labels of singular items.

Track 17. Listen to Dania and Basim talking about what they are wearing

Dania: *I'm wearing a cotton T-shirt, a denim jacket, a cotton skirt and leather shoes.*

Basim: *I'm wearing a woollen scarf, a cotton T-shirt, a leather jacket, denim jeans and leather boots.*

Answers

Dania: a cotton T-shirt, a denim jacket, a cotton skirt, leather shoes

Basim: a woollen scarf, a cotton T-shirt, a leather jacket, denim jeans, leather boots

Stage 5 AB Listen – what are they made of?

Note: This is an activity in two parts. First, pupils listen and write the numbers of the items next to the material words on the left (e.g., metal: 2, 10). Second, pupils write the names of the items (e.g., metal: *clock, key*) and then listen again to check.

- Ask pupils to look at page 20 of the *Activity Book*. Read the rubric as a class or ask for a volunteer.
- Let pupils have time to look at all the pictures. Tell them to work with a partner and say the names of all the items they know.
- Play Track 18. Pupils write the numbers of the two items that are made of the materials in the left column.

Track 18, AB. Listen and write the numbers and names

metal *The clock is made of metal and so is the key.*

leather *The sofa is made of leather and so is the football.*

glass *The doors are made of glass and the table top is also made of glass.*

rubber *The toy duck is made of rubber and so are the gloves.*

denim	<i>The trainers are made of denim and so is the backpack.</i>	
wood	<i>The baseball bat is made of wood and so is the ladder.</i>	
cotton	<i>The baseball cap is made of cotton and so are the towels.</i>	

Answers

metal	2 clock	10 key
leather	1 sofa	13 football
glass	7 doors	14 table (top)
rubber	5 (toy) duck	11 gloves
denim	3 trainers	12 backpack
wood	4 bat	8 ladder
cotton	6 baseball cap	9 towels

Stage 6 AB **Order of adjectives**

Note: The table at the top of page 21 of the *Activity Book* will help pupils write their descriptions of the room in activity C. The table starts with a column labelled 'verbs'.

For sentences with *is wearing/is holding/is sitting*, pupils will need to add a subject to each sentence (e.g., *The boy is holding a black and white leather football.*).

We use *there + verb be* to express the idea that something exists. We put *there* in the subject position so that the new information can follow. For example, *There is a big brown leather sofa in the room.*

A sentence like *A big brown leather sofa is in the room* is possible but unusual and it would only be used in special effect. It should *not* be taught to pupils.

- Have two or three items ready to show pupils so that you can demonstrate and elicit some adjectives and how to order them before a noun. For example, a white plastic cup, a blue shirt, a long brown pencil/a short red pencil, a big black and white ball/a small yellow ball, etc.
- Elicit adjectives for these items. Ask pupils to look at page 21 of the *Activity Book* and at the 'Look' box in the middle of the page. Now ask pupils to order the adjectives for the items according to size, colour, material + noun.
- Let pupils practise with items they have on their desks.

Stage 7 AB

Homework

- Set *Activity Book*, pages 20 and 21, activities B and C for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- **Note:** For activity C, pupils will first need to colour the picture. Then they will need to look at the table at the top of the page to describe the items in the room.
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 8

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Ask pupils to draw and colour a picture of their bedrooms. They will need paper to do this. They can then write descriptions of the items in their bedrooms using adjectives for size, colour and material.
- Less confident pupils can work with a partner to write just two or three sentences.
- At the beginning of the next lesson, you can ask pupils to display their pictures and descriptions on the classroom walls. Pupils can walk around to look at and read other pupils' work.

Unit 2 Lesson 2

Aims: To learn the names for shops and departments in a shopping mall
To decide where to go to buy what you want
To review ordinal numbers

Materials: *Pupil's Book* pages 24–25
Activity Book pages 22–23
Tracks 19–21

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Note: If you want to practise the exact date, you will need to review ordinal numbers. Pupils learnt ordinals from 1st–10th in Grade 5. In this lesson, they will use *ground floor*, *1st floor*, *2nd floor*. See the Additional activity at the end of this lesson for further notes on practising ordinal numbers 11th–31st.
- If pupils did the Additional/Support activity from Lesson 1, make time for them to look at one another's drawings and read the descriptions. If you cannot organize this for Lesson 2, you can do so in Lesson 3.

Stage 1

Listen and read

- Ask pupils to open the *Pupil's Book* on page 24. Look at the top activity and give pupils time to look at what Wisam has written.
- Play Track 19 and get pupils to listen and read.
- Ask pupils to look at the plan of the shopping mall at the bottom of the page. Say *This is a plan of the mall. Ask How many floors are there?*

Track 19. Listen and read

It's Saturday and we are at the mall. I am with my mum and dad, my big sister, Dania, and little brother, Ammar. There are lots of shops on different floors. We need to decide where to go. We are going to buy some clothes and I hope we are going to the café for ice-cream.

Stage 2

- The illustrations contain lots of clues that will let pupils label the shops. Before they start, read out the labels, or ask for volunteers. Introduce the word *fashion* – here it has the same meaning as 'clothes' and, obviously, shops need to sell clothes that are the popular, new styles.
- Ask pupils to work in pairs and label the shops in the mall.
- Play Track 20. Pupils check their labels.

Track 20. Listen and check your answers

On the ground floor, there is a play area for children and a supermarket.

On the first floor, there are three shops. On the left is men's fashion; on the right is children's fashion. The IT and computing shop is between men's and children's fashion.

On the second floor, there is a café on the left. Next to the café is women's fashion, and home cooking is next to women's fashion.

- Draw a sketch of the mall layout on the board – just eight boxes on top of each other as in the illustration.
- Start with the bottom left shop (play area) and elicit the names.

Answers

Ground floor, left to right: play area, supermarket
1st floor, left to right: men's fashion, IT and computing, children's fashion
2nd floor, left to right: café, women's fashion, home cooking

Stage 3

Read. Who is speaking?

- Working individually, ask pupils to read the speech bubbles in the activity at the top of page 25 of the *Pupil's Book*.
- Ask pupils to check their answers in pairs before eliciting from the whole class. To do this, you can ask for volunteers to read out the text in each speech bubble – the class can give the name of the character who is speaking.

Answers

- | | |
|---------|---------|
| 1 Mum | 4 Dad |
| 2 Dania | 5 Ammar |
| 3 Wisam | |

Note: There are other possible answers for this activity. For example:

- | | |
|-----------------|-----------------|
| 1 Mum/Dad/Wisam | 4 Dad/Mum/Wisam |
| 2 Dania | 5 Ammar |
| 3 Wisam/Dad/Mum | |

Stage 4 Shop names. Where do they need to go?

- Ask pupils to look at the activity at the bottom of page 25 of the *Pupil's Book*. Allow a few moments for pupils to look at the illustrations.
- Ask pupils to work by themselves and to re-read the speech bubbles in the activity above. Pupils write the number next to the correct shop. Get pupils to check their answers in pairs. Class check.

Answers

- | | |
|---------------------|------------------|
| 1 Home cooking | 4 IT & computing |
| 2 Childrens fashion | 5 Play area |
| 3 Café | |

Stage 5 AB Read and order conversations

- Ask pupils to look at page 22 of the *Activity Book*. Allow a few moments for pupils to look at the illustrations. Ask *Who is speaking in the conversations?* (Dania, Wisam, Mum, Dad and Ammar).
- Put pupils in pairs and allocate Pupil A and Pupil B to each pair.
- Pupil A should read the top conversation and decide on the order of the speech bubbles numbering the boxes 1–5. Pupil B should do the same for the bottom conversation and number the boxes 6–9.
- Ask pupils to read out their conversation to their partner. The partner should listen and number the speech bubbles accordingly.
- Play Track 21. Pupils follow and read and check the order of the speech bubbles.

Track 21, AB. Listen and check your answers

- Mum: *It's 11 o'clock now. Dania and Wisam you can go to look at children's fashion. Do you know where to go?* (1)
- Dania: *Yes, Mum. Children's fashion is on the 1st floor.* (2)
- Dad: *Mum and I are going to look at home cooking. We will meet you in the café at 12.30. Is that OK?* (3)
- Wisam: *At 12.30. That's OK. But where is home cooking?* (4)
- Mum: *It's on the 2nd floor next to the café.* (5)
- Ammar: *What about me? I don't want to look at home cooking.* (6)
- Dad: *I know. I'm going to take you to the play area on the ground floor. There are lots of games and children to play with.* (7)
- Ammar: *On the ground floor. OK, but can I go to the café? I want an ice-cream or a cake.* (8)
- Mum: *Of course you can, Ammar. Dad or I will come to get you at 12.30. We will all have ice-cream.* (9)

Stage 6 AB Look at a survey and ask and answer questions

- Ask pupils to look at activity D on page 23 of the *Activity Book*. Read the text in the box together as a class.
- Ask two or three questions about the table: *How many pupils like going to the play area?* (2) *What are their names?* (Samer, Majd) *Does Amal like going to home cooking?* (Yes, she does.)
- Ask pupils to look at the speech bubbles at the bottom of the page. Pupils can work in pairs or small groups to ask and answer questions about the survey.

Stage 7 AB Homework

- Set *Activity Book*, page 23, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Remind pupils that they should re-read the conversation on page 22 to answer the questions.

- Tell pupils that you will be checking their work at the beginning of the next lesson.

Teaching note

Remember to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully, and that their writing (letter formation, space between words, punctuation, etc.) continues to be done well.

Unit 2 Lesson 3

Aims: To practise asking for something in a shop

To use *this/that* and *these/those*

To write ads (advertisements) for shop windows

Materials: *Pupil's Book* pages 26–27
Activity Book pages 24–25
Tracks 22 and 23

Stage 8

Rounding off

- Round off game (*What floor*): As a quick, fun round-off activity, choose the shops that are in the mall on page 25 of the *Pupil's Book* (play area, IT and computing, supermarket, etc.) and ask, for example *What floor is the play area on?* Pupils should answer from memory. If pupils are correct, the class scores a point; if pupils are wrong, you score a point.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- If you want pupils to practise saying the exact date at the start of each lesson, you can introduce ordinal numbers beyond 10th. The pattern is easy to follow once pupils know that all are regular and formed by adding 'th' to the number except for any number ending in 1, 2 or 3 (21, 22, 23, 31 – only these are needed for dates).
Note: Spellings twelve → twelfth, twenty → twentieth, thirty → thirtieth
- First, review ordinal numbers 1st, 2nd, 3rd, 4th to 10th (from Grade 5): write these numbers on the board and ask pupils to say them.
- Write *first* 1st, *second* 2nd, *third* 3rd, *fourth* 4th on the board. Underline the -st, -nd, -rd and so on to *tenth* 10th.
- Write other numbers on the board and see if pupils can give the ordinal form (15th/fifteenth, 20th/twentieth, 22nd/twenty-second, 24th/twenty-fourth, 30th/thirtieth, 31st/thirty-first).
Note: Continue the practise by getting pupils to say the date at the beginning of each lesson.

Practising dates

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- For example, Monday, 10th October. Now say *Monday the tenth of October*. Ask pupils to repeat. Explain that we do not write *the* or *of* when we write the full date, but we do say these words.
Note: Only practise today's date here. You can continue to do the same at the beginning of every lesson.

Warm up

- Put pupils in pairs or small groups. Each pair or group needs to have a blank piece of paper or a notebook that they can use.
- Set a short time limit and get each pair/group to write down as many materials as they know.
- Get pairs/groups to swap papers. Elicit the names for the materials. Write each one on the board. Pairs/groups should be marked half a point for a correct material name with wrong spelling and one point for a correct material name with correct spelling.
- Get pupils to add up the points and see which pairs/groups have scored best.
- Check that everyone has done their homework (activity C, page 23).

Answers

- 1 Children's fashion
- 2 No. / No, Ammar is not going to home cooking.
- 3 On the ground floor.
- 4 At 12.30.
- 5 Ice-cream. / They are going to have ice-cream.

Stage 1

Can I help you?

- Ask pupils to look at page 26 of the *Pupil's Book*.
- Ask pupils to name the things they can see in the four pictures (saucepan, phone/mobile phone/ smartphone, clothes – dress, shirt, jacket, sweater and boots).
- Ask pupils to work in pairs and together read the sentences in the boxes at the top of the page. Let pupils decide which sentences belong to each of the conversations.
- Play Track 22. Pupils check their answers.
- Put pupils in pairs. Ask them to choose one or two conversations, then read and practise the conversation(s).

Track 22. Listen and check your answers

1

Can I help you?

Yes, please. I'm looking for a saucepan.

What sort of saucepan would you like?

A metal one with a glass lid.

How about this one?

It's too big.

2

Can I help you?

Yes, please. I'm looking for a smartphone.

What phone would you like?

I'd like a Banana Phone. How much is this one?

About 900,000 IQD.

It's too expensive.

3

Can I help you?

Yes, please. I'm looking for a school uniform.

Here are some uniforms. What colour do you want?

My school uniform is blue.

Look at these. What size are you?

Medium.

4

Can I help you?

Yes, please. I'm looking for some boots.

Do you want rain boots or leather ones?

Leather boots, please.

Look at these. These are very good boots. What size are you?

Size 37.

Answers

- 1 A metal one with a glass lid. / It's too big.
- 2 I'd like a Banana Phone. How much is this one? / It's too expensive.
- 3 My school uniform is blue. / Medium.
- 4 Leather boots, please. / Size 37.

Stage 2

Listen and say

- Ask pupils to look at page 27 of the *Pupil's Book*. Give them time to look at the pictures. You might like to ask a few comprehension questions about the pictures. For example, *How many people can you see? (2), Where are they? (in a shop / in women's fashion) What is the shop assistant wearing? (a blue shirt and a blue skirt) What is the customer wearing? (a purple jacket, purple trousers, a pink shirt and a pink headscarf).*
- Play Track 23. Stop after each part (speech bubble) for pupils to repeat the conversation in couplets (i.e., *Can I help you? + Yes, please. I'm looking for a dress. / This is very nice. It's the new fashion. + Yes, but this is too long*). Do not ask pupils to complete the missing parts at this point.
- Put pupils in pairs and allocate roles: shop assistant or customer. If possible, get pupils to look at each other as they repeat the conversation and point to imaginary items: close things when using *this* and things farther away when using *that*.
- Pupils complete gaps in the conversations.

Track 23. Listen and say

Shop assistant: *Can I help you?*

Customer: *Yes, please. I'm looking for a dress.*

Shop assistant: *This is very nice. It's the new fashion.*

Customer: *Yes, but this is too long.*
 Shop assistant: *I see. What about that?*
 Customer: *Yes, I like that. It's a nice colour.*
 Shop assistant: *What size are you?*

Shop assistant: *Anything else?*
 Customer: *Yes, please. I'm looking for some boots.*

Shop assistant: *These are very nice boots. They're the new fashion.*

Customer: *Yes, but these are too high.*
 Shop assistant: *I see. What about those?*
 Customer: *Yes, I like those. They're just right.*
 Shop assistant: *What size are you?*

Answers

Conversation 1: long, a nice colour
 Conversation 2: high

Stage 3 Practise the conversations

- Ask pupils to look at the words in the green boxes at the bottom of page 27 of the *Pupil's Book*.
- Ask pupils to think of adjectives they could use for the nouns in boxes 1 and 2. Write these on the board:
 T-shirt: too big/small
 skirt: too long/short
 coat/jacket: too big/small/expensive
 sweater: too big/small/thick
 jeans: too big/small/long/short/expensive
 shoes: too big/small/high/expensive
 rain boots: too big/small/long/short
 gloves: too big/small
- Put pupils in pairs to practise some of the conversations again. Pupils can swap roles between the shop assistant and customer. **Note:** Get pupils to choose which items of clothing they make their conversations about – they do not need to use all the items of clothing.

Stage 4 AB Look at an ad for a shop

Note: In informal English, the word *advertisement* is often abbreviated to *ad* or *advert*. Here pupils use *ad*, the shortest form.

- Get pupils to look at activity A on page 24 of the *Activity Book*. Look at the six illustrations and elicit what each shop sells.
 Top row: clothes for everyone, sports things, home cooking
 Bottom row: toys, coats, shoes for everyone
- Put pupils in pairs or small groups. Ask them to choose two illustrations that they want to write an ad about. **Note:** Pupils will write the ads for the remaining illustrations for homework.
- Ask pupils to read the phrases in activity B and decide which ones they can use to write their two ads. You might like to get volunteers to read out each phrase to the class.
- Set a time limit for pupils to write one or two sentences about their chosen ads. Elicit some examples from pairs or groups. You can write these on the board.

Possible examples

Top left illustration: We have the newest/latest fashions. Clothes for everyone.

Top right illustration: We have everything you need for cooking.

Bottom right illustration: Shoes for all ages. We have shoes for all sizes.

Stage 5 AB Homework

- Set *Activity Book*, page 24 (writing the remainder of the ads) and page 25, activity C for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 6 Rounding off

- Play a quick game. You say the adjectives from page 25 of the *Activity Book* (*small, big, pretty, short, long, expensive, cheap*) and pupils respond with the comparative forms (*smaller, bigger, prettier, shorter, longer, more expensive, cheaper*).
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Get pupils to work in groups of four or five. Pupils put their classroom objects on their desks.
- Pupils make simple sentences with *This is .../That is ...* or *These are .../Those are ...* when pointing to either their own or another pupil's classroom objects. For example:
This is a rubber.
Those are pencils.
or for more confident pupils:
This is my pencil case.
That is your Pupil's Book.

Unit 2 Lesson 4

- Aims:** To learn adjectives to describe materials
To select suitable adjectives to describe objects
To practise describing different desks
To practise recognizing common homophones (*to, two, too*)

- Materials:** *Pupil's Book* pages 28–29
Activity Book pages 26–27
Tracks 24–27
Optional items: paper or pupils' notebooks

Practising dates

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- For example, Wednesday, 12th October. Now say *Wednesday the twelfth of October*. Ask pupils to repeat. Explain that we do not write 'the' or 'of' when we write the full date, but we do say these words. Note: Only practise today's date here. You can continue to do the same at the beginning of every lesson.

Warm up

- Play a game: a matching adjective and noun challenge. Write the adjectives from page 25 of the *Activity Book* on the board: *small, big, pretty, short, long, expensive, cheap*. Put pupils in pairs or small groups. Ask them to add a noun to each adjective. The group that completes the task first, with logical matches, is the winner.
- Check that everyone has done their homework (activity C, page 25).

Answers

- 1 Those are bigger.
- 2 That is prettier.
- 3 Those are longer.
- 4 That is cheaper.
- 5 These are too small.
- 6 This is pretty.
- 7 These are too short.
- 8 This is too expensive.

Stage 1

Opposites – which picture do you like?

- Ask pupils to open the *Pupil's Book* on page 28. Let them look at the picture pairs. Ask for volunteers to name the objects (*cars, socks, skirts, pens, scarves, sweets*).
- Ask pupils to tick one picture from each pair.
- Now ask pupils to match the opposites with the pictures.

Answers

- 1 hard / soft = picture 6
- 2 plain / colourful = picture 2
- 3 cheap / expensive = picture 1
- 4 thick / thin = picture 4
- 5 light / thick = picture 5
- 6 long / short = picture 3

Stage 2

Listen and say

- Play Track 24. Get pupils to repeat.
- Ask pupils to say which object(s) from each pair they like. For example:
I like the thin blue scarf.
I like the expensive red car and the colourful socks.

🎧 **Track 24. Listen and say**

- 1 *It's a cheap orange car.
It's an expensive red car.*
- 2 *They're plain blue socks.
They're colourful socks.*
- 3 *It's a long skirt.
It's a short skirt.*
- 4 *It's a thick pen.
It's a thin pen.*
- 5 *It's a light blue scarf.
It's a thick blue scarf.*
- 6 *They're hard sweets.
They're soft sweets.*

Stage 3

Write four sentences

- Ask pupils if they have a desk at home – in the living room or in the bedroom. Ask for volunteers to tell you what these are made of and whether they are big or small.
- Ask pupils to look at the desks at the top of page 29 of the *Pupil's Book*. Ask for a quick show of hands to show which desk pupils like best, ask *Who likes desk 1 best?*
- Let pupils work by themselves to write four sentences about the four desks.

Answers

- 1 This desk is colourful but it's too small for me.
- 2 This desk is metal and it has drawers.
- 3 This desk is too big and it's very expensive.
- 4 This desk is plain but it's just right for me.

- Pupils read their sentences to a partner using the speech bubbles at the bottom of page 29 of the *Pupil's Book* as a guide.
- Ask for volunteers to read out each sentence to the class.

Stage 4 AB You want a desk – what is it like?

- Ask pupils to look at pages 26 and 27 of the *Activity Book*, activities C–E. Pupils can either write a sentence about the desk they have at home or they can write about a desk that they would like to have.
- Play Track 25.

🎧 **Track 25, AB. Listen. Are your desk and chair like these ones?**

My desk is made of wood. It's small and it is a rectangle. It is brown and it has two drawers. My chair is made of wood, too.

- Ask for volunteers to describe to the class the desk they have/would like to have.

Stage 5 AB

Look and practise

- Write *to*, *two*, and *too* on the board. Elicit how to say these words. Ask *Do the words sound the same or different?*
- Ask pupils to look at the 'Look' box at the bottom of page 27 of the *Activity Book*. Play Track 26.

🎧 **Track 26, AB. Listen to these three words. Do they sound the same?**

to, two, too

- Ask again: *Do the words sound the same or different?* Ask pupils to tick the 'Yes' or 'No' box. Make sure everyone ticks the 'Yes' box.
- Play Track 27. Let pupils work by themselves and complete the sentences. Elicit answers.

🎧 **Track 27, AB. Listen and complete the sentences**

- 1 *I'm going to school.*
- 2 *I have two friends.*
- 3 *This computer is too expensive.*

Answers

- 1 to
- 2 two
- 3 too

Stage 6 AB

Homework

- Set *Activity Book*, page 26, activities A and B for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 7

Rounding off

- Play a quick game: you say a noun from page 26 of the *Activity Book* (*ice-cream, skirt, book, car, T-shirt, scarf*) and pupils respond with an adjective. For example, *soft/hard, long/short, thick/thin, big/small, cheap/expensive, colourful/plain, light/thick*.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Put pupils in pairs or small groups. Each pair or group needs to have a blank piece of paper or a notebook that they can use.
- Divide the board into three columns marked *to, two, too*. Divide the class into four teams (or more as necessary) and ask pupils to copy the three columns onto their pieces of paper or into their notebooks. Say a sentence, e.g., *Number 1: I have two books*. Note: You will need to keep a list of the sentences you say so that you can give answers at the end of the activity.
- Pupils tick the correct column (*to, two* or *too*). Read out other sentences.
- Give out the answers. The winners are the groups with the highest score.

Some possible sentences:

I have two books. The car is too expensive. I go to school by bus. Can I have two sweets, please? The desk is too big for me. These shoes are too small. We went to the mall yesterday.

Unit 2 Lesson 5

- Aims:** To do a general knowledge activity about materials
To use *comes from* and *is made from*
To read 'Fun facts' about materials
To write questions with *is/are* and *do/does*

- Materials:** *Pupil's Book* pages 30–31
Activity Book pages 28–29
Tracks 28 and 29
Optional items for demonstration: a carton or glass of milk, clothing items made from cotton/wool/leather

Teaching note

The use of *made of* and *made from* often reflects the speaker's point of view and how they see the composition of an object. In practice, the choice is often subjective. For example, a bracelet might be made of silver, but it might also be composed of other materials.

Made from

We often use *made from* when we talk about how something is manufactured:

- *Plastic is made from oil.*
- *Paper is made from wood.*

Made of

We often use *made of* when we talk about the basic material or qualities of something:

- *The bracelet is made of silver.*
- *The table is made of wood.*

For reference – not covered in Grade 6

Made out of

We usually use *made out of* when we talk about something that has been changed or transformed from one thing into another:

*This cup is made out of a plastic bottle.
My mother made this pencil case out of old denim jeans.*

Made with

We most often use *made with* to talk about the ingredients of food and drink:

This dish is made with meat and vegetables.

My favourite drink is made with oranges and lemons.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Check that everyone has done their homework (*Activity Book*, page 26).

Answers, activity A

- | | |
|------------------|-----------------|
| 1 soft ice-cream | 4 expensive car |
| 2 long skirt | 5 plain T-shirt |
| 3 thick book | 6 light scarf |

Answers, activity B

- | | |
|--------------------|--------------------|
| 1 a soft ice-cream | 4 an expensive car |
| 2 a long skirt | 5 a plain T-shirt |
| 3 a thick book | 6 a light scarf |

- Play a quick word guessing game. Write these part words on the board. The first pupil or team to say the word gets a point.

Words for the game:

g l _ _ s
r _ _ _ e r
w o _ _ d _ _
_ _ _ r t _ _ n
m _ _ _ l
w _ _ l l e _
_ _ _ i m
l _ _ _ r h _ _

Answers

glass, rubber, wooden, cotton, metal, woollen, denim, leather

Stage 1 Listen and read. Can you guess?

- Ask pupils to open the *Pupil's Book* on page 30.
- Get them to read sentences 1–6 quietly to themselves and decide on what they think.

- Play Track 28. Note: Do not give answers at this point.

Track 28. Listen and read

- 1 The word cotton comes from the Arabic word kutun.
- 2 Paper is usually made from cotton.
- 3 All furniture is made from wood.
- 4 Wool comes from sheep, goats and even rabbits.
- 5 Rubber comes from a tree.
- 6 Most leather comes from cows.

Answers

- | | |
|---------|--------|
| 1 true | 4 true |
| 2 false | 5 true |
| 3 false | 6 true |

Stage 2 Read and check your answers

- Ask pupils to read the 'Fun facts' at the bottom of page 30 of the *Pupil's Book* to check their answers. Note: Pupils will not know the word *cashmere*, but it is very similar in Arabic. Say the word for them and explain that it is a type of goat with very soft wool.
- Give pupils time to make any changes they want to their true/false ideas from the first activity.
- Elicit answers (see above).

Stage 3 Change sentences into questions

- Ask pupils to look at the 'Remember' box at the top of page 31 of the *Pupil's Book*. Read together as a class.
- Get pupils to read sentences 1–6 and underline the verbs. Elicit the verbs.
- Pupils work by themselves and write the questions for each sentence. Tell them to look at the verbs they have underlined and at the 'Remember' box if they are unsure.
- Put pupils in pairs to check the questions they have written and their answers to the questions using the speech bubbles at the bottom of the page. Monitor and support as necessary.
- Play Track 29 to check answers.

Track 29. Listen and check your answers

- 1 Does the word cotton come from the Arabic word *kurun*?
- 2 Is paper usually made from cotton?
- 3 Is all furniture made from wood?
- 4 Does wool come from sheep, goats and even rabbits?
- 5 Does rubber come from a tree?
- 6 Does most leather come from cows?

Stage 4 AB Things and materials

- Ask pupils to look at the pictures at the top of page 28 of the *Activity Book*. Elicit ideas about what they can see. **Note:** Pupils can give ideas about the *objects* for some pictures and the *materials* for other ones.

Possible answers

Top row (left to right): paper, cups, leather, wool
Bottom row (left to right): keys or metal, cotton, oil or bottle of oil

- If possible, use realia (see Optional in the Aims box) to demonstrate the idea that some things *come from* and some things are *made from*. Milk is a good way to demonstrate this – pupils can say where it *comes from*; items of clothing show what things are *made from*. **Note:** This idea is easier if you ask pupils to think about what is natural and what we make.
- Continue this idea using the two pictures in the middle of page 28. Read the two sentences together as a class.

Stage 5 AB Comes from/made from

- Ask pupils look at activity B on page 28. Pupils work by themselves to do the activity.
- Pupils check their answers in pairs. Ask for volunteers to read out the five sentences.

Answers

- 1 Cotton comes from a plant.
- 2 Keys are made from metal.
- 3 Paper is made from wood.
- 4 Cups and plates are made from clay.
- 5 Wool comes from cashmere goats.

Stage 6 AB Homework

- Set *Activity Book*, page 29, activities C and D for homework. Read out the rubrics (as a class or individually).
- Explain that they will be reading out their sentences at the beginning of the next lesson.

Stage 7 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

For slower readers, allocate only part of the 'Fun facts' text on page 30 of the *Pupil's Book*.

Additional

For confident pupils, put them with a pupil who finds reading harder and let them read out the text on page 30 for the other pupil to follow.

Unit 2 Lesson 6

- Aims:** To read a blog about a doctor working in a busy hospital
To review present simple for routine
To review present continuous for actions we are doing now
To use *and/but* – adding information/showing contrast

- Materials:** *Pupil's Book* pages 32–33
Activity Book pages 30–31
Track 30
Optional items: sample(s) of T-shirt(s)/shoes made of materials other than cotton and leather

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Check that everyone has done their homework (*Activity Book*, page 29, activities C and D).
Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Notes on materials:

- 1 Pupils may ask you for other words like nylon, synthetics, man-made materials. They can use these in their sentences, but they do not need to learn them.
- 2 'Oil' is a very general word and refers to many different substances. Here oil, as in the picture on page 28, comes from the ground as crude oil and is refined to give petroleum and is used to make many other man-made products. Cooking oil comes from plants of many sorts.

- Start with activity C and ask for volunteers to read out their sentences. Get the rest of the class to put up their hands if they agree.

Answers, activity C

- 1 Wool comes from sheep.
 - 2 Oil comes from the ground.
 - 3 Shoes are made from leather.
 - 4 T-shirts are made from cotton.
- Ask *Are T-shirts always made from cotton? / Are shoes always made from leather?* **Note:** It is good to have some real samples for pupils to look at. Explain that we add other words (e.g., *most, some, always, often, usually*) to make the sentence clearer/more accurate.
 - Ask for volunteers to read sentences a–d from activity D.
 - Ask for volunteers to read out their sentences from activity C (now with the addition of quantifiers (*some, most*) or adverbs of frequency (*always, often, sometimes*) to make the sentences more accurate).
Note: Pupils know the words *some, most, always*, etc. They do not need to know the grammatical terms.

Answers, activity D

- 1 Most wool comes from sheep, but some wool comes from goats.
- 2 Most oil comes from the ground, but some comes from plants.
- 3 Shoes are often/usually made from leather, but some are made from denim and rubber.
- 4 T-shirts are often/usually made from cotton, but some are made from wool.

Stage 1

My magazine: A blog

- Ask pupils to look at pages 32 and 33 of the *Pupil's Book*. Tell pupils that this is the second magazine article. Let them look at the pictures. Ask for volunteers to describe what they can see.
- Look at the rubric and ask pupils to read as they listen.
- Play Track 30.

Track 30. Listen and read

Working in a busy hospital

Wisam: *Many people we know have been to a hospital or to see a doctor. But do you sometimes think about what it is like to work in a hospital? This is a doctor's story.*

Doctor: *Tell us about what you do every day. I'm a doctor. I am a heart doctor (or surgeon). From Sunday to Thursday, I work in a hospital. I wear a uniform – it is a white cotton coat and a thin white or blue headscarf. I look after my patients and I try to make them better. I get up very early because I usually do operations in the mornings. In the afternoons, I visit the wards and check on my patients.*

Wisam: *Is your job difficult?*

Doctor: *I work with a small team of other doctors and nurses. We are usually very busy. I often work for many hours. Some operations take a long time, perhaps five or six hours. It is a difficult job, but I love it.*

Wisam: *What are you doing now?*

Doctor: *Today is Saturday and it's my weekend.*

I'm not working in the hospital. I'm spending time with my family. We are shopping in the mall. Today we are looking for winter clothes. My son is buying a warm denim jacket. My daughter is buying a thick sweater. I'm buying comfortable shoes for work. But we're not shopping now. What are we doing?

Wisam: *What do you do at the weekends?*

Doctor: *I spend time at home. I do washing and cleaning. I play with my children and I see my friends. I cook and I clean the house. Sometimes, I play tennis. When I feel tired, I read or watch TV.*

Operations take What are we doing?

It is

I spend time

I do washing/cleaning

I play with

I see

I cook/clean

I play

I feel tired

I read/watch TV

Stage 2 Write sentences

- The activity at the bottom of *Pupil's Book* page 33 looks at the difference between states and routine actions/habits (present simple) and actions that we are in the process of doing now (present continuous).
- Let pupils read the doctor's blog again. As they read, ask them to underline the verbs they see. Elicit verbs for what the doctor does most days. Elicit verbs for what she is doing now.
- Ask pupils to read the example sentences in the activity at the bottom of page 33.
- Say the following sentences and get pupils to tell you if these are correct or not.
Say: *She looks after her patients. (correct)*
She is getting up very early. (wrong)
Today she shops in the mall. (wrong)
Today she is buying shoes for work. (correct)
- Ask pupils to work by themselves and write other sentences. Get them to check their answers in pairs. Ask for volunteers to read out examples.

Examples of verbs in the blog:

Present simple	Present continuous
I am	I'm not working
I wear	I'm spending
I look after	We are shopping
I get up	We are looking for
I do	My son is buying
I visit	My daughter is buying
I work	I'm buying
We are	We're not shopping now

Stage 3 AB and / but

Note: Contrast is a difference between two or more people or things. We use the word *but* to introduce a word or phrase that contrasts with what was said before. The word *and* is used to link two or more words or phrases and add information without contrast.

- Ask pupils to look at page 30 of the *Activity Book*. Activity A is a quick one – let pupils count how many *ands* and *buts* there are in the 'My magazine' blog on pages 32 and 33 of the *Pupil's Book*. (*and* = 8, *but* = 2)
- Ask pupils to look at activity B and the pictures of the scales. Ask them to read the two sentences in the diagrams. Elicit which shows something the same and which shows something different.

Answers

The same = diagram 1

Something different = diagram 2

- Read the 'Look' box on page 31 of the *Activity Book* to the class.
- Give pupils some examples and let them decide whether to use *and* or *but*.
Example sentences:
I like apples __ bananas.
I like oranges __ I don't like apples.
My mother is a teacher __ my father is an engineer.
My uncle is a doctor __ my aunt doesn't work.

Stage 4 AB Homework

- Set *Activity Book*, page 31, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Explain that at the beginning of Lesson 7 you will ask pupils to read out their answers.

Stage 5

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support/Additional

Play an *I like X and I like Y ...* game.
Give a topic, for example *food and drink*. Start with *I like apples* – the next person follows with *I like apples and cake*. The next person follows with *I like apples and cake and lemonade*, and so on until pupils have used all the food/drink words they know.
Give another topic, for example *sports and hobbies*. Start with *I like swimming* – *I like swimming and playing football*, and so on.
Give another topic, for example: *school subjects*. Start with *I like Maths* – *I like Maths and Art*, and so on.

Unit 2 Lesson 7

Aims: To review and check understanding of the 'My magazine' blog from Lesson 6
To select the present simple or present continuous tense
To do a project – to follow a model and make a poster about designing a school backpack
To read about paper
To learn to spell four high-frequency words (*only, enough, many, usually*)

Materials: *Pupil's Book* pages 34–35
Activity Book pages 32–33
Track 31

Note: You need blank sheets of paper for pairs or groups to make their project posters.

Teaching note: Projects

- There are four projects in Grade 6 (Units 2, 3, 6 and 7). Projects let pupils express their own ideas, creativity and English to share ideas about what to put on their posters. There is no right or wrong. Example posters in the *Pupil's Book* are given as examples and not for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the examples – it is for them to decide in their groups or pairs.
- If possible, put projects up on the classroom walls and let everyone read their classmates' work. This encourages interest and encourages pupils to produce their best work.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Ask pupils to hold up their school bags or backpacks and to think about one word they can use to describe them. These can be words for colour, size, materials, or quality.
- Check that everyone has done their homework (*Activity Book*, page 31, activity C).
Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers

- | | |
|-------|-------|
| 1 but | 5 but |
| 2 and | 6 but |
| 3 but | 7 but |
| 4 and | 8 and |

Stage 1

Check my understanding

- Ask pupils to work individually and complete the first activity on page 34 of the *Pupil's Book*. Tell them that they should not look back at pages 32 and 33 at this stage.
- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at pages 32 and 33 to confirm their answers.

Answers

- | | |
|-------|-------|
| 1 Yes | 5 No |
| 2 No | 6 Yes |
| 3 Yes | 7 No |
| 4 No | 8 Yes |

Stage 2 Find the correct tense

- Ask pupils to look at the second activity on page 34 of the *Pupil's Book*. Ask pupils to do the activity by themselves and then to check with a partner. **Note:** If pupils are not sure, encourage them to think about whether the action in each sentence is something that the doctor does regularly as a routine, or whether it is something that she/her family is in the process of doing now. If pupils are still not sure, they should look back at the doctor's blog on pages 32 and 33.
- Check the answers as a class.

Answers

- | | |
|---------------|----------------|
| 1 work | 5 is buying |
| 2 get up | 6 cook / clean |
| 3 am shopping | 7 are we doing |
| 4 work | 8 read / watch |

Stage 3 Project: making an ad poster

- Explain that pupils are going to do a project making a poster ad for a new school backpack. You will need to decide how best to organize your pupils for the poster project: in pairs or groups. You might like each pupil to be responsible for just one or two drawings and captions. They can put these together to form the final poster.
- Note:** Explain that the project is for pupils to express their own ideas and that there are no right or wrong answers. The example poster on page 35 of the *Pupil's Book* is given as an example and not as something for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions. It is for them to decide.
- Ask pupils to open the *Pupil's Book* on page 35. Give pupils time to look at the pictures and read the captions for each picture. Ask pupils which feature of the backpack they think is best.
- Put pupils into pairs or groups (as in the first bullet point of Stage 3 above).

- Let pupils spend the rest of the lesson deciding on the design of their backpack and what they are going to draw and write for the captions.

Stage 4 AB Spelling high-frequency words

- In Grade 6, pupils continue to look at the spelling of common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for the unit are *only, enough, many, usually*. Lesson 1 of Unit 3 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 33 of the *Activity Book*. Remind pupils to use the 'Look, say, cover, write, check' strategy and write the words in the 'Write 1' column.

Stage 5 AB Homework

- Set *Activity Book*, pages 32 and 33, activities A, B and C for homework.
- Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually). **Note:** You can choose to Play Track 31 here for pupils to listen to before they re-read at home to do activity B. Additionally, play Track 31 at the start of Lesson 8 before checking homework.

Track 31, AB. Listen and read

When you open a book do you think about how paper is made?

The history of paper

History books tell us that paper was invented in China more than 2,000 years ago, but the Ancient Egyptians made a type of paper from papyrus plants a long time before this.

Paper is everywhere

We use paper for so many things that we can't think about a world without it.

Does your family read newspapers, magazines and books?

We use boxes, paper towels, paper bags and many more paper things every day. In the classroom, we write on paper every day. Paper is everywhere!

What is paper made from?

Most paper is made from wood, but there are other materials that can be used. Paper can be made from cotton, grass, straw, sugar cane, or even from beets.

Looking after trees

It is important that we conserve trees by recycling paper. Many of the paper products we use today are made with a large percentage of recycled paper.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

For less confident pupils let them work together with another pupil when doing the project and divide up the roles. They can share ideas about the backpack they are designing and decide on which details to put on the poster. Then one pupil can be responsible for making the sketches or finding pictures and the other can write the captions.

Unit 2 Lesson 8

Aims: To listen to a rhyme about materials
To review language from Unit 2 – a crossword puzzle
To review *to/too/two, and/but* and *this/that*
To choose six new words to learn
To learn to spell four high-frequency words (*only, enough, many, usually*)

Materials: *Pupil's Book* pages 36–37
Activity Book pages 34–35
Tracks 31, (see Lesson 7) and 32

Checking homework

- Ask pupils to open the *Activity Book* on page 33 and ask if they completed activities B and C for homework. Explain that they will now listen and check their answers.
- Play Track 31. **Note:** You may already have played this track in the previous lesson. Play it again now if possible. Elicit answers.

Answers, activity B

1 T	5 T
2 F	6 T
3 F	7 T
4 F	8 F

Answers, activity C

1 (from left to right)

a paper bag, a paper plane, a newspaper, a paper towel

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Call out the names of materials they know and get pupils to name something that *comes from* or is *made of* the material. For example, *cups, keys, desk, sweater, skirt, scarf, ball, rain boots, jeans, paper, jug, knife, book, ruler*, etc.

Stage 1

Listen to a rhyme

- Tell pupils they are going to listen to a rhyme. Ask pupils to look at pages 36 and 37 of the *Pupil's Book*.
- Ask pupils to work with a partner and name one thing they can see in each picture. For example: *a wooden toy, a man, two boys, a sweater, toes, the sun, rain, a chair, shoes*.
- Play Track 32. Ask pupils to listen and follow. Encourage them to look at the pictures as they listen and to think which part matches which picture.
- Give pupils time to read the words of the rhyme and think which pictures match which pair of lines.

Note: Point out that the blue lines are the refrain, are not numbered and do not have matching pictures.

- Play Track 32 again. Let pupils check their answers in pairs before checking with the whole class.
- Play Track 32 again and encourage pupils to sing along where they can.

Track 32. Listen to the rhyme

*When you want to make a toy out of wood ...
What do you need? You need something hard.
So, a hammer is good.*

*Think about your materials carefully.
Think about all the properties.*

*Metal, paper, rubber and wood.
Leather, glass, cotton and wool.*

*Think about your materials carefully.
Think about all the properties.*

*Metal is hard and wool is soft.
You don't make a pillow out of glass.
You don't make windows out of wood.
Because you can't see out as you should!*

*You don't wear paper clothes in the rain.
Because you will catch cold and be in pain.*

*You don't wear summer shoes in the snow,
Your toes will freeze hard, don't you know!*

*You don't wear a warm scarf in the sun.
Wear a light T-shirt and you'll have fun.*

*Think about your materials carefully.
Think about all the properties.*

Answers

Pictures, top row: 1, 4, 5
Pictures, middle row: 3, 7, 8
Pictures, bottom row: 6, 2, 2

Make this a competition. The first pair(s)/group(s) to finish with the correct answers are the winners. Alternatively, you can ask for the answers and pairs/groups can award themselves a point for each correct answer. The pairs/groups with the most points are the winners.

Answers

Across

2 window, 3 gloves, 5 soft, 7 tyres, 8 wood, 9 paper

Down

1 knives, 4 sheep, 6 floor, 7 too

Stage 3 AB Spelling high-frequency words

- This is the second 'Look, say, cover, write, check' practice. Ask pupils to open their *Activity Book* on page 33 and look at the bottom activity.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 4 AB

Homework

- Set *Activity Book*, page 35, activities B and C for homework (or for activity C, see 'Differentiation: Support/Additional' below). Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Remind pupils that they can choose any new words that they have learnt in Unit 2.
- Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*only, enough, many, usually*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 33 of the *Activity Book*.

Stage 2 AB

I can

- Explain to pupils that in Grade 6 *Activity Book* in Lesson 8 there usually is an 'I can ...' activity that reviews some of the learning points of the unit.
- For activity A, put pupils in pairs or small groups.

Stage 5

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 2 they enjoyed the most and the least.
- Round off the lesson in the usual way.

Differentiation: Support/Additional

Do activity C, sentences 1–11, on page 35 of the *Activity Book* as a class activity (rather than setting for homework) and try the following approach.

Make pairs or small groups with a mix of confident and less confident pupils together.

- For more confident pupils: Pupils read out sentences 1–11, one at a time.
- For less confident pupils: Pupils listen to the sentences and decide which of the word choices fits best.
- Both pupils check to make sure that they agree.

Aims

Listening

- Listen to learn vocabulary for feeling unwell.
- Listen to advice.
- Listen to check advice.
- Listen to learn how to log in/on to the internet.
- Listen to learn verbs and nouns for using the internet.
- Listen to check instructions for using the internet.
- Listen to a magazine article called 'Stay safe online'.
- Listen to a story about an accident at home.

Speaking

- Talk about how you feel.
- Give advice (*you should/you shouldn't*).
- Learn how to give advice for common health problems.
- Have a conversation with someone who is unwell.
- Practise verbs and nouns for using the internet.
- Practise conversations about going online.
- Discuss what advice to put on a poster about healthy habits for children.

Reading

- Review parts of the body.
- Read advice about illnesses.
- Read a conversation with someone who is unwell.
- Read and select a suitable verb for giving advice in particular situations.
- Read an email from a friend and give advice.
- Read and practise using vocabulary for computers and the internet.
- Read a magazine article about ways to stay safe online.
- Read about having fun online and learning English.
- Review and check understanding of the '6 ways to stay safe' article.
- Read a story about an accident at home.

Writing

- Write and learn vocabulary for feeling unwell.
- Learn spellings with silent letters and irregular plurals.
- Write sentences about giving advice.
- Write an email to a friend following a model.
- Follow a model and make a poster about healthy habits.
- Learn to spell four high-frequency words (*knee, thumb, stomach, cough*).
- Select six new words for 'My new words' from Unit 3 to remember and to spell.

Language and Word list

Language

How are you today? / How are you feeling? I don't feel well. / I feel hot and I have a headache. / I feel sick. / I'm fine. / I'm very well.

You don't look well. What's the matter? I have a headache. / I have a stomach ache.

You shouldn't eat so much cake. / You should go to bed. / You should take some medicine. / You shouldn't wear thick clothes.

I hurt myself. / She cut herself.

You should be nice to people online. / You must keep your password safe. / You mustn't meet a person that you only know online.

Word list

Parts of the body

ear, leg, arm, mouth, teeth, hand, head, foot, eye, nose, toe, knee, shoulder, thumb, stomach, back

Common ailments

a headache, a broken arm, a cough, a toothache, a sore throat, a temperature, a stomach ache, feel sick, a cold, a rash

Web terms

access, go online, search, key in, press, navigate, scroll up, scroll down, click on, computer, smartphone, tablet, the internet, login, enter, keyboard, the web (www.), a website, an address, a webpage, screen, mouse, touchscreen, icon

Unit 3 Lesson 1

Aims: To learn vocabulary for feeling unwell
To talk about how you feel
To review parts of the body and learn new words
To learn spellings with silent letters and irregular plurals

Materials: *Pupil's Book* pages 38–39
Activity Book pages 36–37
Tracks 33–37 (Track 37 is used in Lesson 2 to check homework)

Spelling test

- Help pupils to find the spelling test grid on page 108 of the *Activity Book*. Explain that you will say the four words they have been practising in Unit 2 and that they should write down each word you say in the box for Unit 2.
- Check that pupils are ready to write. Say the first word, *only*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*enough, many, usually*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you and write them on the board. Pupils should then swap books and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Check that everyone has done their homework (activity C, page 35).

Answers, activity C

- | | |
|-------|----------|
| 1 two | 7 and |
| 2 to | 8 this |
| 3 too | 9 That |
| 4 and | 10 These |
| 5 but | 11 those |
| 6 but | |

Stage 1

Listen, look and say / Listen and practise

- Ask pupils to open the *Pupil's Book* on page 38. Ask *Where are they? Who can you see in the picture?*
- Play Track 33.

Track 33. Listen, look and say

Hiba: *Hi, Wisam. How are you today?*

Wisam: *Hi, I'm fine, thanks. What about you?*

Hiba: *I'm very well, thanks.*

Dania: *Hello, Basim. How are you?*

Basim: *I don't feel well. I'm going home now.*

Dania: *I'm sorry. What's the matter?*

Basim: *I feel hot and I have a headache.*

- Ask *How is Wisam?* Elicit *He's fine*. Ask *How is Basim?* Elicit *He doesn't feel well/He has a headache*.
- Note:** At this point, pupils may not be able to pronounce *headache* as they have not met this word before.
- Play Track 33 again. Pupils practise the two conversations. Put pupils in pairs to practise both conversations. Tell them to use their own names. Monitor and support as necessary.

Stage 2 AB

Label a picture

- Ask pupils to open the *Activity Book* on page 36 and look at activity A. This activity gets pupils to review parts of the body that they have learnt before. Pupils have learnt all these words in earlier grades with the exception of *stomach* and *back*.

Notes:

- 1 The pronunciation of /-ch/ in *ache* (*stomach, stomach ache, headache, toothache, earache*) is /k/ as in *cake*, not /-ch/ as in *cheese*. Pupils will practise these words further in Lesson 2.
- 2 *Back* here is a noun with the general meaning of being opposite to the front of something. For the human body, the back is opposite the chest and between the neck and the top of the legs. Pupils should not confuse this word with the adverb *back* (e.g., *Can you give me my pencil back? Sit back in your chair. Brush your hair back. Look back.*) The meaning here is away from the front or centre, or behind.

- Ask pupils to work by themselves to label the picture and then check their answers with a partner.
- Read the rubric for activity B. Play Track 34. Before pupils check that they have the correct labels on the picture of the boy, get them to stand up. As they listen and say the words, they should touch that part of the body.
- Pupils can continue this TPR activity in pairs or small groups. One pupil says a number of words and the other touches that part of the body. Pupils swap roles.

Track 34, AB. Listen and say all the words in the picture

(from the top, clockwise)

head, eye, nose, teeth, hand, arm, back, knee, foot, toe, leg, stomach, thumb, shoulder, mouth, ear

Answers

See Track 34 above.

- Play Track 36 a first time to familiarize pupils with the ten health problems. Ask pupils to point to each one as they listen.
- Play Track 36 again for pupils to listen and repeat.
- Practise saying all the words together as a class.
- Put pupils in pairs. One pupil points to a picture and the other says one problem. Pupils swap. Repeat until they have covered all the words.

Track 36. Look, listen and say

- 1 a broken arm
- 2 a cough
- 3 a headache
- 4 a temperature
- 5 a toothache
- 6 a stomach ache
- 7 a sore throat
- 8 feel sick
- 9 a cold
- 10 a rash

Stage 3 AB

Listen, say and spell

- Ask pupils to look at activity C on page 36 of the *Activity Book*. Play Track 35 and get them to repeat the words.
- See if pupils notice anything about these words. Write *knee* on the board and ask pupils to say it. Some may pronounce the *-k*. If so, play the word again using Track 35 and get pupils to look at the 'silent' symbol and read 'silent k' under the word. Repeat for *thumb*.
- Write *tooth* on the board, point to a tooth in your mouth, and draw a picture of a tooth next to the word. Then draw two teeth on the board. Say *one tooth, two ...* Elicit or provide the word *teeth*. Get pupils to look at 'irregular plural' under the words. Repeat for *foot/feet*.

Track 35, AB. Listen to how we say and spell these words

knee thumb tooth/teeth foot/feet

Stage 4

Look, listen and say

- Ask pupils to look at the *Pupil's Book* on page 39. Ask them *How many pictures can you see?* (10).

Stage 5

Write the words

- Ask pupils to look at the second activity on page 39 of the *Pupil's Book*.
- Working individually, ask pupils to write the health problem words next to the correct pictures. Let pupils check in pairs. Monitor and support.

Answers

See Track 36 above.

Stage 6 AB

Homework

- Set *Activity Book*, page 37, activity D for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Tell pupils that they will check their answers at the beginning of the next lesson.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

This is a quick, fun activity to end the lesson. Play the game [Mahmoud] says touch your ... Explain the rules. You (or volunteer pupils) say: [Mahmoud] says touch your arm/head/leg, etc. and pupils do the action. Sometimes say only Touch your arm/head/leg, etc. If pupils do the action, they are out and should sit down.

Unit 3 Lesson 2

Aims: To practise giving advice (you should/shouldn't)
To learn how to give advice for common health problems
To read advice about coughs and colds
To practise a conversation with someone who is unwell

Materials: Pupil's Book pages 40–41
Activity Book pages 38–39
Tracks 37–39 (Track 37 to check Lesson 1 homework)

Continue to practise saying today's date

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- For example, Wednesday, 22nd November. Now say *Wednesday the twenty-second of November*. Ask pupils to repeat. Explain that we do not write *the* or *of* when we write the full date, but we do say these words.

Note: Only practise today's date here. You can continue to do the same at the beginning of every lesson.

Warm up

- Play a mime game about common health problems. Explain that you will ask *How are you?* + a health problem (e.g., headache). Pupils should mime that problem. For example, they can put their hands to their head to mime *headache*. For *rash*, they can use a finger to make dots on the faces. You might like to let volunteers take the role of a teacher.
- Check that everyone has done their homework (Activity Book, page 37, activity D). Play Track 37 for pupils to check their answers.

Track 37, AB. Listen and check your answers

- He has a cold.
- She has a toothache.
- He has a headache.
- He has a stomach ache.
- He has a temperature.
- She has a rash.
- He has a cough.
- She has an earache.
- She has a sore throat.
- He has a broken arm.

Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers

- He has a cold.
- She has a toothache.
- He has a headache.
- He has a stomach ache.
- He has a temperature.
- She has a rash.
- He has a cough.
- She has an earache.
- She has a sore throat.
- He has a broken arm.

Stage 1

Listen and read

- Ask pupils to open the *Pupil's Book* on page 40. Look at the top activity and give pupils time to look at the pictures and read the text in the speech bubbles.
- Play Track 38.

Additional/Support

Play the *You should/You shouldn't* game:

- Put pupils into small groups/teams.
- Say sentences from *Pupil's Book* page 42. For example, *I have a stomach ache.*
- Pupils respond with a full sentence that includes *should/shouldn't*, e.g., *You should take a tablet. / You should go to bed. / You should lie down. / You shouldn't eat too many sweets.*
- The first team to respond with a correct sentence gets a point.

Unit 3 Lesson 4

Aims: To learn verbs for using the internet
To learn how to log in/on to the internet
To write a paragraph about how to write an email following a model

Materials: *Pupil's Book* pages 44–45
Activity Book pages 42–43
Track 43

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 40, activities A and B).
Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers, activity A

- | | |
|----------|---------|
| 1 is/are | 6 feel |
| 2 put | 7 burn |
| 3 eat | 8 drink |
| 4 break | 9 go |
| 5 wear | |

Answers, activity B

- | | |
|-----------------------------|-----------------------|
| 1 are too small. | 6 are too big. |
| 2 eat too many sweets. | 7 feel sick. |
| 3 put a plaster on the cut. | 8 burn yourself. |
| 4 break your arm. | 9 drink enough water. |
| 5 wear a thick sweater. | 10 go to the dentist. |

- Start today's lesson by asking pupils some general questions about computers, the internet, smartphones, etc. (You can do this in Arabic if pupils want to express themselves more fully.)
Do you have a computer? Do you like using computers? What do you do on a computer? Have you used a smartphone? Who has a smartphone in your family?
- You can write any useful words that pupils know on the board.

Stage 1

Listen and point

Note: *Login* can be a noun (*logon* is also commonly used). The verb is *log in* (or *log on*).

- Ask pupils to open the *Pupil's Book* on pages 44 and 45. Give them time to look at the pictures on these pages.
- Read the rubric. Play Track 43. Pupils listen and point to the pictures.

Track 43. Listen and point to the pictures

You can access the internet using a computer, a smartphone and a tablet.

First, you need to go online to find the website you want. So, search on the web (www.).

You will see http:// or better https://. Key in the address you want.

Then press login or press enter on your keyboard.

Now the webpage will come up on your screen.

You can navigate. It's easy, just scroll up or scroll down.

When you find what you want to read or see, click on it using the mouse or the touchscreen.

- Play Track 43 again. Stop after each paragraph and get pupils to repeat the words in blue (verbs) and the words in red (nouns).
- Give pupils time to re-read the paragraphs and to check the words in blue and red in the two boxes at the bottom of page 45.

Stage 2 AB Match the icons with meanings

Note: An icon is a small picture or symbol on a computer screen that you point to and click on with a mouse (or with a finger on a touchscreen) to give the computer an instruction.

- Ask pupils to open the *Activity Book* on page 42 and look at activity A. Look at the icons on the left-hand side of the page. Ask *What can you see?* Elicit *pictures/small pictures*. Tell pupils that an icon is a small picture you see on a computer. It tells the computer what to do.
- Let pupils work in pairs to match the icons with what they mean. Class check.

Answers

- | | |
|------------------------|--|
| 1 scroll up/down icons | Scroll means <i>move</i> : you can go up or down to see what you want. |
| 2 search icon | Search means <i>look for</i> something. |
| 3 click icon | Click is a short sound. On computers, click means <i>choose</i> something you want to see or do. |
| 4 internet icon | The internet connects millions of computers. The web (the <i>world wide web</i> or just <i>www</i>) is how you access information using the internet. |
| 5 touchscreen icons | Smartphones and some computers and laptops have touchscreens. You don't need a mouse with a touchscreen. |

Stage 3 AB Matching verbs and noun phrases

- Put pupils in pairs and allocate A and B. Ask them to cover activity A.
- Ask pupils to look at activity B on page 42 of the *Activity Book*. Pupil A says a verb from Column A. Pupil B matches a noun phrase from Column B to the verb. Pupils swap roles.
- Check answers with the class.

Answers

- | | |
|-------------|--------------------------------------|
| 1 go online | to find a website |
| 2 search | the web |
| 3 key in | the address you want |
| 4 press | enter on your keyboard |
| 5 navigate | the webpage by scrolling up and down |
| 6 click | using your mouse |

Stage 4 AB

Homework

Note: This activity looks at writing an email to a friend and asking about how they feel. It shows:

- 1 How the email is divided into sections (the subject, the start, the first paragraph, the second paragraph (of course there can be more than two paragraphs), the finish).
 - 2 It guides pupils about what they should say in each section.
 - 3 It gives pupils a model for each section on which to base their own email.
- Set *Activity Book*, page 43, activity C for homework. This is the second time that pupils have done this type of activity where they follow a model. It is important that they understand what they have to do. There will be two other writing activities following a model in Grade 6.
 - Remind pupils that it is important to use proper punctuation when writing.
- Note:** You will need to collect in this task and monitor pupils' progress. If possible, see each pupil and give your feedback.

Stage 5

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Teaching note

Remember to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully and also that their writing (letter formation, space between words, punctuation, etc.) continues to be done well.

Before collecting in the model writing task (*Activity Book*, page 43), you might like to let pupils swap activity books at the start of the next lesson so that they can read their partners' emails.

Additional/Support

- Write the following part words on the board:
 - comp ... (computer)
 - smart ... (smartphone)
 - inter ... (internet)
 - key ... (board)
 - web ... (website or webpage)
 - touch ... (touchscreen)
 - add ... (address)
- Divide pupils into small groups and get them to complete each word.
- Set a time limit. The group with the most words completed and spelt correctly is the winner.

Unit 3 Lesson 5

Aims: To practise using vocabulary for computers and the internet
To recognize mistakes in computer/internet vocabulary
To practise conversations about going online
To read about coughs and colds
To learn a rhyme about coughs and colds

Materials: *Pupil's Book* pages 46–47
Activity Book pages 44–45
Tracks 44–47

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 43). You will need to decide how best to collect in the books so that you can check this homework. Before this, you might like pupils to swap books so that they can read one another's work.

Stage 1

Listen and read

- Ask pupils to open the *Pupil's Book* on page 46. Ask *Who can you see in the top picture?* (Hiba) Let pupils read the title (*Helping my grandparents*).
- Play Track 44 and let pupils read as they listen.

Track 44. Listen and read

Helping my grandparents

My grandparents are old now. They both wear glasses and can't see small writing very well. I am going to help them to use a computer.

On the internet, my grandpa can find ideas to help with coughs and colds, and my grandma can find lots of new recipes for cakes and biscuits.

Stage 2

Read and complete the conversations

- Put pupils into pairs. Allocate Conversation 1 to one and Conversation 2 to the other.
- Let pupils read their conversation and complete the gaps using the words in the boxes.
Note: Most of the gaps in Conversation 1 are given in Conversation 2 and those in Conversation 2 are in 1.
- Let pupils check their answers in pairs. Play Track 45 for a class check.

Track 45. Listen and check your answers

Conversation 1

Hiba: *First, you need to go online to find a website you want.*

- Grandpa: *OK. How do I do that?*
 Hiba: *So Grandpa, let's search for a website about coughs and colds.*
 Grandpa: *OK. What do I write?*
 Hiba: *We can key in an address, for example: https://www.coughsandcolds, or we can just key in 'coughs and colds' and click on search.*
 Grandpa: *OK. I'm keying in 'coughs and colds'.*
 Hiba: *Look. Now we can see lots of websites about this.*
 Grandpa: *That's fantastic! Let's click on this one.*
 Hiba: *That's right, Grandpa. Click on the title with the mouse.*
 Grandpa: *This looks interesting.*

Conversation 2

- Hiba: *First, let's go online to find the website you want.*
 Grandma: *OK. How do I do that?*
 Hiba: *So Grandma, let's search for a website about making cakes.*
 Grandma: *OK. What do I write?*
 Hiba: *We can key in an address, for example: https://www.homecakes, or we can just key in 'home cakes' and click on search.*
 Grandma: *OK. I'm keying in 'home cakes'.*
 Hiba: *Look. Now we can see lots of websites. Scroll up or down to find a website that you like.*
 Grandma: *That's fantastic! Let's click on this one.*
 Hiba: *That's right, Grandma. Click on the title with the mouse.*
 Grandma: *This looks interesting.*

Answers

- Conversation 1: a website, key in, click on, the mouse
 Conversation 2: online, search, an address, Scroll

Stage 3 Practise the conversations

- Ask pupils to look at the speech bubbles at the bottom of page 47 of the *Pupil's Book*. Pupils take the role of Hiba in their 'own' conversation. The other pupil takes the role of either grandpa or grandma.

- Pupils act out the conversations. Encourage them to imagine that they have a computer in front of them and they can mime keying in, clicking, scrolling, etc., as they practise the conversations.
- Monitor and support as necessary.

Stage 4 AB Find the mistakes

- Students look at page 44 of the *Activity Book*. Make activities A and B a pair or group competition. Read the rubric or ask for a volunteer. Check *How many mistakes are there in each sentence?* Elicit one.
- Check that pupils understand what they have to do – look at the first sentence and the answer in activity B (interworld → internet). You might want to demonstrate this on the board.
- Put pupils in pairs or small groups. Set a time limit. Stop the activity and do a class check. Pairs/groups score one point for each mistake they have corrected.
- Ask pupils to read the 'Look' box on page 44 of the *Activity Book*.

Answers

- | | |
|-------------------------|-------------------------|
| 1 interworld / internet | 5 clock on / click on |
| 2 onweb / online | 6 dress / address |
| 3 webplace / website | 7 school up / scroll up |
| 4 key out / key in | 8 house / mouse |

Stage 5 AB Listen and read

- Ask *What websites was Hiba's grandpa interested in?* Elicit *coughs and colds*.
- Tell pupils they are going to listen to the information Hiba's grandpa found online.
- Pupils look at page 45 of the *Activity Book*. Play Track 46. Pupils read as they listen. They should not complete the gaps at this point. They will do this for homework.

Track 46, AB. Listen and read

Colds and coughs can make you feel very unwell. When you have a cold or a cough, you can feel hot or cold. Your temperature can be high. You can have a headache and have a sore throat. Sometimes, you feel tired and do not feel like eating. You will probably have a runny nose too.

Colds are not made better by medicine. Your body will stop the cold and the cough by itself. The best thing to do is rest or go to bed. Remember to drink lots of water or hot drinks like tea with honey and lemon. You should sneeze into a tissue to stop other people getting your cold.

Stage 6 AB Listen and say the rhyme

- Tell pupils they are going to listen to a short rhyme. Play Track 47.
- Play Track 47 again and let pupils say the rhyme. Ask pupils to practise saying the rhyme for homework so that they can repeat it next lesson.

Track 47, AB. Listen and say the rhyme

Sneezing rhyme

*Are you sneezing?
Are you coughing?
Cover your mouth,
Get a tissue,
Blow your nose,
Throw the tissue away.
Don't forget to wash your hands.
Yes, wash your hands!*

Stage 7 AB Homework

- Set *Activity Book*, page 45, activity D for homework. Make sure pupils understand what they have to do.
- Tell pupils that you will check their answers at the beginning of the next lesson. They will also say the 'Sneezing rhyme' again.

Stage 8 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support/Additional

For slower readers or those who you think will have trouble acting out their parts of the conversations on pages 46 and 47 of the Pupil's Book, put them in pairs so that they share one part of the conversations. Alternatively, let these pupils take the shorter roles of Hiba's grandpa and grandma.

Unit 3 Lesson 6

Aims: To read a magazine article about ways to stay safe online
To read about having fun online and learning English
To look at rules and advice (*must/mustn't, should/shouldn't*)
To learn opposite pairs of adjectives

Materials: *Pupil's Book* pages 48–49
Activity Book pages 46–47
Track 48

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book* page 45). You may choose to play Track 46 again (see Lesson 5) or you can read out the text and stop for pupils to say the words that complete the gaps.
- Ask pupils if they can remember any words from the 'Sneezing rhyme'. Get pupils to look at page 45 of the *Activity Book* again and say the rhyme as a class.

Answers

- | | |
|------------|---------|
| 1 hot | 4 nose |
| 2 headache | 5 bed |
| 3 throat | 6 water |

Stage 1 My magazine: Stay safe online

- Ask pupils to look at page 48 of the *Pupil's Book*. Tell pupils that they are going to listen to and read a magazine article about staying safe online. Ask *What does safe mean?* Ask *What is the opposite of safe?* (dangerous)
- Before you play Track 48, give pupils time to look at the pictures on the right-hand side of '6 ways to stay safe online'.
- Play Track 48.

Track 48. Listen and read

6 ways to stay safe online

- 1 Be nice to people online.
- 2 Be careful about what you share (pictures, thoughts).
- 3 Keep your personal information safe.
- 4 Keep your passwords safe. (You should use letters, capital letters, numbers and symbols.)
- 5 Never meet a person that you only know online.
- 6 If you find something you don't like online, tell your parents or your teacher.

- On the board write:

- 1 An email address and a mobile number (e.g., wisam123@yahoo.com, 78092 86082)
- 2 password123

Ask:

- *Should I tell people I don't know the information in number 1?* (No)
- *Is this a good password?* (No)
- *What is a good password?* (Get pupils to look at page 48, number 4)
- *Look at page 48, number 4, and write a good password.* (For fun, let pupils write some sample passwords and elicit ideas. You can write their passwords on the board and see if the class thinks they are good passwords or not.)

- Follow up on the passwords that pupils have written by getting examples of letters, capital letters, numbers and some keyboard symbols (e.g., ?, +, =, %, #).

Note: Pupils should know:

? is the 'question mark'

They might remember:

+ is the 'plus' symbol

= is the 'equals' symbol

You can teach:

% is the 'percentage' symbol

is the 'hash' symbol

Stage 2 Read and number the correct picture

- Ask pupils to look at page 49 of the *Pupil's Book* and the pictures on the left-hand side of the page. Let pupils work in pairs and think about what type of games these are. Elicit ideas (crossword, memory game, word search, song, story).
- Read the rubric and the title. Ask pupils to work by themselves and write the number next to the correct picture.
- Class check the answers.

Answers

(pictures top to bottom)

3, 2, 1, 5, 4

- Ask pupils to read the box at the bottom of page 49.

Stage 3 AB Write the missing verbs

- Ask pupils to look at activity A on page 46 of the *Activity Book*. Read the rubric as a class.
- Ask pupils to work by themselves to complete the gaps. Remind them that they should use verbs. Pupils check their answers in pairs.
- Let pupils look at activity B and see if they used these verbs. Check answers with the class. Make sure that pupils have used capital letters when the verb is the first word in the sentence.

Answers

- | | |
|--------|--------|
| 1 Be | 4 meet |
| 2 Keep | 5 Keep |
| 3 Be | 6 find |

Stage 4 AB Read the 'Look' box

Note: We use *should/shouldn't* to give advice – to say what is the best or right thing to do. We use *must/mustn't* to talk about rules – or obligations – that come

from the person who is speaking (i.e., what that person thinks is the necessity). This is a complicated area. In the primary levels, we use *must/mustn't* to talk about rules or to give 'strong' advice. More complex uses (*have to, don't have to, etc.*) will be covered in later levels.

- Ask pupils to read the 'Look' box at the bottom of page 46 of the *Activity Book*.
- Ask pupils to look at sentences 1 and 2 again in activity A. On the board, show pupils how these sentences can be written to give *advice* or make a *rule*.
Advice: You should be nice to people online.
Rule: You must keep your password safe.
- Let pupils work in pairs to decide whether sentences 3–6 are *advice* or *rules*. Elicit ideas – first as saying *advice* or *rule* only; then eliciting full sentences:
 - 3 You **should** be careful about what you share.
(Note: You can tell pupils that it depends who you are emailing or talking to.)
 - 4 You **mustn't** meet a person that you only know online.
 - 5 You **must** keep your personal information safe.
 - 6 If you find something you don't like online, you **must** tell your parents or teacher.

Stage 5 AB

Homework

- Set *Activity Book*, page 47, activities C and D for homework.
- Tell pupils that you will check their answers at the beginning of the next lesson.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Write a few sample passwords on the board for pupils to practise saying them. For example:
+*Should135mhmnd* (This is a strong password – the last four letters are the consonants from the name 'Mahmoud'.)
Let pupils practise saying it:
plus symbol/capital 'S'/h/o/u/l/d/one/three/five/m/
h/m/d
?*Must246nda* (This is a strong password – the last three letters are the 1st, 3rd and 5th letters of the name 'Nadia'.)
Let pupils practise saying it:
question mark symbol/capital 'M'/u/s/t/two/four/
six/n/d/a
- Let pupils write their own passwords using capital letters, numbers and the symbols that they know the names of. Pupils read out their passwords to a partner.
- Less confident pupils may find it easier to write the password than to say it.

Unit 3 Lesson 7

Aims: To review and check understanding of the '6 ways to stay safe online' from Lesson 6

To select *should/shouldn't* or *must/mustn't*

To do a project – to follow a model and make a poster about healthy habits

To read about a family choosing a new laptop

To learn to spell four difficult words (*knee, thumb, stomach, cough*)

Materials: *Pupil's Book* pages 50–51

Activity Book pages 48–49

Track 49

Note: You need blank sheets of paper for pairs or groups to make their project posters.

Teaching note: Projects

This is the second project in Grade 6. Projects are to let pupils express their own ideas, creativity and use of language. There is no right or wrong. Example posters in the *Pupil's Book* are given as examples and not for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the example here – it is for them to decide in their groups or pairs.

If possible, put projects up on the classroom walls and let everyone read their classmates' work. This encourages interest and encourages pupils to produce their best work.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 47, activities C and D). For activity C, ask for volunteers to read out the five sentences.
- For activity D, read out the six sentences to the class. To make sure pupils are paying attention (and for variation), read out the wrong answers and get pupils to correct you.

Answers, activity C

- | | |
|-------------------------|-----------------------|
| 1 mustn't / picture 4 | 4 should / picture 5 |
| 2 must / picture 3 | 5 mustn't / picture 1 |
| 3 shouldn't / picture 2 | |

Answers, activity D

- | | |
|---------------|-------------|
| 1 hard | 4 friendly |
| 2 interesting | 5 unhelpful |
| 3 bad | 6 unsafe |

Stage 1

Check my understanding

- Ask pupils to work individually and complete the first activity on page 50 of the *Pupil's Book*. Tell

them that they should not look back at page 48 at this stage.

- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at page 48 to confirm their answers.

Answers

- | | |
|-------|-------|
| 1 No | 4 Yes |
| 2 No | 5 No |
| 3 Yes | 6 Yes |

Stage 2

Circle the correct word

- Ask pupils to look at the second activity on page 50 of the *Pupil's Book*.
- Tell pupils that if they are unsure about whether *should/must* or *shouldn't/mustn't* is best, they can look back in the *Pupil's Book*.
- Pupils work by themselves to complete the activity and then check their answers in pairs.

Answers

- | | |
|-----------|-------------|
| 1 should | 5 mustn't |
| 2 must | 6 should |
| 3 should | 7 shouldn't |
| 4 mustn't | 8 should |

Stage 3

Project: Making a healthy habits poster

- Explain that pupils are going to do a project about healthy habits for children and make a poster. You will need to decide how best to organize your pupils for the poster project, in pairs or groups. You might like each pupil to be responsible for just one or two drawings and captions – they can put these together to form the final poster.
- Explain that the project is for pupils to express their own ideas and that there is no right or wrong. The example poster on page 51 of the *Pupil's Book* is given as an example and not as something for pupils to copy. Encourage pupils to give their own ideas about 'healthy habits for children'. These can be about many different areas – food, sport and exercise, looking after your body, getting enough sleep, having fun, studying, staying safe online, etc.

Unit 3 Lesson 8

Aims: To read a story
To review language from Unit 3 in the story
To do a puzzle about computers and going online
To order sentences from the story
To retell the story
To choose six new words to learn
To learn to spell four high-frequency words (*knee, thumb, stomach, cough*).

Materials: *Pupil's Book* pages 52–53
Activity Book pages 50–51
Track 50

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 49, activity B). Ask for volunteers to read out the true/false sentences.

Answers

- | | |
|-----|-----|
| 1 F | 5 T |
| 2 F | 6 F |
| 3 T | 7 T |
| 4 F | 8 F |

- Ask pupils to look at activity D and check their answers with a partner.

Stage 1

Reading a story

- Explain that pupils are going to listen to and read a story. Write the title of the story on the board and read it with the class. Get pupils to look at the first picture on page 52 and ask *Where is Wisam? What's he doing?*
- Ask pupils to read the story as they listen. Play Track 50.

Track 50. Listen, look and read

Wisam and Dania are at home with their little brother, Ammar. Their parents are at work.

- Wisam is working online on the laptop to find information about healthy food for his school homework.*
- Dania is making dinner to help her parents. She's cutting up vegetables.*
- Ammar is sitting at the kitchen table playing with his toys.*
- Ammar gets bored. He gets up and goes to the drawer with the knives. He takes out a big knife and gets some tomatoes.*
Ammar: I can help.
- His sister is too busy and doesn't see him.*
- Ammar tries to cut a tomato. The knife slips and cuts his finger.*
- He starts to cry. Dania sees what has happened. She calls Wisam to get a plaster.*
- Dania: Wisam, get a plaster quickly.*
- They put the plaster on Ammar's finger and give him a hug. He stops crying.*
Ammar: I wanted to help you.
- Mum and dad come home and the children tell them about the accident.*
Mum: You mustn't use sharp knives!
- The family have their dinner. Dania's macaroni with tomatoes and cheese is delicious.*
Ammar: I still like tomatoes!

Stage 2 AB

Putting sentences from the story in order

- Ask pupils to look at page 50 of the *Activity Book*. Read the rubric as a class. Tell pupils that the numbers here do not match the numbers from the story pictures because the opening 'scene setting' sentence is included. Therefore, numbers go to 12 rather than 11.
- Put pupils in pairs. Challenge them to try ordering the sentences without looking at the story. Pupils can then refer to the *Pupil's Book* to check if they are correct.
- Check the answers as a class or play Track 50 again.

Answers

(in the order of appearance)

1, 2, 12, 3, 10, 5, 6, 9, 4, 11, 8, 7

follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 3 AB Tell the story with a partner

- Ask pupils to look at the bottom of page 50 of the *Activity Book*. Read the rubric as a class and explain that pupils should retell the story – make it clear that they *do not* have to use the exact words.
- Let pupils look at the speech bubbles. Pupils should work in pairs taking it in turn to build up the story.
- Monitor and support as necessary.

Stage 4 AB Doing a puzzle

- Activity D is a puzzle and pupils should work by themselves without any initial help to complete the 'My answers' column.
- Ask pupils to look at page 51 of the *Activity Book*. Set a short time limit for pupils to complete their column.
- Pupils work with a partner to find out what their partner has written. Encourage them to read out full sentences where appropriate or to give full sentences when answering questions. For example:
1 *The internet connects millions of computers around the world.*
3 *I think the icon means search. / It's the search icon.*
- Before checking answers, ask pupils to put up their hands if they have the same answers as their partner. Check with the whole class.

Answers

- | | |
|------------------------------|-------------|
| 1 internet | 5 click on |
| 2 online | 6 No |
| 3 search | 7 up / down |
| 4 to click on icons or words | |

Stage 5 Spelling high-frequency words

- This is the second 'Look, say, cover, write, check' practise. Ask pupils to open the *Activity Book* on page 49 and look at the bottom activity.
- Check that pupils are ready to write. Get them to

Stage 6 AB

Homework

- Set *Activity Book*, page 51, activity C for homework. Remind pupils that they can choose any new words that they have learnt in Unit 3.
- Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*knee, thumb, stomach, cough*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 49 of the *Activity Book*.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 3 they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Remind pupils that they will have the spelling test at the beginning of the next lesson.

Differentiation: Support/Additional

Do activity D on page 51 of the *Activity Book* as a pair activity (rather than a competition) and try the following approach.

- **Group 1 pupils:** For less confident pupils, let pupils work in pairs to decide on the answers to the puzzle.
- **Group 2 pupils:** For more confident pupils, ask pupils to decide on the answers first before checking back through their books to make sure they have the correct answers.
- **Checking a friend's answer:** Put a pupil from Group 1 and one from Group 2 together to check their answers before the class check.

Aims

Listening

- Review: jobs, illnesses, materials.
- Review: listen to check information about a boy's day.
- Review: listen to check the order of a story about going online.

Speaking

- Review: discuss questions about jobs, illnesses and materials in a class challenge.
- Review: read and answer questions to play a language game.

Reading

- Review: read a text about how to use a mouse.
- Review: read and complete a text about Wisam and his family.
- Review: read and order a text about a boy's day.
- Review: read clues in a game.

Writing

- Review: write answers to check understanding of a text about how to use a mouse.
- Review: label a table tennis table.
- Review: write paragraphs: family, jobs, where they live, what they want to be when they grow up.

Language and Word list

Language

Revision of Units 1–3.

Word list

Revision of vocabulary from Units 1–3.

Unit 4 Lesson 1

Aims: To do a class challenge
To review jobs, parts of the body, illnesses, materials
To review prepositions with places of work
To review giving advice with *should* and *shouldn't*
To review what you want to be (job)

Materials: *Pupil's Book* page 54
Activity Book page 52
Track 51

Teaching note

Revision units

Units 4 and 8 are revision units. There is less material to cover in the four lessons that make up these units than in the other lessons.

The intention of these units is to give teachers the opportunity, at these points in the school year:

- to catch up with unfinished work
- to review any areas that pupils found difficult
- to do more of the Additional/Support activities given at the end of most lesson notes in the Teacher's Book
- to let pupils have time to do the more creative, project-based types of activity and to finish off the projects from Units 2 and 3 if they haven't already done so.

Warm up

- Welcome pupils and get them settled at their desks.
- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Ask pupils how often they take part in quizzes, either at school or outside school. Elicit the kind of quizzes/challenges (these can also include sports challenges and competitions) they have done and

whether they enjoy them. If they do not do quizzes themselves, ask if they like to watch quizzes on TV.

Spelling test

- Help pupils to find the spelling test grid on page 108 of the *Activity Book*. Explain that you will say the four words they have been practising in Unit 3 and that they should write down each word you say in the box for Unit 3.
- Check that pupils are ready to write. Say the first word, *knee*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*thumb, stomach, cough*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you and write them on the board. Pupils should then swap books and mark their partner's spellings.

Stage 1

Class challenge

- Ask pupils to open the *Pupil's Book* on page 54 and explain that they are going to take part in a school challenge. Ask *How many teams are there?* (2), *What is the name of each team?* (Team A and Team B).
- Put pupils into small groups, tell them to choose which team they want to be in and to write the letter on the blank line towards the top of page 54. Make sure that half the class choose Team A and half choose Team B.
- Ask teams to answer the Team A or Team B questions and get them to write their answers. When they have finished, tell Team A to swap their books with Team B.
- Play Track 51 and get pupils to check the answers of the opposite team. Ask them to add up the total number of points, write them at the bottom of the page and give the answers back.
Note: There are several possible answers for question 1 for both Team A and B. The recording provides possible answers. The test is that students give a correct and reasonable answer. Note that answers from question 1 are optional.
- Check how well each team did and which questions they got wrong.

Track 51. Listen and check

Team A

- 1 *How many cousins do you have?*
I have (four) cousins.
- 2 *Where does a doctor work?*
In a hospital. / A doctor works in a hospital.
- 3 *My mother is a housewife. She works at home.*
- 4 *I want to be a waiter because I like meeting people.*
- 5 *I don't feel well. I have a cough and a cold.*
- 6 *He cut his finger. He should put a plaster on it.*
- 7 *What's a jug made of?*
It's made of glass.
- 8 *thick / cheap: What are the opposite adjectives?*
thin or light / expensive.

Team B

- 1 *How many aunts do you have?*
I have (two) aunts.
- 2 *Where does a waiter work?*
In a restaurant. / A waiter works in a restaurant.
- 3 *My uncle is an engineer. He works in an oil refinery.*
- 4 *I want to be an IT programmer because I like using computers.*
- 5 *I have a temperature.*
You should go to bed.
- 6 *My sister has a stomach ache.*
She shouldn't eat so much cake.
- 7 *What are rain boots made of?*
They're made of rubber.
- 8 *soft / plain: What are the opposite adjectives?*
hard / colourful.

Answers

See transcript above.

Stage 2 AB Read and number the correct picture

- Get the class to look at activity B on page 52 of the *Activity Book*. Ask pupils to look at the six pictures at the bottom of the page.
- Let pupils work in pairs and think of a noun for each picture. Elicit ideas (e.g., cars and trucks, roads, a clock, an alarm clock, a backpack, a bus, a bus driver, buses, a school bus, school children).

- Pupils read the paragraph by themselves and match the pictures to the sentences.
- Put pupils in pairs. Each pupil reads a sentence at a time – where there is a picture box number, the pupil also gives that number. Both pupils should agree on the number.
- Monitor and support as necessary.

Answers

(in order)
4, 1, 6, 2, 5, 3

Stage 3 AB

Homework

- Set activity A on page 52 of the *Activity Book* for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Explain that they will be reading out their sentences at the beginning of the next lesson.

Stage 4

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 4 Lesson 2

Aims: To read a text about how to use a mouse
To ask and answer questions
To practise describing objects with *made from*
To label a table tennis table

Materials: *Pupil's Book* page 55
Activity Book page 53
Track 52

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 52, activity A). Ask for volunteers to read out each sentence. Make sure everyone agrees – pupils can put up their hands to show agreement.
Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers

- 1 to be a teacher
 - 2 I want to build things
 - 3 your / your father's / your mother's
 - 4 does, work
 - 5 works on
 - 6 does, have
 - 7 uncle
 - 8 aunt
- Play a word association game (jobs and places of work). Get pupils to stand in a big circle around the desks. Say a job from Unit 1 (e.g., nurse). Ask the pupil standing on your right to say an associated word (e.g., another job (doctor) or a place of work (hospital)). The next pupil says another job/place of work word (e.g., farmer). Continue until pupils cannot continue the chain.
 - You can start again from the last pupil with a new set (e.g., objects and materials).

Stage 1

Listen and read

- Pupils know the word *mouse* from previous grades. Give pupils a minute and let them work in small groups or pairs to say anything they know about a computer mouse. Elicit ideas. Write any useful vocabulary on the board.

- Ask pupils to open the *Pupil's Book* on page 55. Look at the pictures and ask pupils what they can see. They should be able to say that there is a *mouse* and a *hand holding a mouse*.
- Tell pupils that they should read as they listen. Play Track 52.

Track 52. Listen and read

A computer mouse

A computer mouse is not a real mouse, but it looks a bit like a real mouse and that's how it got its name.

Computer mice are made from plastic. Most mice have two buttons – a left button and a right button. Some mice also have a wheel in the middle for scrolling up and down.

Learning to use a mouse is important because it lets you do many things: navigate the internet, play games and control your computer or laptop. You must hold your mouse correctly. Here's a picture to help you.

You should:

- keep the mouse flat on the desk or table.
- place your hand over the bottom part of the mouse.
- put your thumb on the side of the mouse closest to the computer.
- put your index finger on the left button.
- put your middle finger on the right button.
- put your other fingers on the far side of the mouse.
- keep your wrist straight.

Stage 2

Answer the questions

- Ask pupils to work by themselves and think about the answers to the five questions. Tell them not to write the answers at this stage.
- Ask pupils to compare their answers and agree.
- Open class: get some pupils to ask the questions and volunteers to answer. Ask the rest of the class to put up their hands if they agree. Clear up any problems.

Answers

- 1 *Why is it called a mouse?*
It's called a mouse because it looks like a real mouse/a bit like a real mouse.
- 2 *How many buttons do most mice have?*
Most mice have two buttons.

- 3 *What do you use the wheel for?*
You use it for scrolling up and down.
- 4 *Which finger should you put on the left button?*
You should put your index finger on the left button.
- 5 *Where should you put your thumb?*
You should put your thumb on the side of the mouse.

Stage 3 AB Label a table tennis picture

- Ask pupils to open the *Activity Book* on page 53 and look at activity A.
- Ask pupils to work individually and label the picture. Pupils can then check their answers in pairs before doing a class check.

Answers

(clockwise from top-right)
a wooden table top
a wooden bat
rubber wheels
metal legs
a plastic ball
a cotton net

Stage 4 AB Homework

- Set *Activity Book*, page 53, activity B for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Explain that they will be checking their adjectives at the beginning of the next lesson.

Stage 5 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 4 Lesson 3

Aims: To complete paragraphs: family, jobs, where they live, what they want to be when they grow up
To read a story and correct mistakes

Materials: *Pupil's Book* page 56
Activity Book page 54
Track 53
Optional: notebooks for the Warm up
Note: Pupils will need to use notebooks or lined paper for the homework task

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Write the following on the board:
 - 1 Brothers/sisters
 - 2 Live
 - 3 Father's job
 - 4 Mother's job
 - 5 Be when you grow up
- Ask pupils to use their notebooks and write five questions to ask a partner. Elicit the five questions from the class to check.

How many brothers/sisters do you have?
Where do you live?
What's your father's/mother's job?
What do you want to be when you grow up?
- Put pupils in pairs to ask and answer the questions. Monitor and support as necessary.
- Check that everyone has done their homework (activity B, page 53).

Stage 1 Read the homework and complete the sentences

- Ask pupils to look at page 56 of the *Pupil's Book* and read the title of the lesson together.
- Ask pupils to look at the picture of the teacher at the top of the page and read the homework task.
- Ask pupils to read the homework sample quietly to themselves. When pupils have finished, ask *Who wrote the homework?* Elicit *Wisam*. Ask *Who is he writing to?* Elicit *a friend*.
- Get pupils to work in pairs to decide on how to complete the gaps. If pupils want to check their ideas, encourage them to look back at pages 7 and 12 of the *Pupil's Book*.
Note: Pupils should write their answers in the spaces at the bottom of the page. They can do this first in pencil so that they can change their answers if necessary after checking.
- Ask volunteers to give their answers. Agree with the class and let pupils correct their answers where necessary.

Answers

1 family	6 programmer
2 capital	7 hospital
3 sister	8 grandpa
4 two	9 us
5 any	10 want

Stage 2 AB Read a boy's story

- Ask pupils to look at activity A on page 54 of the *Activity Book*. Ask them to look at the picture of the boy. Ask *What can you see in the picture?* (a boy) *Where is he?* (in bed) *What's the matter?* (He doesn't feel well. / He has a cold and a cough.)
- Explain that there are some wrong words in the boy's story. Look at the first wrong word and show pupils that *mall* is wrong and that the correct word is *school*.
- Let pupils read the story by themselves and underline the other words that they think are wrong. Elicit ideas about the other wrong words.
Note: Pupils can think of the correct words later.

Wrong words: 1 mall, 2 sore ear, 3 broken arm, 4 shopping, 5 work, 6 pizza, 7 carrot, 8 bigger

- Let them work in pairs to think about the correct words. Elicit ideas.
- Play Track 53. Pupil's listen and check their answers.

Track 53, AB. Listen and check your answers

I went to school yesterday, but I didn't feel well. I had a headache and a sore throat. I felt hot. My teacher said that I had a temperature. She said that I should go home. She called my mum on her smartphone. My mum came to school and we drove home in the car. When we got home, my mum said that I should go to bed. She made me a hot drink with lemon, honey and ginger root. She gave me a tablet for my headache and a box of tissues because I was sneezing. I feel much better today.

Answers

Correct words:

1 school, 2 a sore throat, 3 a temperature, 4 home, 5 bed, 6 drink, 7 tablet, 8 better

Stage 3 Homework

- For this homework, ask pupils to write their own answer to the homework that the teacher set on page 56 of the *Pupil's Book*. They will need to write this in notebooks or on lined paper if they do not have a notebook.

Note: Encourage pupils not to copy the text on page 56, but to write and organize their own information. Remind them to use sentences and paragraphs with full stops and capital letters.

- Remind pupils to look back at *Pupil's Book* page 56 if they need help with words and spellings.

Stage 4 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 4 Lesson 4

Aims: To review vocabulary and language from Units 1–3 in a game.
To read and order a text

Materials: *Pupil's Book* page 57
Activity Book page 55
Track 54

Optional: notebooks for optional homework task

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- **Note:** You will need to collect in and check pupils' homework from Lesson 3. You might like to ask volunteers to read individual sentences. Alternatively, you can ask pupils to share their homework and read another pupil's.

Stage 1

Play a game

- Get the class to look at page 57 of the *Pupil's Book*. Tell them that they are going to play a game. Pupils should read the game rules. They will need to use the 'Game circles' at the back of the *Activity Book*. They will also need a counter. Counters can be made from a piece of paper, coloured or shaped, or by using a small object, such as a rubber or pencil sharpener.
- To play the game, put pupils in pairs or small groups (no more than four to a group):
 - 1) Make sure each pupil has a counter. Pupils put their counters on the START square. Check that everyone can see a Game circle at the back of the *Activity Book*. Pupils take turns to close their eyes and select a number randomly by touching a number on the Game circle. Pupils move their counter forward by the number they selected.

- 2) Pupils move their counter along the board and then answer the question or complete the sentence. **Note:** Partners or group members must agree that the answer is correct. If the answer is wrong, then that pupil misses a turn.
- 3) If a pupil lands on question 4 or 7 and they answer correctly, they can follow the arrows and move forward.

- If there is disagreement, pupils should ask you to make the final decision.
- The pupil/group that reaches FINISH is the winner.

Answers

1 (pupils' own answers) – take a tablet, go home, go to bed, 2 safe, 3 I'm fine, thanks./I'm very well, thanks./I don't feel well, 4 a waiter/a chef/a cook, 5 well, 6 on a building site, 7 (to) home cooking, 8 thin, 9 thick, 10 those, 11 wood, 12 are you doing

Stage 2 AB

Read and order a story

- Get the class to look at page 55 of the *Activity Book*. Ask pupils to look at the pictures. Ask *Who can you see?* (Hiba and her grandfather/grandpa) Ask *What can you see on the computer screen?* (a website address/or 'https://www.coughsandcolds')
- Ask pupils to read the title (My grandpa's story about going online). Ask *How many paragraphs are there in the story?* (5). Read the rubric and make sure that everyone understands that they have to put the paragraphs in order.
- Let pupils read the story by themselves and decide on the order. Check that everyone has decided on an order. Let pupils check their answers with a partner. Ask for a volunteer to say the number of each paragraph starting at the top of the story. Ask the class to put up their hands if they agree, but do not confirm the answers until pupils have listened to Track 54.
- Play Track 54. Play Track 54 again for pupils to check their answers.

Language and Word list

Language

When I was younger my mum dressed me. Now I dress myself. / In the future, I will buy my own clothes.

In the future, I think / I don't think people will ...

Our lives are getting better. / Computers are getting more intelligent. / Buildings are getting safer.

I think there will be / there won't be ...

When's your birthday? It's in April. / It's on 7th April. / It's on Monday.

Word list

Future technology

invention, century, robots, driverless cars, computer technology

Space technology

space, solar system, space travel, astronaut, spaceship, planet, Mercury, Mars, Venus, Earth, Neptune, Uranus, Saturn, Jupiter, the Sun, the Moon

Unit 5 Lesson 1

Aims: To contrast past, present and future
To contrast *now* with when you *were younger* and what you *will do* in the future (an opinion about the future)
To read about some inventions
To ask and answer questions about inventions

Materials: *Pupil's Book* pages 58–59
Activity Book pages 56–57
Tracks 55 and 56

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Ask pupils to put up their hands if they wrote some questions about Units 1–3 for homework. In pairs or small groups, let pupils ask their questions. If pupils have not written any questions, they can still join in and try to answer. Monitor and support as necessary.

Stage 1 Listen, look and say

- Ask pupils to look at page 58 of the *Pupil's Book*. Ask them how many pictures they can see (9).
- Ask pupils to look at the pictures and give them time to read the captions under each one.
- Play Track 55 for pupils to follow. Play Track 55 again stopping for pupils to repeat each sentence.

Track 55. Listen, look and say

When I was younger my mum dressed me.
When I was younger I liked playing with toys.
When I was younger my parents fed me.

Now I dress myself. Here I am putting on my shirt.
Now I like playing computer games. Here I am playing a new game. My little brother is watching me.
Now I can feed myself. Here I am eating spaghetti.

In the future, I will buy my own clothes.
In the future, I will be an IT programmer.
In the future, I will cook my own food.

- Play an 'opinion' game.
On the board write:
 - *When I was younger ...*
 - *Now I'm 11/12 ...*
 - *When I am 22 ...*
 Give pupils time to think of something to write next to each point. If necessary, give some examples about yourself. For example:
 - *When I was younger ... I lived with my parents. I liked playing with dolls. I liked riding my bike.*
 - *Now ... I live with my own family. I like driving my car. I like cooking.*
 - *When I am older ... I will stop work. I will have grandchildren.*
- Elicit ideas.

Stage 2 Listen to Hiba. Tick the words you hear

- Ask pupils to turn to page 59 of the *Pupil's Book*. Give them time to read the words in the boxes.
- Play Track 56. Pupils tick the words they hear.

Track 56. Listen to what Hiba said. Tick the words you hear

Hiba: *When I was younger, I liked drawing pictures and playing with toys. I went to bed at 7 o'clock. My mum washed my face and brushed my hair.*

Hiba: *Now I go to bed at 9.30. I wash and dress myself. I like designing things and going online.*

Hiba: *In the future, I think I will be an engineer. I will go to bed when I want. I will cook for my family. I will buy my own clothes. I think I will travel to other countries.*

Answers

Left column	Right column
an engineer	playing with toys
drawing pictures	my hair
my face	7 o'clock
designing things	going online
myself	my own clothes

cook for my family
9.30

when I want
travel to other countries

Stage 3 Read and complete sentences about yourself

- Ask pupils to look at the second activity on page 59 of the *Pupil's Book*. Read the rubric together. Pupils should write three sentences about themselves. Encourage them to use the words in the first activity.
- Put pupils in pairs and let them read out their sentences to a partner.
- Ask for volunteers to read out their sentences to the class.

Stage 4 AB Looking at inventions

- Write the word *inventions* on the board. You can explain that an invention is something that people have made that did not exist before.
- Ask pupils to open the *Activity Book* on page 56 and look at the three sets of pictures in activity A.
- Elicit what pupils can see (phones/telephones, bikes/bicycles, planes). Explain that these are all inventions.
- Let pupils work in pairs to complete the activity. Check answers with the class.

Answers

- 1 phones (telephones)
- 2 a A3, b A1, c A2
- 3 bikes (bicycles)
- 4 a B2, b B1, c B3
- 5 planes (aeroplanes/airplanes)
- 6 a C3, b C2, c C1

Stage 5 AB Homework

- Set activity B on page 57 of the *Activity Book* for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Explain that pupils will work with a partner to check their answers at the beginning of the next lesson.

Stage 6

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

This is a quick, fun activity to end the lesson. Ask pupils to think of other inventions that they have at home. Put pupils in small groups or pairs. Set a short time limit for pupils to write down all the inventions they can. Elicit ideas. Here are a few, but there are many more that pupils might think of.
Sample inventions: fridge, cooker, computer, smartphone, radio, car, bus, truck, tractor
Other inventions: pencil, pen, shoes, rain boots, gloves, glass, metal

Unit 5 Lesson 2

- Aims:**
- To read about three important inventions
 - To complete sentences about the inventions
 - To learn how to make a 'string telephone'
 - To practise saying words ending in *-tion*
 - To correct common spelling mistakes

Materials: *Pupil's Book* pages 60–61
Activity Book pages 58–59
 Tracks 57–59

Teaching note:

My dictionary

At the back of the *Pupil's Book*, there is an English–Arabic dictionary listing of new words that pupils meet in Grade 6. The words are listed by unit.

It is not recommended that pupils refer to the dictionary during the lesson. Ideally, pupils learn the meaning of new words and how to use these words in the lesson. Wherever possible, new words are introduced with pictures and illustrations and new language is set in context and used to achieve specific functions. **Functions** refer to what items of language do in a real **context**, as opposed to what they might mean literally. These include areas such as suggesting, agreeing and disagreeing, enquiring, offering, talking about the past and the future, giving advice and so on.

Pupils should not generally be encouraged to rely on translation of words during lessons. However, it is important to use first language abilities, because progress in acquiring English is closely linked to the levels in pupils' own language and literacy skills.

The dictionary gives context-specific translations. It provides a quick reference point for checking spelling when doing homework or doing free writing activities. It is a key reference point when pupils forget the meaning of a word or want to check their understanding.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Put pupils in pairs or small groups. Ask them to look back at page 57 of the *Activity Book*, which they prepared for homework.
- Put pupils in pairs. Ask them to look at Wisam and Dania and the speech bubbles at the bottom of the page. Pupils work together to check their answers.
- Class check to make sure everyone agrees.

Answers

- 1 a 4 a
2 c 5 b
3 c

Stage 1

- Look at the title of the lesson (The past). Ask pupils to look at the pictures on page 60 of the *Pupil's Book*. Ask *What can you see?* (three inventions: telephone, car, computer) Ask *Are they old or new?* Explain that these are the inventions as they were many years ago.
- Play Track 57 and let pupils read along as they listen. Play the track again if pupils would like to listen/read a second time.

Track 57. Listen and read

Telephone

Many people helped to make this invention possible. In 1876, it was Mr Bell who made the first useful telephone. The telephone is a means of communication over distance.

Cars

People disagree about who invented the car (or automobile), but we can probably say that the key inventor was Mr Benz. He made the first true automobile in 1885–1886. Here is the first car. Do you think it looks like a bicycle?

Computers

There have been inventions to help calculation (+, −, x, ÷) for thousands of years. In the 11th century, Al-Bairuni, a famous mathematician, made many important calculations.

Many others followed him, but it is Mr Babbage, an engineer, who today we call the 'father of the computer'. However, it was Mrs Lovelace, another mathematician, who saw that computers could do more than just calculate.

Stage 2

Read and tick yes or no

- Ask pupils to look at the true/false sentences on page 61 of the *Pupil's Book*.
- Let pupils work by themselves to decide on the answers.
- Pupils check their answers in pairs. Class check.

Answers

- 1 No (1876)
- 2 Yes
- 3 No (1886 to 2018 = 132 years)
- 4 No
- 5 Yes

Stage 3 Complete the sentences

- Ask pupils to look at the activity at the bottom of page 61 of the *Pupil's Book*.
- Let pupils work in pairs and read the jumbled words and orally work out the full sentences. If they are unsure, then they should look at page 60 for help. Ask for volunteers to read out their ideas. Get the class to put up their hands if they agree.
- Ask pupils to write the four sentences.

Answers

- 1 Many people helped to invent the telephone.
- 2 Mr Benz made the first car in 1885–1886.
- 3 Al-Bairuni was a mathematician who lived in the 11th century.
- 4 A mathematician is a person who makes calculations.
- 5 People often call Mr Babbage the father of the computer.

Stage 4 AB Let's say it

- Ask pupils to look at activity A on page 58 of the *Activity Book*. Let pupils look at the eight words. Ask *What do all these words end in?* Elicit *-tion*.
- Play Track 58. Let pupils read the words as they listen.

Track 58, AB. Listen and repeat
invention, communication, conversation, calculation, information, navigation, description, instruction

- Let pupils read the words again and say them to themselves.
- Play Track 58 again. Get pupils to repeat each word. (See activity B.)
- Ask *What sound does -tion make in these words?* Elicit that it sounds *-shn*.

Stage 5 AB Complete the sentences

- Ask pupils to look at activity C on page 58 of the *Activity Book*.
- Read the rubric with the class. Make sure pupils understand that they should use the nouns from activity A.
- Let pupils work by themselves to complete the sentences. Pupils check their answers with a partner.
- Play Track 59 for pupils to check their answers. You might ask for volunteers to read out the sentences.

Track 59, AB. Listen and check your answers

- 1 *Our teacher asked us to write a description of something made of cotton.*
- 2 *I think the computer is the most important invention.*
- 3 *Speaking to a person is the fastest form of communication.*
- 4 *I wrote some instructions for my grandpa about how to go online.*
- 5 *For our Maths homework we have 20 calculations.*

Answers

- | | |
|-----------------|----------------|
| 1 description | 4 instructions |
| 2 invention | 5 calculations |
| 3 communication | |

Stage 6 AB Homework

- Set *Activity Book*, pages 58 and 59, activities E and F for homework. Make sure pupils understand what they have to do. Read out the rubric for activity E (as a class or individually). Tell pupils that they will have a test on these spellings in lesson 4.
Note 1: Activity F is a practical activity and asks for pupils to make something at home – a string telephone. To do this, pupils will need to have two paper cups, a long piece of string (long enough for pupils to stand well away from the other user) and a sharp pencil. Before pupils can make the string telephone, they need to read the instructions. Encourage pupils to do their homework at home with a partner.
Note 2: Make sure pupils remember to bring their string telephones to the next lesson.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Demonstrate how to make a string telephone. You will need to bring to class the paper cups and a long piece of string. As you make the string telephone, read out the instructions for pupils to follow.
- Follow this up by letting pupils work in pairs. Let more confident pupils read out the instructions while their partner mimes the actions (cutting a long piece of string, making a hole in each cup, putting the string through the holes, tying knots at each end, pretending to talk into a cup or listen using a cup).

Differentiation does not need teachers to do a lot of extra preparation. However, it does ask teachers to think about how to organize and adapt activities to let all pupils feel that they are succeeding. Remember that teachers need to recognize effort as well as achievement, and that levels of achievement will vary from pupil to pupil.

The lesson notes include ideas about how teachers can differentiate activities. There are also further ideas in the 'Support/Additional' sections at the end of most lesson notes.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Put pupils in pairs. Ask them to look back at page 58 of the *Activity book*, which they prepared for homework.
- Pupils work together to check their answers. Class check.

Unit 5 Lesson 3

Aims: To read a conversation about our world and what is changing
To learn verbs for talking about change
To practise a conversation about change
To match words and meanings

Materials: *Pupil's Book* pages 62–63
Activity Book pages 60–61
Tracks 60 and 61

Teaching note

Differentiation is about how teachers respond to different levels, abilities, interests and pupils' levels of confidence in the classroom. If a teacher tries to accommodate individuals or small groups by varying their teaching, or adapting activities to create the best learning experience possible, then that teacher is using differentiated instruction.

Answers, activity E

- | | |
|-------------|-------------|
| 1 possible | 4 people |
| 2 telephone | 5 century |
| 3 inventor | 6 important |

- Using the string telephones:
 - Ask pupils to write down one or two sentences (the messages) that they will use with their string telephones to communicate. The sentence(s) can be about anything pupils want to say (in English), but tell them that sentences should not be too long.
 - You will need to think about how best to organize the class. You may need to let pupils do the activity in batches and at different stages during the lesson. Pupils will need to be far enough away from their partner. Make sure that they understand that the first one speaks and the other listens and then they swap.
 - Pupils should try to remember the message their partner communicates.

- Round off by seeing how many pupils managed to communicate their message(s).

Stage 1 Listen to pupils talking about living now

- Ask pupils to open the *Pupil's Book* on page 62. Get them to look at the purple box and ask them to read as they listen.
- Play Track 60. Pupils listen.

Track 60. Listen to pupils talking about living now

Now we live in the modern world, but our world is changing fast.

Here are some Grade 6 pupils talking about what they think is changing.

Pupil 1: *Computers are very important. They are changing our lives.*

Pupil 2: *Everything is getting faster. The internet is very fast and we can find information easily.*

Pupil 3: *It is getting harder to find good jobs because of computer technology.*

Pupil 4: *Smartphones are changing the way we communicate. Young people are sending text messages to their friends more often than talking on the phone.*

- Put pupils in pairs and ask them to look at page 63 and match the endings of the sentences with the beginnings. Ask *Do you want to listen again to check your answers?*
- Put pupils in groups of four to practise the conversations. They can swap roles and repeat.

Stage 2 AB Listen to the meanings

- Ask pupils to open the *Activity Book* on page 60 and look at activity A. Give them time to look at the three columns.
- Play Track 61.

Track 61, AB. Look at these words and listen to their meanings

Population: *Population is a noun. It means all the people in a town, a country, the world.*

Price or prices: *Price is a noun. Price means the money you pay for something.*

Height: *Height is a noun. Height means how tall a person or thing is.*

Number: *Number is a noun. Number is a word or a sign used to count, measure and label something.*

- Ask pupils to look at activity B and match the four nouns from activity A with the diagrams in activity B. Ask for volunteers to give the answers.

Answers

- | | |
|----------|--------------|
| 1 height | 3 population |
| 2 prices | 4 number |

Stage 3 AB Read and match the sentences

- Now pupils look at activity C and match the sentences to the diagrams in activity B.
- Pupils work by themselves and then check their answers in pairs.
- Ask pupils to look at activity D and read the rubric. Pupils should underline the verbs in the sentences in activity C.
- Elicit the answers.

Answers, activity C

- | | |
|-------------|-------------|
| 1 diagram 2 | 3 diagram 1 |
| 2 diagram 4 | 4 diagram 3 |

Answers, activity D

- | | |
|-----------------|-----------------|
| 1 are going up | 3 are getting |
| 2 is increasing | 4 is increasing |

Stage 4 AB Complete the sentences

- Look at the diagram on page 61 of the *Activity Book*. Say the words and let pupils repeat. Encourage pupils to use their hands to show upward or downward movement.

- Ask pupils to work by themselves to complete the sentences using the words in the boxes. Do not check answers with the class at this stage.
- Pupils look at activity F and follow the speech bubbles to check their answers. Monitor and support as necessary.

Answers

- | | |
|---------------|---------------|
| 1 temperature | 5 number |
| 2 prices | 6 information |
| 3 safer | 7 healthier |
| 4 smaller | |

Stage 5 AB

Homework

- Remind pupils that they will have a spelling test on the words they corrected in activity E on page 58 of the Activity Book.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Teaching note

Remember to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully and that their writing (letter formation, space between words, punctuation, etc.) continues to be done well.

Additional/Support

- Write the following on the board:
 - price of sweets
 - number of pupils in the school
 - my English/vocabulary
 - the size of my feet
 - the number of vegetables
 - the number of hours I go online
 - the number of hours I watch TV

- Divide pupils into small groups and get them to think of a sentence for each phrase using the verbs on page 61 of the *Activity Book*.
- Give an example: *My English vocabulary is increasing every week.*
- Set a time limit. Within the time limit, groups volunteer their sentences and get a point for each correct one.
- The group with the most points is the winner.

Unit 5 Lesson 4

Aims: To read about developments in the 21st century
 To use *will/won't* to talk about predictions
 To say what you think *will/won't* happen
 To practise using the comparative form of adjectives

Materials: *Pupil's Book* pages 64–65
Activity Book pages 62–63
 Track 62

Optional: notebooks for a spelling test

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Remind pupils that they are going to have a spelling test of the words they corrected in activity E (*Activity Book*, page 58).
- Explain that you will say the words and pupils should write each one. Then pupils will swap notebooks and check their partner's spellings. For checking you can read out each word letter by letter, but it is probably quicker and clearer if you write the correct spellings on the board.
- **Test:** 1 telephone, 2 century, 3 possible, 4 inventor, 5 people, 6 important

Stage 1 **Listen to Wisam and Hiba talking about our 21st century**

- Ask pupils to look at page 64 of the *Pupil's Book* and read the title of the lesson together. Remind pupils how to say 21st (twenty-first).
- Get pupils to look at the pictures in the speech bubbles and discuss with a partner what they can see. Pupils should be able to say: *robots working, a robot teacher, a robot waiter, a car [without a driver], a smartphone, a room.*
- Play Track 62. Pupils listen and read.

Track 62. Listen and read. Wisam and Hiba are talking about our 21st century

- 1 *Robots will do all the work. We will always be on holiday.*
- 2 *There will be robot engineers, robot teachers and robot waiters. We won't go to school. We will study at home.*
- 3 *There will be cars with no drivers. These will be driverless cars. We will sit in our cars, but we will eat, read, play games, sleep and the cars will drive.*
- 4 *We will use our smartphones for money.*
- 5 *Computers will do everything. We will control our houses with computers.*

Stage 2 **What do you think?**

- Ask pupils to look at the table on page 65 of the *Pupil's Book*. Read the rubric or ask for a volunteer. Read the headings of the two columns.
- Let pupils work by themselves to tick what they think will/won't happen in the future. Remind pupils that this is what *they* think.

Stage 3 **Tell a partner**

- Ask pupils to look at the bottom of page 65 of the *Pupil's Book*.
- Put pupils in pairs to practise saying what they think will happen in the future. Remind pupils to look back at page 64 if they need help making their sentences. Monitor and support as necessary.

Stage 4 AB **Read Basim's homework**

- Ask pupils to look at activity A on page 62 of the *Activity Book*. Ask pupils to read the homework quietly to themselves. Alternatively, pupils can work together to read Basim's homework and share the task reading sentence by sentence.
- Get pupils to look at activity B on page 63. Pupils work by themselves to write sentences using the words in the box at the top of the page. Before they start, read the 'Remember' box.
- Pupils write their own answers. **Note:** Pupils' answers do not have to be the same as Basim's. They can decide whether to use *will* or *won't*. Pupils check their answers with a partner. Ask for volunteers to read out the sentences.

Answers

- 1 Our lives will be / won't be better.
- 2 Computers will be / won't be more intelligent.
- 3 Buildings will be / won't be safer.
- 4 Cars will be / won't be cleaner.
- 5 Our world will be / won't be easier for young people.
- 6 People will be / won't be healthier.

Stage 5 AB **Homework**

- Set *Activity Book*, page 63, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 6 **Rounding off**

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

Play an 'I think X will be/won't be... in the future' game.

- Put pupils into groups of six or eight.
- Write the following words on the board: *my English, homework, food, smartphones, bicycles, buses, my bedroom.*

- Pupils think of a sentence with *will be / won't be* that includes one of the comparative adjectives from activity B. For example:

Word = *my English / better or easier*

Pupil: *I think my English will be better in the future.* The team member who says the first sentence then chooses the word to use for the next sentence.

Pupil's new word = *homework*

Pupil: *I think my homework won't be easier in the future.*

Unit 5 Lesson 5

Aims: To read about our solar system
To decide on true/false statements about the solar system
To learn a mnemonic (memory rhyme) to remember the planets
To practise using the comparative/superlative forms of adjectives
To look at spelling rules for comparative/superlative forms

Materials: *Pupil's Book* pages 66–67
Activity Book pages 64–65
Tracks 63–65

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Write the word *space* on the board. Ask pupils to open the *Pupil's Book* on page 66 and look at the picture on the computer screen at the bottom of the page. Explain that the picture shows part of *space* and, specifically, our *solar system*.
- Let pupils work in pairs and, in Arabic, think of any words they know about space or our solar system. This activity is to let pupils begin to use the knowledge they have in their own language. Elicit ideas – again these will be in Arabic.
- Check that everyone has done their homework (*Activity Book*, activity C, page 63).

Answers

- | | |
|-----------|-------------|
| 1 safer | 3 healthier |
| 2 cleaner | 4 easier |

Stage 1

Listen and read

- Ask pupils to look at the *Pupil's Book* on page 66. Get pupils to listen and read. On the first play, you might like pupils only to look at the picture of the computer screen at the bottom of the page.
- Play Track 63.

Track 63. Listen and read

Our solar system

There are eight planets in our solar system. They all move around our home star. We call this star the Sun.

Mercury is the closest planet to the Sun and it is the smallest planet in our solar system. The next planet is Venus. It is about the same size as our planet Earth. Venus is the hottest planet with temperatures of 400°C.

The third planet is Earth. It is 150,000,000 km from the Sun. Earth is a special planet because it is the only one that we know has water and life (humans, animals and plants). It is often called the 'blue planet' because there is lots of water.

Mars is smaller than both Earth and Venus. Scientists have sent robots to Mars to take pictures and bring back soil and rocks.

The other four planets are Jupiter, Saturn, Uranus and Neptune. Jupiter is the biggest planet. It is 2.5 times bigger than all the other planets put together!

Stage 2 AB, PB

Our solar system – true or false

- Ask pupils to look at page 64 of the *Activity Book*. Explain that they should read the *Pupil's Book* text 'Our solar system' again. Pupils work with a partner to see which of the sentences in activity C they can say true or false about. **Note:** At this stage, pupils will be able to answer all questions from the text with the probable exception of 4 and 9. Do not check answers at this point.
- Play Track 64. Get pupils to listen and point to the planets on page 66 in the *Pupil's Book*.

Track 64. Listen and point

- There are eight planets in our system.
 - These planets move around our Sun. There is only one Sun in our solar system.
 - The names of the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
 - The biggest planet is Jupiter.
 - The smallest planets are Mercury and Mars.
 - Mercury is closest to the Sun.
 - Neptune is the farthest from the Sun.
 - Our planet, Earth, is often called the 'blue planet'.
 - Mars is often called the 'red planet' because it looks red in the sky.
 - Two planets start with the letter -m, but only one starts with -n, Neptune.
- Ask pupils to recheck their answers to activity C on page 64 of the *Activity Book*.

Answers

- | | |
|-----|-----|
| 1 F | 6 T |
| 2 T | 7 T |
| 3 F | 8 T |
| 4 T | 9 F |
| 5 F | |

Stage 3 AB Writing the planet names and putting them in order

- Ask pupils to close the *Pupil's Book* and look at activity A on page 64 of the *Activity Book*.
- Let pupils work by themselves to write the first letter of each planet. Remind pupils that these words are names – elicit that they need capital letters.
- Ask pupils to check their answers with a partner.

Answers

- Top row: Mars (4), Earth (3), Saturn (6)
 Middle row: Jupiter (5), Neptune (8), Venus (2)
 Bottom row: Uranus (7), Mercury (1)

Stage 4 AB Ordering planets closest/farthest from the sun

Note 1: Adjective *far*: There is a difference between how *farther/further* and *farthest/furthest* can be used. Both *farther/further* and *farthest/furthest* can be used to

talk about distance. (e.g., Earth is farther from the Sun than Mercury.)

Only *further/furthest* can be used to talk about the degree/extent of something (e.g., further education). Additionally, only *further* can be used to mean 'more' (e.g., Are there any further questions?).

Note 2: In Grade 6, it is best to teach only *far/farther/farthest* with the meaning of talking about distance.

- Get pupils to look at activity B. Read the rubric and look at the note in the grey box.
- Read the rhyme (mnemonic) and show pupils that the capital letters of each word help them order the planets. Say the rhyme as a class.
- Pupils work by themselves to order the position of the planets, closest to farthest from the Sun. Again, they should do this without looking at the *Pupil's Book*.

Stage 5 AB

Listen, look and say

- Ask pupils to look at activity D on page 65 of the *Activity Book*. Elicit a name for the things in each row (trees, pandas, boys).
- Ask *Are the trees the same?* Elicit *no*.
- Play Track 65. Ask pupils to repeat each word.

Track 65, AB. Listen, look and point

tall – taller – the tallest
nice – nicer – the nicest
heavy – heavier – the heaviest

- Ask pupils to look at the spelling rules in activity E. Let pupils decide which row of the table (1, 2 or 3) demonstrates the pattern used for the adjectives *tall*, *nice* and *heavy*.

Answers

tall – is a short adjective (**Note:** See page 83 of the *Activity Book* for further rules.)
nice – is an adjective ending in *-e*.
heavy – is a short adjective ending in *-y*.

Stage 6

Homework

- Set *Pupil's Book*, page 67, for homework. Make sure pupils understand what they have to do. First,

you should look at the 'Let's check' box at the top of the page. **Note:** We cannot end sentences with *than*. The activity is designed to focus on the comparative and superlative adjective forms, rather than misleading the students into writing incorrect sentences like *The pink ones are smaller than*. Say each adjective in its three forms and get pupils to point as you say the words.

- Make sure that pupils know they should look at pictures 1–4 to answer the questions.
- Tell pupils that you will be checking their work at the beginning of the next lesson.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Let pupils work in pairs and think of a new rhyme to help them remember the names of the planets and their order from the Sun. **Note:** This is for fun – it doesn't matter if the sentences make sense or are grammatically correct.
- Ask for volunteers to read out their rhymes.

Unit 5 Lesson 6

Aims: To read a magazine article about space travel
To match captions with extra information
To use *will/won't* for future space travel
To use prepositions *in, on, from ... to* with years, months, dates and centuries

Materials: *Pupil's Book* pages 68–69
Activity Book pages 66–67
Tracks 66–68 (Track 66 for homework check at the beginning of Lesson 7)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- See if pupils can remember the rhyme they learnt in Lesson 5 to remember the order of the planets or they can use their own rhymes.
- Ask pupils if they have seen any films or read any books about space travel. Ask *Would you like to go into space in a spaceship?* Get pupils to put their hands up if they would.
- Elicit any ideas pupils have about space. Write their ideas on the board.
- Check that everyone has done their homework (*Pupil's Book*, page 67).

Answers

- 1 The pink ones are smaller.
- 2 The pink one is the farthest.
- 3 No. The green one is closer.
- 4 The gray one is the biggest.
- 5 The green one is the closest.

Stage 1

My magazine: Space travel

- Ask pupils to look at pages 68–69 of the *Pupil's Book*. Tell pupils that they are going to read a magazine article. Explain that it is an interview and that Wisam is asking his teacher.
- Let pupils read the interview by themselves. You can ask pupils to work with a partner and read the article again sentence by sentence taking it in turns to read to each other.
- Ask questions about the text:
Does the teacher think humans will go to Mars? (Yes, he does.)
How long does he think it will take? (About nine months.)
Who thinks there is probably water on Mars? (Scientists.)
Does the teacher think humans will go to the farthest planets? (He thinks it will be difficult and dangerous.)
- Ask pupils to look at page 69. Let pupils work with a partner to match the pictures with the descriptions. Ask for volunteers to read out the

caption under each picture and the matching description.

Answers

(top row, left to right)

Sentences: 4, 3, 6

(bottom row, left to right)

Sentences: 2, 1, 5

Stage 2 AB Answer the questions about yourself

- Ask pupils to look at activity A on page 66 of the *Activity Book*. Ask pupils to read the three questions and write their own answers. Monitor and support as necessary.
- Put pupils in pairs and let them read out their answers to each other.
- Ask for volunteers to share their ideas.

Stage 3 AB Using prepositions in, on, from ... to

- On the board, write:
April / October
Monday / Saturday
4 o'clock / the weekend / Eid
Say the following sentences leaving out the missing prepositions but pausing where the prepositions should be. Repeat each sentence and ask pupils to provide the missing words.
My mother's birthday is ___ April.
My father's birthday is ___ October.
I go to school ___ Monday.
I don't go to school ___ Saturday.
Yesterday, we went shopping ___ 4 o'clock.
I play with my friends ___ the weekend.
We see all our family ___ Eid.
- Ask pupils to open the *Activity Book* on page 67. Look at the 'Remember' box at the top of the page.
- Ask pupils to look at activity C on page 67 of the *Activity Book*. Give pupils time to look at the dates in the boxes. Ask pupils to point to a year/a month/a day/a century (pupils can point to any one of these from the group of words).
- Read the rubric as a class. Play Track 67. Ask pupils if they want to listen again.

Track 67, AB. Listen and point to the dates you hear

in 2000, in 2018, in 1910, in 1876, in 1977, in 1895

from 1885 to 1886

on 25th March, on 1st August

from January to February, from Monday 7th to Friday

11th July

in the 19th century, in the 21st century

- Look at activity D. Explain that pupils will now hear some of the dates again. Tell pupils they should say each date they hear. At this point, pupils should not write anything in the table. Play Track 68.
- Play Track 68 again. This time pupils should write the dates they hear in the correct column.

Track 68, AB. Listen and say. Listen again and write the dates

in 2007, in 2050

on 11th November, on 5th May

from January to February

from Monday 7th to Friday 11th July

in the 20th century, in the 11th century

Note: Saying dates – pupils have been practising saying the date at the beginning of most lessons. They should be aware that how we write the date and how we say it are different. When saying a date, we use *the* before the ordinal number and *of* before the month. For example: *11th November* becomes *the 11th of November*. We do not write *the* or *of*.

Examples when saying a date:

on the 11th of November

on the 5th of May

from Monday the 7th to Friday the 11th of July

Answers

in	on	from ... to
in 2007	on 11 th November	from January to February
in 2050	on 5 th May	from Monday 7 th to Friday 11 th July
in the 20 th century		
in the 11 th century		

- Hiba: *I think it will be difficult and dangerous.*
 Basim: *What about food? Do you think people will cook in ovens?*
 Hiba: *No, people won't cook in the spaceship. I think they will eat cold food.*
 Basim: *It won't be like home cooking!*
 Hiba: *Do you think they will sleep in beds?*
 Basim: *Yes, but the beds will be very small.*
 Hiba: *How do you think people will wash and clean their teeth?*
 Basim: *I don't know. Let's search online and find some information.*
 Hiba: *That's a good idea.*

Answers

(in order of gaps)

will travel, will be, will cook, will eat, will sleep, will clean

Stage 1 Check my understanding

- Ask pupils to work individually and complete the first activity on page 70 of the *Pupil's Book*. Tell them that they should not look back at page 68 at this stage.
- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at page 68 to confirm their answers.

Answers

- | | |
|-------|-------|
| 1 Yes | 4 Yes |
| 2 Yes | 5 Yes |
| 3 No | 6 No |

Stage 2 Complete the sentences

- Ask pupils to look at the second activity on page 70 of the *Pupil's Book*.
- Tell pupils that if they are unsure about which word to use to complete a sentence, they can look back in the *Pupil's Book* at lessons 5 and 6.
- Pupils work by themselves to complete the activity and then check their answers in pairs.

Answers

- | | |
|--------------|------------|
| 1 humans | 5 times |
| 2 months | 6 farthest |
| 3 spaceships | 7 star |
| 4 dangerous | 8 planet |

Stage 3 What do you think?

- Explain that pupils are going to complete sentences about what they think our world technology *will/won't* be like in 2050.
Note: Explain that the sentences are for pupils to express their own ideas and that there is no right or wrong idea.
- Ask pupils to open the *Pupil's Book* on page 71. Give pupils time to look at the pictures and read the thought bubbles at the top of the page.
- Read the rubric together as a class. Let pupils work by themselves to complete the sentences.
- Ask pupils to look at the speech bubbles at the bottom of the page. Pupils work with a partner and read out their ideas. Encourage pupils to respond to their partner with *'I agree'* or *'No, I think there...'*

Stage 4 AB Words which sound the same

- Ask pupils to look at activity D on page 69 of the *Activity Book*. Let pupils read Wisam's speech bubble.
- Play Track 69. On first play, let pupils listen to each group of words.
- On the second play, ask pupils to repeat the words. Ask *What's the problem?* Elicit that the words sound the same (or have a very similar sound) but have different meanings and spellings.

🔊 Track 69, AB. Listen and say these words. What's the problem?

- 1 son, sun
- 2 father, farther
- 3 it's, its
- 4 you're, your
- 5 they're, there, their

Stage 5 AB Use the words to complete the sentences

- Ask pupils to complete the sentences in activity E on page 69 of the *Activity Book*. Remind pupils to use capital letters at the beginnings of sentences. **Note:** Explain to pupils that they need to look at the meaning of the sentence to decide which word to use.
- Let pupils check their answers with a partner. Ask for volunteers to read out their sentences and to spell out the words that complete the gaps. **Note:** You might like to write up the gap words on the board to avoid confusion.

Answers

- 1 There, They're, their
- 2 father, farther
- 3 son, Sun
- 4 You're, your
- 5 It's, its

Stage 6 AB Spelling high-frequency words

- The four words for this unit are those pupils looked at in Lesson 5 (*easy, easier, heavy, heavier*). Lesson 1 of Unit 6 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 69 of the *Activity Book*. Remind pupils to use the 'Look, say, cover, write, check' strategy and write the words in the 'Write 1' column.

Stage 6 Homework

- Set activities A, B and C on page 68 of the *Activity Book* for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Explain that pupils will work with a partner to check their answers at the beginning of the next lesson.

Stage 7 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together.

Get them to tell you which parts of the lesson they enjoyed the most and the least.

- Round off the lesson in the usual way.

Support/Additional

For less confident pupils let them do activity E by themselves (*Activity Book*, page 69). Then put them with a partner – one should read out each sentence, the other should spell out each word. Pupils should swap roles for each sentence.

Unit 5 Lesson 8

- Aims:**
- To listen to and say a rhyme
 - To review language from Unit 5 in a game
 - To review language from Unit 5 in a puzzle
 - To distinguish between words with the same pronunciation but different meanings (e.g., *to, too, two*)
 - To choose six new words to learn
 - To learn to spell four comparative adjectives (*easy, easier, heavy, heavier*)

Materials: *Pupil's Book* pages 72–73
Activity Book pages 70–71
Tracks 70 and 71

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 68, activities A, B and C). Ask for volunteers to read out their answers. For activity B, pupils will need to spell the comparative and superlative forms of the adjectives.
- You might like to collect in pupils' *Activity Books* to check homework.

Answers, activity A

- 1 In 2050, I think there will be robot nurses in hospitals.
- 2 By 2025, I think there won't be driverless cars everywhere.
- 3 There won't be humans living on Mars for a long time.
- 4 In the future, most people will do all their shopping online.
- 5 In the future, prices will increase.
- 6 Computers will be better and faster than now.

Answers, activity B

thick, thicker, the thickest, soft, softer, the softest
large, larger, the largest, late, later, the latest
happy, happier, the happiest, tidy, tidier, the tidiest

Answers, activity C

- 1 later
- 2 tidier
- 3 thicker/softer

Stage 1 Listen and say the rhyme

- Tell pupils they are going to say a rhyme. Ask pupils to look at page 72 of the *Pupil's Book* and read the name of the song (*Our solar system*).
- Ask pupils to look at the pictures on the page. Ask pupils to underline the names of the planets.
- Play Track 70. Ask pupils to point to the pictures of the planets at the bottom of the page as they listen.

Track 70. Listen and say the rhyme

Our solar system

Eight planets go round the Sun.

We can name every one.

Venus shines bright,

We can see it at night.

There's our Earth blue and green,

The most beautiful planet ever seen.

Jupiter is the biggest,

Mercury the smallest,

Venus the hottest,

Neptune the farthest.

Astronauts walked on the Moon.

Probably they'll go to Mars soon.

*So, what about you?
Would you like to go into space?
It's probably dangerous.
And it takes a long time.
What do you think?
Let's all say this rhyme.*

- Play Track 70 again. Encourage pupils to say the rhyme and join in as they listen.

Stage 2 AB Words which sound the same

- Ask pupils to look at activity C on page 70 of the *Activity Book*. Let pupils read Wisam's speech bubble.
- Play Track 71. On the first play, let pupils listen to each group of words.
- On the second play, ask pupils to repeat the words. Ask *What's the problem?* Elicit that the words sound the same (or very similar) but have different meanings and spellings.

Track 71, AB. Listen and say these words

- 1 to, too, two
- 2 one, won
- 3 here, hear
- 4 by, buy

Stage 3 AB Use the words to complete the sentences

- Ask pupils to complete the sentences in activity E on page 71 of the *Activity Book*. Remind pupils to use capital letters at the beginnings of sentences. **Note:** Explain to pupils that they need to look at the meaning of the sentence to decide which word to use.
- Let pupils check their answers with a partner. Ask for volunteers to read out their sentences and to spell out the words that complete the gaps. **Note:** you might like to write up the gap words on the board to avoid confusion.

Answers

- | | |
|--------------|----------------|
| 1 here, hear | 3 to, too, two |
| 2 one, won | 4 By, buy |

Stage 4

Let's play

- Explain that pupils are going to play a game with one or two partners. Ask pupils to look at page 73 of the *Pupil's Book*. Ask *What's the game about?*
- Ask pupils to read the 'Game rules'. They will need to make a counter (see Unit 4, Lesson 4).
- Check that they understand the rules.
Ask *If you get the answer right, what do you do?* (Move forward one planet.) Ask *If you get the answer wrong, what do you do?* (Move backward one planet.)
- Pupils move their counter along the board and then answer the question or complete the sentence.
Note: Partners or group members must agree that the answer is correct.
- If there is disagreement, pupils should ask you to make the final decision.
- The pupil that reaches FINISH is the winner.

Answers

- | | |
|-----------|----------------------------------|
| 1 START | 7 Neptune |
| 2 8 | 8 Because there is lots of water |
| 3 Sun | 9 (pupils' own answers) |
| 4 In 1969 | 10 Sun |
| 5 Jupiter | 11 j-u-p-i-t-e-r |
| 6 Earth | 12 FINISH |

Stage 5 AB

Spelling high-frequency words

- This is the second 'Look, say, cover, write, check' practice. Ask pupils to open their *Activity Book* on page 69 and look at the bottom activity.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 6 AB

Homework

- Set *Activity Book*, pages 70 and 71, activities A, B, D and F homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Remind pupils you will have a puzzle competition at the beginning of the next lesson to check homework.

- Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*easy, easier, heavy, heavier*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 69 of the *Activity Book*.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 5 they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Remind pupils that they will have a spelling test at the beginning of the next lesson.

Support

- Play the game on page 73 of the *Pupil's Book* with double pairs (two pupils playing against two pupils).
- You can also give pupils time to prepare their answers to the questions before they start to play.

Aims

Listening

- Learn words for cooking/food preparation processes.
- Listen to decide on the order of instructions.
- Listen to complete instructions.
- Listen to complete a conversation.
- Listen to complete information about everyday household tasks.
- Listen and review a road safety rhyme.
- Listen about accidents at home and complete rules.
- Listen and play an 'instruction' game.
- Listen to a magazine article, 'Stay safe on your bike'.

Speaking

- Ask permission and make requests.
- Practise a conversation about making a pizza at home.
- Learn the names of dangerous things in the home.
- Talk about good and bad road safety.
- Say and review a road safety rhyme.
- Discuss what advice to put on a poster about being safe at home.
- Play a 'safety' game to review language from Unit 6.

Reading

- Learn names of common utensils.
- Match verbs and noun phrases for cooking processes.
- Read a recipe – the ingredients and the instructions.
- Look at everyday household tasks.
- Categorize pictures into good or bad road safety behaviour.
- Read about accidents at home.
- Read a magazine article, 'Stay safe on your bike', and check understanding.
- Use *because* to add a reason to a sentence.
- Look at spelling rules for comparative/superlative forms.

Writing

- Learn words for cooking/food preparation processes.
- Complete cooking instructions.
- Describe a kitchen scene.
- Give instructions (imperative, base form of the verb).
- Write rules about being safe at home.
- Practise using the comparative/superlative forms of adjectives.
- Write notes to a brother or sister following a model.
- Do a project – follow a model and make a poster about staying safe at home.
- Learn to spell four words (*should, shouldn't, must, mustn't*).
- Select six new words for 'My new words' from Unit 6 to remember and to spell.

Language and Word list

Language

Can we make a pizza? We need some bread, tomatoes ...
Yesterday, my mum baked a cake.
I'm going to slice the onions. / I'm going to grate the cheese.
You must be careful when you slice the onions.
Spread the butter on the sandwich.
Put on your seatbelt. / Cross the road on the zebra crossing.
Keep knives/medicines/cleaning materials/electrical devices away from children.
Don't play with matches.
Wear a helmet when riding your bike.
Check your brakes before you ride your bike.

Word list

Cooking

add, spread, grate, peel, bake, mix, wash, slice, sliced, grated, peeled; ingredients, flatbread, pepper, garlic, herbs, oil

Road safety

zebra crossing, seatbelt, traffic signal

Safety at home

accidents, electrical devices, cleaning materials, matches

Safety on the bike

brakes, handlebars, seat, tyres, pedals, helmet

Unit 6 Lesson 1

Aims: To learn verbs for cooking/food preparation processes
To learn names of common cooking utensils
To match verbs and noun phrases for cooking processes

Materials: *Pupil's Book* pages 74–75
Activity Book pages 72–73
Track 72

Spelling test

- Help pupils to find the spelling test grid on page 108 of the *Activity Book*. Explain that you will say the four words they have been practising in Unit 5 and that they should write down each word you say in the box for Unit 5.
- Check that pupils are ready to write. Say the first word: *easy*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*easier, heavy, heavier*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you and write them on the board. Pupils should then swap books and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Play a quick planet name game. Allocate letters *-m x2, -v, -e, -j, -s, -u, -n* to pupils in the class. Tell pupils that you are the Sun and therefore the starting point. Explain that you will say a letter and pupils with that letter should stand up quickly and say their planet. **Note:** Pupils with *-m* will be standing up more often, because their initial letter covers both Mercury and Mars. Play again, but this time reverse the order starting with *-n*.

- Check that everyone has done their homework (*Activity Book*, pages 70 and 71, activities A, B, D and E).
- For activity A, put pupils in pairs or small groups. Make this a competition. The pairs/groups to finish with seven correct answers *and* with the answer to the mystery planet (activity B) are the winners.

Answers, activity A

- | | |
|-----------|------------|
| 1 jug | 5 Saturn |
| 2 July | 6 internet |
| 3 planets | 7 Earth |
| 4 icon | |

Answers, activity B

mystery planet – Jupiter

- For activity D, ask for volunteers to tell the class one or two of the words they chose for the 'My new words' activity.
- For activity E, ask pupils to put up their hands if they have written the planets in the right order and all with capital letters.

Stage 1

Look and say

- Ask pupils to look at the *Pupil's Book* on page 74. Ask them how many pictures they can see at the top of the page (8).
- Play Track 72 to familiarize pupils with all eight verbs. Then play the track again for pupils to listen and repeat. **Note:** Encourage pupils to mime the actions as they say the verbs.
- Practise saying all the verbs together as a class.

Track 72. Listen, look and say

- 1 *bake*
- 2 *grate*
- 3 *spread*
- 4 *wash*
- 5 *add*
- 6 *slice*
- 7 *mix*
- 8 *peel*

Stage 2 Write the words under the pictures

- Ask pupils to look at the second activity on page 74 of the *Pupil's Book*.
- Working individually, ask pupils to match the pictures and the verbs. Let pupils check in pairs. Monitor and support as necessary.
- Play Track 72 again for pupils to check their answers.

- 3 add – some oil
- 4 wash – the vegetables
- 5 slice – the onions and tomatoes
- 6 grate – the cheese
- 7 bake – in the oven
- 8 mix – everything together

Stage 3 Tick the correct words

- Ask pupils to look at the activity at the top of page 75 of the *Pupil's Book*. Read the rubric together as a class. Ask pupils to read the words under the six pictures quietly to themselves.
- Get pupils to work with a partner and decide the correct label for each picture and tick the correct words.
- Elicit answers. Ask *What can you see in picture 1/picture 2, etc?* Continue for all six items. Alternatively, get volunteer pupils to ask the questions and the class to answer.

Answers

- | | |
|-----------------|--------------|
| 1 sliced onions | 4 oil |
| 2 grated cheese | 5 flatbread |
| 3 peeled orange | 6 vegetables |

Stage 4 Match a verb to a phrase

- Ask pupils to look at the second activity on page 75 of the *Pupil's Book*.
- Let pupils work by themselves to decide on the matches. **Note:** tell pupils there are more than one possible answer for some.
- Ask pupils to work in pairs: Pupil A reads out a verb, Pupil B provides a matching noun phrase. Pupils agree or give an alternative match. Pupils swap roles.
- Class check: say a verb and get the class to give a matching noun phrase.

Possible answers

- 1 spread – the butter on the bread
- 2 peel – the onions and the potatoes

Stage 5 AB Find the wrong spelling and write it correctly

- **Note:** This is an activity in two parts. First, pupils find the wrong spelling and underline it. Next, pupils write it correctly *without* looking back at the *Pupil's Book*.
- Ask pupils to look at activity C on page 73 of the *Activity Book*. Read the rubric as a class or ask for a volunteer.
- Get pupils to work by themselves and find the wrong spellings. Ask them to check with a partner and agree on the correct spelling.
- Ask for volunteers to give the correct spellings. **Note:** make sure everyone has found the wrong spellings.

Answers

- | | |
|---------|----------|
| 1 bakes | 4 wash |
| 2 mixed | 5 peel |
| 3 slice | 6 Spread |

Stage 6 AB Homework

- Set *Activity Book*, pages 72 and 73, activities A, B, D and E for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- **Note:** All of these are short quick activities. Remind pupils that you will check their answers at the beginning of the next lesson.

Stage 7 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- For the new verbs on page 74 of the *Pupil's Book*, put pupils in pairs. One pupil says a verb and the other mimes the action for that verb.
- Alternatively, put pupils in threes. One pupil says a verb, one pupil mimes the action and the third pupil writes down the word.

Unit 6 Lesson 2

Aims: To read a recipe – the ingredients and the instructions
To decide on the order of instructions
To learn abbreviations for quantity when cooking (*kg, g, sp*)

Materials: *Pupil's Book* pages 76–77
Activity Book pages 74–75
Tracks 73–76 (Track 76 will be used in Lesson 3 to check homework)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Before checking the homework with the class, let pupils check their answers in pairs. To do this, ask pupils to read out the full matches or the full sentences.

Answers, activity A

- 1 You slice with a knife.
- 2 You peel with your hands or with a knife.
- 3 You grate with a grater.
- 4 You mix with a spoon.
- 5 You bake in an oven.
- 6 You spread with a knife.

Answers, activity B

- | | |
|---------|----------|
| 1 Slice | 4 Spread |
| 2 Bake | 5 Grate |
| 3 Peel | 6 Mix |

Answers, activity D

- | | |
|------------|----------|
| 1 potato | 4 wash |
| 2 saucepan | 5 cheese |
| 3 bread | |

Answers, activity E

- | | |
|------------|----------|
| 1 potato | 4 wash |
| 2 saucepan | 5 cheese |
| 3 bread | |

Stage 1

Listen to Basim and Hiba

- Ask pupils to open the *Pupil's Book* on page 76. Look at the top activity and give pupils time to read Basim and Hiba's speech bubble.
- Play Track 73 and get pupils to listen and read.
- Ask pupils to look at the recipe and point to the ingredients as they listen.
- Ask *How many ingredients are there?* (6)
Which ingredients do you need to peel? (onions)
Which ingredients do you need to slice? (onions and tomatoes)
Would you like to add pepper/garlic/herbs?

Track 73. Listen to Basim and Hiba

Basim: *This is our recipe for easy flatbread pizza. You can make it yourself. It's delicious! These are the ingredients you need.*

Hiba: *Remember that you must ask your parents before you cook anything or use knives.*

Basim: *Easy flatbread pizza
Cooking time: 10–15 minutes*

Hiba: *Here are the ingredients you need:*

- flatbreads (*half or one for each person*)
- grated cheese
- peeled and sliced onions
- sliced tomatoes
- green or black olives
- oil

Basim: *If you like, you can add:*

- pepper
- garlic
- herbs

Stage 2 Listen to the instructions

- Ask pupils to look at page 77 of the *Pupil's Book*. Before pupils listen to the instructions about how to make a flatbread pizza, let pupils read through and see if they can complete any of the gaps. Make sure pupils look at the verbs in the green boxes when doing this.
- Play Track 74. Ask pupils to listen but not to write anything at this point.
- Give pupils time to complete the gaps or to check the gaps they have already done. **Note:** Remind pupils to use capital letters at the beginning of sentences.
- Play Track 74 again. Ask for volunteers to read out the sentences with the gaps.

Track 74. Listen to the instructions

Instructions

- 1 *Brush the flatbread with oil. Bake in the oven for 3–5 minutes.*
- 2 *Take the flatbread out of the oven.*
- 3 *Grate the cheese.*
- 4 *Spread the grated cheese on the flatbread.*
- 5 *Peel and slice the onions thinly.*
- 6 *Wash the tomatoes. Slice them thinly and put them on top of the cheese.*
- 7 *Cut some green or black olives in half and put them on top of the cheese and tomatoes.*
- 8 *If you like, you can add:*
 - a) *some peeled and sliced garlic*
 - b) *some pepper*
 - c) *some fresh herbs*
- 9 *Put the flatbread back in the oven for another 3–5 minutes. Watch it carefully. When it gets gold-brown, remove it from the oven immediately.*
- 10 *Serve to your family and friends. Enjoy your flatbread pizza.*

Answers

- | | |
|----------|----------|
| 1 Bake | 6 Wash |
| 3 Grate | 7 Cut |
| 4 Spread | 8 add |
| 5 Peel | 10 Serve |

Stage 3 AB Listen and read

Note 1: Activity A looks at some common abbreviations for quantities, measures and distances. Pupils have already met the abbreviation *cm* for *centimetre(s)* in Grade 4.

In Lesson 1, pupils looked at ingredients in a recipe without quantities. In this lesson in activity C, pupils will read a recipe that uses some abbreviations for quantity.

Note 2: The 'Look' box on page 74 gives some common abbreviations for quantity (in cooking), measurement (in Maths) and distance (for travelling). Pupils are *not* required to memorize any of this information. However, it is important that pupils recognize these common abbreviations because they are very likely to see them used in the world around them – in books, in shops, on road signs, on websites, in other school subjects and in many other places.

- Ask pupils to look at activity A on page 74 of the *Activity Book*. Before you play Track 75, make sure pupils have time to look at the three pictures on the right of the page.
- Ask *What can you see?* Elicit ideas: a kitchen, a saucepan, vegetables (**Note:** You can tell pupils that the vegetables are on some 'scales' and that these are used for weighing ingredients when cooking); a box (a cube); a road, a road sign.
- Play Track 75. Pupils read along as they listen.

Track 75, AB. Listen and read

Wisam: *When we cook, we should weigh the ingredients. We use grams and kilograms. We can use spoons, too.*

Hiba: *When we do Maths, we often measure size (how tall, how long, how wide). We use millimetres, centimetres and metres.*

Basim: *When we travel, we usually want to know how far we are going. We use kilometres.*

Stage 4 AB Write the short form

- Ask pupils to read the 'Look' box.
- Pupils look at activity B. Read the rubric. Ask pupils to work in pairs and decide on an abbreviation (short form) to use under each picture.

- Ask pupils to tell you what these abbreviations stand for (centimetres or millimetres, spoons, kilometres, grams).

Answers

- 1 cm or mm 3 km
2 sp 4 g

Stage 5 AB

Homework

- Set *Activity Book*, page 75, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Remind pupils that they should also read the speech bubbles at the top of the page.
- Ask pupils to think about how they would decorate their planet biscuits, what colours they would use, etc.

Teaching note

Remember to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully and that their writing (letter formation, space between words, punctuation, etc.) continues to be done well.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Let pupils write down things they would like to have on a flatbread pizza. **Note:** Pupils can use any of the food items they know.
- Put pupils in small groups. Ask them to look at page 77 of the *Pupil's Book* again and describe their pizza to the group.
- Each group can vote for their favourite pizza. Ask for a volunteer from each group to describe the favourite pizza they have chosen.

Unit 6 Lesson 3

- Aims:** To look at cooking at home
To ask for permission and make requests
To look at everyday housework tasks
To describe a kitchen scene

- Materials:** *Pupil's Book* pages 78-79
Activity Book pages 76-77
Tracks 77-80 (Track 76 to check homework)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 75, activity C). If some pupils have not, then they can work together as a small group to complete it while others in the class check their answers.
- Before checking the order of the instructions, ask some questions about the 'planet biscuit' recipe and see what ideas pupils have.
Ask Would you like to eat the planet biscuits?
Did anyone make the biscuits?
Which planets would you choose for your biscuits?
How would you decorate the biscuits?
- Play Track 76. Pupils follow and check their answers. After listening let pupils compare the order with a partner. Elicit order. If necessary, play Track 76 again.

🔊 Track 76, AB. Listen and read. Put the instructions in the correct order

Basim: *This is our recipe for easy biscuits. Make them yourself. They are delicious!*

Hiba: *Remember that you must ask your parents before you cook anything or use sharp knives.*

Basim: Here are the ingredients for 'Easy planet biscuits':

- 100g butter
- 100g sugar
- 1 egg, mixed with a fork
- 280g plain flour

Basim: For the decoration:

- 250g icing sugar
- 1-2 sp water
- food colour (red, blue, green, yellow, orange, brown)

Hiba: Here are the instructions:

- 1 Ask your mother if you can turn on the oven. The temperature should be 180°C.
- 2 Mix the butter and sugar together until light and soft.
- 3 Add the egg slowly and mix with the butter and sugar.
- 4 Mix in the flour to make a soft ball.
- 5 Make your biscuit ball flat and thin, about 4 mm.
- 6 Cut circles to make your biscuits.
- 7 Make the circles different sizes so that each biscuit is like a planet.
- 8 The biggest biscuit will be the Sun.
- 9 Bake the biscuits for 10-12 minutes until gold-brown.

Basim: For the decoration:

- 1 Mix the icing sugar with 1 or 2 spoons of water to make icing that you can spread. Don't make it too thin.
- 2 Mix 1 very small spoon with yellow food colour to make the Sun.
- 3 Colour your other biscuits like the planets.

Now share your biscuits with your family or friends!

Answers

1, 3, 4, 2, 5, 6, 9, 8, 7

Stage 1

Listen and read

- Ask pupils to look at page 78 of the *Pupil's Book*. Ask pupils to look at the picture. Play Track 77 and get pupils to read along as they listen.

Track 77. Listen and read

It's Saturday morning. Wisam and Dania are at home. It's raining today and the children want something to do.

They have a recipe for an easy pizza that Basim and Hiba told them about.

- Ask pupils to work with a partner and decide on the answers to the questions. Ask pupils not to write their answers until they have checked them as a class. Elicit answers. Pupils can give full sentence or short sentence answers. Let pupils write the answers.

Answers

- 1 I can see four people. / Four
 - 2 They are in the kitchen. / In the kitchen.
 - 3 There are some tomatoes, onions and olives. / There are some tomatoes, onions, olives, herbs (and peppers). (Note: Pupils have not learnt the word peppers.) / Tomatoes, onions, olives, herbs (and peppers)
 - 4 I can see some cheese and flatbreads. / Cheese and flatbreads.
 - 5 They are the (sharp) knife and the hot saucepan on the cooker. / A (sharp) knife and a hot saucepan
- Ask pupils to write a sentence about what they can see in the picture. Let pupils read their sentences to a partner. Ask for volunteers to read their sentences to the class. Note: You might like to collect in the *Pupil's Books* to check progress and handwriting for this and other activities.

Stage 2

Listen to the conversation

- Ask pupils to look at page 79 of the *Pupil's Book*. Ask *Who can you see in the pictures?* (Dania, Wisam, Ammar, Mum.) Let pupils look at the speech bubbles. Ask *What do you think they are talking about?* Elicit ideas – pupils may give words like *pizza, tomatoes, onions, cheese* or say *cooking* or *food*.
- Tell pupils to listen to the conversation. They should not write at this stage.
- Play Track 78.

Track 78. Listen to the conversation

- Dania: Mum, can we make a pizza?
 Mum: Yes, you can. It's a good idea and we can have it for lunch.
 Wisam: We need some bread, tomatoes, onions and cheese.
 Dania: Do we have any olives, Mum?
 Mum: Yes, we do. And we have some fresh herbs.
 Ammar: Can I help?
 Mum: Yes, you can help, but you mustn't use a knife. You can spread the cheese or put the olives on.
 Dania: I'm going to slice the onions and tomatoes.
 Wisam: I'm going to grate the cheese.
 Ammar: Can I have a big piece of pizza?

- Let pupils work by themselves to complete the conversation. Pupils check their answers in pairs. Elicit answers.
- Read the rubric at the bottom of the page. Make sure pupils understand that they have two roles (Pupil A = Dania and Ammar; Pupil B = Mum and Wisam). Put pupils in pairs to practise the conversation.

Answers

- | | |
|--------------|-----------|
| 1 can we | 6 help |
| 2 for lunch | 7 mustn't |
| 3 need | 8 slice |
| 4 Do we have | 9 grate |
| 5 we have | 10 big |

Stage 3 AB Read and match

- Discuss with pupils whether they do housework at home to help their parents. Elicit the housework they do – help pupils with vocabulary where necessary. You may like to write the housework jobs pupils suggest on the board. Extend this by eliciting housework that their parents and brothers and sisters do.
- Ask pupils to open the *Activity Book* on page 76. Get them to look at the three pictures in the middle of the page and name the rooms (kitchen, sitting room/living room, bedroom)
- Get pupils to read the 'To do list' to themselves. Ask *Which of these housework jobs in the list are the same ones you thought of?*

- Pupils match the housework to the pictures.

Answers

kitchen – 1, 4; living room – 5, 6, 7; bedroom – 2, 3

Stage 4 AB Listen and say which housework the family will do

- Tell pupils that they are going to listen to Wisam's mum asking her children to do some housework. Ask pupils to look at activity B on page 76. Get pupils to read the rubric.
- Explain the housework jobs are the same as those in the 'To do list' above. Pupils should list and write the numbers in the boxes provided. After listening, pupils can then write the housework jobs on the blank lines.
- Play Track 79. On the first play, pupils should just listen. Play Track 79 again for pupils to write in the numbers.

Track 79, AB. Listen. Which housework will they do?

- Mum: Dania, can you help me?
 Dania: Yes, Mum.
 Mum: Can you pick up the books in the living room and take out the rubbish, please?
 Dania: Yes, of course.
 Mum: Wisam, can you tidy your room, please? It's very messy. Also, can you fold up your clothes? They're all over your bed.
 Wisam: Yes, Mum. I'm going to do it now.
 Mum: Ammar, can you turn off the TV, please? Go and play with your toys. We're going to the park soon.
 Ammar: OK, Mummy.
 Mum: I'm going to wash the plates and saucepans. Then we can go to the park.
 Dad: What about me? What can I do?
 Mum: Can you water the plants, please?
 Dad: Yes, of course.

Answers

- Dania – Pick up the books./Take out the rubbish. 6/4
 Wisam – Tidy your room./Fold up your clothes. 2/3
 Ammar – Turn off the TV. 7
 Mum – Wash the plates and the saucepans. 1
 Dad – Water the plants. 5

Stage 5 AB

Homework

- Set *Activity Book*, page 77, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Make sure that pupils understand that to complete the conversation, they should choose one of the missing words from the sets below.
- Explain that pupils will listen to the conversation and check the answers at the beginning of the next lesson.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Play a quick game of 'housework': you say a housework job – pupils put up their hands if they do this job sometimes or if they would like to do it.
Example housework jobs:
– Tidy your bedroom.
– Wash up the cups and plates.
– Wash the floor.
– Water the plants.
– Clean the kitchen.
– Take out the rubbish.
– Fold up the clothes.
– Wash the clothes.
– Tidy the living room
– Pick up toys.
- Put pupils in small groups: ask confident pupils to read out or say some housework jobs. Other members of the group mime doing these jobs.

Unit 6 Lesson 4

Aims: To review a road safety rhyme
To categorize pictures into good or bad road safety behaviour
To give instructions (imperative, base form of the verb)
To read instructions about road safety behaviour
To mime actions to simple instructions

Materials: *Pupil's Book* pages 80–81
Activity Book pages 78–79
Tracks 81–82 (Track 80 to check homework)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has done their homework (*Activity Book*, page 77, activity C). Play Track 80. Students listen and check their answers. Ask volunteers to read out each sentence. Check answers with the class.

Track 80, AB. Listen and check

Hiba: Can we go online to find an easy cake recipe?
Mum: Yes, that's a good idea. What are you going to search for?
Basim: We're going to key in <https://www.childrenchocolatecake>.
Hiba: We should find an easy recipe. Look Mum, we found this recipe on a children's website.
Mum: Let me read the ingredients. Yes, we have all the ingredients.
Basim: Do we have any chocolate?
Mum: Yes, there is some in the cupboard.

Answers

- | | |
|--------|-----------|
| 1 find | 5 website |
| 2 for | 6 read |
| 3 in | 7 Do |
| 4 easy | 8 some |

Stage 1 Road safety

- Ask pupils to open their *Pupil's Book* on page 80. Read the title of the lesson. Let them look at the picture of the children crossing the road at the top of the page. Ask for volunteers to describe what they can see.
- Play Track 81. Ask pupils if they remember this rhyme (from Grade 3). Elicit what the rhyme says and what it is about. Introduce *road safety*. Ask what pupils can tell you about being safe when crossing a road and travelling in a car.

Track 81. Do you remember this rhyme? Listen and say

*Look left, look right,
Look left again,
If the road is safe,
Cross with a friend.*

- Look at the second activity on page 80. Play Track 82. Ask pupils to read along as they listen to Wisam talking about the road safety poster. Make sure pupils understand what they have to do. The first task is to decide which photos show 'good road safety' and which show 'bad road safety'.

Track 82. Listen and read

Our teacher made a poster for the class about road safety. There are nine photos on the poster. Some photos show good road safety behaviour and some show bad road safety behaviour.

We have two tasks to do:

- 1 Write the number of each photo in a 'good road safety' or a 'bad road safety' column.
- 2 Read the descriptions. Match a description to a photo.

- Ask pupils to work with a partner and write the picture numbers in the correct column on page 81. Pupils work with a partner and check their answers using the speech bubbles in the second activity on page 81. Class check.

Answers

Column A – Good	Column B – Bad
1, 2, 3, 4, 6, 8	5, 7, 9

Stage 2 Read the descriptions and match them to the photos

- Read the rubric for the third activity on page 81 of the *Pupil's Book*.
- Ask pupils to read the sentences by themselves and then work with a partner to match the sentences to the photos.
- Ask for volunteers to give the answers.

Answers

4, 3, 9, 1, 8, 6, 7

- Ask pupils to underline any new words. Elicit and write on the board. For example, pupils may underline: *seatbelt, green man, road signal, zebra crossing*. Ask pupils to look at the pictures on page 80 again and point to these words. **Note:** A 'green man' is a road signal.

Stage 3 Write a sentence about one of the other pictures

- Ask pupils to tell you which of the two pictures are not described in the seven sentences (2 and 5).
- Put pupils in pairs and get them to think about a sentence to describe either picture 2 or picture 5. Elicit ideas. Ask *Which is good road safety and which is bad road safety?* 2 is good, 5 is bad.
- Let pupils work by themselves to write one of the sentences.

Answers

In picture 2, the man is wearing a helmet while riding his motorbike.

(**Note:** Pupils may give the word *hat*. This is fine. Teach the word *helmet*.)

In picture 5, the man is talking on his smartphone while he is driving.

- Ask for volunteers to read out their sentence to the class.

Stage 4 AB Read and match

- Ask pupils to look at page 78 of the *Activity Book*. Read the rubric as a class or ask for a volunteer.

- Read what Wisam says in the speech bubble.
- Pupils work by themselves to match the safety rules. Let them check their answers with a partner. Class check.

Answers

- 1 Put on your seatbelt when you are in a car.
- 2 Stop before you cross the road.
- 3 Look left and right before you cross the road.
- 4 Wear a helmet when riding a bike.
- 5 Don't use your smartphone on your bike.
- 6 Don't play by a road.
- 7 Be careful on swings and slides.
- 8 Cross the road at the zebra crossing.

Stage 5 AB

Look box

- Ask pupils to read the 'Look' box at the bottom of page 78 of the *Activity Book*. Read to the class.
- Ask pupils to stand up and explain that you are going to give them some instructions. Some will be with *Do not* or *Don't*. If pupils follow these instructions incorrectly, then they are out and will have to sit down.

Example instructions:

- Pick up a pencil.
- Close your Pupil's Book.
- Lift your arm up.
- Put your arm down.
- Don't sit down.
- Take one step forward.
- Close your eyes.
- Open your eyes.
- Show me your fingers.
- Pick up a book.
- Hold up the book.
- Don't put the book down.
- Put the book down.
- Don't sit down.
- Say your name.
- Sit down.

Stage 6 AB

Homework

- Set *Activity Book*, page 79, activity B for homework.

Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).

- Tell pupils that you will be checking the homework at the beginning of the next lesson. **Note:** Pupils will need to do the homework so that they can play the game in activity C.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Put pupils in pairs or small groups. Each pair or group needs to have a blank piece of paper or a notebook that they can use.
- Ask pupils to write some sentences to give instructions as you did in Stage 5. Some sentences should start with *Do not/Don't ...*
- Combine pairs or groups. Pupils are probably best to stand up to play the instruction game. **Note:** Less confident pupils can just do the acting out of the instructions, rather than giving the instructions.

Unit 6 Lesson 5

Aims: To look at safety at home
To read about accidents at home
To write rules about being safe at home
To give instructions (imperative, base form of the verb)
To play an 'instruction' game
To learn the names of dangerous things at the home

Materials: *Pupil's Book* pages 82-83
Activity Book pages 80-81
Tracks 83-85

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play the 'instruction' game (*Activity Book*, activity C, page 79). First, check that everyone has done the homework. Check the nouns that pupils have chosen.

Possible answers

- 1 Brush teeth/hair
- 2 Slice onions/tomatoes/potatoes
- 3 Peel onions/oranges
- 4 Draw a picture
- 5 Click on a website/an icon/a webpage
- 6 Spread butter/grated cheese
- 7 Open a door/a window/a book
- 8 Close a door/a window/a book
- 9 Read a book/a webpage

- Ask pupils to look at activity C at the bottom of page 79 of the *Activity Book*. Put pupils in pairs. Explain that they should take it in turns: one pupil gives an instruction and the other pupil mimes the action. Pupils swap roles.

Stage 1

Listen and read

- Ask pupils to open the *Pupil's Book* on page 82. Get pupils to look at the pictures on the right-hand side of the page. Talk about what they can see in the pictures. Write any useful words on the board, for example: *stairs, fall down, cooker, hot, knife, sharp, medicines*.
- Ask pupils to read along as they listen.
- Play Track 83.

Track 83. Listen and read

Accidents at home

Most accidents happen in the kitchen, the bathroom or on the stairs.

Who has most accidents?

Children under the age of four years old have the most accidents at home.

Why do children have accidents at home?

Young children do not know about the danger because they have not learnt about the world around them.

They see older children and adults doing things and want to copy them. Keep electrical devices away from children.

Types of accidents

Falls

Falls are the most common causes of accidents at home. Everyone should be careful on the stairs.

Burns

Children get burnt because they touch fires or hot things. Young children must not be left in the kitchen by themselves.

Accidents with knives and glass

Sharp knives must be kept away from young children. Glass cups and mugs break very easily and young children can cut themselves.

Other dangers

Keep medicines and home cleaning materials in safe places away from children. They are very dangerous.

Stage 2

Listen to a conversation about being safe at home

- Ask pupils to read the conversation between Wisam, Hiba and Basim on page 83 of the *Pupil's Book*.
- Play Track 84. Get pupils to listen as they read.

Track 84. Listen to Wisam, Hiba and Basim

Wisam: *Let's write some rules about being safe at home.*

Hiba: *That's a good idea. Let's read 'Accidents at home' again and make a list.*

Basim: *OK. You read and I'll write. We can show our list to Ammar and tell him about dangerous things.*

Wisam: *Rule 1 is: Keep knives away from young children.*

Hiba: *Can you help us write the rules about being safe at home?*

- Ask *What does Wisam say for rule 1?* Elicit the answer.

- Ask pupils to look at the beginnings of sentences 1–7. Tell pupils that they should look back at page 82 and write rules about being safe at home.

Answers

- | | |
|------------------------------|--|
| 1 Keep knives away | from young children. |
| 2 Keep medicines | in safe places (away from young children). |
| 3 Keep cleaning materials | in safe places (away from young children). |
| 4 Don't leave young children | in the kitchen by themselves. |
| 5 Be careful | on the stairs. |
| 6 Hot water can | burn. |
| 7 Keep electrical devices | away from children. |

Activity Book. Get pupils to work with a partner and complete the sentences orally. Tell them not to write anything at this stage.

- Ask for volunteers to say each sentence. Play Track 85 for pupils to compare their sentences. Ask for volunteers to read out each sentence.

🔊 **Track 85, AB. Listen and check your answers**

- 1 Don't play with matches.
- 2 Don't use electrical things like clothes iron.
- 3 Don't put hot saucepans on the front of the cooker.
- 4 Don't pick up broken glass without gloves.
- 5 Don't touch gas bottles.
- 6 Don't open bottles of cleaning materials.
- 7 Use oven gloves to hold hot things.

Stage 3 Broken rules – write the number

- Ask pupils to look at the bottom activity on page 83 of the *Pupil's Book*. Pupils should add the rule number from the rules in the activity above.
- Pupils work by themselves to decide on the rule before checking with a partner.

Answers

2, 1, 4/6, 3

Stage 6 AB Homework

- Set *Activity Book*, page 81, activities D and E for homework. Read out the rubrics (as a class or individually). Encourage pupils to look at page 80 of the *Activity Book* when writing a kitchen rule.
- Explain that pupils will be reading out their rules (activity E) at the beginning of the next lesson.

Stage 4 AB Look and say what you can see

- Ask pupils to look at the pictures at activity A on page 80 of the *Activity Book*. Read the words in the boxes to the class. **Note:** There are some new words here. Say the words again and ask pupils to repeat after you.
- Put pupils in pairs to match the words and the pictures.

Answers

- | | |
|-----------------|----------------------|
| 1 gas bottle | 5 cleaning materials |
| 2 hot saucepans | 6 broken glass |
| 3 clothes iron | 7 matches |
| 4 oven gloves | |

Stage 7 Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

For slower readers, allocate only parts of the 'Accidents at home' text on page 82 of the *Pupil's Book*.

Additional

For confident pupils, put them with a pupil who finds reading harder and let them read out the other parts of the text on page 82 for the other pupil to follow.

Stage 5 AB Complete the sentences

- Ask pupils to look at activity B on page 81 of the

Unit 6 Lesson 6

Aims: To read a magazine article 'Stay safe on your bike'
To give safety rules for riding a bike (imperative, base form of the verb)
To practise using the comparative/superlative forms of adjectives
To look at spelling rules for comparative/superlative forms
To use *because* to add a reason to a sentence

Materials: *Pupil's Book* pages 84–85
Activity Book pages 82–83
Tracks 86 and 87
Optional: Notebooks or plain paper for the Additional/Support activity

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Check that everyone has done their homework (*Activity Book*, page 81, activities D and E). Ask for volunteers to read out their sentences.

Sample sentences

- You *mustn't* put hot saucepans on the front of the cooker.
- You *mustn't* pick up broken glass without gloves. / You *must* put on gloves to pick up broken glass.
- You *mustn't* touch gas bottles.

Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Stage 1 My magazine: Stay safe on your bike

- Ask pupils to look at pages 84 and 85 of the *Pupil's Book*. Let them look at the picture of the bike. Ask for volunteers to give a sentence about the bike. For

example: *It's red. / It has two wheels. / It's small. / The tyres are made from rubber.*

- Look at the rubric and ask pupils to read as they listen.
- Play Track 86.

Track 86. Listen and read

Teacher: *Bike riding is fun and healthy. But remember that a bike is not a toy. You must follow some rules to help you stay safe.*

First, let's look at your bike. Is your bike safe?

Safe riding rules

Follow these safety rules when you ride your bike.

- Before getting on your bicycle, you should check that it is ready to ride. Let's check these five things: brakes, handlebars, seat, tyres and pedals.*
- Wear a helmet. If you have an accident, you must protect your head. This is very important.*
- Check your tyres. Tyres should be hard, not soft.*
- Check your brakes. Brakes are very important because sometimes you need to stop quickly. You can't stop if your brakes don't work well.*
- Is your seat the correct height? You must be able to put your feet on the ground.*
- Are your handlebars the correct height? Can you sit on your bike and touch the handlebars easily?*
- Ride carefully with both hands on the handlebars. Carry your books and lunchbox in your backpack. Some bikes have a basket for carrying things.*
- Can cars, buses and trucks see you? Wear bright, colourful clothes. Yellow and orange are good colours.*
- Look at the road in front of you. Sometimes there are holes, stones, broken glass or other dangerous things on the road.*

Stage 2 **Read and tick or cross**

- The activity at the bottom of *Pupil's Book* page 85 has five sentences which either follow or break the safety rules for riding a bike. Pupils should read and decide whether to put a tick or a cross. Let pupils compare their ideas in pairs.
- Ask for volunteers to read out each sentence and also to say if they put a tick or a cross.

Answers

- | | |
|---------|---------|
| 1 cross | 4 tick |
| 2 tick | 5 cross |
| 3 cross | |

Stage 3 AB **Using because to say why we should do something**

- Before pupils read the 'Look' box on page 82 of the *Activity Book*, ask some questions that will get pupils thinking about the reasons we do things. For example:
Why do you come to school? (Because I want to learn.) *Why do you eat fruit and vegetables?* (Because I want to be healthy. /Because they are good for us.) *Why shouldn't you play with sharp knives?* (Because I will cut myself.)
- Ask pupils to read the 'Look' box. Go back to the sentences above that pupils gave reasons for. On the board write:

Situation	Reason
Come to school	I want to learn
Eat fruit and vegetables	I want to be healthy
Don't play with sharp knives	I will cut myself
- Show pupils how we join the situation and the reason with the word *because*.
- Ask pupils to do activity A by themselves and then check their answers with a partner. Class check.

Answers

- 3 (you must protect)
- 5 (they should be)
- 1 (you need to stop)
- 6 (you can't ride)
- 4 (cars need to see)
- 2 (there are)

Stage 4 AB **Match the situation and the reason**

- Ask pupils to do activity B on page 82. Ask for volunteers to read out the answers.
- Play Track 87 for pupils to check their answers.

Track 87, AB. Listen and check your answers

- 1 *He has a stomach ache because he ate too many sweets.*
- 2 *She is in bed because she has a temperature.*
- 3 *We didn't play outside yesterday because it was raining.*
- 4 *He burnt his finger because he was playing with matches.*

Stage 5 AB **Homework**

- Set *Activity Book*, page 83, activities D, E and F for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Explain that at the beginning of Lesson 7, you will ask pupils to read out their answers.

Stage 6 **Rounding off**

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

Play a 'because' game. On the board write the following table. Ask pupils to copy it into their notebooks or onto a piece of paper.

because I was tired.	because I didn't eat my breakfast.	because I was hot.
because I had a toothache.	because I played with matches.	because the tyres were soft.
because there is lots of water.	because it is her birthday.	because I have a cold.

Say the following sentence beginnings. Pupils should cross out each *because* match they hear. The first pupil(s) to put up their hand(s) to say that they have crossed out all the *because* matches is/are the winners.

Sentences beginnings:

I went to bed (because I was tired).

I am hungry (because I didn't eat my breakfast).

I took off my sweater (because I was hot).

I went to the dentist (because I had a toothache).

I burnt my finger (because I played with matches).

I didn't ride my bike (because the tyres were soft).

It is called the 'blue planet' (because there is lots of water).

I bought my mum a present (because it is her birthday).

I made a hot drink with honey and lemon (because I have a cold).

Additional

After playing the game, you can ask pupils to write three or four of the first parts of the sentences.

Teaching note: Projects

This is the third project in Grade 6 (Units 2, 3, 6 and 7). Projects are to let pupils express their own ideas, creativity and use of English to share ideas about what to put on their posters. There is no right or wrong. Example posters in the *Pupil's Book* are given as examples and *not* for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the examples – it is for them to decide in their groups or pairs.

If possible, put projects up on the classroom walls and let everyone read their classmates' work.

This encourages interest and encourages pupils to produce their best work.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Check that everyone has done their homework (*Activity Book*, page 83, activities D, E and F). Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers, activity E

big, bigger, the biggest

hot, hotter, the hottest

difficult, more difficult, the most difficult

dangerous, more dangerous, the most dangerous

Answers, activity F

1 the biggest 3 more difficult

2 the hottest 4 the most dangerous

Stage 1

Check my understanding

- Ask pupils to work individually and complete the first activity on page 86 of the *Pupil's Book*. Tell them that they should not look back at pages 84 and 85 at this stage.

Unit 6 Lesson 7

Aims: To review and check understanding of the 'My magazine' article from Lesson 6
To review cooking verbs
To do a project – to follow a model and make a poster about staying safe at home
To read and complete notes on giving instructions
To write two notes about safety following a model
To learn to spell four high-frequency words (*should, shouldn't, must, mustn't*)

Materials: *Pupil's Book* pages 86–87

Activity Book pages 84–85

Track 88

Note: You need blank sheets of paper for pairs or groups to make their project posters.

- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at pages 84 and 85 to confirm their answers.

Answers

- | | |
|-------|-------|
| 1 No | 6 No |
| 2 No | 7 No |
| 3 Yes | 8 Yes |
| 4 Yes | 9 Yes |
| 5 No | |

Stage 2 Find the correct noun for the verb

- Ask pupils to look at the second activity on page 86 of the *Pupil's Book*. Ask pupils to do the activity by themselves and then to check with a partner. **Note:** If pupils are still not sure, they should look back in the *Pupil's Book* at Unit 6, Lessons 1 and 2.
- Check the answers as a class.

Answers

- | | |
|------------------|--------------|
| 1 onions | 5 vegetables |
| 2 an orange | 6 the oven |
| 3 the cheese, it | 7 honey |
| 4 the butter | 8 sugar |

Stage 3 Project: a poster about being safe at home

- Explain that pupils are going to do a project and make a poster with rules about being safe at home.
- You will need to decide how best to organize your pupils for the poster project, in pairs or groups. You might like each pupil to be responsible for just one or two drawings and captions – they can put these together to form the final poster.
- **Note:** Explain that the project is for pupils to express their own ideas and that there is no right or wrong. The example poster on page 87 of the *Pupil's Book* is given as an example and *not* as something for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and rules – it is for them to decide.
- Ask pupils to open the *Pupil's Book* on page 87.

Give pupils time to look at the pictures and discuss the rules for each picture.

- First, let pupils work in their groups or pairs to complete the sentences.
- Second, let pupils work in pairs or groups to decide on what rules and pictures they want to put on their posters.
- Let pupils spend the rest of the lesson deciding on the design of their poster and what they are going to draw and write for the captions.

Answers

(to complete the rules on the poster on page 87)

- Keep electrical things away from children.
- Don't play with matches.
- Be careful on the stairs.
- Keep cleaning materials away from children. / Keep cleaning materials in safe places.
- Young children mustn't use sharp knives.
- Medicines can look like sweets. Keep them away from children. / Keep them in safe places.

Stage 4 AB Complete the notes

- Ask pupils to look at activity A on page 84 of the *Activity Book*. Ask pupils to read the box at the top of the page and look at the four notes. Ask *Who wrote the notes?* (Dad and Mum) *Who are the notes to?* (Wisam, Dania, Basim, Hiba, Ammar)
- Get pupils to work by themselves and decide on the words that are difficult to read. Pupils check their answers in pairs.
- Play Track 88. Pupils check their answers. Ask for volunteers to read out each note.

Track 88, AB. Listen and check your answers

Dad: *Wisam*
Remember to put on your helmet before you go out on your bike.

Mum: *Dania*
Please peel the potatoes and onions for dinner today.

Dad: *Basim*
Don't hold your books when you ride your bike. Put them in your backpack.

Mum: *Hiba*
Remember that the new knife is very sharp.
Be careful when you slice the onions and tomatoes.

Mum: *Ammar*
Remember that you mustn't be in the kitchen by yourself.

Answers

Note to Wisam – bike
 Note to Dania – peel
 Note to Basim – backpack
 Note to Hiba – sharp
 Note to Ammar – kitchen

Stage 5 AB Spelling high-frequency words

- Pupils continue to look at the spelling of common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for the unit are *should, shouldn't, must, mustn't*. Lesson 1 of Unit 7 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 85 of the *Activity Book*. Remind pupils to use the 'Look, say, cover, write, check' strategy and write the words in the 'Write 1' column.

Stage 6 AB Homework

- This is the third model writing task for Grade 6.
- It is important that pupils understand what they have to do. Read the rubric together as a class. They should write three or four sentences in each note. Point out that they should *not* just copy the notes on page 84.
- Remind pupils that the notes should be full sentences and should give instructions to a brother and/or sister.
- Remind pupils that it is important that they use proper punctuation in the writing task.
- **Note:** You will need to collect in this task and monitor pupils' progress. If possible, see each pupil and give your feedback.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support/Additional

For less confident pupils, let them work together with another pupil within the group when doing the project, and divide up the roles. They can share ideas about the safety rules they are going to write and decide on what pictures or illustrations to put on the poster. Then one pupil can be responsible for making the sketches or finding pictures and the other can write the rules.

Unit 6 Lesson 8

Aims: To use verbs to complete safety rules at home, on a bike and in a car
 To play a 'safety' game to review language from Unit 6
 To complete road safety bookmarks for friends and family
 To correct spelling mistakes (food words)
 To choose ingredients for a favourite pizza
 To choose six new words to learn
 To learn to spell four high-frequency words (*should, shouldn't, must, mustn't*)

Materials: *Pupil's Book* pages 88–89
Activity Book pages 86–87
 Track 89

Homework note

- You will need to collect in pupils' *Activity Books* to mark the notes that they wrote for homework on page 85.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Say the following sentences. Pupils should write a noun, verb or adjective.
- Check ideas. Pupils with six correct answers are the winners.

- 1 *When you are in the car, you should put on a ____.*
- 2 *Stop and look carefully to your left and right before you cross a ____.*
- 3 *Bike tyres should be ____.*
- 4 *Keep medicines and cleaning materials away from ____.*
- 5 *Wear colourful clothes when you ride your ____.*
- 6 *Before you cook or use knives, you must ask your ____.*

Answers

- | | |
|------------|------------|
| 1 seatbelt | 4 children |
| 2 road | 5 bike |
| 3 hard | 6 parents |

Stage 1

Complete the rules

- Ask pupils to look at page 88 of the *Pupil's Book*. Before pupils read, let them look at the four illustrations on the notes. Ask for volunteers to say what they think each note is about. For example: *cooking, bikes/riding a bike, cooking, seatbelts/ travelling in a car.*
- Ask pupils to complete the notes by themselves before they check their answers with a partner.
- Play Track 89. Pupils check their answers. Class check.

Answers

- Dania's rules: Use, mustn't play
Wisam's rules: Wear, cross
Hiba's rules: touch, ride
Basim's rules: Check, put on

Track 89. Listen to the children and check your answers

- Dania: *My two most important rules are:
Use oven gloves to hold hot things.*

Anmar mustn't play with matches or use sharp knives.

Wisam: *My two most important rules are:
Wear a helmet when riding your bike.
Use a zebra crossing to cross the road.*

Hiba: *My two most important rules are:
Don't let young children touch hot things like saucepans.
Wear bright colours when you ride your bike.*

Basim: *My two most important rules are:
Check your brakes before you ride your bike.
Always put on a seatbelt in the car.*

Stage 2

Let's play

- Explain that pupils are going to play a game with one or two partners. Ask pupils to look at page 89 of the *Pupil's Book*. Ask *What's the game about?*
- Ask pupils to read the 'Game rules'. They will need to make a counter (see Unit 4, Lesson 4).
- Check that they understand the rules.
Ask If you get the answer right, what do you do?
(Move forward one square)
Ask If you get the answer wrong, what do you do?
(Move backward one square)
- Pupils move their counter along the board and then answer the question or complete the sentence.
Note: Partners or group members must agree that the answer is correct.
- If there is disagreement, pupils should ask you to make the final decision.
- The pupil that reaches Finish first is the winner.

Answers

(from left to right on each line)

Start, 1 matches, 2 baked (made), 3 Peel, 4 must, 5 Yes, I do./No, I don't, 6 a knife, 7 can, 8 a (your) seatbelt, 9 look left and right, 10 a gas bottle, 11 in the kitchen (OR in the bathroom OR on the stairs), 12 gloves, 13 stop, 14 helmet, 15 stop, 16 yellow and/or orange, 17 wash, 18 hot, 19 minutes, Finish

Stage 3 AB

I can ...

- Start by asking pupils if they read books at home. Discuss how you mark where you are in a book. Introduce the word *bookmark*. Ask pupils to look at page 86 of the *Activity Book*.
- Let pupils read the heading and look at the little pictures at the top of each bookmark.
- Pupils read the road safety messages. Elicit what the message on each bookmark is about (crossing the road, riding a bike, getting off a bus, putting on a seatbelt).
- Ask pupils to work by themselves to decide which family member or friend they think should have each bookmark. Let pupils compare their ideas. Elicit ideas.

Stage 4 AB Spelling high-frequency words

- This is the second 'Look, say, cover, write, check' practice. Ask pupils to open their *Activity Book* on page 85 and look at the bottom activity.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 5 AB

Homework

- Set *Activity Book*, page 87, activities B, C and D for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).
- Remind pupils that they can choose any new words that they have learnt in Unit 6.
- Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*should, shouldn't, must, mustn't*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 85 of the *Activity Book*.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 6 they enjoyed the most and the least.
- Round off the lesson in the usual way.

Differentiation: Support/Additional

Do activity C, spellings 1–6, on page 87 of the *Activity Book* as a class activity (rather than setting for homework) and try the following approach. Make pairs or small groups with a mix of confident and less confident pupils together.

- For more confident pupils: Pupils read out the correct spellings, one at a time.
- For less confident pupils: Pupils write down the spellings.
- All pupils check to make sure that the spellings are correct.
- Elicit spellings from the class and write on the board.

Answers

- | | |
|-----------|------------|
| 1 cheese | 4 tomatoes |
| 2 grated | 5 onions |
| 3 chicken | 6 pepper |

Aims

Listening

- Listen to a 'To do' list for a Mother's Day party.
- Listen to complete a conversation about shopping for a party.
- Listen and describe patterns.
- Listen to who is doing what to prepare for a party.
- Listen to small pieces of conversation and say what people are talking about.
- Listen to a magazine article about making a card.
- Listen to learn about Mother's Day.

Speaking

- Check answers for a conversation about shopping for a party.
- Ask and answer about where shops are in the mall.
- Describing and choosing wrapping paper for presents.
- Practise a group conversation about who is doing what to prepare for a party.
- Discuss how to design a 'special day' card.
- Tell a story.
- Say what people are doing now.
- Retell a story about preparations for 'Teacher's Day'.

Reading

- Look at plans for a party.
- Read a 'To do' list.
- Use *going to* for future plans (already agreed).
- Use the present continuous for future plans (arrangements made).
- Read an email and answer questions.
- Make a story.
- Read and review shops in a mall.
- Read and answer questions about a city map.
- Review *should* and *must*.
- Review regular/irregular verbs.
- Complete a crossword.
- Read about 'Mother's Day' and check understanding.
- Read a magazine article 'Making a card'.
- Follow instructions about how to make a card and an envelope.
- Read some special day messages.
- Read a story about preparations for 'Teacher's Day'.
- Review language from Unit 7 in a story.
- Order sentences from a story.

Writing

- Review prepositions of places.
- Review materials.
- Complete phrases about preparations for a party.
- Write about a present you are going to buy following a model.
- Review *should* and *must*.
- Correct mistakes in present continuous sentences.
- Write what people are talking about.
- Write a special message in a card.
- Do a project – follow a model and make a poster about a special day card.
- Learn to spell four high-frequency words (*woollen, wooden, leather, metal*).
- Select six new words for 'My new words' from Unit 7 to remember and to spell.

Language and Word list

Language

do the shopping / clean the house / do the cooking / buy presents / wrap presents / put up decorations / make a card

Let's write a shopping list.

He's wrapping up presents. / She's in the kitchen baking a cake. / They're making a card. / He's putting up decorations. / They're blowing up balloons.

Word list

Celebrations

Mother's Day, Teacher's Day, party, birthday, New Year, Congratulations

Party

'To do' list, presents, decorations, balloons, cards, pictures, cake, wrapping paper

Presents

leather bag, wooden picture frame, metal watch, smartphone

Stage 2 Match the pictures to the list

- Ask pupils to look at the second activity on page 90 of the *Pupil's Book*.
- Working individually, ask pupils to match the pictures to the list. Let pupils check in pairs. Monitor and support as necessary.
- Say a number from the list and ask pupils to tell you what it says.
- Say something from the list and ask pupils to point to the matching picture.

Answers

Top row: 6, 7, 2

Middle row: 1, 5

Bottom row: 4, 3

Stage 3 Read the email and answer the questions

- Ask pupils to look at the activity at the top of page 91 of the *Pupil's Book*. Read the rubric together as a class. Ask pupils to read the email to themselves.
- Before pupils write the full answers to the questions, get them to work with a partner and underline the words in the email that answer the questions.
- Elicit answers.
Pupils should underline:
 - 1 both our grandmas and grandpas
 - 2 at our house
 - 3 presents, party food, new clothes
 - 4 three (for Mum and two grandmas)
 - 5 we should help him
 - 6 Dad is going to wrap up the presents / we will help him
 - 7 I won't see you this weekend / I'll see you in school on Sunday
- Ask pupils to work by themselves to write the complete answers to the questions. Remind pupils to use the same tense as in the question. Monitor and support as necessary.
- Ask for volunteers to read out the answers. Get the rest of the class to put up their hands if they have the same answers.

Answers

- 1 Both their grandmas and grandpas are coming (to the party).
- 2 The party is going to be at Dania's house.
- 3 They are going to buy the presents, the party food and some new clothes.
- 4 Ammar is going to make three cards.
- 5 His brother and sister (Wisam and Dania) are going to help him.
- 6 Dad is going to wrap up the presents. The children are going to help him.
- 7 She'll see her (Nadima/her friend Nadima) in school on Sunday.

Stage 4 AB

Write the endings

- Ask pupils to look at activity A on page 88 of the *Activity Book*.
- Let pupils work by themselves to decide on the endings.
- Ask pupils to work in pairs: Pupil A reads out a full phrase; Pupil B agrees or disagrees. If Pupil B disagrees, they should give their answer. Pupils swap roles.
- Class check: say a verb and get the class to give the matching noun phrase.

Answers

- | | |
|------------|---------------|
| 1 shopping | 5 decorations |
| 2 house | 6 cards |
| 3 cake | 7 presents |
| 4 grandma | |

Stage 5 AB

Homework

- Set *Activity Book*, pages 88 and 89, activities B and C for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually). Ask pupils not to look at the *Pupil's Book* when they do activity C. Of course, they can check their answers when they have finished.
- **Note:** Make sure that pupils remember to use the present continuous for what *is happening* in a picture. For example: *She's cleaning the house.*

Compare with the present simple to talk about what *there is* in a picture. For example: *There is a woman in the living room.*

- Remind pupils that you will check the answers at the beginning of the next lesson. **Note:** Track 91 will be used to check answers at the beginning of the next lesson.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Put pupils in pairs and let them write a 'To do list' for themselves for the coming week or for the weekend.
- Ask for a volunteer from each pair to read out one of the items they have on their list. Other pairs who have the same item should put up their hands.
- Alternatively, put pupils in threes. One pupil says something to put on a 'To do list', another pupil mimes the action and the third pupil writes down the verb.

Unit 7 Lesson 2

Aims: To complete a conversation about shopping for a party
To review shops in a mall
To review prepositions of place
To answer questions about a city map
To make a story

Materials: *Pupil's Book* pages 92–93
Activity Book pages 90–91
Track 92 (Track 91 to check homework)

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Before checking the homework with the class, let pupils check their answers in pairs.
- Play Track 91 for pupils to check the answers to activity C.

Track 91, AB. Listen and check your answers

Hiba: *To: Noor*

Subject: Our birthday party

My family is very excited this week because on Saturday we're having a party for my grandpa's birthday. He doesn't know about it and it will be a big surprise.

The party is going to be at our house. We're very busy getting everything ready. I wrote a list of the things we need to do. We want to help our mum and dad. I'm going to help mum clean the sitting room and Basim is going to tidy his bedroom.

On Friday, we're all going to go shopping to buy the presents and the party food. We're also going to buy some new clothes.

On Saturday morning, I'm going to help mum to do the cooking. Dad and Wisam are going to put up the decorations. Ammar is going to make a card for grandpa. I think we should help him to do the drawings and make any cut-outs. Dad is going to wrap up grandpa's present and we will help him.

I won't see you this weekend because I'm going to be too busy. I'll see you in school on Sunday and tell you about the party.

Hiba

Answers, activity B

- 1 She's cleaning the house.
- 2 They're shopping.
- 3 They're wrapping up presents.
- 4 They're putting up decorations.

Answers, activity C

- | | |
|--------|------------|
| 1 on | 7 and |
| 2 will | 8 up |
| 3 at | 9 make |
| 4 room | 10 present |
| 5 his | 11 too |
| 6 buy | 12 about |

Stage 1 Listen and complete the conversation

- Ask pupils to open the *Pupil's Book* on page 92. Ask pupils to name the characters they can see.
- Give pupils time to read the conversation. Tell them that they can fill in any gaps that they think they know, but that they should do this in pencil.
- Play Track 92 and get pupils to listen and read.
- Ask pupils to complete the conversation.
- Put pupils in pairs to check their answers using the speech bubbles at the bottom of the page.
- In groups of five, let pupils allocate roles to themselves (Mum, Dad, Dania, Wisam, Ammar) and read/act out the conversation. Monitor and support as necessary.

Track 92. Listen and complete the conversation

- Mum: *Let's write a shopping list.*
 Dad: *Dania, can you write down what we need to buy?*
 Dania: *OK. I've got my notebook here. Can I write down the presents first?*
 Mum: *I'm going to buy a scarf for Granny Nadia and Dad is going to get a watch for Granny Huda.*
 Wisam: *Dania, write down what we're going to buy, but don't tell Mum because it's a surprise!*
 Ammar: *What about my present? I'm going to make the cards!*
 Mum and Dad: *That's going to be a lovely surprise!*
 Dania: *We need paper for the cards and wrapping up the presents. Can we have balloons and decorations?*
 Mum: *Yes, we can. We're going to have lots of flowers too. Now, let's write down what food we need to buy at the supermarket.*

Answers

- | | |
|------------|------------|
| 1 shopping | 5 cards |
| 2 presents | 6 paper |
| 3 scarf | 7 balloons |
| 4 watch | 8 food |

Stage 2 Look at the picture and label the shops

- Ask pupils to look at page 93 of the *Pupil's Book*. Let pupils look at the illustration. Ask *How many shops can you see?* (13 including the coffee shop) Ask *How many floors are there in the mall?* (Two – the ground floor and the first floor)
- Ask pupils to read sentences 1–5 by themselves and label the shops with the number of the sentence and either the name of what they want to buy there or with the name of the shop.
- Put pupils in pairs to check their answers using the speech bubbles at the bottom of the page.

Answers

- 1 watch shop/watches
- 2 library/cards and paper
- 3 supermarket/food
- 4 frames/picture frames
- 5 women's fashion/leather bags/scarves

Stage 3 AB Make your own story

- Ask pupils to look at activity A on page 90 of the *Activity Book*. Explain that pupils are going to make their own story by choosing one of the words in the boxes and colouring their choice.
- Let pupils read the story and colour their choices.
- Pupils tell their story to a partner. Monitor and support as necessary.

Stage 4 AB Homework

- Set *Activity Book*, page 91, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Remind pupils that you will be checking homework at the beginning of the next lesson.

Teaching note

Remember to collect in pupils' homework on a regular basis to make sure that your pupils are completing the tasks successfully and that their writing (letter formation, space between words, punctuation, etc.) continues to be done well.

Stage 5

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- In pairs or small groups, let pupils decide on a different story to the one on page 90 of the Activity Book.
- Explain that they can do this by putting a new word in each box and they can also change other words. For example, they could change *woollen* to *leather* or *cotton*; *winter* to *summer*, *family* to *friends*, etc. However, you should emphasize that the story should make sense.
- **Note:** It is not necessary for pupils to rewrite the complete story. Instead, they can write their new ideas in the margin.

Unit 7 Lesson 3

Aims: To review materials
To describe patterns
To use adjectives in the correct order
To write about a present

Materials: *Pupil's Book* pages 94–95
Activity Book pages 92–93
Tracks 93–95

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Play a game of 'My present'. Go round the class and get pupils to name a present they bought for someone. For example: *I bought a book for my mum. / I bought a watch for my dad. / I bought my sister a hat.*
- When pupils can't think of a sentence, you should move to the next one. **Note:** It doesn't matter if pupils repeat the same presents.
- Check that everyone has done the homework (*Activity Book*, page 91, activity C). If some pupils have not, then they can work together as a small group to complete it while others in the class check their answers.
- Ask for a volunteer to read out each sentence and ask the class to say whether it is *true* or *false*.

Answers

- | | |
|-----|-----|
| 1 F | 5 T |
| 2 T | 6 F |
| 3 F | 7 T |
| 4 T | |

Stage 1

Look at the presents. Complete the labels

- Ask pupils to open the *Pupil's Book* on page 94.
- Read the title of the lesson. Get pupils to read the purple box at the top of the page. Ask *Why did the children go shopping?* (For presents)
- Ask pupils to work by themselves and complete the labels.

Answers

- | | |
|-----------|-----------|
| 1 leather | 3 woollen |
| 2 wooden | 4 metal |

Stage 2

Read. Listen and tick the words you hear

- Ask pupils to look at page 95 of the *Pupil's Book*. Before pupils listen, give them time to read the words in the purple boxes.

- Read the rubric. Make sure pupils understand that they should only tick the words they hear.
- Read out the words and get pupils to say *Yes* or *No*.

Track 93. Listen and tick the words you hear

flowers, green, balloons, smiles, orange, Happy Birthday, hats, red, birds

Answers

flowers, green, balloons, smiles, orange, Happy Birthday, hats, red, birds

Stage 3 Listen and tick which paper they choose

- Ask pupils to look at page 95 of the *Pupil's Book*. Ask *Which children can you see in the pictures?* (Dania, Wisam, Ammar) Let pupils read the speech bubbles. Ask *What do you think they are talking about?* Elicit that the children are deciding which paper to wrap the presents in.
- Tell pupils to listen to the children talking about which paper to wrap the four presents in. Pupils tick the paper the children choose for each present.
- Play Track 94.

Track 94. Listen and tick which paper they choose

Wisam: *Let's wrap mum's bag first.*
 Dania: *OK. Which paper should we use?*
 Ammar: *I like the paper with the pretty flowers.*
 Dania: *OK. The pretty flower paper is for mum. What about the paper for her picture frame?*
 Wisam: *I like the paper with all the presents. There are big presents and small presents.*
 Ammar: *What about the paper for Granny Nadia's scarf?*
 Dania: *I like the paper with the big pink cakes and the small strawberries.*
 Ammar: *Yes, granny loves baking cakes.*
 Wisam: *OK. Now which paper should we use for Granny Huda's watch?*
 Dania: *Let's use the paper with the pink, blue and purple balloons.*
 Ammar: *Yes, that's my favourite. I love balloons.*

- Pupils check their answers in pairs. Elicit answers.

Answers

Students should tick the paper with flowers, presents, big pink cakes, and the pink, blue and purple balloons.

- Look at the table at the bottom of page 95 of the *Pupil's Book*. Read the rubric and make sure pupils understand what they have to do. Pupils should write the words they hear that describe the wrapping paper and they should tick which present it is for.
- Let pupils listen to Track 94 again. This time stop after the children choose each piece of wrapping paper so that pupils can complete the table.
- Let pupils write about the piece of paper that they like best at the bottom of the page.

Answers

Paper 1 = pretty flowers – bag
 Paper 2 = big presents, small presents – picture frame
 Paper 3 = big pink cakes, small strawberries – scarf
 Paper 4 = pink, blue, purple balloons – watch

Stage 4 AB Listen and read

- On the board write: *a boy who is 15 / a girl who is 5*. Ask pupils to think of presents that the boy and girl would like. Let pupils think about this with a partner. Elicit ideas.
- Ask pupils to open the *Activity Book* on page 92. Get them to look at the two pictures and say what they see (someone playing a computer game / a teddy bear).
- Ask pupils to look at activity A on page 92. **Note:** This is a revision of adjectives and order of adjectives.
- Play Track 95.

Track 95, AB. Listen and read

Boy: *My cousin is 15 and he lives in Basra. I don't see him very often, but we often talk on the phone and we email and send messages every week. He's a good friend. Next week, we're going to see him and my aunt and uncle because it's his birthday.*

I bought him a new computer game to play on his laptop. He likes games about space and games where you can build things. My parents bought him some brown leather

boots and a green and blue cotton T-shirt. I wrapped them up in blue paper with red dots.

Girl: *My little sister is 5 years old. She hasn't been very well this month. She had a bad cough and cold. Then she got a rash and had a temperature, too. She was in bed for four days and had to take some medicine. Our mum made her some chicken soup and she had fruit juice to drink.*

Dad bought her a pretty new dress. I think it's made from cotton. It's blue and white with pink flowers.

She is feeling better now. I bought her a teddy bear as a get-well present. She loves teddy bears and has two old ones. This bear is very pretty. It's soft and woollen. It's light brown with a dark brown nose and little black eyes. I wrapped it in pink paper with little rabbits.

Answers

	Presents	Colour	Material	Wrapping paper
1	boots	brown	leather	blue paper with red dots
2	T-shirt	green and blue	cotton	blue paper with red dots
3	dress	blue and white with pink flowers	cotton	x
4	teddy bear	light brown with dark brown nose and black eyes	woollen	pink paper with little rabbits

Stage 5 AB Read the descriptions. Write the underlined words in the columns

- Get pupils to look at the table in activity B on page 93 of the *Activity Book*.
- Ask for a volunteer to read the rubric. Make sure everyone understands what pupils have to do. You might like to do the first present (boots) as an example on the board.
- Pupils can do this activity by themselves and then check with a partner. Alternatively, you can ask for one pupil to dictate the information for one row while the other pupil writes it down. Pupils can then swap roles.
- Class check.

Stage 6 AB

Homework

- Model writing activity: this is the fourth and final time that pupils do this type of activity. It is important that they understand what they have to do. Pupils should read the model text in activity C and use this as a model for their own description of the present they are going to buy.
- Remind pupils that it is important that they use proper punctuation in the writing task.
- **Note:** You will need to collect in this task and monitor pupils' progress. If possible, see each pupil and give your feedback.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Preparation for next lesson

- For next lesson, ask pupils to bring in a toy or another small object to describe.
- Explain that they should think about its colour, what it is made of and who would like it as a present (friend or family member).

Unit 7 Lesson 4

Aims: To review *should* and *must*
To look at preparations for a party
To review regular/irregular verbs
To do a crossword

Materials: *Pupil's Book* pages 96–97
Activity Book pages 94–95
Track 96

Note: Remember to make arrangements to collect in the model writing activity that pupils did for homework.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check that everyone has brought in a toy or other small object. Note: if some pupils have forgotten, then ask if they can share with another pupil.
- Put pupils into small groups. Let each pupil hold up their toy/object and describe it to the group. Monitor and support as necessary.

Stage 1 Complete the phrases

- Ask pupils to open the *Pupil's Book* on page 96. Read the title of the lesson. Let them look at the pictures at the top of the page. Ask for volunteers to describe what they can see.
- Ask pupils to complete the phrases for each picture.

Answers

- 1 Putting flowers in a jug
- 2 Painting a picture
- 3 Cleaning the house/the floor
- 4 Blowing up a balloon
- 5 Tidying a room/a bedroom

Stage 2 Tick the jobs for each person

- Ask pupils to look at the table at the bottom of page 96 of the *Pupil's Book*. Read the rubric or ask for a volunteer. Give pupils time to read the headings for each column. Note: Blowing up balloons, putting up decorations and making cards are considered jobs and not housework.
- Play Track 96. Pupils tick the jobs each person is going to do. Let pupils compare answers. If necessary, play Track 96 again.

Track 96. Listen and tick the jobs for each person

Dad: *Wisam, you should blow up the balloons. I need them for the decorations. But first you must tidy up your bedroom.*

Wisam: *OK, Dad.*

Mum: *Dania, you should clean the floor first. Then can you help Wisam blow up the balloons?*

Ammar: *Can I help too?*

Mum: *Yes, Ammar of course you can. I must start making the cake. It takes a long time to bake. But Dania, first I'll help you clean the floor in the sitting room.*

Dad: *I must put up the decorations. I want the sitting room to look pretty.*

Dania: *We should put the flowers in the pretty glass jug we bought for your birthday.*

Mum: *That's a good idea. Can you do it, Dania?*

Ammar: *When can I start making the cards?*

Mum: *Ammar, Dania and Wisam, you should all start making the cards as quickly as possible. But do the balloons first.*

Ammar: *I want to paint the pictures. The cards must be the best!*

Answers

blow up balloons – Wisam, Dania, Ammar

make cake – Mum

make cards – Ammar, Dania, Wisam

put up decorations – Dad

put flowers in jug – Dania

tidy up the bedroom – Wisam

clean floor – Dania, Mum

Stage 3 **Read the conversations and write the missing words**

- Read the rubric for the activity at the top of page 97 of the *Pupil's Book*.
- Ask pupils to read the conversation by themselves and then work with a partner to complete the sentences.
- Ask pupils to look at the words in the green boxes at the bottom of the page. Give pupils time to recheck the words they used.
- Play Track 96 again for pupils to check their answers.
- Read out the missing words in the order they appear in the conversations.
- Pupils read/act out the conversation. Put pupils in groups of five. Let them allocate roles (Dad, Mum, Wisam, Dania, Ammar).

Answers

balloons, bedroom, floor, cake, sitting room, decorations, jug, cards, pictures

Stage 4 AB **Can you complete the crossword puzzle**

- Ask pupils to look at page 95 of the *Activity Book*. Read the rubric as a class or ask for a volunteer.
- Put pupils into small teams. Let them read the clues and decide how to complete the crossword puzzle. Pupils should write in pencil at this stage.
- The winners will be the first group(s) to finish with the correct answers.

Answers

Across

2 balloons, 3 cake, 5 wrapping paper, 7 Mother's Day, 8 flowers

Down

1 shopping mall, 3 cards, 4 presents, 6 buy, 8 food

Stage 5 AB **Homework**

- Set *Activity Book*, page 94, activities A and B for homework. Make sure pupils understand what they have to do. Read out the rubrics (as a class or individually).

- Tell pupils that you will be checking their homework at the beginning of the next lesson.

Stage 6 **Rounding off**

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Less confident pupils can concentrate on doing either the across clues or down clues.
- They can work in a group with more confident pupils and check their answers together.
- Alternatively, less confident pupils can write down the answers with other members of the group spelling out the words where necessary.

Unit 7 Lesson 5

Aims: To say what people are doing now
To correct mistakes in present continuous sentences
To listen to small pieces of conversation and say what people are talking about
To read about Mother's Day

Materials: *Pupil's Book* pages 98-99
Activity Book pages 96-97
Tracks 97-98

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play the 'instruction' game (use some of the verbs from activity B on page 94 of the *Activity Book*). Ask pupils to stand up. Give an instruction and get pupils to act it out. You can follow this up by putting pupils in groups and getting them to give each other instructions.

For example:

Blow up a balloon.

Clean the floor.

Put up the decorations.

Tidy up your desk.

Paint a picture.

Put the flowers in the jug.

- Check that everyone has done their homework (*Activity Book*, page 94). Ask *How many verbs did you find?* Ask for volunteers to read out the answer for each verb in activity B.

Answers

- 1 blow up / I / should blow up
- 2 tidy up / R / must tidy up
- 3 clean / R / should clean
- 4 help / R / should help
- 5 start / R / must start
- 6 take / I / should take
- 7 put up / I / must put up
- 8 buy / I / should buy

Stage 1 Read and answer the questions

- Ask pupils to open the *Pupil's Book* on page 98. Get pupils to read the purple box at the top of the page. Ask *What day is it?* (Saturday), *What special day is it?* (Mother's Day), *What time is it?* (4 o'clock), *What is the family doing?* (getting ready for the party)
- Ask pupils to work by themselves and answer the questions.
- Put pupils in pairs and get them to check their answers using the speech bubbles at the bottom of page 98.

Answers

- 1 They are (They're) getting ready for the party.
- 2 She is (She's) baking a cake.
- 3 He is (He's) putting up the decorations.
- 4 He is (He's) tidying up his room.
- 5 She is (She's) cleaning the floor.
- 6 He is (He's) painting (a picture/pictures).

Stage 2 Say what each person is talking about

- Ask pupils look at page 99 of the *Pupil's Book*. Explain that they are going to listen to eight very short pieces from different conversations. Pupils should say what thing the person is talking about.
- Play Track 97. Get pupils to listen as they read.
- Give pupils time to write their answers.
- Put pupils in pairs and get them to check their answers using the speech bubbles at the bottom of page 99. Monitor and support as necessary.

Track 97. Listen to the pieces of conversation. What is each person talking about?

1

Mum: *This is lovely, Ammar. I like the birds and the flowers.*

2

Mum: *Would you like another piece?*

3

Grandma Nadia: *This is woollen. It will be warm in the winter.*

4

Grandpa: *Did it take a long time to blow up all these?*

5

Wisam: *Grandpa can take a photo today and we can put it in this.*

6

Mum: *This is very nice. You know that red is my favourite colour.*

7

Grandma Nadia: *Who made this one? It's very good.*

8

Grandma Huda: *This is very pretty. Can you put it on my wrist?*

Answers

- 1 This is about a Mother's Day card.
- 2 This is about a cake.
- 3 This is about a scarf (or a sweater, a hat).
- 4 This is about balloons.
- 5 This is about a picture frame.
- 6 This is about a handbag.
(See page 94 of the *Pupil's Book*. It could also be about something like a dress, a T-shirt, etc.)

- 7 This is about a card.
- 8 This is about a watch.

Stage 3 AB

Listen and read

- Ask pupils to look at activity B on page 97 of the *Activity Book*. Ask pupils to say what they can see in the two pictures (some flowers / a bunch of flowers; some chocolates / a box of chocolates).
- Play Track 98. Ask pupils to read as they listen.

Track 98, AB. Listen and read

Woman: *Mother's Day is a day to show love and thanks to all wonderful mums everywhere by helping at home and by giving presents and flowers.*

Mother's Day celebrations go back many thousands of years. The date that countries celebrate this day is different around the world. In some countries the date is in May and in others, like Iraq, it comes earlier in March.

On Mother's Day, most people give presents and cards to show their mothers how much they are loved. Flowers have always been the traditional gift for mothers. Today, they are still a favourite present, as well as chocolates and many other things.

Many families go out to restaurants to celebrate so that the mums do not need to do the cooking.

Stage 4 AB

Find three interesting things about Mother's Day

- Ask pupils to look at activity C on page 97 of the *Activity Book*. Get pupils to find three interesting things about Mother's Day from the text.
- Encourage pupils to write full sentences. Monitor and support as necessary.
- Put pupils in pairs and let them read their sentences to a partner.
- Ask for volunteers to read out their sentences.

Stage 5 AB

Homework

- Set *Activity Book*, page 96, activity A for homework. Read out the rubric (as a class or individually).
- Explain that pupils will be reading out their sentences at the beginning of the next lesson.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

For activity C on page 97 of the *Activity Book*, let less confident pupils work together with a partner to write the three interesting things about Mother's Day.

Unit 7 Lesson 6

Aims: To read a magazine article 'Making a card'
To follow instructions about how to make a card
To read some *special day* messages
To write a special message in a card

Materials: *Pupil's Book* pages 100–101
Activity Book pages 98–99
Tracks 99 and 100
Optional: Notebooks or plain paper for the Additional/Support activity

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.

- Check that everyone has done their homework (*Activity Book*, page 96, activity A). Ask for volunteers to read out their sentences.

Answers

- 1 He is (He's) getting on the bus. (5)
- 2 He is (He's) pushing his daughter. (4)
- 3 She is (She's) talking on a smartphone. (1)
- 4 She is (She's) looking at a shopping website. (6)
- 5 He is (He's) clicking on something with a mouse. (2)
- 6 He is (He's) putting on a helmet. (3)

Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Stage 1 My magazine: Making a card

- Ask pupils to look at pages 100 and 101 of the *Pupil's Book*. Let them look at the pictures of the six children. Ask *Have you made a card for someone in your family or a friend?* Ask pupils to put up their hands if they have made a card.
- Look at the rubric and ask pupils to read as they listen.
- Play Part 1 of Track 99. Ask pupils which is the best reason for making a card. You can do this by reading out the reason and getting pupils to put up their hands if they think this is the best reason. You can also ask pupils if they send cards on any of the occasions below.
- Play Part 2 of Track 99. Ask pupils to listen, look at the pictures and tick the things they can see.
- Play Part 3 of Track 99. Let pupils listen and follow the order. Pupils work in pairs and put the sentences in order.
- Play Part 3 again for pupils to check their answers.

Track 99. Listen and read

Part 1

Making a card

Voice 1: *Why make a card yourself? This is what some children said.*

Boy 1: *It's special for the person you make it for.*

Boy 2: *You can draw what you want.*

Girl 1: *You can add pretty things like ribbons and cut-outs.*

Girl 2: *Making your own cards is cheaper.*

Girl 3: *You can make your own designs.*

Girl 4: *You can say what you want and write your own message.*

Voice 1: *When do we send cards?*

- *Mother's Day on 21st March*
- *Teacher's Day on 1st March*
- *Birthdays*
- *New Year on 1st January*
- *Congratulations (on passing an exam or on a new job or on a new baby)*

Part 2

Voice 2: *It's easy to make a card. Look at the pictures. Tick the things you can see.*

- *Card – this is thick paper, but not cardboard*
- *Coloured card*
- *Scissors*
- *Glue*
- *Paints*
- *Coloured pens and pencils*
- *Popcorn*
- *Buttons (like the ones you have on a coat)*
- *Ribbons (for decoration, like the ones you put in your hair)*

Part 3

Voice 2: *Here are some instructions. Can you put them in order?*

- 1 *Think what drawing, cut-outs and decorations you want to make on the card.*
- 2 *Think what colours you are going to use.*
- 3 *Choose your card or paper.*
- 4 *Get your materials.*
- 5 *Fold the paper in half so that you have a front, a back and two middle pages.*
- 6 *Draw or make your picture.*
- 7 *Add any decoration you want.*
- 8 *Write your message inside.*

Answers

Part 2

All items are shown in the pictures except for *paints* and *ribbons*.

Part 3

3, 8, 5, 7, 2, 4, 6, 1

Stage 2 AB

Card messages

- Ask pupils to look at activity A on page 98 of the *Activity Book*. Explain that pupils should read each message and should then decide what type of message it is. Ask *What special day is the message for?*
- Put pupils in pairs and let them take turns to read the messages and decide what special day each message is for.
- Ask for volunteer pairs to read the message and say what special day it is for.

Answers

You are a good friend ... = Happy New Year
 You worked hard ... = Congratulations on passing your exams
 You have a beautiful ... = Congratulations
 You are an amazing ... = Happy Teacher's Day
 Wishing you the nicest things ... = Happy Birthday

Stage 3 AB Listen to Dania talking about her card

- Ask pupils to look at activity B on page 99 of the *Activity Book*. Read the rubric or ask for a volunteer to read it.
- Let pupils read the questions and look at the picture of the card.
- Play Track 100. Ask pupils to discuss their answers in pairs.
- Elicit answers. If necessary, play Track 100 again.

Track 100, AB. Listen to Dania talking about her card

Dania: *This is a card I made. It's a birthday card for my best friend. She likes blue and green. I chose a blue card and I made the balloons green and red. I drew a funny bear on the card and two big presents. I decorated the front with the words 'Happy Birthday' in big writing.*

*Inside I wrote my message. It says:
 'Happy Birthday to my best friend.
 You are the best friend in the world!
 I hope you have lots of fun today.'*

Answers

What card is it? It's a birthday card.
 Who is the card to? It's to her best friend.
 What colour card did she choose? She chose blue card.
 What did she draw on the card? She drew a funny bear and two big presents.
 What other decoration did she put on the front? She wrote 'Happy Birthday'.

Stage 4 AB

Homework

- Set *Activity Book*, page 99, activity C for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Explain that at the beginning of Lesson 7, you will ask for volunteers to talk about their cards.

Stage 5

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support

Play another *because* game.

On the board write the following table. Ask pupils to copy it into their notebooks or onto a piece of paper.

because it is my mum's favourite colour.	because it is Mother's Day.	because you can make your own designs.
because they are pretty.	because they are my teacher's favourite animals.	because she passed the exam.
because she says it is cheaper.	because he is good at painting.	because it is Teacher's Day.

Say the following sentence beginnings. Pupils

Unit 7 Lesson 7

should cross out each *because* match they hear.
The first pupil(s) to put up their hand(s) to say that they have crossed out all the *because* matches is/are the winners.

Sentences beginnings:

I chose blue card (because it is my mother's favourite colour).

I made a card (because it is Mother's Day).

I like making my own cards (because you can make your own designs).

I used ribbons to decorate my card (because they are pretty).

I drew some rabbits (because they are my teacher's favourite animals).

I wrote 'Congratulations' on the card (because she passed the exam).

My sister makes her own cards (because she says it is cheaper).

He likes painting pictures on his cards (because he is good at painting).

I bought my mum a present (because it is her birthday).

We give cards on 1st of March (because it is Teacher's Day).

Aims: To review and check understanding of the 'My magazine' article from Lesson 6
To match verbs with nouns
To do a project – to follow a model and make a poster about making a 'special day' card
To read and follow instructions to make an envelope
To learn to spell four words for materials (*woollen, wooden, leather, metal*)

Materials: *Pupil's Book* pages 102–103
Activity Book pages 100–101
Track 101
Blank sheets of paper for pairs or groups to make their project posters.
Optional: Big sheets of paper (size A4 if possible) for pupils to make their own envelopes

Additional

After playing the game, you can ask pupils to write three or four of the first parts of the sentences.

Teaching note: Projects

- This is the fourth and final project in Grade 6 (Units 2, 3, 6 and 7). Projects are to let pupils express their own ideas, creativity and use of English to share ideas about what to put on their posters. There is no right or wrong. Example posters in the *Pupil's Book* are given as examples and *not* for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the examples – it is for them to decide in their groups or pairs.
- If possible, put projects up on the classroom walls and let everyone read their classmates' work. This encourages interest and encourages pupils to produce their best work.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.

- Check that everyone has done their homework (*Activity Book*, page 99, activity C).
- Ask for volunteers to talk about the card they want to make. You can also put pupils in small groups and let them talk about their cards together.

Stage 1 **Check my understanding**

- Ask pupils to work individually and complete the first activity on page 102 of the *Pupil's Book*. Tell them that they should not look back at pages 100 and 101 at this stage.
- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at pages 100 and 101 to confirm their answers.

Answers

- | | |
|-------|-------|
| 1 Yes | 5 No |
| 2 No | 6 Yes |
| 3 Yes | 7 Yes |
| 4 Yes | 8 No |

Stage 2 **Choose two words to match to the verbs**

- Ask pupils to look at the second activity on page 102 of the *Pupil's Book*. Ask pupils to do the activity by themselves and then to check with a partner.
- Check the answers as a class.

Answers

- 1 have a party, a celebration
- 2 give a present, a card
- 3 help your parents, my brother
- 4 make a cake, a poster
- 5 write a list, a message
- 6 choose your paper, your drawing
- 7 use glue, scissors
- 8 send a message, an email

Stage 3

Project: a poster about a 'special day'

- Explain that pupils are going to do a project and make a poster about a special day. The example project poster is for a Mother's Day card. Pupils can choose to make another card. Pupils can look back at page 100 of the *Pupil's Book* to remind themselves of other possible special days.
- You will need to decide how best to organize your pupils for the poster project; in pairs or groups. You might like each pupil to be responsible for just one or two drawings and captions – they can put these together to form the final poster.
- **Note:** Explain that the project is for pupils to express their own ideas and that there is no right or wrong. The example poster on page 103 of the *Pupil's Book* is given as an example and *not* as something for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and instructions. It is for them to decide.
- Ask pupils to open the *Pupil's Book* on page 103. Give pupils time to look at the pictures and read how Wisam and Dania made their card.
- Let pupils work in pairs or groups to decide what card they want to make their poster about.
- Let pupils decide on the design, how to make and decorate their card and what to write for the captions.

Stage 4 AB

Making an envelope

- Ask pupils to look at activity A on page 100 of the *Activity Book*. Ask pupils to read the speech bubbles at the top of the page and look at the notes about what you need to make an envelope. Ask *Can you use coloured paper for an envelope?* (Yes) *Do you need a ruler?* (Yes) *Can you decorate your envelope?* (Yes, if you want to.)
- Before you play Track 101 (activity B), give pupils time to look at the illustrations.
- Play Track 101. Pupils listen and follow.
- **Note:** If possible, give each pupil a sheet of plain white paper (A4 size will work if pupils are planning to use a sheet of A4 paper folded in half to make their own cards). Ask them to try to make an envelope at home and bring it to the next lesson.

Track 101, AB. Listen and read how to make an envelope

Voice:

- 1 Measure your card with a ruler.
- 2 Draw a rectangle a bit bigger than your card in the centre of a big piece of paper.
- 3 Measure the distance from the X to the top of the rectangle.
- 4 Measure the same distance again and mark it with A. Draw the lines.
- 5 Do the same for the two side triangles and the bottom triangle.
- 6 Cut out the shape with scissors.
- 7 Fold the three triangles into the centre X.
- 8 Use glue or tape to stick three triangles. Do this carefully.
- 9 Put your card into the envelope and carefully put tape on the top triangle.

Stage 5 AB Spelling high-frequency words

- Pupils continue to look at the spelling of words from Grade 6 using the 'Look, say, cover, write, check' strategy. The four words for the unit are *woollen, wooden, leather, metal*. Lesson 1 of Unit 8 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 101 of the *Activity Book*. Remind pupils to use the 'Look, say, cover, write, check' strategy and write the words in the 'Write 1' column.

Stage 6 AB

Homework

- There is no specific homework for this lesson. However, you can ask pupils to make a card and an envelope of their own.
- **Note:** You can set up a display of cards and envelopes. Pupils can also give their cards to a friend or family member.

Stage 7

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Support/Additional

For less confident pupils, let them work together with another pupil within the group when doing the project, and divide up the roles. They can share ideas about how to design and decorate the card for the project and decide on what pictures or illustrations to put on the poster. Then one pupil can be responsible for making the sketches or finding pictures and the other can write the rules.

Unit 7 Lesson 8

- Aims:**
- To read a story
 - To review language from Unit 7 in the story
 - To order sentences from the story
 - To retell the story
 - To choose six new words to learn
 - To learn to spell four words for materials (*woollen, wooden, leather, metal*)

- Materials:**
- Pupil's Book* pages 104–105
 - Activity Book* pages 102–103
 - Track 102

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- See if any pupils have made an envelope, or an envelope and a card. If possible, set up a display.
- Let pupils show each other how they followed the instructions for making an envelope.
- Encourage pupils to talk about their cards, the designs and decorations.

Stage 1 **Reading a story**

- Explain that pupils are going to listen to and read a story. Write the title of the story on the board and read it with the class. Get pupils to look at the first picture on page 104 and ask *Where is Basim? What's he doing?*
- Ask pupils to read the story as they listen. Play Track 102.

🔊 Track 102. Listen, look and read

Hiba: *It's two weeks before Teacher's Day on 1st March. We're going to make a special card for our teacher.*

We bought some coloured card in the mall. We can make the envelope with white paper.

Our teacher's favourite colours are yellow and green. She likes birds and butterflies.

We wrote 'Happy Teacher's Day' at the top. We drew leaves round the card to make a border.

I am good at drawing, so I drew the butterflies. Basim made two birds with cut-outs. They are very good.

We wrote a rhyme for the inside of the card. Basim, read out the rhyme and I'll write it.

Basim: *Dear Teacher
You help us every day,
You help us learn,
You help us play,
Thank you on this special day.*

Hiba: *Basim is good at making things and so he made the envelope by folding a square piece of paper.*

Our teacher liked her card and was very happy on Teacher's Day. All the class clapped loudly and said 'thank you'.

Stage 2 AB **Putting sentences from the story in order**

- Ask pupils to look at page 102 of the *Activity Book*. Read the rubric as a class.

- Put pupils in pairs. Challenge them to try ordering the sentences without looking at the story. Pupils can then refer to the *Pupil's Book* to check if they are correct.
- Check the answers as a class or play Track 102 again.

Answers

- 1 What can we do ...
- 2 Let's make ...
- 3 That's a good idea ...
- 4 Do you know ...
- 5 I think they're ...
- 6 We can buy ...
- 7 We should also buy ...
- 8 What can we ...
- 9 She likes birds ...
- 10 Yes, I will draw ...
- 11 Can you write ...
- 12 Yes, I can ... Can you make ...
- 13 Yes, I'm good at ...

Stage 3 AB **Tell the story with a partner**

- Ask pupils to look again at page 102 of the *Activity Book*. Read the second rubric as a class and explain that pupils should retell the story – make it clear that they do not have to use the exact words.
- Let pupils look at the speech bubbles at the bottom of page 102. Pupils should work in pairs taking it in turn to build up the story.
- Monitor and support as necessary.

Stage 4 AB **Spelling high-frequency words**

- This is the second 'Look, say, cover, write, check' practice. Ask pupils to open their *Activity Book* on page 101 and look at the bottom activity.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' column.

Stage 5 AB **Homework**

- Set *Activity Book*, page 103, activities C and D for homework. Remind pupils that they can choose any new words that they have learnt in Unit 7.

- **Test preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*woollen, wooden, leather, metal*). Explain that for homework they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 3' column on page 101 of the *Activity Book*.

Stage 6

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 7 they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Remind pupils that they will have the spelling test at the beginning of the next lesson.

Additional/Support

If pupils have not had the time or the opportunity to make a card or a card and an envelope, ask them to make one or both at home.

Note: Encourage pupils to bring these to the next lesson. Remember that pupils need to be given credit for effort as well as for achievement.

Aims

Listening

- Review: cooking preparation processes, celebration preparations.
- Review: listen to check information about Teacher's Day.
- Review: listen to a song about the future: *When I grow up*.

Speaking

- Review: discuss questions about the past, present and future in a class challenge.
- Review: sing a song about the future: *When I grow up*.
- Review: a spelling game conversation.
- Review: play a game using language from *6th Primary*.

Reading

- Review: read a text about Teacher's Day.
- Review: read and complete an email to grandparents.
- Review: classify vocabulary from Units 5, 6 and 7.
- Review: a spelling game conversation.

Writing

- Review: write a description of a picture following a model.
- Review: write clues for a spelling game.

Language and Word list

Language

Revision of Units 5–7.

Word list

Revision of vocabulary from Units 5–7.

Unit 8 Lesson 1

Aims: To do a class challenge
To review vocabulary and language from Units 5 – 7
To do a spelling test

Materials: *Pupil's Book* page 106
Activity Book page 104
Track 103

Teaching note Revision units

Unit 8 is a revision unit. There is less material to cover in the four lessons that make up this unit.

The intention of these units is to give teachers the opportunity, at this point in the school year:

- to catch up with unfinished work
- to review any areas that pupils found difficult
- to do more of the Additional/Support activities given at the end of most lesson notes in the *Teacher's Book*
- to let pupils have time to do the more creative, project-based activities and to finish off the projects from Units 6 and 7 if they haven't already done so.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check homework. Ask volunteers to tell the class which new words they chose for activity C on page 103 of the *Activity Book*.
- For activity D (page 103), ask pupils to check their answers in pairs. Ask volunteers to read out the corrected sentences.

Answers

- 1 Keep sharp knives away *from* young children.
- 2 Don't leave young children in the kitchen by *themselves*.
- 3 You should wear a helmet when you ride a *bike*.
- 4 Use oven gloves to hold *hot* things.
- 5 Look *left* and right before you cross the road.
- 6 *Put* on your seatbelt when you are in a car.

Spelling test

- Help pupils to find the spelling test grid on page 108 of the *Activity Book*. Explain that you will say the four words they have been practising in Unit 7 and that they should write down each word you say in the box for Unit 7.
- Check that pupils are ready to write. Say the first word, *woollen*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*wooden, leather, metal*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you and write them on the board. Pupils should then swap books and mark their partner's spellings.

Stage 1

Class challenge

- Ask pupils to open the *Pupil's Book* on page 106 and explain that they are going to take part in a schoc! challenge. Ask *How many teams are there? (2), What is the name of each team? (Team A and Team B)*.
- Put pupils into small groups, tell them to choose which team they want to be in and to write the letter on the blank line towards the top of page 106. Make sure that half the class choose Team A and half choose Team B.
- Ask teams to answer the Team A or Team B questions and get them to write their answers. When they have finished, tell Team A to swap their books with Team B.
- Play Track 103 and get pupils to check the answers of the other team. Ask them to add up the total number of points, write them at the bottom of the page and give the answers back.

- Check how well each team did and which questions they got wrong.

Note: The answers given in Track 103 are not always the only possibilities. For example, Team A may have written for number 1 *When I was younger, I liked playing with dolls/teddy bears, etc.* Allow points for correct variations.

Track 103. Listen and check

Voice A:

Team A

- 1 *When I was younger, I liked playing with toys.*
- 2 *Computers are getting more intelligent.*
- 3 *In the future, I think robots will do all the work.*
- 4 *Before you put the tomatoes on the pizza, you need to slice them.*
- 5 *Keep sharp knives away from young children.*
- 6 *Look left, look right before you cross the road.*
- 7 *Mum is in the kitchen. What's she doing? She's baking a cake.*
- 8 *I'm making a card for Mother's Day.*

Voice B:

Team B

- 1 *When I was younger, I went to bed at 6.30.*
- 2 *Smartphones are changing the way we communicate.*
- 3 *In the future, I think there will be driverless cars.*
- 4 *Before you put the cheese on the pizza, you need to grate it.*
- 5 *Keep cleaning materials away from young children.*
- 6 *Put on your seatbelt in the car.*
- 7 *Dad is in the sitting room. What's he doing? He's putting up the decorations.*
- 8 *I'm making a card for Teacher's Day.*

Answers

See above.

Stage 2 AB

Circle the odd word

- Get the class to look at page 104 of the *Activity Book*. Ask pupils to look at the six groups of sentences in activity A. Read the rubric.
- Let pupils work in pairs and decide which is the odd word in each group.
- Ask for volunteers to give the answers.

Answers

- | | |
|--------|-----------|
| 1 boy | 4 sweater |
| 2 bike | 5 mouth |
| 3 jug | 6 planet |

Stage 3 AB

Homework

- Set *Activity Book*, page 104, activity B for homework. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Remind pupils that you will be checking their homework at the beginning of the next lesson.

Stage 4

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 8 Lesson 2

Aims: To listen and read about celebrating Teacher's Day
To ask and answer questions about Teacher's Day
To write a description of a picture following a model

Materials: *Pupil's Book* page 107
Activity Book page 105
Track 104

Note: Pupils will need to use their notebooks or have sheets of lined paper for activity A on page 105 of the *Activity Book*.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.

- Play an *odd word* game (as in activity A on page 104 of the *Activity Book*). Put pupils in pairs. Set a time limit. Pupils write as many groups of words. Each group of words must have one odd word. Put two pairs together to read out the groups of words. The other pairs should say which is the odd word. Pupils can keep their own scores.
- Check that everyone has done their homework (*Activity Book*, page 104, activity B). Ask for volunteers to say what group each set of words belongs to. Make sure everyone agrees – pupils can put up their hands to show agreement.
Note: If there are some pupils who have not done this homework, let them work by themselves to answer the questions while the rest of the class read out theirs.

Answers

- Group 1: family
Group 2: technology
Group 3: materials
Group 4: adjectives
Group 5: feeling unwell
Group 6: IT and the internet

Stage 1 Listen, read and answer the questions

- Ask pupils to look at page 107 of the *Pupil's Book* and read the title of the lesson together.
- Ask pupils to look at the picture at the top of the page. Write 'Teacher's Day' on the board. Elicit what pupils can say about it. For example, when it is and how they celebrate it in their school.
- Tell pupils that they are going to listen and read about celebrating Teacher's Day. Ask pupils to read as they listen.
- Play Track 104.
- Ask pupils to work by themselves and answer the questions. Tell pupils not to write the answers at this point.
- Put pupils in pairs to ask and answer the questions. Elicit answers. Get the class to put up their hands if they agree. If they disagree, check alternative ideas. Make sure everyone has the correct answers.
- Give pupils time to write the answers. Monitor and support as necessary.

Track 104. Listen, read and write the answers to the questions

Voice : *Teacher's Day*

In Iraq, we celebrate Teacher's Day on 1st March. This is a special day and we celebrate it because we want to thank our teachers for everything that they do for us. Here are some ideas.

- *You can write a 'Thank you' note or a letter. Your note can be short or long. Both will show your teacher that you are thinking of them on this special day.*
- *Making a card is another great way to thank your teacher. In my class, we think cards are the best way because you can decorate the card and you can write your own message.*

These are three cards that pupils in my class made. Now they need to write 'Happy Teacher's Day' at the top and write their messages inside. This is what some pupils said.

Girl 1: *I drew a tree with the sun and grass because in March it is spring. My teacher loves spring.*

Girl 2: *I drew some flowers and strawberries because strawberries are my teacher's favourite fruit.*

Boy: *I made my card with cut-out boats on the sea because my teacher likes going to the seaside.*

Answers

- 1 Teacher's Day is in spring.
- 2 We celebrate it (Teacher's Day) because we want to thank our teachers.
- 3 You can decorate the card and you can write your own message.
- 4 Pupils' own answers.

Stage 2 AB Choose a picture and write about it

- Ask pupils to open the *Activity Book* on page 105 and look at activity A.

- Put pupils in pairs and ask them to talk about what they can see in each of the four pictures.
- Ask pupils to work individually, choose a picture and think of the two or three sentences that they will write about it.
- Ask pupils to tell a partner what they are going to write. Monitor and support as necessary.
Note: They do not need to write anything at this stage. They will do this for homework.

Stage 3 AB

Homework

- Set *Activity Book*, page 105, activity A for homework. Following on from Stage 2, pupils should write two or three sentences about the picture they have chosen. Encourage them to use the description in 1 as a model. They will need to do this in a notebook or on a sheet of lined paper.
- Collect in their homework in the next lesson to check on progress. Give feedback.

Stage 4

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 8 Lesson 3

Aims: To read an email and complete sentences
To practise a spelling game conversation
To play a spelling game
To write clues

Materials: *Pupil's Book* page 108
Activity Book page 106
Track 105

Note: Pupils will need to use their notebooks or have sheets of lined paper for activity C on page 106 of the *Activity Book*.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Check homework. Ask for volunteers to read out the descriptions they wrote about one of the pictures on page 105 of the *Activity Book*.
Example, picture 4:

I think this person is a child. He/She is playing a computer game about space. There is a spaceship and there are two planets. There are two scroll buttons for up and down and for left and right.

Stage 1

Read and complete an email

- Ask pupils to open the *Pupil's Book* on page 108. Look at the end of the email. Ask *Who is writing the email?* (Hiba) Look at the 'To' and 'Subject' lines on the email. Ask *Who is she writing to?* (Grandma and Grandpa), *What's she writing about?* (the end of Year 6).
- Give pupils time to read the email. Elicit some of the things Hiba talks about in her email. For example, moving up to Intermediate school, making a card for Mother's Day, road safety, jobs, making a pizza, etc.
- Put pupils in pairs and let them decide how to complete the gaps in the sentences.
- Elicit answers. You can ask for volunteers to read out the sentences with the gaps. Get the rest of the class to put up their hands if they agree. If they disagree, check alternative ideas. Make sure everyone has the correct answers. You might like to write the answers on the board as they are given.

Answers

- | | |
|-----------|-----------------|
| 1 about | 6 ride |
| 2 new | 7 most |
| 3 learnt | 8 words (names) |
| 4 better | 9 grow up |
| 5 because | 10 easy |

Stage 2 AB

Listen and read

- Ask pupils to look at activity A on page 106 of the *Activity Book*. Explain that Dania, Basim, Hiba and Wisam are playing a spelling game.
- Play Track 105. Pupils listen and follow the conversation.
- Ask pupils to work by themselves and solve the spelling puzzles in activity B.
- Put pupils in groups of four. They will be taking the roles of Dania, Basim, Hiba and Wisam. Let pupils allocate the roles by themselves.
- Pupils act out the conversation. Note: Some pupils may not have the correct solutions to the spelling puzzles. If so, the other members of the group should say *No, it isn't* rather than *Yes, it is*.

Track 105, AB. Listen and read

Dania: *Let's play a spelling game. I'll start. It begins with -b, it ends with -e. You do it in an oven.*

Basim: *I know! Is it bake?*

Dania: *Yes, it is.*

Basim: *My turn. It begins with -c, it ends with -n. You can make shirts from it.*

Hiba: *I know! Is it cotton?*

Basim: *Yes, it is.*

Hiba: *My turn. It begins with -r, it ends with -r. You can make tyres from it.*

Wisam: *I know! Is it rubber?*

Answers, activity B

- 1 waiter
- 2 soft
- 3 Earth

Stage 3 AB

Homework

- Set activity C on page 106 of the *Activity Book* for homework. For this homework, ask pupils to write three clues of their own. They will need to write these in notebooks or on lined paper if they do not have a notebook.
- Remind pupils to look back at the *Pupil's Book* page 108 if they need help thinking of words and spellings.

Stage 4

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 8 Lesson 4

Aims: To listen to and sing a song
 To review language from
 6th Primary in a game
 Say goodbye

Materials: *Pupil's Book* page 109
Activity Book page 107
 Track 106

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Play the spelling game. Check that pupils have written some spelling game clues (*Activity Book*, page 106, activity C). Put pupils in groups of four and let them play the game again. If necessary, pupils can look back at the conversation on *Activity Book* page 106 for support.

Stage 1 AB

The 'I can say much more in English' game

- Ask pupils to open the *Activity Book* on page 107. Read the rubric together as a class and look at the 'what you need' box under the rubric.
- Ask some checking questions:
Do you need to use the number circles?
Where are the number circles?
Do you need a counter?
Where do you start the game? (From circle 1)
Who is the winner? (The pupil who reaches circle 20 first.)

- Ask pupils to quickly make a counter or reuse one they have made for previous games.
- Explain that pupils move the number of circles according to the number they select on the game circle. Remind pupils that if they cannot answer the question or get it wrong, then they miss a turn.
- Pupils play the game in twos or threes.
- Monitor and support as necessary.

Answers

- 1 Pupils' own answers.
- 2 Pupils' own answers.
- 3 Pupils' own answers.
- 4 Pupils' own answers.
- 5 A hospital. / In a hospital.
- 6 Oil refinery. / In an oil refinery.
- 7 Pupils' own answers.
- 8 Paper
- 9 Pupils' own answers.
- 10 Wood
- 11 I'm fine / I'm very well. / I don't feel well.
- 12 headache / stomachache
- 13 password
- 14 knives / medicine / cleaning material
- 15 Jupiter
- 16 Spread
- 17 Where
- 18 ground floor / 1st floor / 2nd floor
- 19 Happy Birthday

Stage 2

Listen and sing

- Tell the pupils to open the *Pupil's Book* on page 109. Ask them to look at the pictures and elicit what jobs they can see (zoo worker, chef, pilot, doctor, farmer, teacher).
- Read the rubric and the title of the song together as a class.
- Play Track 106. Ask pupils to listen and read.
- Play Track 106 again for pupils to sing along and to clap along to the rhythm.

Track 106. Listen and sing

When I grow up

Some day, one day when I grow up,

I'll have a job to do.

I'll write a book or be a cook,

Or work in a zoo.

*I think I could drive a bus,
Or be a busy nurse.
I'll fly a plane or drive a train,
Or be a doctor and help people again.*

*I think I could be a teacher,
And help children to read.
Or I could be a farmer,
And grow some vegetable seed.*

*There are so many jobs I could choose,
But I'm not sure what I'll be.
So now I'll work and learn,
Until it's my turn
To find the best job for me!*

Stage 3

Rounding off

- Spend some time at the end of the lesson for pupils to say goodbye for the holiday. You might like to put pupils in groups to think about what they enjoyed most in 6th Primary. Volunteer groups can share their ideas with the class.
- Congratulate pupils on their achievements. Wish them well when they move on to Intermediate school.

Stage 4

Homework

- There is no specific homework for this lesson. You can set any catch-up work pupils need.
- You can also ask pupils to look back over their books in the holiday to remind themselves of all the work they have done and how much they have achieved.

Track 107

Unit 1

How many brothers do you have? I have two brothers.
How many cousins do you have? I have four cousins.
How old is she? She's 14.
What's your dad's job? He's an engineer.
What's your mum's job? She's a nurse.
Where does an engineer work? He works in an oil refinery.
Where does a farmer work? He works on a farm.
Where does a housewife work? She works at home.
When I grow up, I want to be an IT programmer.
I want to be a teacher because I want to work with children.

Track 108

Unit 2

What's the jug made of? It's made of glass.
What are jeans made of? They're made of denim.
I need a new dress and a coat for school. Where do I go? Go to children's fashion.
I want to look at the saucepans. Where do I go? Go to home cooking.
It's too expensive.
They're too small.
This is pretty. That is prettier.
These are too short. Those are longer.
I like that. It's just right.
I like those. They're just right.
A plant comes from a seed.
A pot is made from clay.
This desk is metal and it has drawers.
Is paper made from cotton? No, it's usually made from wood.
I like tea and I like coffee.
I like tea, but I don't like coffee.

Track 109

Unit 3

How are you today? I'm very well. / I'm fine. / I don't feel well.
How are you feeling? I feel hot and I have a headache. / I feel sick.
You don't look well. What's the matter? I have a stomach ache.
You shouldn't eat so much cake.

You don't look well. What's the matter? I have a headache.
You should go to bed. / You should take some medicine.
I hurt myself. She cut herself.
You should be nice to people online.
You must keep your password safe.
You mustn't meet a person that you only know online.

Track 110

Unit 5

When I was younger my mum dressed me. / Now I dress myself. / In the future, I will buy my own clothes.
In the future, I think there will be driverless cars.
In the future, I don't think robots will do all the work.
I think in 2050, we will use our smartphones for money.
I think in 2050, there won't be robot teachers in school.
Our lives are getting better.
Computers are getting more intelligent.
Buildings are getting safer.
When's your birthday? It's in April. / It's on 7th April. / It's on Monday.

Track 111

Unit 6

Can we make a pizza? Yes, you can.
We need some bread, tomatoes, onions and cheese.
Yesterday, my mum baked a cake.
I'm going to slice the onions. / I'm going to grate the cheese.
You must be careful when you slice the onions.
Spread the butter on the sandwich.
Put on your seatbelt.
Cross the road at the zebra crossing.
Keep knives, medicine and cleaning materials away from children.
Don't play with matches.
Wear a helmet when riding your bike.
Check your brakes before you ride your bike.

Track 112

Unit 7

Do the shopping. / Do the cooking.
 Clean the house.
 Buy presents. / Wrap presents.
 Put up decorations. / Make a card.
 Let's wrap mum's bag.
 Which paper should we use? I like the paper with the flowers.
 I'm going to buy a present for granny/my mum.
 Let's write a shopping list.
 He's wrapping up presents.
 She's in the kitchen baking a cake.
 They're making a card.
 He's putting up decorations.
 They're blowing up balloons.
 Where's the watch shop? It's on the first floor next to the pharmacy.

Track 113

Useful classroom language

Good!
 Well done!
 That's great.
 You tried very hard.
 Excellent!
 Yes, that's right.
 Try again.
 Have another go.
 Let's try again.
 Good try.

 Sit down, please.
 Stand up, please.
 Come to the front of the class, please.
 What time is it?
 What day is it?
 What month is it?
 What's the day today?
 What's the date today?

 Quiet please.
 One, two, three, eyes on me!

 Hands up.
 Hands down.

Work by yourself.
 Work in pairs.
 Work with a partner.
 Talk with your partner about ...
 Swap partners.
 Work in groups.
 Get into groups.
 Get into groups of three/four.
 Ask and answer.
 Act out the conversation.
 Mime the actions.
 Can I have a volunteer?
 Can I have four volunteers?

Listen.
 Listen again.
 Listen and say.
 Listen to the conversation.
 Listen and match the numbers.
 Listen and practise.
 Listen and read.
 Listen, point and read.
 Listen carefully.
 Listen and write.
 Listen, but don't write anything now.
 Listen to your partner.
 Listen and check your answers.
 Listen and number the pictures.
 Listen and underline the verbs.

Read and tick.
 Read, find and write the words.
 Read the rubric.
 Read the questions and ask your partner.
 Read and think about the answers.

Write the words.
 Find and write the words.
 Draw a line under the key words in the sentences.
 Match the questions to the answers.

Think about what you want to put on your poster.
 Talk with your group about what you want to put on your poster.
 Choose some healthy habits you want to put on your poster.
 Think about the drawings you want on your poster.
 Think about the captions for the drawings.

Choose two words.
Complete the sentences.
Don't forget the punctuation and capital letters.

Say it after me.
Say it quietly.
Say it loudly.
Say it together.
Say it to your partner.

Look at me.
Look at the board.
Look at the pictures.
Look at page 35 of the Pupil's Book.
Look at page 67 of the Activity Book.
Don't look back at pages 100 and 101 of the Pupil's Book.

Open the Activity Book, please.
Open the Pupil's Book on page 34, please.
Close the Pupil's Book, please.
Cover the picture on page 46.
Look back and check your answers on page 78.

You need your pencils and pens.
You need your coloured pencils.
You need a ruler and a rubber.
Can you lend Mahmoud a pencil, please?
Can Mahmoud borrow your rubber, please?
Can I borrow your ruler, please?

Let's say it together.
Let's sing a song.
Let's say a rhyme.
Let's check your homework.

Stand in a circle.
Stand behind your desks.
Stand in a line.

What can you see?
What can you see in picture 2?
What do you think?
What is he doing? / What are they doing?
What is she saying? / What are they saying?
What is it like? / What are they like?
What does it look like? / What do they look like?
What did she do? / What did they do?

What is he going to do? / What are they going to do?
What do you want to be when you grow up?
What did you enjoy most about today's lesson?

Where is the supermarket?
On which floor is children's fashion?
Where is she? / Where are they?
Which is the correct answer?
Which is the wrong answer?

Who can you see in the picture?
Who is speaking?
Who is the email to?
Who wrote the email?

Whose book is it?
Is this your book?
Whose homework is this?
Whose is it?
Whose are these?

Write about yourself.
Write T for true and F for false.
Write your own story.
Write your own email.

Play the game with your partner.
Play the game in groups of four.

Point to the picture.
Point to number 1.
Point to the engineer.
Point to the rubber rain boots.

It's the end of the lesson.
It's time to go home.
Don't forget to do your homework.
We'll check your homework next lesson.
See you next week. Goodbye.
See you next lesson. Goodbye.
See you on Wednesday.

