

# Unit 4 Celebrations

## Students will learn how to:

- Talk about celebrations around the world
- Read and understand factual information about celebrations
- Develop a greater understanding of punctuation
- Make and respond to invitations
- Listen to a variety of texts for general understanding and for specific information
- Read a variety of texts for general understanding and for specific information
- Read and understand a longer, more complex story
- Recognise and understand paragraph structure
- Write about a celebration
- Write an invitation to a celebration
- Recognise and use different parts of speech
- Recognise the blends 'oa' and 'ow' in words that have the same 'o' sounds
- Discuss ways of improving their writing skills

## Main language

- What's the capital of [Oman]?
- When do we use [commas]?
- Would you like to go [ice skating]?
- I'd like [an ice cream].
- Asel likes [football].
- How about [tennis] then?
- What about [going shopping] then?
- Yes, that's a good idea.

## Vocabulary

- **Celebrations:** bonfire, carnival, float, lantern, National Day, samba, sari
- **Punctuation:** capital letter, comma, full stop
- **Hobbies:** judo, roller skating
- **Adjectives:** disappointed, glorious, grizzly, spoilt, upset
- **Verbs** (*past tenses of regular and irregular verbs*): celebrate, describe, hug, introduce, invite, scratch, squeeze
- **Musical instruments in story:** banjo, clarinet, guitar
- **Other language:** blowhole, brochure, event map, facilities, frankincense, heritage village, invitation, perfume, pile, vegetable patch
- **Writing route:** check, draft, edit, organise, plan, re-draft, revise

## Skills and strategies

- Apply prior knowledge
- Use deductive reasoning skills
- Use visual clues to predict meaning
- Ask and answer questions about countries and capitals
- Make, accept and refuse invitations
- Read a variety of texts for general understanding and specific information
- Listen to a variety of texts for general understanding and specific information
- Write a simple description of a celebration

- Write a letter of invitation to a celebration
- Identify and use words spelled with 'oa' and 'ow' that have the same 'o' sounds
- Recognise the stress, rhythm and intonation patterns of English through songs and rhymes
- Independent learning skills: plan work, research information, write, check spelling and punctuation, reflect on how to improve writing skills, record stages of a project, write a Learning Journal

## Activities

- Do a reading race
- Read and match
- Label a map
- Do a role play
- Act out a conversation
- Read and discuss a story
- Write an invitation
- Create a verse of a song
- Do a project: design a brochure
- Write a Learning Journal

## Lesson 1

### YOU WILL NEED:

- COUNTRIES AND CAPITALS OF THE WORLD POSTER
- CELEBRATIONS AROUND THE WORLD POSTER
- BLU-TAC

### In this lesson, students will:

- identify continents
- listen to children talking about celebrations
- match descriptions of celebrations to pictures
- study tips about preparing for listening

### Target Language

- What date do [Omanis] celebrate [their National Day]?
- In [Zanzibar], when is [the Prophet's birthday] celebrated?
- What day do people celebrate [Christmas]?
- When do people in [Canada] celebrate [their National Day]?

### Vocabulary

celebration; celebrate; National Day

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 3.
- ◆ Put the 'Countries and capitals of the World' and the 'Celebrations around the World' posters on the wall of your classroom. You should put them somewhere where students can see them easily, but also at a height where they will be able to stand in front of the posters and identify objects and words.

## Warm-up (5 minutes)

- ◆ Tell students to **Look at the posters**. Ask **What can you see?** and elicit some ideas. Tell students to **Look at pages 38 and 39 of your Classbook**. Ask them to **Look at the title of the unit, the pictures on pages 38 and 39, and the pictures in the frieze**. Ask what they think the unit is going to be about. Elicit that it will be about celebrations around the world.

## Task 1 (5 minutes)

### Step 1

- ◆ Direct students' attention to the picture of the

globe on pages 38 and 39. Say that you are going to name the continents and you want students to point to them as you call out the names. Call out these 6 continents:

- Antarctica
- Africa
- Asia
- Europe
- North America
- South America

### Step 2

- ◆ Tell students there is one continent not shown on the globe. Ask if anyone can name the missing continent and elicit **Australia**.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 38** and read the rubric and instruction text. Check their understanding of the task. They have to look at the four pictures **a – d**, and guess which country each celebration takes place in. To help students, point out the names of the four countries which are written in red capital letters on the globe.

### Step 2

- ◆ Tell students to **Look at Activity 2**. Explain they are going to hear children from the four countries talking about the celebrations in their country. As they listen, they should identify which celebration matches which country. Tell them to note down the answers in their exercise books, not their Classbooks. Tell them also, if they can, to note down the date of each celebration when they hear it.



This listening text, which is divided into four sections, is quite long and contains very detailed information. Reassure students that in each section, they only have to listen for one main piece of information – the name of the country – and the date of the celebration if possible.



Before students start listening, draw their attention to the box 'How to prepare for listening' and discuss the five points contained in the box. Explain that they should try and apply these rules when listening to any text, not just the one they are about to hear.

### Step 3

- ◆ Play **Listening 4.1** straight through.

#### Listening Transcript 4.1

In Oman, one of the most important dates in our history is the 18<sup>th</sup> of November. On this date, we celebrate National Day. There are a lot of events on National Day, including horse races, camel races and at night, big loud firework displays. Some families go for picnics or visit relatives and take special foods with them. In the evening, I go to the stadium to watch the police and army marching and playing music. It's very loud and colourful with a lot of flags and people in uniforms. It's a very exciting show, and His Majesty Sultan Qaboos Bin Said makes a speech. Many families stay at home to see His Majesty on television and watch the show. //

Christmas is the time when people celebrate the birth of Jesus Christ and it's celebrated on the same date every year. Christmas Day is on December 25<sup>th</sup>, but here in England the celebrations start a few days earlier. Adults and children go to parties at schools, offices and their friends' houses. We send cards to our families and friends and go shopping to buy presents for each other. We bring a tree inside the house and decorate it with coloured balls and silver snow and finally put little lights on the tree. We carefully wrap all the presents and put them under the tree. On Christmas Day morning we get up early to open our presents and later we have a very special Christmas dinner. //

I want to tell you about one of our special days here in Zanzibar. Zanzibar is an island off the coast of mainland Tanzania in Africa. The day I want to tell you about is Maulud Annabii, the birthday of the prophet Muhammad, Peace be upon Him, on the 12<sup>th</sup> of Rabii Al Awwal. On the Prophet's Birthday, everybody puts on new clothes and meets outside in the streets. The men and boys carry dufs, that's the Arabic name for a musical instrument like a small drum, small enough to hold in one hand. They beat these dufs as they sing special songs called Qaseedas which celebrate the life and work of the Prophet. Special food like harees and biriyani is prepared and children are given small bags of sweets as gifts. //

1<sup>st</sup> July is a very special day in Canada. It is our National Day, and it's a holiday which families like to spend together. Schools and offices are closed so parents and children can spend the whole day together. Every city, town and village has its own carnival – a parade through the streets with costumes, floats and bands playing music. There are funfair rides and other games and many towns have sports competitions for children. Later in the day, parents take their children on picnics or to a barbecue where special food is cooked like hot dogs and burgers. In the evening, there are fantastic firework displays and people go to parties at their friends' houses.

### Step 4

- ◆ Do a whole class check and elicit the answers.

#### Answers:

1. Oman – Picture c
2. England – Picture d
3. Zanzibar – Picture b
4. Canada – Picture a

### Task 3 (5 minutes)

▶ This should be a very quick activity.

- ◆ Organise students into pairs. Tell them to **Look at Activity 3** and read the rubric. They have to practise the dialogue in pairs. **Student A** asks the questions, and **Student B** answers them, then they swap roles. Tell them to practise asking and answering similar questions about the other three countries and their capitals.

### Task 4 (10 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 4 on page 39 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Tell them they are going to hear the listening text again, and they should answer questions **a – d** by writing down the date of each celebration.

▶ If most students already wrote down the dates of the celebrations when you played the listening in Task 2, you may decide it isn't necessary to play it again.

## Step 2

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

### Answers:

1. 18<sup>th</sup> November
2. 12<sup>th</sup> of Rabii Al Awwal
3. 25<sup>th</sup> December
4. 1st July



If time allows, ask students if they know about any other celebrations which they would like to share with the class. Generate a class discussion. Celebrations may include Eid Al Adha; Eid Al Fitr; Maulud Annabii; the New Year; the Persian New Year – the Nowrooz; Hol Hol (Omani Birthday Celebration); the Khareef Festival; the Muscat Festival; the Dubai Shopping Festival etc.

### Homework

- ◆ Ask students to ask their families and friends about celebrations they know around the world, and what happens during these celebrations.
- ◆ Ask students to choose any two countries and write down the names of the countries and their capitals and bring them to the next lesson. They may find it helpful to consult the atlases in the LRC.

### For the next lesson

- ◆ Prepare photocopies of the table in Skills Book, page 44, Activity 3 with the names of the capitals completed – one photocopy for each group. Students will need to refer to the completed table to check their answers in Task 3 of the next lesson.
- ◆ If you have access to an OHP, you may also want to prepare an OHT for the whole class check for Skills Book, page 45, Activity 1.

## Lesson 2

### YOU WILL NEED:

- PHOTOCOPIES OF THE COMPLETED TABLE IN SKILLS BOOK, PAGE 44, ACTIVITY 3
- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 45, ACTIVITY 1 (optional)

### In this lesson, students will:

- ask and answer questions with a partner about countries
- listen and complete missing words in sentences
- do a reading race
- exchange information in order to complete a table

### Target Language

- Where is [Oman]?
- No, try again. Sorry, try again.
- What's the capital of [Oman]?
- How do you spell [X]?

## Warm-up (5 minutes)

- ◆ Organise students into pairs. Tell them to take out the names of the two countries and their capitals which they chose for homework. Get them to check their partner's knowledge of the location and capitals of the two countries by asking questions similar to those in Classbook, page 38, Activity 3. Ask what they can say if their partner gets the answer wrong, and elicit **No, try again** or **Sorry, try again**.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 44 of their Skills Book** and read the rubric and instruction text. Check their understanding of the task. They are going to listen to four sentences, and they should write the missing verbs as they listen. First, get them to read each sentence and try and predict the missing verb.

### Step 2

- ◆ Play **Listening 4.2**, pausing after each child has spoken to give students time to complete their sentences.

### Listening Transcript 4.2

1. [A Canadian child]  
On 1<sup>st</sup> July in Canada, many parents take their children on picnics. //
2. [An English child]  
Before Christmas, many people go shopping to buy Christmas presents. //
3. [A Zanzibari child]  
On the Prophet's Birthday, everyone puts on their best clothes. //
4. [An Omani child]  
On 18<sup>th</sup> November, Omanis go to the stadium to see the army and police parades. //

#### Step 3

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

#### Answers

1. take
2. go
3. puts
4. go

### Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric. They have to write suitable endings to the sentences. Ask a few volunteers to read their completed sentences to the class, then write them on the board.

#### Possible answers:

1. In the month of Ramadhan, parents buy new clothes for their children.
2. On the first day of Eid, families visit each other.

### Task 3 (10 minutes)

#### Step 1

- ◆ Divide students into 6 groups and number each group **1 – 6**. Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Allocate each group of countries to a group of students. Explain that this is a reading race, and that students have to go to the poster and find the names of the capitals for their group's countries. Tell them that only one person from a group is allowed to go to the poster at any one time.

Remind them to start the name of the capital city with a capital letter.

#### Step 2

- ◆ After students have completed the capitals for their group of countries, organise them into new groups of 6. Each of the new groups should consist of one member from each of the previous groups. Students should ask their new group members for the names of the capitals they found, and fill in their tables accordingly. Elicit what question students should ask to get the information, and how they can ask how to spell a word. Encourage them to say **What's the capital of [Oman]?** and **How do you spell [x]?** or **How do you spell that?**

#### Step 3

- ◆ Distribute a photocopy of the completed table to each group so that students can check their answers.

### Task 4 (5 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 1 on page 45 of your Skills Book** and read the rubric and instruction text. They are familiar with the names of these capitals in Arabic in their social studies. This activity gives them the opportunity to see the names in English. Ask students to write the names of the countries on the lines below the capitals.

#### Step 2

- ◆ Get students to compare their answers, then tell them they are going to hear the answers, and they should listen and check their work. Play **Listening 4.3** straight through.

### Listening Transcript 4.3

Muscat – Oman  
Amman – Jordan  
Damascus – Syria  
Sanaa – Yemen  
Beirut – Lebanon  
Abu Dhabi – The United Arab Emirates  
Kuwait City – Kuwait  
Baghdad – Iraq  
Doha – Qatar

## Step 3

- ◆ Do a whole class check. Elicit the answers, and quickly write the names of the countries on the board for students to check their spellings. Alternatively, use the OHT you have already prepared.

## Homework

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to match the numbers on the map to the names of the cities in Activity 1, and write each number in the box next to the corresponding capital. Tell students also to label the map by writing the name of each capital city next to the corresponding number.
- ◆ Remind students to ask their families and friends about celebrations they know around the world, as they will be sharing this information with the class in the next lesson.

## For the next lesson

- ◆ Prepare photocopies of the completed chart in Skills Book, page 46, Activity 1 – one photocopy for each group. Students will need to refer to the completed chart to check their answers for Task 3 of the next lesson.

## Lesson 3

### YOU WILL NEED:

- PHOTOCOPIES OF THE COMPLETED CHART IN SKILLS BOOK, PAGE 46, ACTIVITY 1

### In this lesson, students will:

- talk about different celebrations
- match pictures of celebrations to e-mails
- read for specific information and answer questions
- listen for specific information and complete a chart

### Vocabulary

bonfire; sari; lantern; carnival; samba; float

## Homework check (5 minutes)

- ◆ Check the activity which students did for homework (Skills Book, page 45, Activity 2). Elicit the names of the capital cities from volunteers and get them to spell them out. Write the names on the board.

### Answers:

1. Beirut
2. Damascus
3. Baghdad
4. Amman
5. Kuwait City
6. Doha
7. Abu Dhabi
8. Muscat
9. Sanaa

- ◆ Ask students what information they found out from their parents and friends about celebrations around the world. Get volunteers to share their ideas with the class.

## Task 1 (10 minutes)

- ◆ Tell students to **Look at pages 40 and 41 of your Classbook**. Ask them to **Look at pictures 1 - 4** and say **What can you see?** Elicit that the pictures show **celebrations in different countries**. Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to quickly read the e-mails **a - d** and match them to the pictures.



Remind students that they do not have to read every word of the e-mails – they should just look for



key phrases which will help them identify the pictures.

Answers:

- E-mail a – Picture 4
- E-mail b – Picture 3
- E-mail c – Picture 2
- E-mail d – Picture 1

## Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the firework at the bottom right of page 40. Remind students that they can do these extra tasks whenever they finish early, or in their free time.

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the e-mails again, and find the answers to the questions.

As time is very limited, you may feel your students need more help in locating the information quickly. Direct their attention to the e-mail where they can find it. The answer to Question 1 is in e-mail a, the answer to Question 2 is in e-mail b, the answer to Question 3 is in e-mail c, and the answers to Questions d and e are in e-mail d.

### Step 2

- ◆ Do a whole class check and elicit the answers.

Answers:

1. From September 11<sup>th</sup>.
2. Holi.
3. The Chinese.
4. In Rio de Janeiro in Brazil.
5. Once a year.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 46 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to listen again to the four children talking about celebrations in their

countries. (This is the same listening text as they heard in Lesson 1). As they listen, students have to tick the boxes in the table according to whether the listed activities are mentioned or not. Play **Listening 4.4** straight through.

Although the content of **Listening 4.4** is the same as **Listening 4.1** (Lesson 1), the order of the children talking about London and Zanzibar is the other way round.

### Step 2

- ◆ Distribute a photocopy of the completed table (see below) to each group so that students can check their answers.

	Oman National Day	Maulud Annabii	Christmas Day	Canada Day
eat special foods		✓	✓	✓
give gifts		✓	✓	
send cards			✓	
visit relatives	✓			
have picnics	✓			✓
wear new clothes		✓		
go to parties			✓	✓
sing Qaseedas		✓		
watch fireworks	✓			✓
go to camel races	✓			
go to stadium	✓			
watch parades	✓			✓

## Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to find the answers to the questions by referring to the completed chart, then write the answers on the writing lines. Do a quick whole class check.

Answers:

1. 3
2. Maulud Annabii
3. Maulud Annabii and Christmas

4. Christmas and Canada Day
5. 2



If time allows, ask students if they were given a choice of attending one of the celebrations, which one they would choose, and to give their reasons. Encourage several students to give their views.

## Homework

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read Maha's e-mail to Rose about Oman National Day. Tell them to read the e-mail at home.
- ◆ Explain that in the next lesson, students will write a similar e-mail about one of the other celebrations in the chart in Activity 1, using the information in Maha's e-mail as a model. Ask them to choose one of the celebrations, and start thinking about how they will plan their writing. They can choose Maulud Annabii, Christmas Day or Canada Day.

## For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Skills Book, page 47, Activities 2 and 3.

## Lesson 4

### YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 47, ACTIVITIES 2 AND 3 (optional)

### In this lesson, students will:

- discuss the structure and content of an e-mail
- write an e-mail about a celebration
- understand the use of commas, capital letters and full stops
- rewrite sentences using the correct punctuation

### Target Language

- When do we use [commas]?
- We use a full stop . . .
- We use a comma . . .
- We use a capital letter . . .

### Vocabulary

comma; full stop; capital letter

## Homework check (5 minutes)

- ◆ Discuss Maha's e-mail to Rose with students (Skills Book, page 46, Activity 3). Ask the following questions and elicit the answers.
  - What goes at the top of the email? (who the e-mail is to and from, and the subject)
  - How does Maha start her e-mail? (Dear Rose)
  - How many paragraphs are there? (Three, and one sentence which closes the e-mail)
  - What is each paragraph about? (National Day, what happens at the stadium on National Day, other things that happen on National Day)

## Task 1 (10 minutes)

- ◆ Tell students to use Maha's e-mail as a model and write a draft of an e-mail to Rose about the celebration they have chosen (Maulud Annabii, Christmas Day or Canada Day). They should use the information in the table in Skills Book, page 46, Activity 1 to help them plan their writing. Remind them to write the name of the celebration in the subject line of their e-mails, and to write their drafts in their exercise books. Encourage them to show their work to a partner



for checking. Circulate around the classroom offering guidance and support.

## Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 1** on page 47 of your Skills Book. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the word on the strip coming out of Robby's head – **Punctuation**. Tell students to discuss the three questions under the rubric in their groups. Elicit their ideas about the answers. These will be made clear in the following activity.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to rewrite the four sentences using the correct punctuation. Point out the first one, which has been done as an example.

### Step 2

- ◆ Do a whole class check. Elicit the answers and write them on the board, or use the OHT you have already prepared.

### Answers:

1. Example.
2. The people at the carnival make costumes that look like birds, lions and monkeys.
3. Picnics, camel races and fireworks take place on Oman National Day.
4. Teachers, doctors and drivers go to the carnival in Rio de Janeiro.

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

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

We use **a capital letter** for names of **people, places, book titles and festivals**.

We use a **capital letter** for names of the **days and months**.

We use **a capital letter** when we write the word **I**.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences and underline the correct alternatives.

### Step 2

- ◆ Do a whole class check. Elicit the answers and write them on the board, or use the OHT you have already prepared.

### Answers:

1. I like chocolate and I buy some every Wednesday.
2. Sinbad the Sailor is my favourite story.
3. Nizwa and Salalah are the best towns for tourists to visit in July.

**A** This activity provides a further opportunity to assess how well students are able to use the correct punctuation in sentences

### Homework



Tell students to write up the final draft of their e-mails and put them into their portfolios.

- ◆ Tell students to start thinking about their Learning Journals for this week.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 44 – 47.

**A** This activity provides an opportunity to assess how well students are able to use the correct punctuation in sentences.

### Step 3

- ◆ Tell students to complete the rules about punctuation using the phrases at the bottom right of the page. Do a quick oral whole class check.

### Answers:

We use **a capital letter** at the **beginning** of a sentence.

We use **a full stop** at the **end** of a sentence.

## Lesson 5

In this lesson, students will:

- discuss celebrations in Oman
- make notes about a celebration in Oman
- match pictures to events and put events in order
- study an example of an event map

### Vocabulary

heritage village; blowhole; frankincense; perfume; event map

At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 4.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 41 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to write an invitation to an IKC friend to a celebration in Oman. Go through the list of instructions about what should be included in the invitation and check students' understanding.

### Step 2

Tell students to make a list of the different celebrations in Oman and discuss what happens during these celebrations. They should choose one celebration, and make notes about the preparations people make before the celebration, and what happens during the celebration.



### Step 3

Tell students to put their lists of celebrations into their portfolios. They will need them in the next lesson when they plan their letters of invitation.

## Task 2 (10 minutes)

- ◆ Tell students to **Look at Activity 1 on page 42 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to match each picture of an event at the Khareef Festival to one of the descriptions under the pictures.



You can ask students to note down the answers in their exercise books, or, if you prefer, do the activity as a quick oral activity.

Answers:

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

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to order the events shown in the pictures in chronological sequence, based on the time at the bottom of each picture.



Again, ask students to note down the answers in their exercise books, or do the activity as a quick oral activity.

### Step 2

- ◆ Do a whole class check and elicit the answers.

Answers:

1. f Wed: 7.30 pm
2. e Wed: 9.30 pm
3. a Thurs: 10.00 am
4. d Thurs: 4.00 am
5. b Thurs: 7.00 pm
6. h Fri: 10.00 am
7. c Fri: 9.00 pm
8. g Sat: 10.00 am

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 43 of your Classbook** and read the information and instruction text. Check their understanding of the task. Explain to students there are many ways of organising their thoughts and planning their writing. One way consists of organising events according to the order in which they happen. This is an event map.

### Step 2

- ◆ Tell students to read through Asma's event map on page 43, and discuss in their groups what Asma is planning to do with her visitors. They should refer to the notes around the page from her notebook, and the pictures on the page. Circulate around the classroom offering guidance and support.

## Homework

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the pictures on the page from Asma's notebook to the days and events around the event map. Write an example on the board:

### a. blowholes – 2. Thursday morning

Tell students they should write their answers in their exercise books.

- ◆ Tell students to **Look at My Learning Journal for Unit 4 on page 75 of your Skills Book**. Direct them to Ahmed's comments 1 and 2 for Week 1. Ask **What did he write about?** and elicit the answers. Tell them to start thinking about their own learning experiences in Week 1. Remind them they can add some drawings if they like.

## At the end of this lesson

- ◆ Collect students' portfolios so you can check the e-mails they wrote for homework.

## For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Classbook, page 43, Activity 2 for Task 1 of the next lesson.
- ◆ You may also want to prepare an OHT for the whole class check for Skills Book, page 48, Activity 1 for Task 2 of the next lesson.

## Lesson 6

### YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR CLASSBOOK, PAGE 43, ACTIVITY 2 AND SKILLS BOOK, PAGE 48, ACTIVITY 1 (optional)
- SCISSORS

### In this lesson, students will:

- listen to and join in with a song
- identify and correct mistakes in a letter
- identify paragraph topics
- write ways of ending a letter

## At the beginning of this lesson

- ◆ Return students' portfolios which you collected at the end of Lesson 5.

## Homework check (5 minutes)

- ◆ Tell students to get out their exercise books with the answers to the activity they did for homework (Classbook, page 43, Activity 2). Elicit the answers from volunteers and write them on the board, or show them on the OHT you have already prepared.

### Answers:

- |                     |                       |
|---------------------|-----------------------|
| a. blowholes        | 2. Thursday morning   |
| b. home             | 1. Wednesday evening  |
| c. heritage village | 3. Thursday afternoon |
| d. mountains        | 5. Friday morning     |
| e. funfair          | 6. Friday evening     |
| f. aeroplane        | 7. Saturday morning   |
| g. souk             | 4. Thursday evening   |

## Task 1 (10 minutes)

- ◆ Tell students to **Look at page 101 of your Skills Book**. Explain they are going to learn a new song. Elicit the title – **We are the children of the world**. Tell students they are going to hear the song. They should read the words as they listen, and join in where they can. Play **Songs and Rhymes 4.1**.

### Song and Rhymes Transcript 4.1 Children of the world

We celebrate, we celebrate,  
The children of the world celebrate,  
The children of the world celebrate.

I celebrate and you celebrate,  
She celebrates and he celebrates,  
We are all the children of the world and  
we celebrate.

Fanny comes from China, Jenny comes  
from Kenya,  
Danny comes from India, Hamdi comes  
from Libya.  
We are all the children of the world and  
we celebrate.

Rani is from the South, Tommy is from the  
North,  
Ali is from the East, Johnny is from the  
West,  
We are all the children of the world and  
we celebrate.

Fanny comes from China, Jenny comes  
from Kenya,  
Danny comes from India, Hamdi comes  
from Libya.  
We are all the children of the world and  
we celebrate.

Rani is from the South, Tommy is from the  
North,  
Ali is from the East, Johnny is from the  
West,  
We are all the children of the world and  
we celebrate.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 48 of your Skills Book** and read the rubric and information and instruction text. Check their understanding of the task. Explain that Asma has written the first draft of her letter, but she has made 12 spelling and punctuation mistakes. Students have to identify and underline the mistakes, then write the correct words on the lines provided. Circulate around the classroom offering guidance and support.



Please note that the words 'Wednesday' and 'made' have been underlined incorrectly. These words are correct. The incorrect words that should have been underlined are 'riteng' and 'famli' in the first line. The correct versions of these words have been written as examples on the lines provided.

### Step 2

- ◆ Do a whole class check and elicit the answers. Write the corrections on the board, or use the OHT you have already prepared.

### Answers:

1. writing
2. family
3. Salalah
4. would
5. evening
6. On
7. photos
8. we're
9. drive
10. time
11. Friday
12. Saturday

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to look at the organisation of Asma's letter. Ask them **Where is the address? Where is the date?** Elicit **At the top right of the page.** Ask **How does Asma start her letter?** and elicit **Dear Nouf.** Ask **How does she finish her letter?** and elicit **Best wishes** with her name underneath.

### Step 2

- ◆ Tell students to look at the main body of the letter and identify the number of paragraphs (**four**). Say **Look at Activity 2** and read the rubric and information and instruction text. Check their understanding of the task. They have to look at the event map on page 43 of their Classbooks, and match the events in the events map to the paragraphs which refer to them in Asma's letter.

### Step 3

- ◆ Do a whole class check and elicit the answers.

### Answers:

1. Paragraph 1
2. Paragraph 2
3. Paragraph 2
4. Paragraph 2
5. Paragraph 3
6. Paragraph 3
7. Paragraph 4

### Step 4

- ◆ Tell students to look at the paragraphs in the letter again and decide what the main topic of

each one is. Elicit that the paragraphs are organised as follows:

**Paragraph 1** – an introduction explaining a) why Asma is writing and b) what she plans for Wednesday.

**Paragraph 2** – an explanation of what they are going to do on Thursday

**Paragraph 3** – an explanation of what they are going to do on Friday

**Paragraph 4** – an explanation of what they are going to do on Saturday

### Step 5

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to think of ways of ending a letter, and write them on the writing lines.



Students looked at different ways of finishing a postcard in Grade 7A, Unit 1.

### Possible ways of ending a letter:

'Bye for now  
Lots of love  
Take care  
See you soon

### Homework

- ◆ Tell students to think about the celebration they have chosen to invite an IKC friend to. Explain they are going to draw an event map and then write their letter of invitation. Tell them to **Look at page 117 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**. Tell them to think about what they are going to do with their friend, and to plan their event map. They should use the completed page to plan their paragraphs in their letter of invitation in the way that Asma did.
- ◆ Remind students to continue writing up their Learning Journals for Week 1.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 49, Activity 2 for Task 3 of the next lesson.

## Lesson 7

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 49, ACTIVITY 2 (optional)

### In this lesson, students will:

- create a new verse of a song
- differentiate between 'oa' and 'ow' sounds in words
- categorise words according to 'oa' and 'ow' sounds
- write a letter of invitation to a celebration

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students they are going to hear **We are the children of the world** again. Tell them to **Look at page 101 of your Skills Book** and to **Look at the words**. Play **Songs and Rhymes 4.1 (Children of the world)**. Encourage students to join in.

### Step 2

- ◆ Organise students into 6 groups. Explain that you want them in their groups to make up their own verse of the song. They should write the words of the new verse on the writing lines provided. Tell them to practise the song when they have finished, as they will be singing it at the beginning of the next lesson.

### Step 3

- ◆ Ask students to look at the three questions at the bottom of page 101 – **What is the capital of Bangladesh?** etc. Tell them to research the answers to these questions for homework.

## Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 49 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the words on the strip coming out of Robby's head – **'oa' and 'ow' sounds**. Tell students to read the two words **float** and **bow** and the sentence underneath. Emphasise that some words in English have the same sound but are spelled differently.
- ◆ Tell students they are going to hear the two words. Play **Listening 4.5**, pausing so that they

can repeat the words.

## Listening Transcript 4.5

float // float  
bow // bow

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to look at the pictures, identify the objects and categorise them into two groups according to whether their names are spelt with 'oa' or 'ow'. Get students to name the things in the pictures. Elicit the names orally [**window, road, goat, snow, throat, elbow, coat, slow** [snail], cloak, blow, arrow, boat, throw, toast].

### Step 2

- ◆ Tell students to sort the words into those which have an 'oa' spelling and those which have a 'ow' spelling. They should then list these words in the column under the appropriate heading.

### Step 3

- ◆ Play **Listening 4.6** and tell students to listen and check their work. Elicit the answers, and write them on the board, or use the OHT you have already prepared.

## Listening Transcript 4.6

'oa' words	'ow' words
1. coat	1. arrow
2. boat	2. blow
3. cloak	3. elbow
4. goat	4. slow
5. road	5. snow
6. throat	6. throw
7. toast	7. window

## Task 4 (5 minutes)

Tell students to **Look at Activity 3** and read the rubric. Say they are going to hear a tongue twister, and they should listen and join in if they can. Play **Songs and Rhymes 4.2** straight through.

## Songs and Rhymes Transcript 4.2 Tongue Twister

A goat wearing a bow and a coat in  
a boat in the snow.



The tongue twister is repeated twice more, getting faster and faster each time.

## Task 5 (5 minutes)

- ◆ Tell students to take the event maps they did for homework out of their portfolios. Use the remaining time in this lesson for students to draft their letters of invitation to their chosen celebration. Tell them to pay careful attention to punctuation and spelling. Circulate around the classroom offering guidance and support.



This activity provides an opportunity to assess how well students are able to organise their writing, and apply basic rules of punctuation to a piece of written work.



### Homework

Tell students to finish their letters of invitation at home, then store their work in their portfolios.

- ◆ Write the following 10 words on the board and tell students to learn the spellings:

celebration; event; traditional; festival; bonfire;  
lantern; carnival; float; frankincense; perfume

Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking these spellings at the end of the unit.

- ◆ Ask students to find the answers to the three questions at the bottom of page 101 – **What is the capital of Bangladesh?** etc.
- ◆ Remind students to continue writing up their Learning Journals for Week 1.



## Lesson 8

### In this lesson, students will:

- sing a new version of a song
- listen to and read a conversation
- practise a conversation with a partner and act it out
- understand and use 'like' and 'would like'

### Target Language

- Would you like to come [roller skating] with me?
- I'd like [an ice cream].
- Asel likes [football].
- Shamsa would like to [speak with you].

### Vocabulary

roller skating; judo; guitar

## Warm-up (5 minutes)

- ◆ Tell students they are going to sing their version of **Children of the World**. Play **Songs and Rhymes 4.3**, and ask everyone to join in. When the song has finished, get groups to sing the verses they have made up.

### Songs and Rhymes Transcript 4.3 Children of the World

We celebrate, we celebrate,  
The children of the world celebrate,  
The children of the world celebrate.

I celebrate and you celebrate,  
She celebrates and he celebrates,  
We are all the children of the world and  
we celebrate.

Fanny comes from China, Jenny comes  
from Kenya,  
Danny comes from India, Hamdi comes  
from Libya.  
We are all the children of the world and  
we celebrate.

Rani is from the South, Tommy is from the  
North,  
Ali is from the East, Johnny is from the  
West,  
We are all the children of the world and  
we celebrate.

Fanny comes from China, Jenny comes  
from Kenya,  
Danny comes from India, Hamdi comes  
from Libya.  
We are all the children of the world and  
we celebrate.

Rani is from the South, Tommy is from the  
North,  
Ali is from the East, Johnny is from the  
West,  
We are all the children of the world and  
we celebrate.

- ◆ Ask students if they found out the capitals of the three countries at the bottom of page 101, and elicit the answers.

### Answers:

Bangladesh – Dhaka  
Myanmar – Yangon  
Nepal – Kathmandu

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 44 of your Classbook** and read the rubric and information and instruction text. Check their understanding of the task. Explain that they are going to hear a conversation between two friends, Saeed and Krishna, and that they should read the words as they listen.

### Step 2

- ◆ Play **Listening 4.7** straight through.

### Listening Transcript 4.7

**Saeed:** Hello, is that Krishna?

**Krishna:** Yes, it is.

**Saeed:** Hi, it's Saeed. Would you like to come roller skating with me on Thursday afternoon?

**Krishna:** Well, thank you, Saeed, but I'm afraid I don't know how to roller skate.

**Saeed:** What about judo then? I love judo. I go three times a week.

**Krishna:** No, I don't think so. What about staying at home and playing on the guitar? I could teach you!

**Saeed:** Oh, I'm not good at musical instruments at all. How about going out for an ice-cream then?

**Krishna:** Yes, that would be nice. Where shall we meet?

## Step 3

- ◆ Ask some comprehension questions about the conversation, for example, **What does Saeed invite Krishna to do?** Elicit **Go roller skating**. Then ask **What do Saeed and Krishna finally decide to do?** Elicit **Go out for an ice-cream**.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to answer questions about Saeed and Krishna's conversation. Get them to discuss the three questions in their groups, then do a whole class check and elicit the answers.

Although the instruction in the Classbook tells students to listen to the conversation again, it is not necessary to play it again, as students can answer the questions from reading it in their Classbooks.

### Answers:

- physical activities
- playing the guitar
- Saeed enjoys physical activities such as roller skating. He would probably learn through movement and exercise. Krishna plays a musical instrument. He would probably learn through sounds, rhythm and patterns.

### Step 2

- ◆ Tell students to practise the conversation with a friend, but substituting their own names. Circulate around the classroom offering guidance and support. Get a pair of volunteers to act out the conversation in front of the class.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 50 of

**your Skills Book.** Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **'like' and 'would like'**. Tell students to read the rubric and instruction text and check their understanding of the task. Get them to read the example sentences, and the rules Robby's hand is pointing to. Discuss the ideas contained in the rules. Point out that **I'd like** is a contraction for **I would like**.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to complete the gaps in the sentences with **like** or **would like** as appropriate.

### Step 2

- ◆ Do a whole class check, and elicit the answers.

### Answers:

- I'd like / would like
- likes
- would like
- like
- likes

This activity provides an opportunity to assess how well students are able to differentiate between the use of 'like' and 'would like.'

### Homework

- ◆ Tell students to **Look at Activity 3** and complete the sentences with the verbs in brackets. Write the first sentence on the board as an example.

**Ahmed likes swimming.**

- ◆ Tell students to finish writing up their Learning Journals for Week 1, and start thinking about their Learning Journals for Week 2.
- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words at the end of the unit.

celebration; event; traditional; festival; bonfire; lantern; carnival; float; frankincense; perfume

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 51, Activity 2 for Task 3 of the next lesson. Alternatively, prepare photocopies of the completed sentences – one copy for each group.

## Lesson 9

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 51, ACTIVITY 2 OR PHOTOCOPIES OF THE COMPLETED SENTENCES

### In this lesson, students will:

- read and listen to conversations with invitations
- practise conversations about invitations
- analyse the language used in invitations
- put words in order to make sentences

### Target language

- Would you like to go [ice skating]?
- How about [tennis] then?
- What about [going shopping] then?
- Yes, that's a good idea.

## Homework check (5 minutes)

- ◆ Go over the answers for Skills Book, page 50, Activity 3. Elicit the sentences from volunteers and write them on the board.

### Answers:

1. Ahmed likes swimming (Example).
2. He would like to come tomorrow.
3. I don't like going to the cinema.
4. My friends would like to visit me at home.
5. Would you like to come to my birthday party?

## Task 1 (10 minutes)

### Step 1

- ◆ Ask students **Can you remember the conversation between Saeed and Krishna?** Ask **Why did Saeed telephone Krishna?** Elicit **He wanted to invite Krishna to go roller skating.** Tell students to **Look at page 45 of your Classbook** and to **Look at the pictures.** Explain they are going to hear two more conversations about invitations and that they should read the words as they listen. Play **Listening 4.8** straight through.



Point out to students there is an error in the dialogue in the Classbook. The indefinite article 'a' is missing from before 'new English teacher' (line 3 of the conversation). Alternatively, encourage students to see if they can spot the error for themselves.

## Listening Transcript 4.8

**Faris:** Hi there, Peter, this is Faris.

**Peter:** Oh, hi Faris. How's school?

**Faris:** It's OK. We've got a new English teacher this semester.

**Peter:** Do you like him?

**Faris:** Yes, I think he's great.

**Peter:** Listen, what are you doing this evening?

**Faris:** Oh, nothing special.

**Peter:** Then let's go and play football.

**Faris:** OK, and after football shall we go and get something to eat?

**Peter:** OK, let's meet at the football pitch then. Bye.

**Faris:** Bye.

### Step 2

- ◆ Ask some comprehension questions about the conversation, for example, **What does Peter invite Faris to do?** Elicit **Play football**. Then ask **What does Faris suggest to Peter?** Elicit **Have something to eat after football**. Ask **Where do they arrange to meet?** Elicit **At the football pitch**.

### Step 3

- ◆ Repeat the procedure for the second conversation between Anne and Maryam. Play **Listening 4.9** straight through.

## Listening Transcript 4.9

**Anne:** Hi, Maryam, are you doing anything this evening?

**Maryam:** Not really. I was planning to work on my English project.

**Anne:** Would you like to go to the park? There's a circus show at eight.

**Maryam:** That sounds great! Could you come and pick me up? My father's car is in the garage.

**Anne:** OK. We'll come and pick you up at seven.

**Maryam:** Seven's fine. I'll see you then.

**Anne:** Bye.

**Maryam:** Bye.

### Step 4

- ◆ Ask some comprehension questions about the conversation, for example, **What does Anne invite Maryam to do?** Elicit **Go to the circus**. Then ask **What time do they arrange to meet?** Elicit **At seven**. Ask **Where do they arrange to meet?** Elicit **At Anne's house**.

### Step 5

- ◆ Tell students to practise the conversation with a friend, but substituting their own names. Circulate around the classroom offering guidance and support. Get a pair of volunteers to act out the conversation in front of the class.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 51 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to look at the picture cues, then read the conversation and practise it with a partner. Ask **What do the two people agree to do?** and elicit **They agree to go shopping**. Give students a few minutes to practise the conversation in pairs.

### Step 2

- ◆ Ask **What question does the first person ask to make an invitation?** Elicit **Would you like to . . . ?** Ask **What other questions does the person ask?** Elicit **How about . . . ?** and **What about . . . ?** Ask **How does the second person refuse the invitation?** Elicit that the person says **No, thank you** and gives a reason (**It's too hot for tennis**). Ask how the second person accepts an invitation and elicit **Yes, that's a good idea**.

### Step 3

- ◆ Tell students to **Look at the sets of pictures 1, 2 and 3 below.** Tell them to work in pairs, making conversations using the cues in the pictures and accepting or declining invitations accordingly. Once students have had sufficient practice, get pairs of volunteers to act out their conversations to the rest of their group, or in front of the whole class.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to put the words in the correct order to make sentences, and write the sentences on the writing lines. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ When students have finished, tell them to compare their sentences with a partner. Then say they are going to hear the answers, and that they should listen and check their work. Play **Listening 4.10** straight through.

### Listening Transcript 4.10

**Voice 1:** Would you like to come to my party?

**Voice 2:** That would be great! When is it?

**Voice 1:** It's on Monday at 7.00.

**Voice 2:** Can I bring a friend?

**Voice 1:** Yes, of course.

**Voice 2:** Thank you!

### Step 3

- ◆ Show the completed conversation on the OHT you have already prepared, or write it on the board, or give each group a copy of the completed conversation if you have prepared this for students to check their work.

### Homework

- ◆ Tell students to **Look at the Learning Journal for Unit 4 on page 75 of your Skills Book.** Direct them to Ahmed's comments 3 and 4 for Week

2. Ask **What did he write about?** and elicit the answers. Tell them to start thinking about their own learning experiences in Week 2. Remind them they can add some drawings if they like.

- ◆ Tell students to read through the story **The Birthday Party** on pages 46 - 48 of their Classbooks in preparation for Lesson 10. They do not have to understand every word, but they should try and get a general sense of the meaning.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 48 – 51.

### For the next lesson

- ◆ You will need to prepare sets of invitation role cards for Task 2 of the next lesson – one set for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 52, Activity 2 for Task 4 of the next lesson.

## Lesson 10

### YOU WILL NEED:

- SETS OF INVITATION ROLE CARDS – one set for each group
- AN OHT WITH ANSWERS FOR SKILLS BOOK, PAGE 52, ACTIVITY 2 (optional)

### In this lesson, students will:

- play a miming game
- do a role play
- read and discuss a story
- revise the use of nouns, verbs and adjectives

### Target Language

- Would you like to [go swimming]?
- How about [going to the cinema]?
- Where shall we meet?
- Let's meet outside the cinema.

### Vocabulary

*Language from the story:* introduce; upset; spoil; disappointed; hug (n and v); scratch; grizzly; squeeze; glorious; vegetable patch; banjo; guitar; clarinet; pile

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 9.

## Warm-up (5 minutes)

- ◆ Quickly mime a leisure time activity such as fishing, and ask students **What am I doing?** Ask a volunteer to think of a leisure activity and mime it. Ask the class **What is he / she doing?** Tell students to continue this mime game in their groups. They should take it in turns to mime a leisure activity, and the other members of their group have to guess what it is.



This should be a quick and lively activity.

## Task 1 (10 minutes)

### Step 1

- ◆ Organise students into pairs and explain that they are going to do a role play. **Student A** is going to invite the other to do something, and **Student B** has to respond according to the instructions on the role card. Distribute the invitation role cards – one set for each group. Put these in the middle of the table.

### Step 2

- ◆ Use card number **1** to demonstrate the activity to the class. Ask students to **Look at this card** and discuss what **A** would say to invite **B**, and how **B** would respond. Elicit their ideas, then ask them to listen to an example conversation. Play **Listening 4.11** straight through. Then play it a second time, so that students can repeat each line. The listening is played twice on the CD.

### Listening Transcript 4.11

**Talib:** Hello, Ahmed, how are you?

**Ahmed:** I'm fine, thanks, Talib. How are you?

**Talib:** Fine, thanks. Would you like to go swimming this afternoon?

**Ahmed:** Well, I can't swim very well. How about going to the cinema?

**Talib:** That's a good idea. What time shall we meet?

**Ahmed:** How about 7 o'clock?

**Talib:** OK. Where shall we meet?

**Ahmed:** Let's meet outside the cinema.

**Talib:** OK. See you then! Bye.

**Ahmed:** Bye.

### Step 3

- ◆ Tell students to work in pairs. Each pair should pick up one card from the pile in the middle of the table, and have a conversation. When they have finished, they should return that card to the pile. They should then swap roles, and pick a new card.



This activity provides an opportunity to assess how well students are able to invite someone to do something and, once the activity is agreed on, make an arrangement about time and place of meeting.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 46 of your Classbook**. Ask **What's the title of this story?** and



elicit **The Birthday Party**. As a lead-in to the story, discuss students' own experiences of birthday parties. Ask a few volunteers to describe birthday parties they have had themselves, or have been invited to.

- ◆ Tell students to **Look at the story on pages 46 to 48**. (They should already have read through the story for homework). Ask questions about the pictures such as **Who are the people in the pictures? What is happening in the top picture on page 47?** Remind students about the reading strategies they discussed in Unit 2 about preparing for reading, and how the title and pictures can be very helpful when getting ready for reading a text.

### Step 2

- ◆ Ask a few comprehension questions to check understanding, such as:

- Who is telling the story? (Sara)
- Which country does she live in? (The USA)
- What kind of farm does she live on? (An orange farm)
- Who does she want to invite to her party? (Her school friends)
- Why can't she have a party? (Because her relatives are coming to pick the oranges)

### Step 3

- ◆ Play some or all of **Listening 4.12**, depending on how much time you have.

Teachers will differ in their ways of dealing with the story according to how well their students have prepared the story in advance. Although the complete story is available on the CD, teachers may feel that, as time is limited, if students are already familiar with the main events in the story, it is more useful to spend time in discussion of characters and events rather than simply playing the story on the CD.

#### Listening Transcript 4.12 The Birthday Party

Let me introduce myself. My name is Sara and I am 13 years old. I would like to share my story with other IKC members. Do these things happen to you or is it just my family and how we do things over here?

I live on a farm that grows oranges in California in the USA. It was summer and all the schools were closed. I was planning to invite my friends to come to my 13<sup>th</sup> birthday party over the weekend. I was going to be a teenager! I wanted to invite my school friends for a weekend party. Then my parents upset all my plans.

I was at breakfast when my mother told me that our relatives were coming over at the weekend to help on the farm. It was the time of the year when the oranges are ripe and need to be picked. 'But I've asked my friends to come and stay this weekend. It's my birthday after all.'

'Sorry, sweetheart,' my father said, 'but the oranges will go bad if we don't do something fast.' All my plans for my birthday were spoilt. I knew that my father was right, but I was very disappointed.

The next day all my relatives started coming, some in their old cars, others in trucks with picnic boxes at the back filled with drinks and sandwiches. They had left their own farms early in the morning before sunrise.

By the time they reached our farm all their drinks and the sandwiches were gone. Everyone hugged each other and then we all went into the house. The house was very noisy with everyone talking at the same time. My granddad gave me a great big hug. Then it was my uncle's turn. My cheeks were scratched by my uncle's unshaven face and my granddad's grizzly beard and moustache.

There were suitcases, and sleeping bags everywhere. It was a happy time for the whole family. Our house was small and did not have many rooms, but nobody cared where they slept. If there was space to roll out a sleeping bag, that was where they would sleep.

When it was time for bed, all the girls and my aunts squeezed into my room and the boys, my granddad and my uncle all slept in our big sitting room. My little cousins were so tired that they just slept with an arm here or a leg there and kicked when they turned over.

The next day, they went to work picking the oranges. They filled boxes and boxes with the glorious oranges. Some of my relatives helped my mum with her flower garden at the front of the

house, others looked after the vegetable patch at the back and two of them fixed the fences on the farm.

On the day of my birthday, work went on as usual. But then evening came. My father and my uncles were cooking on a big barbecue outside. My mother had baked a big birthday cake and a lot of biscuits. There were strawberries and cool, juicy watermelons, and of course lots of oranges!

My relatives had brought their musical instruments with them. There were the sounds of a banjo, a guitar and a clarinet and they were playing beautiful music. I went outside and had the surprise of my life. There was a huge pile of presents on the table for me!

All my relatives had brought me birthday presents. I had a red and blue striped jumper from my aunt. My granddad gave me a yellow and pink flowery scarf and my grandma got me a brown and yellow spotted blouse. My uncle gave me a black and white striped skirt. All my relatives had brought something for me but my favourite present came from my mum. She gave me a pair of jeans with flowers on the pockets.

I felt so happy that I had such a great loving family, God bless them all.

Finally, all the oranges were picked and my relatives went back to their farms. But I know that sometime soon, my family will travel to pick oranges or grapes at a relative's farm, just as they came to help us.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 52 of **your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the words on the strip coming out of Robby's head – **Parts of speech**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to read the sentence about Sara, and identify the part of speech of each word in red, then complete the definitions accordingly.

### Step 2

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

### Answers:

Sara – noun  
beautiful – adjective  
works – verb

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to follow the instructions regarding the nouns, verbs and adjectives in the five sentences. Direct them to the first sentence which has been done as an example.

### Step 2

- ◆ Get students to compare their ideas, then do a whole class check. Write the answers on the board, or use the OHT you have already prepared.

### Answers:

1. Example
2. girls, room – nouns  
slept – verb  
small – adjective
3. relatives, guitar, banjo – nouns  
played – verb
4. Sara, jeans, mother – nouns  
got – verb  
blue – adjective
5. Salma, story – nouns  
liked – verb



This activity provides an opportunity to assess how well students are able to identify different parts of speech.

### Homework

- ◆ Tell students to **Look at Activity 3** on page 52 of **your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to complete the gap in each sentence with a suitable word, then write its part of speech in the brackets at the end. Do the first one as an example and write it on the board.

1. Sara's mother **baked** a big cake. (verb)  
(paragraph 9)



This should be a very quick revision activity.

- ◆ Tell students to learn the spellings of the past tense of the following 7 irregular verbs from the story:

tell /told; leave /left; come /came; feel /felt; know /knew; sleep /slept; bring /brought

Tell them to copy these words into their exercise books. Remind them of the 'look, cover, write, check' method of learning spellings and encourage them to use it. Say you will be checking these spellings in a later lesson.

- ◆ Remind students to continue writing up their Learning Journals for Week 2.

## Lesson 11

In this lesson, students will:

- answer questions about a story
- develop an understanding of paragraphs
- identify paragraphs in a story
- match topics to paragraphs

Target Language

- A paragraph is . . .
- Paragraphs are used . . .
- The [first] paragraph tells us about . . .
- Which paragraph describes . . .

Vocabulary

paragraph; describe\_

## Homework check (5 minutes)

- ◆ Ask students to get out their Skills Books with the activity they completed for homework at the end of Lesson 10 (Skills Book, page 52, Activity 3). Do a whole class check and elicit the answers from volunteers.

Answers:

1. Example
2. beautiful (adjective) (paragraph 10)
3. house (noun) (paragraph 5)
4. picked (verb) (paragraph 8)
5. red and blue striped (adjectives) (paragraph 11)

## Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 49 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the story again and answer the questions.



It is recommended that Questions 1 – 4 of this activity are done in class as an oral activity, and that students write the answers to Questions 5 – 8, which express their personal views, as homework.

Step 2

- ◆ Do the first question as an example. Ask students to find the relevant paragraph (paragraph 5) and read it again. Ask **Did Sara like being hugged by her relatives?** and elicit the answer **no**. Ask how they decided on the answer (Sara's cheeks were scratched by her uncle's unshaven face and her granddad's grizzly beard and moustache).

## Step 3

- ◆ Do a whole class check and elicit the answers.

### Answers:

1. Example
2. All Sara's relatives gave her birthday presents, but five in particular are mentioned – a jumper, a scarf, a blouse, a skirt and a pair of jeans. (Paragraph 11)
3. A banjo, a guitar, a clarinet. (Paragraph 10)
4. The girls and Sara's aunts sleep in Sara's room. The boys, her granddad and her uncle sleep in the sitting room. (Paragraph 7)

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 53 of your **Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WRITING**. Read the word on the strip coming out of Robby's head – **Paragraphs**. Tell students to read the information text and check their understanding of the task. Quickly discuss the ideas contained in the statements.

### Step 2

- ◆ Tell students to look back through the story and count the paragraphs. Ask **How many paragraphs are there?** and elicit **thirteen**. Ask **How many paragraphs are there on page 46?** and elicit **four**. Repeat with pages 47 and 48 (three on page 47, six on page 48).

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to match the topics listed on the right with the corresponding paragraphs.

### Step 2

- ◆ Ask students to compare their work in their groups, then do a whole class check and elicit the answers.

### Answers:

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

## Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to identify the paragraphs specified in the three questions. Do a whole class check and elicit the answers.

### Answers:

1. 7
2. 11
3. 13

### Homework

Students write the answers to Questions 5 – 8 for **Classbook**, page 49, Activity 1. Tell them to store the answers in their portfolios and bring them to the next lesson.

- ◆ Remind students to learn the spellings of the past tenses of the following 7 irregular verbs from the story:

tell /told; leave /left; come /came; feel /felt; know /knew; sleep /slept; bring /brought

- ◆ Remind students to continue writing up their Learning Journals for Week 2.



## Lesson 12

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- form words from jumbled letters
- complete a rule about the order of adjectives
- understand instructions for making a brochure
- make a brochure about a hotel

### Vocabulary

brochure; facilities;

7. bake (verb)

## Task 2 (10 minutes)

### Step 1

If teachers prefer, students can be asked to do this activity for homework.

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to draw, colour and label the pictures of the four listed articles of clothing that Sara got as birthday presents from her relatives.

### Step 2

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to complete the rule regarding the use of colour and pattern when describing clothes.

Students may remember this rule from Grade 5A, Unit 4 of the *English for Me* course.

### Answer:

When we describe the **colour** and **pattern** of clothes:

**first** we describe the **colour**,  
**then** we describe the **pattern**,  
**finally** we name the **clothes**.

## Homework check (5 minutes)

- ◆ Tell students to take out their portfolios with the answers to the questions they wrote to Questions 5 – 8 in Classbook, page 49, Activity 1. Go over the questions and elicit a few answers from volunteers. Tell students you will be taking in their portfolios at the end of the lesson for checking.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1** on page 54 of **your Skills Book** and read the rubric and instruction text. Check their understanding of the task. This activity is in two parts. First, students have to make a word from the jumbled group of letters before each definition, and write it in the appropriate space. Next, they have to decide what part of speech each word is and write **n**, **v** or **adj** after each definition accordingly.

### Step 2

- ◆ Do the first word as an example.

**hug** – to put your arms around someone to show love or friendship (**v**)

- ◆ Tell students to work through the rest of the activity, then do a whole class check.

### Answers:

1. Example
2. striped (adj)
3. relatives (noun)
4. patch (noun)
5. fix (verb)
6. present (noun)

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** on page 49 of **your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to imagine that they are a hotel owner and make a brochure describing their hotel and explaining why it is a good place to stay.

Students will be making their brochures as an individual, not a group, project.

### Step 2

- ◆ Go through the instructions, and make sure that students understand what information they need to include in their brochures. Explain the meaning of any new vocabulary such as **facilities**. Show them the example brochure at the bottom of the page and point out how it is designed, and divided into sections.

## Step 3

- ◆ Distribute the scissors. Tell students to **Look at page 99 of your Skills Book** and to **Cut out the page carefully**. Explain that this is the page they will be using for their brochures.

## Step 4

- ◆ If time allows, tell students to start working on their brochures in class. Say that when the brochures are finished, they will be displayed in the classroom.

## Homework



**Tell students to continue working on their brochures. When they have completed them, they should put them into their portfolios.**

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 7. Tell them you will be checking these words in the next lesson.

**celebration; event; traditional; festival; bonfire; lantern; carnival; float; frankincense; perfume**

- ◆ Remind students to write up their Learning Journals for Week 2.

## Lesson 13

### YOU WILL NEED:

- SCISSORS

### In this lesson, students will:

- match words to pictures in a frieze
- think about ways of improving their writing skills
- discuss organising a piece of written work
- do a spelling test

### Vocabulary

Writing route; plan; organise; draft; re-draft; revise; check; edit

## Warm-up (5 minutes)

- ◆ Tell students that for this activity, they will need both their Classbooks and their Skills Books. Ask them to **Look at page 39 of your Classbook** and to **Look at the pictures in the frieze**. Ask **What can you see?** and elicit the names of as many items as possible. Tell students to number the pictures **1 – 7** in their exercise books in the order in which they appear in their Classbooks.
- ◆ Tell students to **Look at page 45 of your Skills Book** and to **Look at the words in the frieze**. Tell them to write the number of each picture in the frieze under the corresponding word in the Skills Book. Do a whole class check and elicit the answers.

### Answers:

1. brochure
2. float
3. blowhole
4. red lantern
5. blowhole
6. dragon
7. banjo

## Task 1 (10 minutes)

### Step 1


- ◆ Tell students to **Look at page Activity 1 on page 55 of your Skills Book**. Explain that in this activity, they will be thinking about different ways to improve their writing, and how they can help themselves to do this.

### Step 2


- ◆ Distribute the scissors. Tell students to **Look at page 97 (the My Writing cut-out page)** and to



Cut out the page carefully. Ask them to **Read question 1 in Activity 1 on page 55** and discuss what order the stages in the Writing Route should be in. They should write the stages in order at the top of the **My Writing** cut-out page.

 In the new version of the Grade 5A Teacher's Book, the Writing Route was replaced by a new version. The main differences between the old and new versions are that the new one is much simpler, and the number of stages has been reduced from eight to four. In addition, some of the terms used in the old Writing Route do not appear in the new one – for example, 'publish' has been replaced by 'print' and 'check' by 'proofread.' As the Writing Route which Question 1 in Activity 1 refers to is the old version, this may be a little confusing for students.

Answers according to the old Writing Route:  
plan; draft; revise; re-draft; re-read; check; edit;  
publish

 To compare these stages with the stages in the new Writing Route, see page 165 of the photocopiable pages at the back of this Teacher's Book.

Discuss the questions at the end of Question 1 with students and elicit answers from volunteers.

## Task 2 (5 minutes)

- ◆ Ask students to work in their groups and **Read and discuss Question 2**. They should make a list of the different ways they have planned their work this semester and write these in the **planning** column of the **My Writing** cut-out page.

Different ways used this semester:

Mind map (Unit 1)  
KWL planning sheet (Unit 3)  
Event map (Unit 4)

Discuss the questions at the end of Question 2 with students and elicit answers from volunteers.

## Task 3 (5 minutes)

### Step 1

- ◆ Ask students in their groups to **Read and discuss Question 3**. They should write their ideas in the **organising writing** column of the **My Writing** cut-out page.

### Step 2

- ◆ Elicit some ideas. Students may suggest:

- A piece of writing contains **paragraphs**.
- There is usually an **introduction**, a **middle** and a **conclusion**.
- The **introduction** gives the setting.
- The **middle paragraph** contains the main story or events.
- The **conclusion** ends the piece of writing.

 Questions 4 and 5 will be completed in the next lesson.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 56 of your Skills Book** and show them the writing lines. Say that they are going to hear the 10 words which you gave them to learn at the end of Lesson 7, and they should write these words as they hear them. Read the 10 words, pausing after each word to give students time to write it.

celebration; event; traditional; festival; bonfire;  
lantern; carnival; float; frankincense; perfume

### Step 2

- ◆ Tell students to swap their books with a partner. Elicit the spelling of each word from a volunteer, and write it on the board so that students can check their partner's spelling. Tell them to give their partner a score out of 10.

### Homework

- ◆ Tell students to finish their brochures as you will be collecting them next lesson.
- ◆ Remind students to learn the spellings of the past tenses of the following 7 irregular verbs from the story. Say you will be checking these next lesson.

tell /told; leave /left; come /came; feel /felt; know /knew; sleep /slept; bring /brought

- ◆ Ask students to start thinking about their Learning Journals for Week 3.

## Lesson 14

In this lesson, students will:

- do a spelling test
- discuss checking writing
- discuss checking handwriting
- complete a learning journal

### Task 1 (10 minutes)

- ◆ Tell students you are going to check the spellings of the past tenses of the 7 irregular verbs from the story. Tell them to **Look at Activity 2 on page 56 of your Skills Book** and show them the writing lines. Say they are going to hear the words, and they should write them as they hear them. Play **Listening 4.13**

#### Listening Transcript 4.13

1. bring
2. come
3. feel
4. know
5. leave
6. sleep
7. tell

- ◆ Get students to swap their books with a partner and do a whole class check. Elicit the spelling of each word and write it on the board.

### Task 2 (15 minutes)

#### Step 1

- ◆ Tell students to **Look at Questions 4 and 5 on page 55 of your Skills Book** and discuss these questions in their groups. They should write their ideas in the **checking writing** and **checking handwriting** columns of the **My Writing** cut-out page.

#### Step 2

- ◆ Elicit some ideas from students. For **checking writing**, they may suggest:
  - **Content** – does it make sense? Is it interesting?
  - **Language** – is the grammar correct?
  - **Spelling** – are the words spelled correctly?
  - **Punctuation** – are capital letters, commas and full stops used correctly?

For **checking handwriting**, they may suggest:

- **Size and height of letters**
- **Letter formation**
- **Spacing between words**

#### Step 3

- ◆ Tell students to check their brochures carefully. Collect the brochures to organise a classroom display.

### Task 3 (10 minutes)

- ◆ Tell students to **Look at the Learning Journal for Unit 4 on page 75 of your Skills Book**. Direct them to Ahmed's comments 5 and 6 for Week 3. Ask **What did he write about?** and elicit the answers. Tell them to start thinking about their own learning experiences in Week 3. Remind them that they can add some drawings if they like.

- ◆ Tell students to start writing up their Learning Journals in class. Circulate around the classroom offering guidance and support.

#### Homework

- ◆ Students complete their Learning Journals for Week 3.

#### At the end of this lesson

- ◆ Make a classroom display of students' brochures.

## Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

Before this lesson

- ◆ Organise a classroom display of students' brochures.

### Warm-up (5 minutes)

- ◆ Give students a few minutes to go round the classroom looking at the brochures.

### Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at your Learning Journal** and read through the comments they have written. Ask them to show their Learning Journals to a partner and compare what they found interesting, and not so interesting.

Step 2

- ◆ Have a whole class discussion about the Learning Journals. Encourage volunteers to share their thoughts and feelings with the class.

### Task 1 (5 minutes)

This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

Step 1

- ◆ Tell students to **Look at pages 56 and 57 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

Step 2

- ◆ Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you talk about celebrations around the world?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the other five statements. Circulate around the classroom offering guidance and support.

### Task 2 (10 minutes)

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

Step 1

- ◆ Ask students to **Look at Activity 3 on page 57**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 4. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.
- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 4 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want to write useful vocabulary on the board as they suggest their ideas. This will provide support

when students write their responses to the statements.

## Task 3 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and their spellings for Lesson 13, Task 4 and Lesson 14, Task 1.