

Exploring English

Teacher's Guide

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Preface

The *Exploring English 3* Teacher's Guide is developed as an aid for teachers to extract the most from the content presented in the revised Student Book. It is designed both as an instructional and a pedagogical solution, relevant to the context of Maldives.

On the practical front, the Teacher's Guide outlines detailed lesson plans for the units in the Student Book. While the lesson plans cover the entire textbook content and beyond, all activities and strategies are recommendations. Teachers should use them as guidelines, deciding which activities to use in the classroom and which to reserve for other times. They can improvise on them, or modify and adapt them to the specific needs of their classes. The Teacher's Guide has curated its content to address differentiated learning in the classroom, in addition to delineating strategies to incorporate active and communicative learning elements such as songs, games, storytelling, role-playing, etc.

Language learning is a fundamental competence and a lifelong process that continues far beyond the classroom. To that end, the Teacher's Guide provides a wide range of activities to promote the development of English language and literacy in students.

We extend our thanks to Cambridge University Press for once again partnering with us in this endeavour.

We are grateful to the members of the NIE English Language Curriculum Team for their continued support.

Wafa Waheed Mohamed

Senior Curriculum Development Analyst

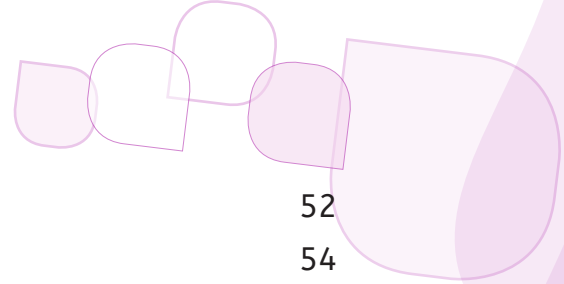
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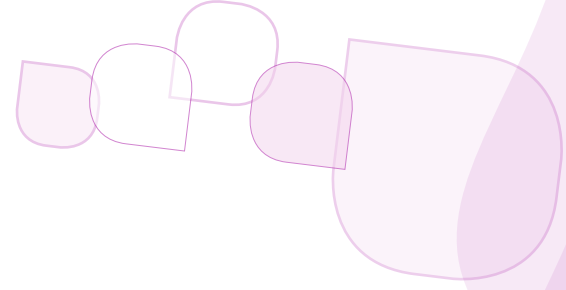
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Back to school



UNIT OVERVIEW

In this unit, the students get the opportunity to enhance their language and literacy skills as they engage in activities to introduce themselves and get to know their classmates, talk about how they would like to change their classrooms, read texts about the activities that children do during the holidays, share opinions about what they would like to do at school, listen to a survey report, conduct and report a class survey and write a discussion to express their opinion about homework.

At the end of the unit the students practise the language and literary skills introduced in the unit by engaging in fun activities such as a group project on creating a model of an ideal classroom, enacting a role play and writing a discussion.

Language focus: question words (what, how); contractions (is not → isn't); simple past and past continuous tenses; modal verbs (should, could, must); thinking verbs (believe, feel, think)

Target vocabulary: words used to describe character or personality (kind, helpful, polite, shy, selfish, honest, sporty)

Word study: words with short (bread) and long (treat) 'ea' sounds and homophones (weak, week)

Key competencies: Understanding and managing self; Thinking critically and creatively

Values explored: recognising one's role in creating a secure and caring home environment; showing care and compassion towards oneself and others

Self-assessment:

- I can talk about what I am good at and what I am not good at.
- I can read informative texts and talk about them.
- I can understand and talk about information presented through charts.
- I can talk and write about my experiences.
- I can talk and write about my point of view on a topic.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Language focus: question words (what, how)

Vocabulary: words to talk about personal details

What you need:

- Student Book
- Flashcards of months of the year
- Dice to play the game

Procedure:

- Play some games to break the ice and help the students get to know each other. For example, you may ask the students to line up according to their birthdays (day and month). Recall the order of the months using flashcards. Give out the flashcards to the students and ask them to stick the cards on the board in order.
- Tell the class that they have to ask questions about each other's birthdays and stand in line according to the order of their birthday. Once the students line up, ask them to name the month and day on which they were born.
- Draw the students' attention to the activity on [Page 1](#). Get individual students to read out the questions.
- Explain how to play the game in the SB. Let the students sit in small groups and play it.
- Wrap up the lesson

Section 2: Learn more about your classmates

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Language focus: question words (what, how, where, when)

Vocabulary: words to talk about different skills ('I'm good at art. '; 'I'm an expert at craft. '; 'I'm not so good at painting. '); personal details, adjectives/words used to describe character or personality (kind, helpful, polite, shy, selfish, honest, sporty)

What you need:

- Teacher resource 1
- Student Book
- A4 sheet of paper
- A ball

Procedure:

All about me cube

- Draw the students' attention to the first part of Activity 1. Explain the instructions and hand out copies of Teacher resource 1 to them.
- Construct a cube in advance as a model for the students.
- Give the students some time to write their personal information and decorate the cube. Once the decoration is done, they can glue it.

- When everyone is ready, ask them to stand in a circle. Tell them to throw the cube and read out the information on the side that is facing upwards.
- Tell the students that they do not have to talk about all the information on the cube.

[Variation]

- The students can throw the cube to someone else who reads out some information on the cube. You can do a model demonstration.
This cube belongs to Nuha. She like ices-cream.

Snowball toss

- This is an activity that can be done in the school compound as it will give the students the opportunity to move around.
- Direct the students' attention to the second part of Activity 1. Give a piece of paper to each student and ask them to write three facts (place of birth, favourite sport or subject, etc.) about themselves.
- Do the activity when the class is ready. At the end of the game, remind the students to clean up the classroom by picking up the rubbish.

Read the text

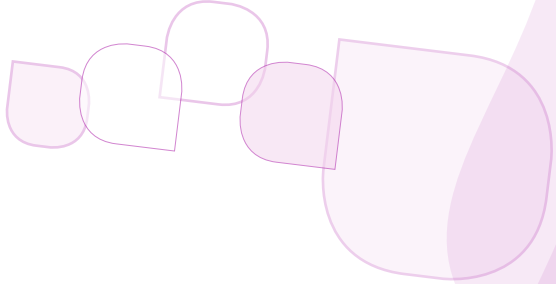
- Draw the student's attention to Activity 2 and ask them to underline the describing words (adjectives) in the text.
- Invite some volunteers to read out the words (sporty, good, cheerful) and write them on the board as they do it.
- Do some practice around the structure of the words.
 - For example, point out to the word 'cheerful' and get the class to say another describing word that ends with the suffix 'ful' (helpful, colourful).
 - Next, point to the word 'sporty' and let the students say more adjectives that end with 'y' (easy, pretty).
- Ask the students to use each word in a sentence.

Let's talk

- Draw the students' attention to Activity 3.
- Ask the students to stand in a circle. You say: 'I'm good at _____. I'm not good at _____.' Say the name of a student and throw the ball to the student. The student has to say 'I'm good at _____. I'm not good at _____.' Tell the students that it is alright to say what they are not good at as no one is good at everything.
- The purpose of the activity is to help the students realise what they are good at and recognise things they are not good at. This helps the students appreciate their own strengths as well as those of others.
- Point to the words on **Page 3** and ask the class to think of a character from a story who can be described as kind. Encourage the students to explain why they think the character is kind. Repeat this with other words.

Key competency in action:

- Direct the students' attention to the notes related to the key competency and emphasise that it is important to appreciate what we are good at.



Student Book—Pages 2–3

Answers

1. Subjective answers
2. Subjective answers
3. Subjective answers

Section 3: Classroom jobs

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- c. Conveys personal information, needs and ideas using more detail and elaboration.

Language focus: question words (what, how, where, when)

Vocabulary: words to talk about different skills ('I'm good at art. '; 'I'm an expert at craft. '; 'I'm not so good at painting. '); personal details, adjectives/words used to describe character or personality (kind, helpful, polite, shy, selfish, honest, sporty)

What you need:

- Student Book

Procedure:

- Ask the class about different jobs in the school (teacher, clerk, cleaner).
- Ask: What kind of jobs do we need in the classroom? Point to the activity on [Page 4](#) and ask what skills someone would need in order to do each job.
- Get the class to complete the activity by writing the details in the application.
- Invite some volunteers to read out their answers.

Answers

1. Subjective answers

Section 4: Our thoughts

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- a. Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- c. Recounts personal experiences and events (e.g., my birthday party).

Language focus: question words (what, how, where, when)

Vocabulary: words to talk about different skills; games people play and activities they do during their free time

Phonics and word study: words with short (bread) and long (treat) 'ea' sounds and homophones (weak, week)

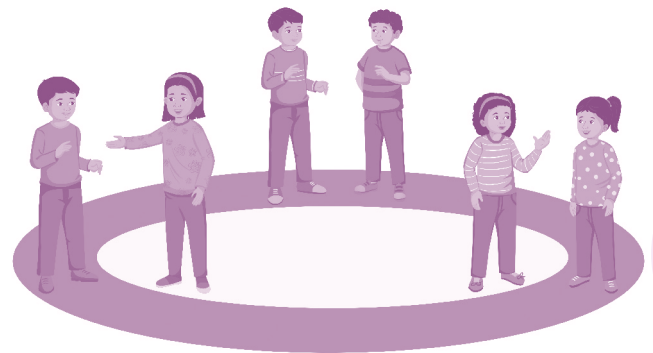
What you need:

- Student Book

Procedure:

Before you read

- Do the pre-reading activity. Ask the students to stand in an inside-out circle and discuss the questions on **Page 5**.
 - For example, the students in the inner circle may talk about what they like to do at school. The students in the outer circle can talk about their most and least favourite activities.
 - Once the students have enough time to discuss, the circles can rotate in opposite directions. This means each student can move to face the next student.



Read and respond

- Direct the students' attention to the reading text on **Pages 5–6** (What we like to do at school). Give a few minutes to the students to scan the text and say what the text is about.
- Ask the students to jot down the answers to the questions as they read the text.
- Discuss the answers.

Word study

- Draw students' attention to Activity 3 on **Page 7**. Show a flashcard of the letters 'ea'.
- Tell the students that they are going to learn two different sounds that the 'ea' letter combination makes. (There are more sounds made by 'ea', but at this stage, these two will be taught.)
- Write the word 'beak' on the board and introduce the long 'ea' sound.
- Write the word 'bread' on the board and introduce the short 'ea' sound.
- Write some words with short and long 'ea' sounds on the board. Ask the students to close their eyes while you read the words aloud. Tell the students to raise their hand

if they hear the long 'ea' sound. Tell them to touch their head if they hear the short 'ea' sound. Do this with a few words.

- Refer to the words on **Page 7**. Ask the students to read the words and circle words that have the long 'ea' sound. Ask some students to read the words they have circled.
- Direct the students to complete the second part of the activity.

Homophones

- Explain what a homophone is and ask the students to complete Activity 4 on **Page 7**. Discuss the answers.
- After that, play a game to practise homophones and some spelling rules.

Let's create

- Direct the students' attention to the activity on **Page 8**. Help them form groups of three or four students.
- As this is the first experience of working as a group, it would be helpful to guide the students on what they can do to be productive. For example, they can identify different roles for different members of the group (timekeeper, presenter, note taker).
- Give instructions on how to create posters. Direct the students' attention to the points on **Page 8**. You may provide some additional tips. You and the students can work on a criterion for the poster and write it on the board.
 - The poster has:
 - a title _____
 - a message _____
 - pictures to support the message _____
- When the posters are ready, give them some time to practise presenting the poster.
- When all the groups are ready, ask the students to present the posters. After each presentation, there could be a few minutes for questions and answers.
- Wrap up the activity by giving feedback to the students.

Let's write

- Ask the students if they can remember anything interesting they did at school. Invite some volunteers to recount some of their experiences.
- Draw the students' attention to the organisation and language features of a recount. Have an anchor chart or draw the following outline on the board.

Beginning	Sequence of events	End
-----------	--------------------	-----

- Point to each part of the recount and explain what goes in each. For example, the beginning talks about 'who', 'where', 'when', 'what', etc. Tell the students that when they write the sequence of events, they can use connectives.
- You may model a recount by writing one on the board or ask a student to talk about an experience while you write on the board.
- Ask the students to write a recount in their notebooks. Give time for the students to read and edit their work. Allow the students to work in pairs to edit their writing.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Answers

1. Subjective answers
2. a. Do things to support the community; b. Clean the beach/plant some trees; c. learning about other cultures, learning would be interesting; d. fish market/airport/museum; e. Subjective answers; f. board games
3. speak, beast, steam, cream, treat
4. a. board; b. need; c. week
5. Subjective answers
6. Subjective answers

Differentiated instruction

Additional support

- Conduct a dictation of words with the 'ea' sound. Read aloud the following sentences and ask the students to write them in their notebooks.
 - When I was at the beach, I saw a seal in the sea.
 - I eat a peach every day.
 - The bread is ready.
 - This is a cheap meal.
 - My seat is clean.
 - The feather is on the leaf.
- Check the work.

Self-assessment

- Direct the students' attention to the self-assessment at the end of the unit. Ask them to think and answer. Encourage them to give honest answers.
 - I can read informative texts and talk about them.
 - I can talk and write about my experiences.

Section 5: Class survey

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).

Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).

Language focus: question words (what, how, where, when)

Vocabulary: words used to describe character or personality (kind, helpful, polite, shy, selfish, honest, sporty)

Language focus: question words (what, how, where, when)

Vocabulary: words to talk about different skills; games people play and activities they do during their free time

What you need:

- Student Book
- Audio files

Procedure:

Sentence completion

- Draw the students' attention to the listening activity on **Page 9**. Ask the students to read the instructions. Help the students understand the purpose of the listening task by asking them some relevant questions. Give some time to the students to read the sentences.
- Play the audio. Tell the students that they must complete the first activity.

True or false

- Play the audio for the second time and ask the students to complete the listening activity. Discuss the answers.

Bar graph

- Ask the class: What's your favourite after-school activity? What's your least favourite after-school activity?
- Draw the students' attention to the title of the bar graph on **Page 10**. Go through it with the students. Introduce phrases like 'most favourite' and 'least favourite'.
- Point to the information on the x and y axes.

- Ask the students to complete the activity.
- Discuss the answers.

Over to you

- Direct the students' attention to the activity on **Page 10**.
- Guide the students on how to choose a topic and how to record, organise and present the information.

Student Book—Pages 9–10

Answers

1. a. 25; b. 20; c. rice and *garudhiya*; d. ten
2. a. false; b. false; c. true; d. true; e. true
3. four; swimming; Little Maids
4. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment at the end of the unit. Ask them to think and answer. Encourage them to give honest answers.
 - I can understand and talk about information presented through charts.

Section 6: Holiday fun

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Reading & Viewing

Outcome:

RVC310 Engage in shared and independent reading of texts (e.g., picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- a. Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- c. Recounts personal experiences and events (e.g., my birthday party).

Language focus: question words (e.g., what, how), contractions (is not- isn't), simple past tense and past continuous

Vocabulary: words to talk about different skills; games people play and activities they do during their free time

What you need:

- Student Book
- Pictures of holiday activities

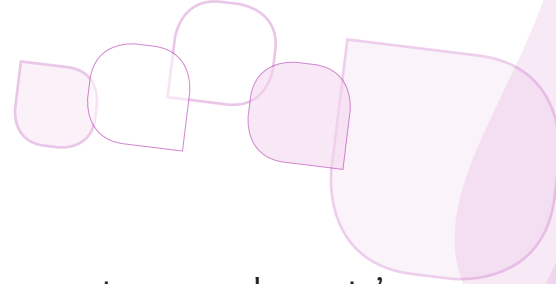
Procedure:

Reading

- Show some pictures of people doing holiday activities (travelling to an island or abroad, visiting a special place) and generate a discussion about them.
- Encourage the students to talk about their favourite holiday activities and why they like certain activities.
- Direct the students' attention to the reading text on **Page 11**. Ask the students to work in pairs.
- Let each student choose a text and read it aloud to their partner. After they have done it, ask the students to discuss the questions in the book: What do you like most? Why?

Use of English

- Draw the students' attention to the contracted form of the verbs in the reading text (isn't, couldn't).
- Explain how contractions are formed and used (mostly, informally).
- Ask the students to write contractions for each pair of the words on **Page 12**.
- Discuss the answers.



Past and past continuous tenses

- Make and distribute copies of the text below.
 - I had a great holiday. Every weekend, I had a sleepover at my grandparents' house in Hulhumalé. My cousins Afzal, Rafa and Shamil would come too. It was the best part of my holiday.
We had lots of fun. My grandparents made sure that we went to bed early. One night, when my grandfather knocked on the door, Afzal and I were playing computer games. We quickly dove into our bed and started snoring! But grandfather knew that something fishy was going on.
- Ask the students to read the text silently and say if they have had a similar experience. Encourage open discussion.
- Read the text to the students and introduce the use of simple past and past continuous tenses to indicate that an action happened while another action was going on.
- Share more examples.
- Ask the students to do the activity on **Page 12**.
- Discuss the answers.

Student Book—Pages 11–12

Answers

1. Subjective answers
2. can't, he'll, you're, won't, didn't, they're
3. b. called, was doing; c. brought; d. finished, were; e. was watering, rang
4. Subjective answers

Section 7: Let's change the classroom

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures; questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- d. Creates a writing or representation to state an opinion and gives reason to support the belief (e.g., write a letter to a teacher requesting a specific place to go on a class picnic and include justification.)

Language focus: modal verbs (should, could, must); thinking verbs (believe, feel, think)

Vocabulary: Words to express feelings

What you need:

- Student Book


Procedure:

Let's talk

- Start the activity by asking: What do you think an ideal classroom should have?
- Direct the students' attention to the picture on **Page 13**. Point to what the teacher says and the students' responses.
- Ask the class, what they would like to see changed in their classroom.
- Get the students to work in small groups. Direct their attention to the sentence starters on **Page 13** (I believe..., etc.) before they start the discussion.
- Give enough time for the students to discuss and then ask the groups to share their answers with the class.

Let's write

- Ask the class about their opinions about homework.
- Assign the writing task on **Page 14**. Tell the students to make notes before they start writing.
- Show a model of an argumentative writing and go through the language features and organisation of argumentative texts.
- Ask the students to write an argumentative writing on the topic: Should children be given homework?

- 
- After the students have written, they can evaluate their piece using the editing checklist on Page 14. After that, the students can read their work to their peers and seek feedback.

Student Book—Pages 13–14

Answers

1. Subjective answers
2. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment at the end of the unit. Ask them to think and answer. Encourage them to give honest answers.
 - I can talk and write about my point of view on a topic.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5–8 longer sentences and providing sufficient detail.

Indicator/s:

- d. Gives presentations to class and larger groups (e.g., tell a story, report on a known topic, do a role-play, etc.) using models and props.

Language focus: modal verbs (should, could, must); thinking verbs (believe, feel, think)

Vocabulary: Words to express feeling

What you need:

- Student Book
- Teacher Resource 2

Procedure:

Human Bingo

- Direct the students' attention to the activity on **Page 15**.
- Give Bingo sheets to each student (Teacher Resource 2).
- Discuss with the class and fill in the Bingo sheet with questions.
 - Do you have a pet?
- When the Bingo sheet has a question in each box, ask the students to move around and fill the Bingo. When they come across a classmate who is the answer to the question, they must write the name below the question.
 - 'Who loves pizza?': Hania
- The first child to fill a line horizontally shouts out "BINGO". You may also choose to have a winner only after someone completes the entire sheet.

B	I	N	G	O

Ideal classroom

- Provide the students some materials that they can use to make their model of an ideal classroom.
- At the end of the activity, ask the students to present their model to the class. Encourage the groups to explain reasons for their choices.

Student Book—Page 15

Answers

1. Subjective answers
2. Subjective answers

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- d. Gives presentations to class and larger groups (e.g., tell a story, report on a known topic, do a role-play, etc.) using models and props.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- d. Creates a writing or representation to state an opinion and gives reason to support the belief (e.g., write a letter to a teacher requesting a specific place to go on a class picnic and include justification.)

Language focus: question words (what, how, where, when); thinking verbs (believe, feel, think)

Vocabulary: Words to express feeling

What you need:

- Material for making finger puppets
- Student Book

Procedure:

Role play

- Revisit the vocabulary learnt in the unit.
- Draw the students' attention to the activity on [Page 16](#).
- Ask the students to work in groups and enact role plays of different character adjectives.



Invite your parents to school

- Revise the use of modal verbs and thinking verbs to express opinions
- Draw the students' attention to the activity on **Page 16** and ask them to do the speaking activity in groups.
- Wrap up the activity by having the students share their group's ideas to the class.

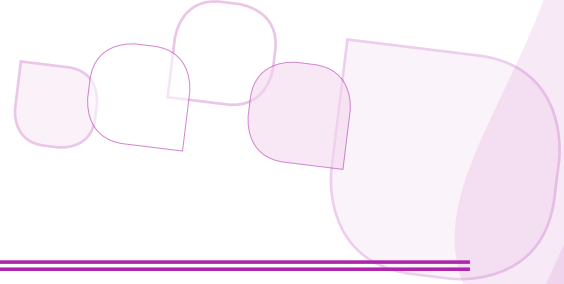
Let's write

- Revise the use of modal verbs and thinking verbs to express opinions and the organisation of a discussion.
- Draw the students' attention to the activity on **Page 16** and ask them to choose a topic write their point of view.

Student Book—Page 16

Answers

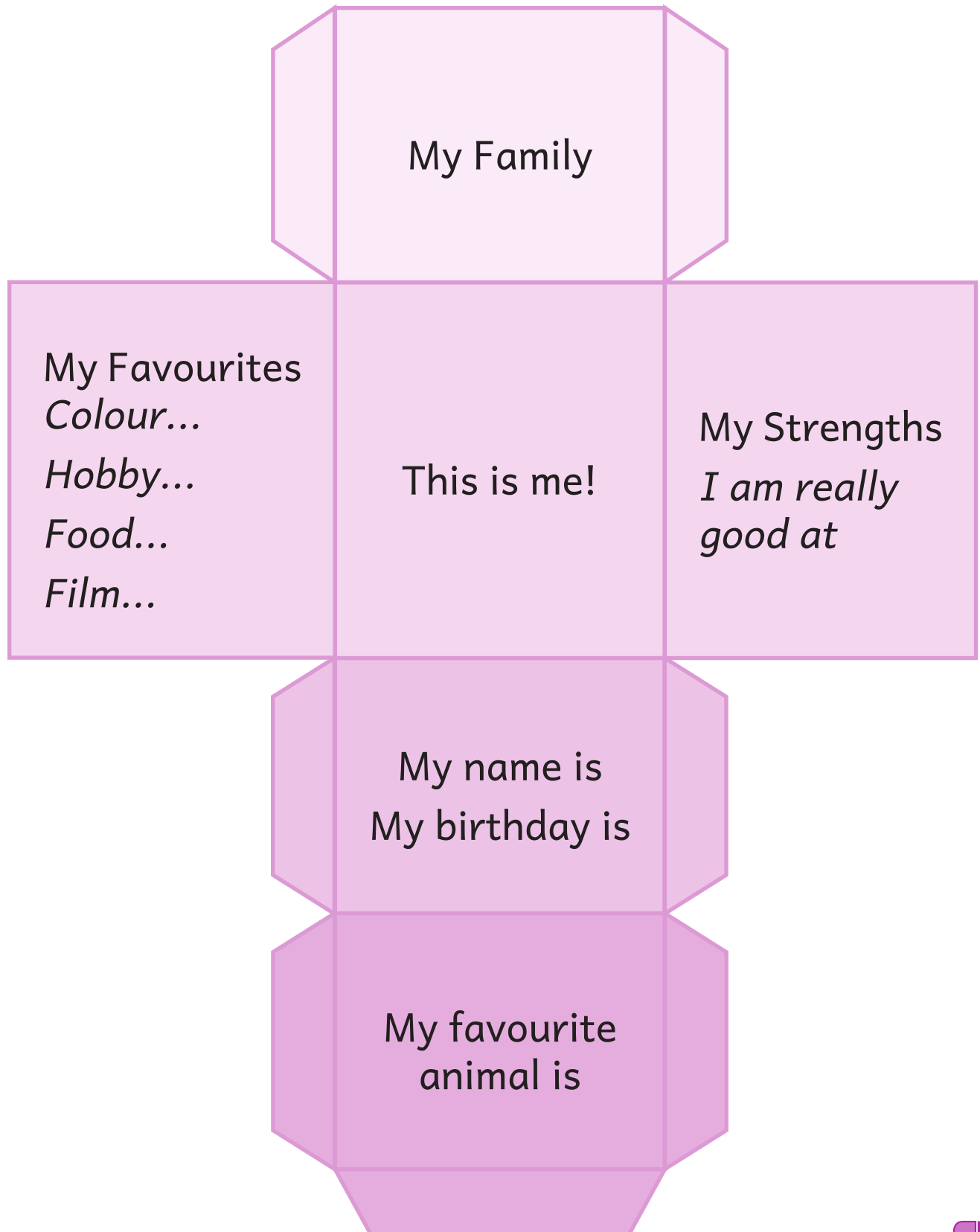
1. Subjective answers
2. Subjective answers
3. Subjective answers



Resources

Teacher Resource 1

All about me cube



Resources

Teacher Resource 2

Bingo sheet

B	I	N	G	O

2

The joy of Ramadan

UNIT OVERVIEW

In this unit the students get the opportunity to enhance their language and literacy skills as they engage in talking about what people in their community do before, during or after Ramadan and how they and their families spend time during Ramadan, read a text about Ramadan, listen to an audio of a recount to identify specific details, and write an explanation text about how the human digestive system works.

At the end of the unit, the students practise the language and literacy skills introduced in the unit by conducting an interview with a peer, completing an activity to practise subject/verb agreement of sentences and writing a text about how people in their neighbourhood mark the beginning of Ramadan.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple present tense; the 'used to...' structure; simple past tense

Target vocabulary: words to describe Ramadan (celebration, fast, moon, family, sweet, bitter, sour, salty)

Phonics and word study: identification of root words; affixes of words

Key competencies: Thinking critically and creatively; Practising Islam

Values explored: recognise one's role in creating a secure and caring home environment; showing care and compassion towards oneself and others

Self-assessment:

- I can talk about my and other's daily schedule.
- I can read informative texts and talk about them.
- I can understand the main idea of a paragraph.
- I can understand and talk about information presented through diagrams.
- I can talk about and write an explanation about how something works.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- Initiates and responds independently to greetings, and contributes to shared language experiences.
- Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times)

Vocabulary: telling time (o'clock, half past, quarter to, quarter past, ten past, ten to); words to describe Ramadan (celebration, fast, moon, family); words related to food (sweet, bitter, sour, salty)

What you need:

- Student Book

Procedure:

What comes to your mind

- Point to the preliminary activity on **Page 18**. Ask the students what comes to their mind when they hear the word Ramadan.
- They may discuss their thoughts in small groups and then share their ideas with the whole class.
- Draw the students' attention to the pictures in the SB and let them talk about the pictures.

Let's talk

- Discuss the questions in the book as a think-pair-share activity:
 - How does your family usually spend time during Ramadan?
 - How does life in the community change during Ramadan?
- The students should think of the answers individually, then work in pairs to share them and finally share their answers with the whole class.

Answers

1. Subjective answers

Differentiated instruction

Extension

- Ask the students to draw pictures of special activities their families do during Ramadan and caption them.

Section 2: Tell the time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5–8 longer sentences and providing sufficient detail.

Indicator/s:

- e. Recounts a personal experience in a logical sequence that includes who, where, when and what.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times)

Vocabulary: telling time (o'clock, half past, quarter to, quarter past, ten past, ten to)

What you need:

- Clockface
- Student Book
- Teacher resource 1

Procedure:

Tell time

- Ask the students what time they come to school. Then point to the clock in the classroom or show a clock face and help the students to say the time. Use the clockface to introduce and practise telling time.
- After the activity, the students may play the game ‘What’s the time Mr. Wolf?’ to practise saying different times.
 - One student can be the wolf. The other students will stand behind the wolf.
 - The class will ask the wolf, ‘What’s the time Mr. Wolf? The wolf mentions a different time each time the question is asked.
 - The questions continue until the wolf says, its 12 o’clock (lunchtime), turns and chases to tag another student.
 - The student who is tagged will be the next wolf.

Let’s talk

- Point to the activity on **Page 19** and ask the students to work in pairs.
- Model the activity by sharing how you spend your days during Ramadan. Use frequency words to help the students understand how to use them.
- After that, ask the students to do the activity. Tell them to mention the time for activities wherever possible and practical. For example, ‘I usually wake up at 5 O’clock.’
- Ask the students to arrange the sentences in Teacher Resource 1 in the correct order to show how Hassan spends his day during Ramadan.

Student Book—Page 19

Answers

1. Subjective answers

Section 3: Some traditions

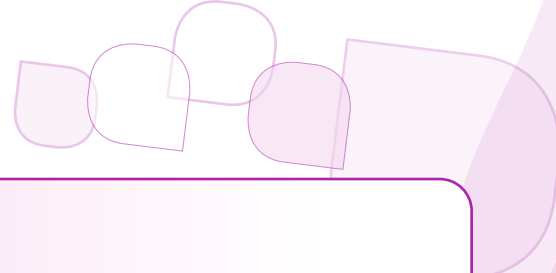
LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.



Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- c. Conveys personal information, needs and ideas using more detail and elaboration.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- e. Recounts a personal experience in a logical sequence that includes who, where, when and what.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple present tense; the 'used to...' structure

Vocabulary: words to describe Ramadan (feast, repair, redecorate, tradition, dawn, dusk, fasting)

What you need:

- Student Book

Procedure:

Let's talk

- Draw the students' attention to the pictures on **Page 20**. Ask them to read the caption under each picture.
- Ask some questions:
 - What is your favourite activity?
 - Which of these activities do people still do?
 - What could be a new activity we can do before Ramadan?
- Draw the students' attention to the speaking activity and ask them to talk about the traditions their families follow before, during and after Ramadan.
- Encourage the students to use the simple present tense and frequency words.

Use of English

- Ask the students to read the text in the speech bubbles. Introduce the 'used to' structure, which talks about actions that used to happen in the past.
- Explain the task and assign the task (partially as homework if needed).

[Variation]

- Invite an elderly person to class and let them tell the students about things people used to do as rituals before, during and after Ramadan.
- Having a visitor in the class will give the students the opportunity to practise a number of skills such as active listening, questioning and note taking. This will ensure engagement with different key competencies.

Word study

- Go through the words on **Page 21** and introduce them.
- Ask the students to complete the activity. When they have finished it, assign different groups to draw pictures to illustrate the meaning of the words. The picture cards can go on the class word wall.

Student Book—Pages 20–21

Answers

1. Subjective answers
2. Subjective answers
3. a. generous; b. feast; c. fasting; d. dawn, dusk

Section 4: Learn about Ramadan

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5–8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).

Reading & Viewing

Outcome:

RVC310 Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- c. Follows simple written directions supported with pictures (e.g., create a simple craft, follow a recipe).

Outcome:

RVL317

Recognize word transformations and language devices of increasing sophistication used in texts to enhance meaning.

Indicator/s:

- b. Recognize spellings of words formed by inflections, affixes and compounding with simple grammatical morphemes (e.g., 'walk', 'walks', 'walking', 'walked', 'walker', 'walking stick', 'stick insect', etc.).

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times)

Vocabulary: words to describe Ramadan (pillar, generous, dawn, feast, dusk, fasting, thankful, charity)

What you need:

- Student Book
- Islamic calendar
- Flashcards, A4 sheet of paper

Procedure:

Before you read

- Draw the students' attention to the questions on **Page 22**.
- Ask them to work in small groups and list what they know and what they would like to know about Ramadan.
- Request some of the groups to share their thoughts.
- The things the students would like to know about Ramadan could be listed on the class noticeboard and referred to at the end of the lesson/unit.

Read and respond

- Discuss the title of the reading text 'The month of Ramadan' and tell the students that it is the ninth month of the Islamic calendar.
- Show an Islamic calendar (containing names of the months of a year) and go through it before they read the text.
- Ask them to answer the questions on **Page 23** while reading the text. Discuss the answers.
- Ask the students to read aloud their answers in pairs to each other. Encourage them to give each other feedback.

Word study

- Draw the students' attention to the phrases on **Page 24** and ask them to find words from the reading text which mean the same. Discuss the answers.
- Introduce the terms 'root word', 'prefix' and 'suffix'.
- Explain to them that a root word is a base word.
 - Point to the example on **Page 24** and explain that the root word of 'helpful' is 'help'; the root word of thankful is 'thank'.
- Write the following word on the board or use flash cards to practise identifying the root words and affixes (prefix or suffix) of different words.

care + ful = careful

- Ask the students to do the activity on **Page 24** by writing as many words they can.

Let's create

- Draw the students' attention to the craft activity on **Page 25**.
- Distribute the materials needed to make the paper lantern.
- Ask some students to read aloud the instructions. Highlight the key vocabulary (lengthwise, rectangular, edge, folded).
- After they make the lanterns, ask the students to explain the process they followed in making them. The purpose of this is to give them an opportunity to retell the steps followed.

Student Book—Pages 22–25

Answers

1. Subjective answers
2. a. i. the Holy Quran was revealed in the month of Ramadan; ii. sunset; iii. reminds us of those who are in need; iv. the fourth paragraph; v. Subjective answers
b. i. False; ii. True; iii. True; iv. False
3. a. i. joy; ii. sunset; iii. benefit; iv. shelter; v. thankful; vi. charity
b. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can read informative texts and talk about them.
 - I can understand the main idea of a paragraph.

Section 5: Raina's Day

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- d. Identifies the main ideas and events and organizes them sequentially or on a preference.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).
- b. Uses appropriate language, facial expressions and gestures to suit purpose and enhance meaning.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple past tense

Vocabulary: telling time (o'clock, half past, quarter to, quarter past, ten past, ten to)

What you need:

- Student Book
- A4 sheet of paper
- Audio recording

Procedure:

Listen

- Get the students to work in groups. Ask them to guess how the character of Raina spent her day.
- They may write or draw pictures. After that, ask some groups to share how they think Raina spent her day.

- Direct the students' attention to the listening task. Ask them to read the questions before the audio is played. Ask them to circle the question words at the start of each question (e.g., why).
- Ask them to listen to the audio and complete the first task on **Page 26**. Discuss the answers.
- Play the audio again and ask the students to complete the second task. Let them compare their answers with their friends. Discuss the answers.

Work in a group

- Draw the students' attention to the activity on **Page 27**. Ask questions to help them understand what makes a TV programme interesting.
- Have a class discussion on the success criteria for the role play. You may use the suggestions below, but it is not an exhaustive list. You may add, edit or change it as you see fit.
 - The TV programme presents useful information.
 - Props are used to engage the audience.
 - The presenters express their ideas using the right words and facial expressions.
 - There are different parts in the programme that engage the audience.

Key competency in action:

- Direct the students' attention to the notes related to key competency. Tell them that when they present, they must consider how to make the role play interesting and useful for the audience.
- Let the students work in groups and note down what information they would like to share through the role play and how they could make it interesting for the audience.
- Give some time for the groups to practise.
- Let each group enact their role play. Go through the success criteria once all groups are done.

Student Book—Pages 26–27

Answers

1. a. iii; b. i; c. iii; d. iii; e. iii
2. a. Subjective answers; b. 2, 4, 5, 1, 3

Section 6: Food facts

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5–8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- c. Asks questions to clarify meaning, request additional information and to extend the interaction.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple past tense

Vocabulary: words related to food (date, fibre, protein, calcium)

What you need:

- Student Book

Procedure:

Let's talk

- Draw the students' attention to the dialogue in the book. Ask them to read it.
- Ask the students to talk in pairs about their favourite food during Ramadan. Follow that up with a class discussion.

Research

- Go through the information about dates on **Page 28**.
- Explain the difference between 'facts' and 'opinions'.
- Assign Activity 2 on **Page 28**. Have a class discussion about the research they do.
- Then ask the students to write a short paragraph about the benefits of dates. Allow the good writers to write more if they want.
- Conduct some explicit learning activities to recall the organisation of a paragraph.
 - There must be a topic sentence.
 - The paragraph should focus on one main idea, for example, 'why' we should eat dates.
- Practise writing topic sentences.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Use of English

- Direct the students' attention to the cause-and-effect sentences.
- Ask the students to do the activity on **Page 29**. Discuss the answers.

Unit 2: The joy of Ramadan

Advise a friend

- Introduce the 'You should...'/ 'You shouldn't...'/ 'You have to...' structures.
- Ask the students to work in groups and give advice to their friends using those sentence structures.

Key competency in action:

- Direct the students' attention to the note related to key competency 'Practising Islam'.

Student Book—Pages 28–29

Answers

1. Subjective answers

2. Subjective answers

3.

Use dates to break your fast.

This will give you instant energy.

Eat food rich in protein.

This will keep you full and satisfied throughout the day.

Eat water-filled fruits and vegetables such as watermelon, cucumber and lettuce.

This will keep your body cool and refreshed.

Eat whole grains as part of your early morning meal.

This will keep your energy level during the day.

4. Subjective answers

Differentiated instruction

Additional support

- Cut out the sentences of a paragraph about the benefits of Ramadan and let the students organise them in order.
- They can then write the paragraph in their notebooks.

Section 7: Time to write

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- c. Writes simple explanations / instructions with headings, sub-headings, accompanying illustration to explain a process or phenomena (e.g., How does it rain?).

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times)

Vocabulary: words related to food (sweet, bitter, sour, salty)

What you need:

- Student Book
- Some food items

Procedure:

Taste of food

- Let the students taste different food items and introduce the key words: sweet, bitter, sour, salty.
- Ask the students if they know how our taste buds work.
- Draw the students' attention to the reading text on **Page 30**.
- Ask them to draw a flowchart of the process which will help someone understand the text.
- Ask them to use their flowcharts to explain the process to someone else.

Subject-verb agreement

- Write a sentence from the text on the board.
- E.g., Taste buds send signals. Introduce the subject of the sentence and the verb. Point out to more sentences from the text and get the students notice the concept of subject verb agreement.
- Point to the two sentences in the book and ask the students to choose the correct verb. Check the answers.

Let's talk

- Point to the diagram of the digestive system on **Page 31**.

- Talk about the process of digestion. You may show a video that explains the digestive system works. The students can make notes while they watch the video.
- Ask the students to share their notes with their classmates and check each other's work.
- After the peer activity, ask them to write an explanation text using their notes.

Let's write

- Explain the organisation and language features of an explanation before the students start writing.
- Some students might need to do this as a guided writing activity in small groups.

Student Book—Pages 30–31

Answers

1. Subjective answers
2. a. pass; b. play
3. Subjective answers
4. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can understand and talk about information presented through diagrams.
 - I can talk about and write an explanation about how something works.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- c. Asks questions to clarify meaning, request additional information and to extend the interaction.

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple past tense

Vocabulary: telling time (o'clock, half past, quarter to, quarter past, ten past, ten to); words to describe Ramadan (celebration, fast, moon, family)

What you need:

- Material for making the board game and the bookmark
- Student Book

Procedure:

Ramadan board game

- Direct the students' attention to Activity 1 on [Page 32](#).
- Provide some materials the students can use to create the board game. Ask the students to work in groups.
- At the end of the activity, let the students to try their board games.

Bookmark

- Direct the students' attention to Activity 2 on [Page 32](#).
- Have a class discussion about how Muslim people spend their days and nights during the month of Ramadan.
- Let the students make the bookmarks.

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).
- c. Writes simple explanations / instructions with headings, sub-headings, accompanying illustration to explain a process or phenomena (e.g., How does it rain?).

Language focus: frequency words (always, sometimes, once a week, every day, rarely, often, five times); simple past tense

Vocabulary: telling time (o'clock, half past, quarter to, quarter past, ten past, ten to)

What you need:

- Material for making the finger puppets
- Student Book

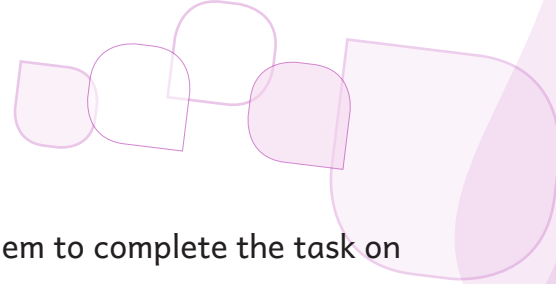
Procedure:

Interview

- Direct the students' attention to Activity 1 on [Page 33](#) and go through the instructions.
- Let the students work in groups and note down some questions for the interviews. Each student can decide the questions she or he would use.
- Before starting, discuss what could be the best way to record the interviews and present them.

Action verbs

- Draw the students' attention Activity 2. Revise the rules of subject verb agreement.
- Let the students complete the activity on their own. Discuss the answers.



Writing

- Direct the students' attention to Activity 3 and ask them to complete the task on their own.
- You may invite some volunteers to share their piece.

Student Book—Page 33

Answers

1. Subjective answers
2. a. goes; b. give; c. break; d. use
3. Subjective answers

Resources

Teacher Resource 1

Hassan's day

Number the events of Hassan's usual day during Ramadan correctly.

Hassan gets ready for school at a quarter past eight.	
After iftar, Hassan and his family go to the mosque.	
Then he takes a shower and goes to the mosque for <i>zuhur</i> prayer.	
Soon he gets ready and goes to the mosque with his father at about a half past five.	
Sometimes Hassan has a short nap before school.	
Hassan wakes up at a quarter to five.	
Hassan comes home at 12 O'clock.	
Every day, Hassan goes to the market with his grandfather after <i>asr</i> prayer.	
Hassan usually goes to school with his uncle. They leave home at a quarter to nine.	
Hassan always helps his parents in preparing food for iftar.	
Usually, Hassan and his father comes home from the mosque at quarter to seven.	
Often, he recites the Quran after one o'clock.	

3

Under the sea

UNIT OVERVIEW

In this unit, the students get the opportunity to enhance their language and literacy skills as they engage in describing different sea creatures, talk about threats to sea creatures and human behaviour that can protect the ocean and its creatures, describe the life story of a creature that lives in the sea, read and listen to a poem about the blue whale, and write an information report about sharks.

At the end of the unit, the students practise the language and literacy skills introduced in the unit by writing an information report about their favourite sea creature and by writing sentences.

Language focus: adverbs; adjectives; similes; relating verbs; frequency words, first conditionals

Target vocabulary: names of sea creatures (seahorse, crab, sea anemone); words for groups of living things (mammals, fish, reptiles); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

Word study: opposites of word

Key competencies: Thinking critically and creatively; Using sustainable practices

Values explored: Sustainability—develop sustainable practices that promote and improve social, political, economic, cultural, and environmental conditions of the Maldives and the world

Self-assessment:

- I can talk about what will happen if we do not take care of the oceans.
- I can read information texts and talk about them.
- I can write an information report.
- I can understand the main idea of a paragraph.
- I can present information through visuals like posters.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: adjectives, simple present tense, frequency words

Vocabulary: names of sea creatures

What you need:

- Student Book

Procedure:

Imagine

- Direct the students' attention to the picture on **Page 35** and let them describe it.
- Ask the students to imagine that they are one of the sea creatures (different kinds of turtles, fishes, anemones, sponges). Ask them to work in pairs and tell each other how they spend their days.
- Invite some students to share their ideas with the class.

Let's talk

- Refer to the questions on **Page 35**.
- Ask the students to work in groups and discuss the answers.
- Help out by suggesting some iconic films centred on the sea/ocean: *Finding Nemo*, *Finding Dory*, *Free Willy*, *Shark Tale*, *Ponyo*, etc.
- At the end, the class can decide the most popular favourite film.

Answers

1. Subjective answers
2. Subjective answers

Section 2: Move like a sea creature

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Language focus: similes

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

What you need:

- Student Book

Procedure:

Similes

- Ask the class to describe how different sea creatures move.
- Explain what a simile is and read the examples on [Page 36](#).
- Instruct the students to read each simile and do the actions.
- Ask them to write down the similes in their notebooks.

Over to you

- Ask the students to do the activity in groups.
- Let each group come up with its own similes. They can get the other groups to do the actions.

Answers

1. Subjective answers
2. Subjective answers

Section 3: Amazing reefs

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSS306

Gives brief formal presentations (rehearsed and impromptu) in class and on stage, using text frames, visual aids and appropriate body language to enhance meaning.

Indicator/s:

- a. Gives informal presentations (e.g., perform action songs, recite poems, do a dramatization, etc.) in class and on stage.
- b. Speaks in a meaningful sequence from memory or using simple visual prompts and objects (e.g. retells a story, gives a recount, explains a procedure, recalls key points from non-fiction texts, etc.).
- c. Uses appropriate body language, voice and tone to suit the language purpose and situation.
- d. Peer assesses oral presentations using different strategies (e.g., use a criteria, traffic lights- red = don't understand, green = totally get it etc.).

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

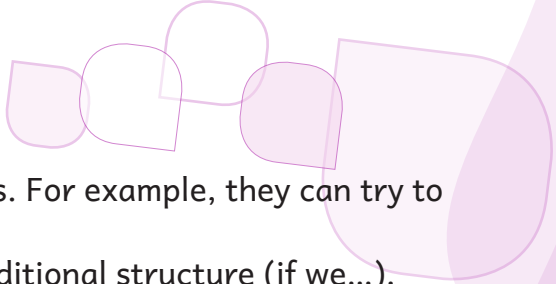
What you need:

- Student Book

Procedure:

Let's read

- Draw the students' attention to the picture on [Page 37](#).
- Introduce the adjectives: fascinating, amazing, colourful. Point to the objects in the picture they describe.

- 
- Let the students explore the construction of the words. For example, they can try to identify the root word and the suffixes.
 - Use the example in the book to introduce the first conditional structure (if we...).

Use of English

- Ask the students to complete the sentences on their own. Discuss the answers.

Word study

- Use the examples to explain what adjectives are and how they are used.
- Ask the students to read the text on **Page 38** and underline more adjectives.
- Once the students share the words they have identified as adjectives, discuss the construction of the words. For example, adjectives may have suffixes like 'ing' or 'ed'.

Work in groups

- Explain Activity 4 to the students.
- Go through the pointers that have been provided as success criteria.
 - My poster has a catchy title.
 - I have used words and short phrases.
 - I have included a picture/s to support my idea.
 - I have organised the information and pictures in a way that conveys the message clearly.
 - I have used correct spelling and punctuation.

Key competency in action:

- Explain that when searching for information from different sources, it is helpful to have some questions prepared to guide their research.
- Discuss the importance of being able to present information in one's own words and respecting intellectual property by always acknowledging their sources.

Student Book—Pages 37–38

Answers

1. Subjective answers
2. Subjective answers
3. terrified, amazing, interesting, fascinating, excited
4. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can present information through visuals like posters.

Section 4: Facts about dolphins

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome:

RVS316

Use an increasing range of skills, strategies and background knowledge to read, view and comprehend longer texts on familiar and less familiar topics.

Indicator/s:

- c. Identifies the main ideas and supporting details (with attempts at paraphrasing) and use graphic organizers to show how they are linked.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

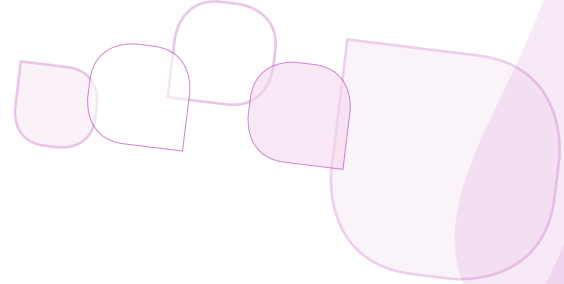
- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words for groups of living things (mammals, fish, reptiles)

What you need:

- Student Book



Procedure:

Before you read

- For the pre-reading activity, you may display the words on a word wall and the students may add more words after reading the text.
- Ask them about their experiences observing dolphins, maybe as they travelled by sea. What are some of the things that they noted?

Read and respond

- Introduce some key vocabulary before the students read the text (aquatic mammal).
- Ask the students to read the text and answer the questions. Discuss the answers.
- After that, recall the features of a paragraph (discussed in Unit 2).
 - A paragraph in a text talks about one topic.
 - There is one main idea and some supporting sentences.
- Ask the students to match the main ideas with the paragraphs. Discuss the answers.
- Ask the students to identify the adjectives in the text.
- Ask them to use the words to describe dolphins.
- Give instructions on how to write a topic sentence for a paragraph.

Word study

- Introduce words that describe animal groups: mammals, fish, reptiles. Talk about the differences. Link this with content learned in Science.
- Ask the students to work in groups and write a list of different fishes and mammals that live in the sea. This activity may work best if the students are allowed to use technology to search for information.
- Use the note on [Page 41](#) to explain what opposites are.
- Ask the students to find the opposites of the words from the reading text. Discuss the answers.

Let's create

- Talk about the elements of a story (characters, setting, plot).
- Ask the class to work on success criteria for the mask-making activity.
- Ask the students to act out their stories in groups.
- Reflect together on the performances at the end of the activity.

Let's write

- Recall and discuss what a good paragraph should look like.
- Assign Activity 5 on [Page 42](#) for individual work.
- After they write the paragraphs, the students can comment on and edit their work in pairs.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 39–42

Answers

1. Subjective answers
2. a. i. mammal; ii. come to the surface of water and use the blowhole on top of their heads to breathe; iii. oceans with mild temperature; iv. sentence 1
b. a. iii; b. ii; c. i; d. iv
3. a. Subjective answers
b. long/short; thin/thick; straight/curved; bottom/top; hate/love; worst/best; shallow/deep; unpopular/ popular
4. Subjective answers
5. Subjective answers

Differentiated instruction

Additional support

- Some students may not be able to structure paragraphs.
- Give those students sentence strips of a paragraph about a sea creature and ask them to put the sentences in order.
- They may either glue the sentences or write out the paragraph in their notebooks.

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk about what will happen if we do not take care of the oceans.
 - I can read information texts and talk about them.

Section 5: The enormous whale

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- d. identifies the main ideas and events and organizes them sequentially or on a preference.

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6–10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- e. Begins to experiment with poetic forms (e.g., changes certain words from a given poem or rhyme, use imagery, i.e. words and phrases that appeal to the senses) to write short poems.

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

What you need:

- Student Book
- Audio recording
- Teacher resource 1

Procedure:

Read the poem

- Introduce the new words from the poem before the students read it.
- Ask the students to read the poem with you.
- Then ask them to read it on their own.
- After that, play the audio to help them model pronunciation and diction.

Listen

- Let the students read the questions on **Page 44** before you play the audio.
- Ask them to answer the questions as they listen.

Acrostic poem

- Explain what an acrostic poem is.
 - It is a type of poem where certain (usually the first) letters in each line spell out a word or phrase.
 - Lines in an acrostic poem can be of different lengths.
 - Poetic devices such as similes and alliterations can be used in acrostic poems.
- Ask the students to complete Activity 3 in the SB by writing an acrostic poem for 'whale'.
- Let them read out their poems in class.
- You may allow further practice with acrostic poems using other simple words.

Student Book—Pages 43–44

Answers

2. a. blue whale; b. Kerry Hardie; c. sings/wings, feature/creature, scale/pale, vein/strain; d. Subjective answers; e. as heavy as elephants are; f. Subjective answers; g. Subjective answers
3. Subjective answers

Differentiated instruction

Extension

- Ask the students to write more acrostic poems for different sea creatures. Use the templates in Teacher resource 1 for assistance.

Section 6: Stingrays

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

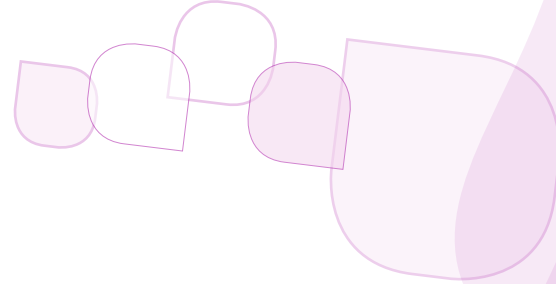
- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- c. Asks questions to clarify meaning, request additional information and to extend the interaction.

Language focus: adjectives (amazing, fascinating, terrified, colourful); relating verbs

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

What you need:

- Student Book



Procedure:

Reading

- Show a picture of a stingray and a dolphin and ask the students to compare and contrast the two sea creatures.
- Draw the students' attention to the activity on **Page 45**. Ask them to read and underline the words that describe stingrays.

Key competency in action:

- Refer the key competency note to the students. Ask them about how we can keep the oceans clean and why we need to save them.

Let's talk

- Ask the students to read the text for a second time.
- Then ask them to discuss the answers to the questions on **Page 45** in groups.

Use of English

- Use the explanation on **Page 46** to talk about relating verbs: their purpose and their structures.
- Ask the students to read the text about stingrays and underline relating verbs. Discuss the answers.
- Ask the students to complete Activity 3b in the SB. Discuss the answers.

Student Book—Pages 45–46

Answers

2. a. round-disc shaped body; b. underneath their bodies;
c. Subjective answers; d. Subjective answers
3. a. Accept all correct examples.
b. i. are; ii. is; iii. are; iv. has; v. have; vi. are; vii. has

Differentiated instruction

Additional support

- Ask the students to compare and contrast a whale and a dolphin.
- Display a Venn diagram on the board. Ask the students to use one to make their notes. They can use them to write their piece.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk about what will happen if we do not take care of the oceans.
 - I can read information texts and talk about them.

Section 7: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- b. Creates simple information reports and representations with a few logically sequenced ideas and some subject specific vocabulary (e.g., information posters or information reports on bats).

Outcome:

WRS322

Engages in the process skills of writing to create imaginative and informative texts for a specific audience.

Indicator/s:

- a. Selects appropriate text structure for a writing purpose and sequences content for clarity and audience impact.
- b. Considers what to write before beginning to write (e.g. say out loud what to write; or jot down ideas and key words, and putting each idea into a different sentence).
- c. Writes the ideas and events using simple and compound sentences, begins to use complex sentences to express and combine ideas.
- d. Checks whether the text makes sense (re-read (reread aloud, read it to another, etc.) and edit texts for grammatical choices, spellings and punctuation to improve meaning.

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

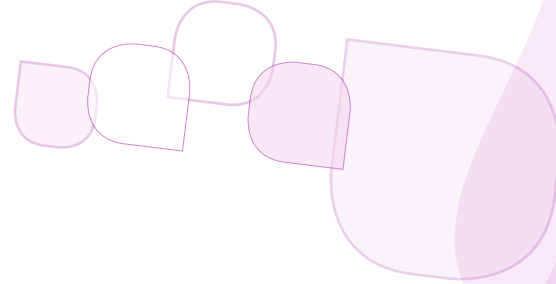
What you need:

- Student Book

Procedure:

Reread the text

- Review the organisation and language features of information reports.
- Explain the structure of sentences in an information report. Refer to the notes on [Page 47](#) that explain how sentences in an information report are constructed.
- Ask the students to read the text about stingrays and underline the topic words and the words used to describe them. Discuss the answers.



Rearrange jumbled sentences

- Instruct the students to do Activity 2 on their own.
- Ask some students to read aloud their answers.

Write an information report

- Recount how information reports are organised
- Explain the task in Activity 3 and ask the students to make notes before they start writing. Provide books or internet access under your guidance and supervision to facilitate information research.
- Instruct the students to write their information report based on their notes.
- Give some time to the students to edit their work using the criteria on **Page 48**.

Student Book—Pages 47–48

Answers

1. a. stingrays; eight
b. Stingrays are flattened fish related to sharks. They have a round disc-like shape. Their eyes are on the top of their bodies. Their mouth and gills are underneath.
2. a. A tuna is a saltwater fish.; b. Lobsters have five pairs of legs.; c. Seals have a layer of fat under their skin.; d. Many sharks are caught for their fins.; e. The leatherback turtle is the largest sea turtle.
3. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can write an information report.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- c. Asks questions to clarify meaning, request additional information and to extend the interaction.

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

What you need:

- Student Book

Procedure:

Write a riddle

- Ask the students to work in groups and write riddles about sea creatures.
- The students may play a guessing game by reading them aloud to other groups to guess.

Play a game

- Explain how the game of charades work.
- Ask the students to write similes.
- Let them act out their similes while their classmates try to guess.

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.
- c. Asks questions to clarify meaning, request additional information and to extend the interaction.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- b. Creates simple information reports and representations with a few logically sequenced ideas and some subject specific vocabulary (e.g., information posters or information reports on bats).

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of different sea creatures: seahorse, crab, sea anemone; words that describe how different sea creatures move: wave, slither, paddle,

What you need:

- Student Book

Procedure:

Information report

- Review the organisation and language features of information reports.
- Ask the students to make notes about their favourite sea creature and write an information report.
- Let the students edit their writing. They may refer to the success criteria model on [Page 48](#).

Write sentences

- Ask the students to write sentences on their own using the facts provided on [Page 50](#).

Complete sentences

- Review the use of first conditionals and ask the students to complete Activity 3.

Student Book—Page 50

Answers

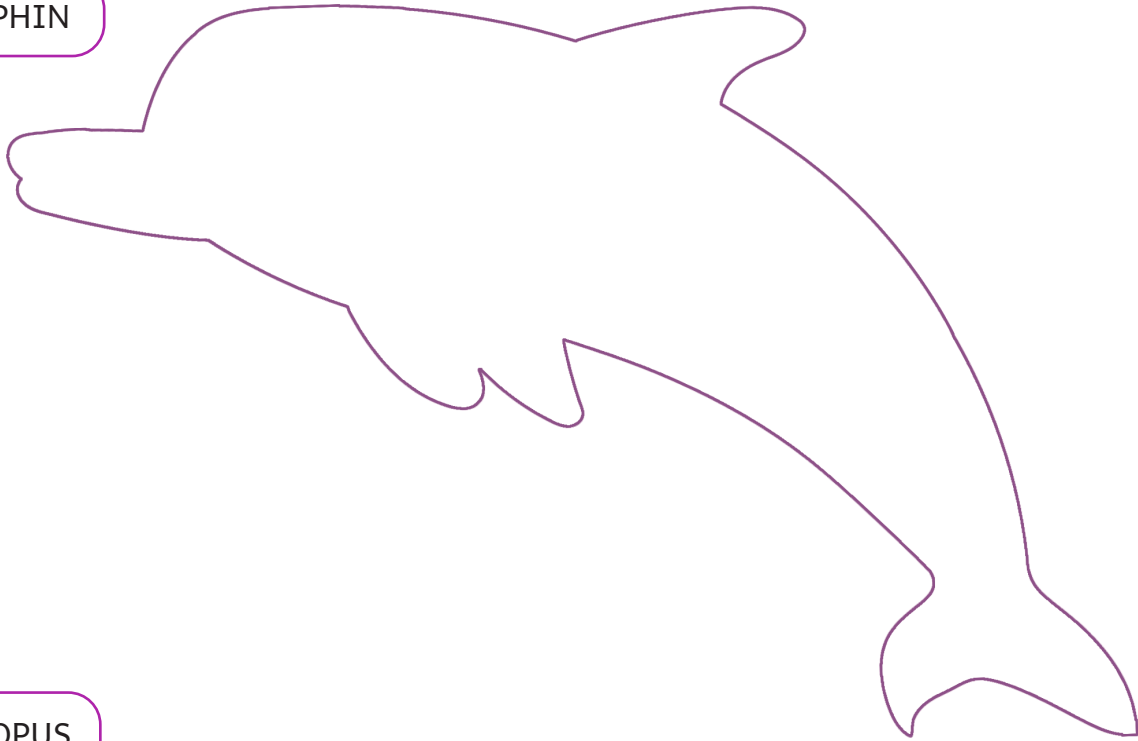
1. Subjective answers
2. Subjective answers
3. Subjective answers

Resources

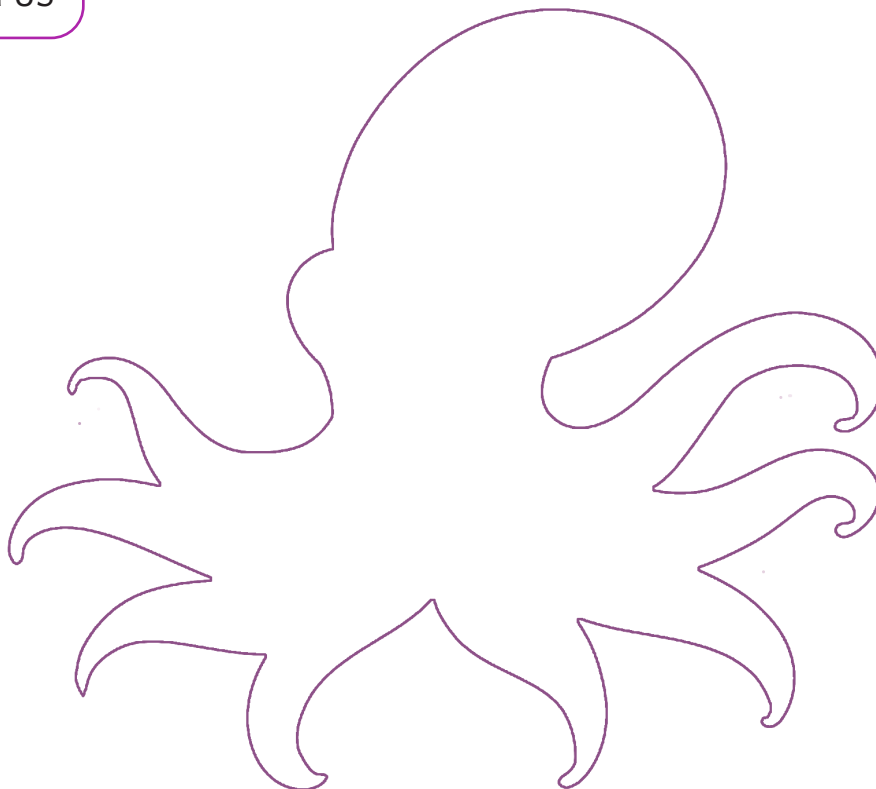
Teacher Resource 1

Acrostic poem templates

DOLPHIN



OCTOPUS



4

Good books



UNIT OVERVIEW

In this unit, the students get the opportunity to enhance their language and literacy skills as they engage in talking about their favourite books, identify different parts of a book, recognise fiction and non-fiction books, read a narrative, write a book review, and listen to a text for detailed information.

At the end of the unit, the students practise the language and literacy skills introduced in the unit by writing a review of a chapter from a story, and by developing the front and back cover for a book.

Language focus: simple past tense; direct and indirect speech; adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Target vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

Word study: guessing meanings of words using contextual information

Key competencies: Making meaning

Values explored: Care and show compassion towards oneself and others

Self-assessment:

- I can identify and talk about the parts of a book.
- I can talk about fiction and non-fiction books.
- I can identify the elements of a story.
- I can read and understand fairy tales.
- I can write a story.
- I can write a book review.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Student Book

Procedure:

Read

- Ask the students to observe the picture on [Page 52](#).
- Go through the text in the speech bubbles. Ask questions such as 'What makes a book interesting to read?'
- Encourage the students to share their ideas.

Let's talk

- Ask the students about their favourite books.
- Let them work in groups and discuss the answers to the questions on [Page 53](#).
- Have a class discussion at the end of the activity.

Student Book—Page 52

Answers

1. Subjective answers
2. Subjective answers

Differentiated instruction

Extension

- It will be a good start to encourage the students to read.
- In addition to this, you may read aloud portions from fiction/non-fiction books in class every day.

Section 2: All about books

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Fiction and non-fiction books
- Student Book

Procedure:

Parts of a book

- Point to the picture on **Page 53** and introduce parts of a book.

Contents page

- Ask the students to observe the sample contents page on **Page 53**.
- Give them some time to answer the questions. Discuss the answers.
- Give a set of books to small groups of the students. Ask the groups to identify the different parts of the books in their sets and tell the rest of the class about their books.

Fiction and non-fiction

- Ask the students to go through the notes in the book and explain the difference between fiction and non-fiction based on their understanding.
- Give out some fiction and non-fiction books to groups of students and ask them to sort the books into the two categories.
- At the end of the activity, ask how they sorted the books: ‘What made you identify [name of the book] as fiction?’
- Encourage the students to justify how they sorted the books.

Let’s Talk

- Let the students discuss the answers to the questions in the SB.

Student Book—Pages 53–54

Answers

2. Snacks; Kitchen essentials; Pages 43–102; an alphabetical list printed at the back of a book showing which page a subject, name, etc. is on; no
3. Subjective answers

Section 3: How to choose a book

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- a. Determines the purpose of a reading/viewing (e.g., to follow instruction, sequence events, extract specific information etc).
- c. Follows simple written directions supported with pictures (e.g, create a simple craft, follow a recipe).

Language focus: adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Student Book

Procedure:

How to choose a book

- Ask the students to go through the step-by-step guide on how to choose a book on **Page 55**. Explain any new vocabulary (blurb, fantasy, etc.).
- Take the students to the school library or bring some books to the classroom. Ask the students to work in pairs and choose a book using the guidelines in the SB.
- At the end of the activity, let the students share their choices and provide an overview of their book. For example, they can say whether its fiction or non-fiction, what the contents are, why they chose it, etc.

Word study

- Ask the students to complete the fill in the blanks activity. Discuss the answers.

Student Book—Page 55

Answers

2. i. illustrator; ii. author; iii. blurb

Differentiated instruction

Extension

At the end of the activity, let the students share their choices and provide an oral or written overview of their book. For example, they can say whether its fiction or non-fiction, what the contents are, why they chose it, etc.

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can identify and talk about the parts of a book.
 - I can talk about fiction and non-fiction books.

Section 4: Alice in wonderland

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- b. Shares personal responses to texts during individual, small group and whole class reading activities (e.g., silent reading, buddy reading, readers' theatre, choral reading).
- c. Summarizes main points found in literary texts and retells the events in the correct sequence.
- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome:

RVS316

Use an increasing range of skills, strategies and background knowledge to read, view and comprehend longer texts on familiar and less familiar topics.

Indicator/s:

- d. Creates a mental image using prior knowledge, experiences and information from the text.

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences)

Indicator/s:

- b. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).
- d. Writes narratives with characters, setting and a sequence of events, a complication and resolution.

Language focus: simple past tense

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Student Book

Procedure:

Before you read

- Draw the students' attention to the pre-reading questions on **Page 56**. Discuss them to evaluate their background knowledge.

Key competency in action:

- Refer the key competency note to the students. Encourage them to concentrate on visualising as many small details as they can. For example, what colour was the White Rabbit's waistcoat?

Read and respond

- Ask the students to read the first paragraph of the story. Tell them to form 'mental images' as they read.
- Let them share what they visualised as they read the first paragraph. You may model the strategy too.
- Ask the students to continue reading the text using the visualisation strategy.
- Let the students answer the questions as they read the text. Discuss the answers.
- Ask them to read the story for a second time.
- Ask them to draw six pictures that represent the events of the story.
- Ask them to work in small groups and retell the story using their pictures.

Word study

- Direct the students' attention to Activity 3 on **Page 58**. Go through the words and point out the structure of the words (e.g., shrunk- past tense)
- Ask the students to complete the activity on their own. Discuss the answers.

Story elements

- Draw the students' attention to the story map template on **Page 58**.
- Ask them to read the story, 'Alice in Wonderland' once again and complete the story map.
- Ask some students to share their story map with the class.

Let's create

- Direct the students' attention to Activity 5 on **Page 59**.
- Read a short story to the class and point out the story elements.
- List the different elements of the story (setting, characters, etc.) on the board as you read.
- Explain the instruction in the SB and ask them to make a story wheel for their favourite story.

Let's write

- Direct the students' attention to the speech bubbles on **Page 59**.
- Ask them to write their fairy tale independently.
- Come up with some success criteria to assist self-evaluation.
- You may use the suggestions below, but it is not an exhaustive list. You may add, edit or change it as you see fit.
 - My fairy tale has a title.
 - I have described where the story takes place.
 - I have included a clear description of the characters
 - I have explained what happens in the fairy tale.
 - I have included a clear concluding sentence.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 56-59

Answers

1. Subjective answers
2. a. at the bank of a river; b. he was wearing a waistcoat and mumbling; c. cupboards and bookshelves; d. a heap of sticks and dry leaves
3. a. curious; b. squeeze; c. shrunk; d. mumbling; e. grabbed
4. Title: Alice in Wonderland; Author: Lewis Carroll; Main Characters: Alice; Supporting characters: Alice's sister, the White Rabbit; Setting: the river bank, the rabbit hole; Problem: Alice fell down a rabbit-hole she could not get out of; Solution: Alice ate the cake to grow bigger so she could grab the key
5. Subjective answers
6. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can identify the elements of a story.
 - I can read and understand fairy tales.
 - I can write a story.

Section 5: The pool of tears

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- d. identifies the main ideas and events and organizes them sequentially or on a preference.

Outcome:

LSC304

Listen and speak to explore literary texts (themes, characters and plot) from different viewpoints, confirm predictions and relate them to real experiences of self and others.

Indicator/s:

- c. Shows understanding of texts by relating *cause and effect using because* (Alice is scared because she does not know how to go home.)
- d. Offers opinions and possible solutions to problems using different strategies (drawings, role-plays, graphic organizers, etc.)

Language focus: simple past tense; direct and indirect speech

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Student Book
- Audio recording

Procedure:

Multiple choice questions

- Recall some key events from the reading text 'Alice in Wonderland'.
- Ask the students to predict what happens next in the story. Write down the students' predictions on the board.
- Ask the students to read the questions before they listen to the audio. Play the audio.
- Tell the students to choose the correct answers for the questions as they listen. Discuss the answers.

True or False

- Play the audio for the second time and ask the students to identify if the statements are true or false.

Speech marks

- Direct the students' attention to the notes on **Page 61**. Explain when and how speech marks are used.
- Ask the students to add speech marks to the statements in Activity 3.

Write a dialogue

- Give some guidance to the students on how to write a dialogue in the proper format.
- Ask the students to write the dialogue between Alice and the Mouse and enact it in pairs.

Student Book—Pages 60-61

Answers

1. a. i; b. ii; c. ii
2. a. False; b. False; c. True; d. True; e. True; f. True
3. a. "When will the fall end?" asked Alice.
b. "Would you help me little mouse?" asked Alice.
c. "I'm late for a very important meeting," said the White Rabbit.
4. Subjective answers

Section 6: A good book

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

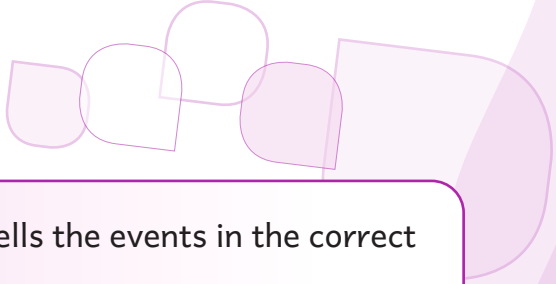
Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- b. Shares personal responses to texts during individual, small group and whole class reading activities (e.g., silent reading, buddy reading, readers' theatre, choral reading).

- 
- c. Summarizes main points found in literary texts and retells the events in the correct sequence.
 - d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6–10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences)

Indicator/s:

- b. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).

Language focus: simple past tense

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Student Book

Procedure:

Read

- Ask the students to read the book review on **Page 62** carefully.
- Explain what a book review is, and where one would normally find book reviews.
- Ask some questions about the review.
 - What are some words that give more information about the book?
 - What do you know about the book?

Let's talk

- Ask the students to work in small groups and discuss the answers to the questions in Activity 2.
- Have a class discussion to discuss the responses.

Use of English

- Show a familiar book/story to the class and introduce the difference between facts and opinions.
 - The title of this book is [_____]. That is a fact.
 - This book is interesting. That is an opinion.

- Ask the students to present some facts and opinions about ‘Alice in Wonderland’.
- Ask them to read the review of ‘Marvellous History’ again and identify facts about the book and the reviewer’s opinions.

Thinking and feeling verbs

- Point to the activity on **Page 63** and review the difference between action verbs and thinking/feeling verbs.
- Ask them to do both exercises independently and then, discuss the answers

Student Book—Pages 62-63

Answers

- a. Marvellous History; b. Rob Alcraft, Becca Heddle, Michaela Morgan and Ciaran Murtagh; c. very easy to read, stories from history, full colour photos and artwork, fun activities; d. Subjective answers
- a. good book, easy to read, one will surely enjoy, like the full colour, has fun activities
b. title, authors, has information about people and moments from history, talks about how travelling has changed
- think, believe, wish, feel, like, fear, enjoy

Section 7: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC319

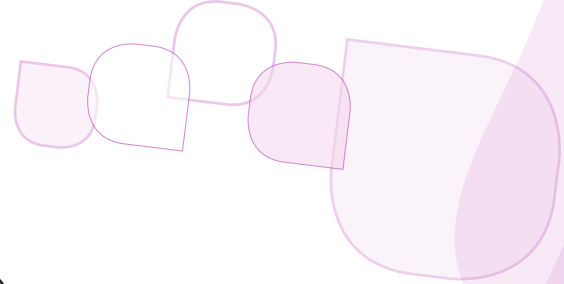
Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).

Language focus: simple past tense; adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)



What you need:

- Student Book
- Enlarged copy of the book review (*Marvellous History*)

Procedure:

Read

- Draw the students' attention to the picture on **Page 64** and discuss the adjectives that could be used to describe a book.
- Ask them to use each word to write a sentence about a book they have read.
- Let some students share their sentences with the class.
- You may take note of the books the students mention to strengthen the collection in the school library.

Write a book review

- Use an enlarged photocopy of the review of *Marvellous History* or project an electronic version of it on the board.
- Read through the review and highlight its organisation and the language used.
- As this is the first-time the students are attempting to write a book review, they will need support and guidance before attempting to write one on their own.
- Choose a book you have read in class or a book familiar to the students.
- Do a shared writing activity and write a review on the board to demonstrate the process of writing a review, text organisation and language features used.
- The students may also be asked to do a guided (book review) writing activity in pairs.
- When the students have had some practice writing a book review, assign Activity 2 on **Page 65**.
- Direct the students' attention to the checklist/success criteria before they start writing.

Student Book—Pages 62-63

Answers

Subjective answers

Differentiated instruction

Additional support

- Some students may not be able to write a review. These students may be given sentence strips of a book review and asked to put them in order.

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can write a book review.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSS306

Gives brief formal presentations (rehearsed and impromptu) in class and on stage, using text frames, visual aids and appropriate body language to enhance meaning.

Indicator/s:

- Gives informal presentations (e.g., perform action songs, recite poems, do a dramatization, etc.) in class and on stage.
- Speaks in a meaningful sequence from memory or using simple visual prompts and objects (e.g. retells a story, gives a recount, explains a procedure, recalls key points from non-fiction texts, etc.).
- Uses appropriate body language, voice and tone to suit the language purpose and situation.
- Peer assesses oral presentations using different strategies (e.g., use a criteria, traffic lights- red = don't understand, green = totally get it etc.).

Language focus: simple past tense; adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)

What you need:

- Props for the play
- Student Book

Procedure:

Present a play

- Begin the lesson by showing a video of a play. Point out the characters, props used, the role of a narrator (if applicable), etc.
- Draw the students' attention to Activity 1 on [Page 66](#). Tell the students that they will work in small groups and perform a play.
- Before the students start work, you can collaborate with them to list the success criteria for the play.
- Give them enough time to practice and get the play ready.
- If possible, you may invite their parents to watch them perform. This will let the students perform in front of a real audience and make learning meaningful in an authentic situation.

- After all the groups have performed, go through the success criteria and talk about what went well and what can be improved next time.

Retell a story

- Ask the students to choose a story and to retell the story using the high five story retelling method. This can be done in small groups.

Student Book—Page 66

Answers

2. Subjective answers

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6–10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- a. Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- b. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).

Language focus: simple past tense; direct and indirect speech; adjectives to describe books (scary, interesting, boring, exciting, informative, action-packed, amusing)

Vocabulary: words related to books (blurb, author, illustrator, contents page, fiction, non-fiction, glossary, title, quote, spine)


What you need:

- Student Book

Procedure:

Write a book review

- Direct the students' attention to Activity 1 on [Page 67](#).
- Review the language features and the organisation of a book review.

- 
- Ask the students to write a review of ‘Down the rabbit-hole’.
 - Direct their attention to the checklist on **Page 65** before they start writing.
 - After they finish the first draft, ask them to edit their writing using the checklist.

Design a front/back cover of a book

- Ask the students to design a front and back cover for a book.
- Ask them to refer to the information on **Page 53** for guidance.

Student Book—Page 67

Answers

1. Subjective answers
2. Subjective answers

Resources

Teacher Resource 1

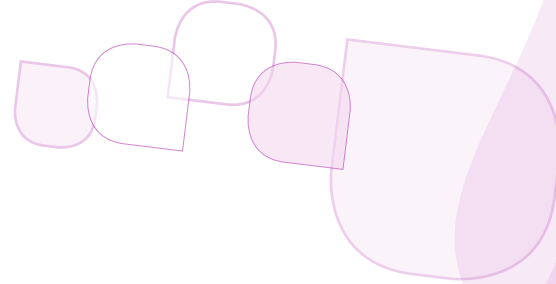
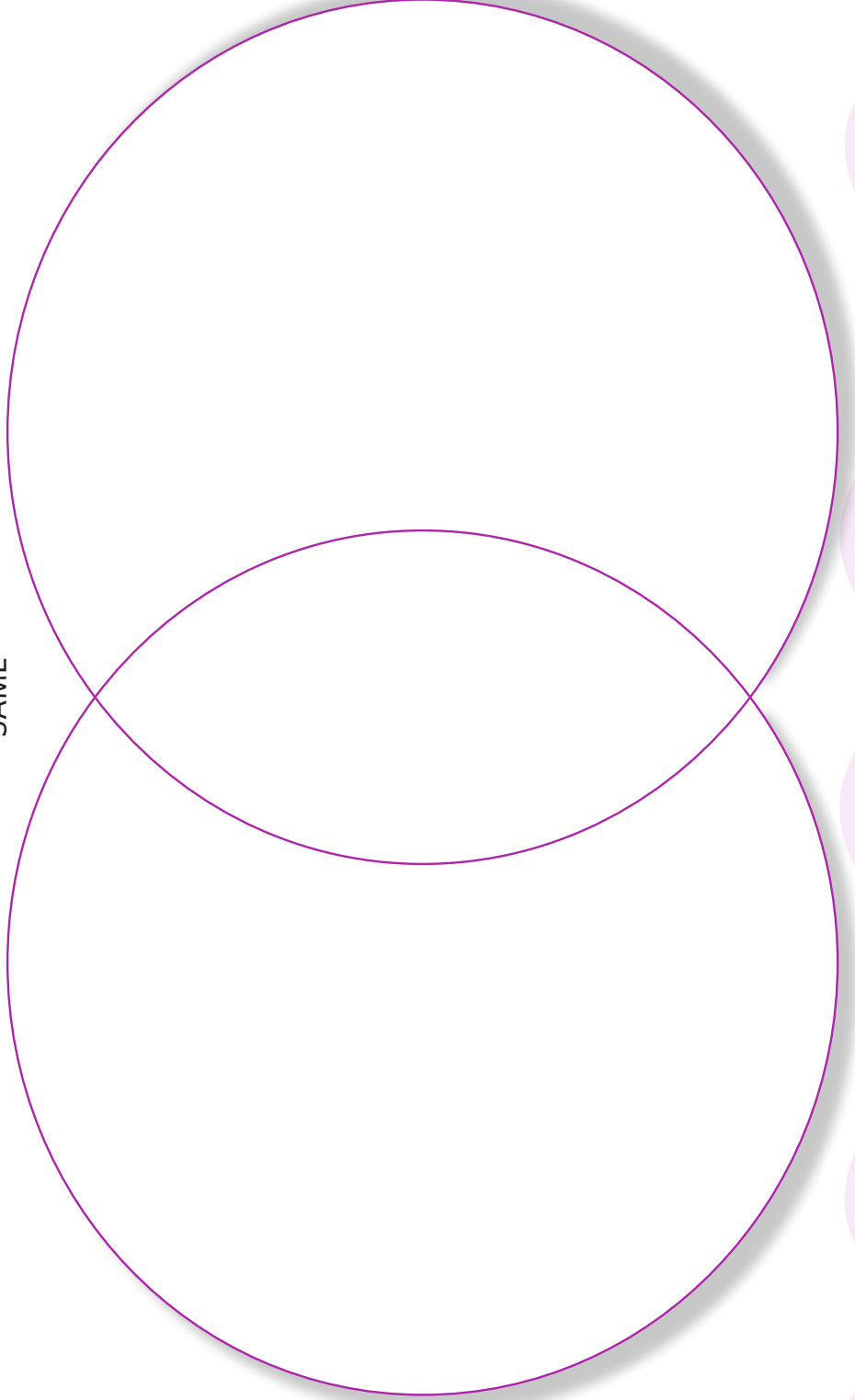
Venn diagram

Compare and contrast two books that you have read.

DIFFERENT

SAME

DIFFERENT



5

Do you have a pet?

UNIT OVERVIEW

In this unit, the students get the opportunity to enhance their language and literacy skills as they engage in talking about their favourite pets, describe physical features of animals, identify how different animals move, recognise sounds made by animals, read about how to look after a pet, listen to an audio recording to complete a pet profile and write a description and a poem about a pet.

At the end of the unit, the students practise the language and literacy skills introduced in the unit by completing sentences using adverbs and writing questions that they may ask at a pet shop if they want to have a pet.

Language focus: question words; object pronouns; similes; adverbs of manner; alliterations

Target vocabulary: pet animals (fish, parrot, cat, chicken); animal body parts (beaks, whiskers); words that describe animal movements (waddle, swing, hop); animal sounds (squack, squeak)

Word study: guessing the meaning of words using contextual clues

Key competencies: Making Meaning; Practising Islam

Values explored: showing awareness and taking personal responsibility for one's actions, both inside and outside school

Self-assessment:

- I can gather information by asking questions.
- I can present the information gathered.
- I can read and talk about an explanation text.
- I can talk about information presented in charts.
- I can describe a pet.
- I can write a poem with the help of a model.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: question words (asking questions)

Vocabulary: pet animals (fish, parrot, cat, chicken)

What you need:

- Student Book

Procedure:

Naming pets

- Ask the students whether they have pets. Ask them to share the names of their pets
- Ask them to ask their classmates what their favourite pet is and form groups according to their chosen pet.
- They can then think of why they like the particular pet. Let the groups share their thoughts with the class.

Let's talk

- Ask the students to work in small groups and discuss the answers to the questions on [Page 69](#).

Student Book—Page 69

Answers

1. Subjective answers

Differentiated instruction

Extension

- The students could be asked to write an acrostic poem for a pet.
 - Cute
 - Active
 - Tame

Section 2: My secret pet

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

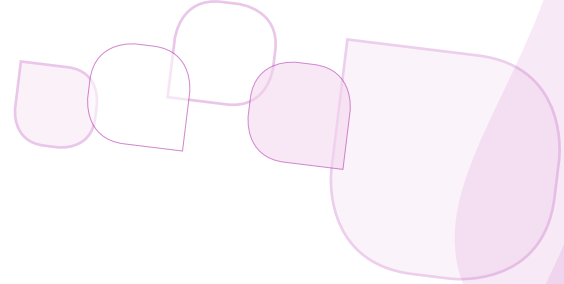
- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: question words (asking questions)

Vocabulary: pet animals (fish, parrot, cat, chicken); animal body parts (beaks, whiskers)

What you need:

- Pictures of different pets.
- Student Book



Procedure:

Choose a secret pet

- Ask the students to go through the ‘secret pet’ activity on **Page 70**.
- Introduce the names of animal body parts given in the box. Use the pictures of the pets to explain them in context.
- Play a game as an ice-breaker and to activate the students’ prior knowledge.
 - Have cut-outs of the bodies and the tails of animals/birds separately.
 - Ask the students to work in teams and to pin the tails to the correct animals/birds.
- Demonstrate how to do the ‘secret pet’ activity.
- Invite a volunteer to come to the front of the class.
- Tell the student to think of a pet.
- Ask different questions (Does your pet have wings?, etc.) to guess what the student’s secret pet is.
- Tell the students to include words from the word box in their questions.
- Let the students work in pairs and do the activity.

State a fact/an opinion

- Explain the difference between a fact and an opinion.
- Let the students list some facts and opinions about a pet on their own and discuss them among each other.

Student Book—Page 70

Answers

1. Subjective answers
2. Subjective answers

Section 3: Who has a pet?

LEARNING OUTCOMES AND INDICATORS

Listening & Speaking

Outcome:

LSS306

Gives brief formal presentations (rehearsed and impromptu) in class and on stage, using text frames, visual aids and appropriate body language to enhance meaning.

Indicator/s:

- a. Gives informal presentations (e.g., perform action songs, recite poems, do a dramatization, etc.) in class and on stage.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- b. Creates simple information reports and representations with a few logically sequenced ideas and some subject specific vocabulary (e.g., information posters or information reports on bats).

Language focus: adjectives (amazing, fascinating, terrified, colourful); first conditionals (if we...)

Vocabulary: names of sea creatures (seahorse, crab, sea anemone); words that describe how different sea creatures move (wave, slither, paddle, rock, whizz, scuttle)

What you need:

- Student Book

Procedure:

Do a survey

- Ask the students to go through Activity 1 on [Page 71](#).

Key competency in action

- Refer the key competency note to the students. Tell them that before they start the survey, they should decide how to record the information gathered from the survey.
- This will make it easier to gather the data, sort and present them.
- Guide the students on how to report the data. They may make a poster that represent the information or create a PowerPoint presentation to share the information with the class.
- Provide some tips on how to organise information in a poster/presentation.
- It will be interesting for the students if the survey participants are students from another class/section of the same grade, if possible.
- Assign the task and let the students conduct the survey and report their findings.

Student Book—Page 71

Answers

1. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can gather information by asking questions.
 - I can present the information gathered.

Section 4: Pets need love and care

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: object pronouns

Vocabulary: pet animals (fish, parrot, cat, chicken); animal body parts (beaks, whiskers, nails)

What you need:

- Student Book

Procedure:

Read a dialogue

- Have a class discussion on the question: What is the most important thing to do if you have a pet?
- Let the students go through the dialogue on **Page 72** on their own first.
- Ask them to work in groups and practise reading the dialogue aloud in turns.

Fill in the blanks

- Introduce object pronouns with some examples (me, you, him, her, us, them, and whom).
- Write some sentences on the board and explain that an object pronoun is used when we have already introduced the person/thing we are talking about.
- Object pronouns are used to avoid repetition of names and they are used after the verb.
 - Ahmed was hungry. I gave **him** a sandwich.
- Ask the students to complete the sentences in Activity 2, by using the correct object pronoun from the word box. Discuss the answers.

Answers

1. me, her, him, them, us

Section 5: Caring for your pet fish

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

Language focus: similes

Vocabulary: words that describe animal movements (waddle, swing, hop)

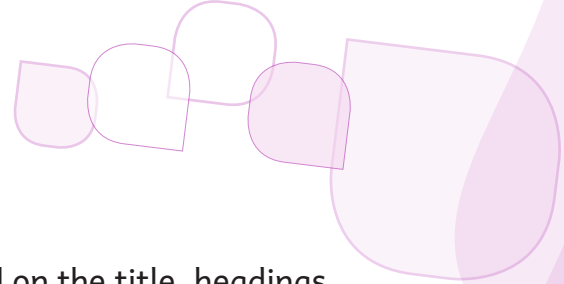
What you need:

- Student Book

Procedure:

Before reading

- Ask the students to go through the pre-reading question on **Page 73**.
- Ask them to work in pairs, think about the question and write down their responses.
- Note down the students' responses on the board and revisit them at the end of the lesson.



Answer the questions

- Point out the title of the text and the sub-headings.
- Let the students predict the content of the text based on the title, headings, subheadings, etc.
- Ask them to read it and highlight any words that are new and unfamiliar. Explain the meaning of words that may be new to the students.
- Ask the students to answer the questions as they read the text.
- Discuss the answers.

Key competency in action:

- Refer the Practising Islam key competency note to the students.
- Tell the students that animals are also creations of Allah (SWT). The Holy Quran tells us to be kind to animals and our Prophet Muhammad (Peace Be Upon Him) reminds us that we must take care of animals.

Word study

- Draw the students' attention to the words in the box on **Page 75**.
- Explain the structure of the words. For example, 'move' is the root word of 'remove'.
- Ask them to complete the activity by matching the words with their meanings.

Pet movement

- Ask them to act out some of the words (waddle like a duck) given in Activity 4.
- Explain what a simile is and ask the students to write an imaginative simile using each word.
- Ask the students to share their similes with the rest of the class.

Let's create

- Point out the instructions in Activity 5 to the students.
- Let them work in groups to create a poster of a missing pet.
- Once they have created their posters, let them display their work in class.
- Let the groups self-assess the posters. Ask them to point out the strengths and weaknesses in their work. Remind them to be polite when providing feedback to their friends.

Let's write

- Explain the writing task on **Page 76**.
- Ask the students to write a description of a pet. Do some scaffolding practice before the students start writing.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 73–76

Answers

1. Subjective answers
2. a. Subjective answers; b. do not use chemicals; c. lights should have a timer; d. the food can mess up the water; e. Subjective answers; f. Subjective answers

- 3. a. temperature; b. aquarium; c. damage; d. remove; e. veterinarian
- 4. swing like a monkey; waddle like a duck; hop like a rabbit; swim like a fish; stretch like a cat
- 5. Subjective answers
- 6. Subjective answers

Differentiated instruction

Extension

- Ask the students to write as many words as they can using the letters in the word veterinarian (vet, rat, ran, etc.).

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can read and talk about an explanation text.
 - I can describe a pet.

Section 6: Zayan's pet

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

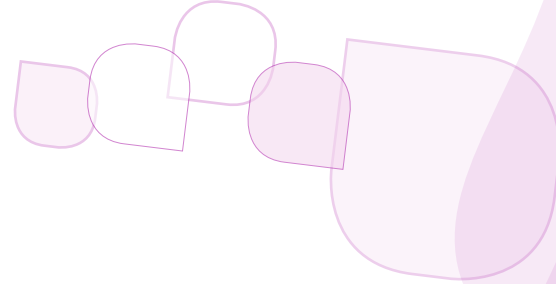
- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- c. Answers questions on predictions, and explicitly stated and inferred information (verbally, worksheets, drawings, etc.).

Language focus: question words

Vocabulary: words that describe animal movements (waddle, swing, hop)

What you need:

- Student Book
- Audio recording



Procedure:

Listen to Zayan

- Explain the listening activity to the students: they must listen to an audio recording and complete a pet profile based on it.
- Give some time for the students to scan through the profile before the audio is played. Explain the words and phrases that they might not understand.
- Play the audio and ask them to fill in the information.
- Play the audio for a second time to help them check and complete their answers. Discuss the answers.

Word study

- Ask the students to work independently and match the animals with the words that describe the sounds they make.

True or False

- Play the audio recording for a third time, as the students identify if the statements are true or false. Discuss the answers.

Use of English

- Ask the students to go through the question words on **Page 78**.
- Ask the students to complete Activity 4 using the hints provided alongside.
- Divide the class into six groups.
- Give each group one of the scenarios from Teacher resource 1.
- Give them some time to discuss among themselves and suggest some solutions to the problem presented.

Student Book—Pages 77–78

Answers

1. cat; Spotty; black; long white tail; likes to be cuddled; does not like other cats; playful; grandfather
2. purr; cluck; squawk; squeak
3. a. T; b. F; c. T; d. T; e. F; f. F
4. Subjective answers

Section 7: A brave pet

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- b. Shares personal responses to texts during individual, small group and whole class reading activities (e.g., silent reading, buddy reading, readers' theatre, choral reading).
- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Language focus: adverbs of manner

Vocabulary: words that describe animal movements (waddle, swing, hop); animal sounds (squack, squeak)

What you need:

- Student Book

Procedure:

Read

- Ask the students to read the text on **Page 79**.
- Ask them to retell the main points of the text to a partner by using the high five story retelling method (Refer to **Page 66** of the SB.).

Let's talk

- Ask the students to work in pairs and discuss the answers to the questions.

Use of English

- Point out the adverbs in 'A brave pet'. Ask the students to underline them.
- Explain that some adverbs are formed by adding 'ly' to an adjective (bad → badly).
- However, adjectives ending with 'y' drop the 'y' and add 'ily' to form an adverb.
- Ask the students to complete Activities 3a and 3b in the SB. Discuss the answers.

Student Book—Pages 79–80

Answers

1. Subjective answers
2. a. Lily; b. Yes. She says the family looks after her well.; c. She squawked loudly to wake up the neighbour.; d. Subjective answer; e. Subjective answer
3. a. i. badly; ii. softly; iii. kindly; iv. easily; v. lazily; vi. greedily
4. b. i. gently; ii. easily; iii. badly; iv. quickly

Differentiated instruction

Extension

- Play a game of charades to practise adverbs.
 - Write short phrases or sentences on strips of paper (I walked to school slowly.).
 - Ask the students to work in teams and take turn acting out the phrases or sentences.
 - The others will have to guess the adverbs being acted out.

Section 8: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- a. Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- b. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).
- e. Begins to experiment with poetic forms (e.g., changes certain words from a given poem or rhyme, use imagery, i.e., words and phrases that appeal to the senses) to write short poems.

Language focus: alliterations

Vocabulary: animal body parts (beaks, whiskers); words that describe animal movements (waddle, swing, hop); animal sounds (squack, squeak)

What you need:

- Student Book

Procedure:

Read

- Read 'Our kittens' aloud a few times and let the students follow you.
- Talk about the organisation and language features of the poem.
- Ask the students to identify words that rhyme and the lines of the poem that have the same rhythm.

Unit 5: Do you have a pet?

Write a poem

- Ask the students to pay attention to the instructions in Activity 2.
- You may first do some shared poetry writing on the board working together with the class.
- Ask them to write their poems on their own.
- Come up with some success criteria to assist self-evaluation.
- You may use the suggestions below, but it is not an exhaustive list. You may add, edit or change it as you see fit.
 - My poem has a title.
 - The content/body of the poem relates to the title.
 - The ending sounds in paired lines are the same.

Alliteration

- Point out the animal alliteration on **Page 82**.
- Ask the students to write animal alliterations by following it.

Student Book—Pages 81–82

Answers

1. a. fur/purr, paws/claws, sky/by; b. #1 & #2, #3 & #4, #4 & #5
2. Subjective answers
3. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can write a poem with the help of a model.

Section 9: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

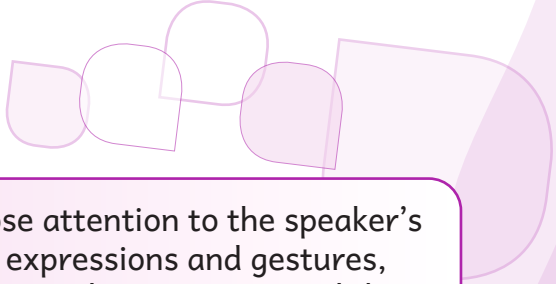
Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.

- 
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
 - d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: adjectives, adverbs

Vocabulary: words that describe animals

What you need:

- Material for making pet toy
- Student Book

Procedure:

Create a toy

- Direct the students' attention to Activity 1 on **Page 83**.
- You may play some DIY pet toy tutorial videos for the students to refer to and get a few ideas.
- Ask them to work in groups and make a toy for a pet.
- Provide the necessary materials or inform them in advance to bring them from home.
- When the toy is ready, let the students explain to the class what their toy is.

Debate

- Divide the class into two groups. One group must talk about why chickens make good pets while the other group must speak against the idea.
- Explain the use of debating language and the need to be firm but polite. Explain how one must use solid facts in their arguments. You may introduce them to standard sentence structures such as:
 - Furthermore...
 - Moreover...
 - What is more...
 - I should also add that...
 - Maybe I should also mention...
 - Not to mention the fact that...
- You may have a few short practice runs.
- Give the students some time to think about the topic and note down some points to support their arguments. If resources are available, let them research.
- Moderate the debate to ensure decorum and maximum participation.

Section 10: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: adverbs of manner

Vocabulary: words that describe animal movements (waddle, swing, hop)

What you need:

- Student Book

Procedure:

Adverbs

- Revise adverbs as taught on **Page 80**.
- Ask the students to complete Activity 1 in the SB.
- Encourage peer correction before discussing the answers.

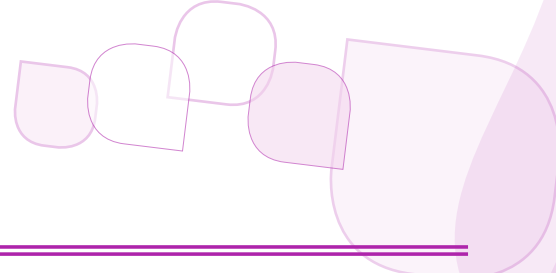
Write some questions

- Use Activity 2 as a practice activity for framing questions.

Student Book—Page 84

Answers

1. recently, happily, quickly, calmly, slowly
2. Subjective answers



Resources

Teacher Resource 1

Pet problems

Share one scenario each with each of the groups.

<p>Hana's family is planning to go on a holiday. They cannot take their rabbit along. What can the family do?</p>	<p>Zayan has pet cat called Timmy. His neighbor has a cat too. The neighbour's cat likes to play with Timmy, but eventually, they always end up fighting. What can Zayan do about this?</p>
<p>Aloof's father wants to get him a pet. Aloof does not know which pet to choose. Can you give some suggestions to Aloof on how to choose a pet?</p>	<p>Reema's cat Lilly does not like to be around people. She sleeps all day and has no interest in playing. What advice would you give to Reema?</p>
<p>Nuha's parrot is very loud. The neighbour is not happy about it. What can Nuha do to keep her pet quiet and also make her neighbour happy?</p>	<p>Ali has a pet at home. His cousin Yasin is supposed to visit him during summer vacations, but he is scared of animals. What can Ali do to help out his cousin?</p>

6

Our community

UNIT OVERVIEW

In this unit, the students will get the opportunity to enhance their language and literacy skills as they engage in talking about community events; describe important places in the community; share opinions about having rules; read a text about how human actions contribute to environmental damage, and possible remedial actions; listen to a text about a community event; talk about some problems in the community, and how they can be solved; and present an argument for or against having a new building in their community. At the end of the unit, the students will practise the language and literacy skills introduced in the unit by creating a brochure to inform visitors about their islands/community and practise describing various places in the community.

Language focus: asking and answering questions; superlative and comparative forms of adjectives; relative clauses; first conditional sentences

Target vocabulary: words related to activities people in different communities do; names of different places (mosque, school, hospital); different materials used to make products; reduce, recycle, reuse; activities related to community events; words used to express opinions (*I believe, I feel*)

Phonics and word study: practising a strategy to get familiar with spellings of new words

Key competencies: Using sustainable practices; Understanding and managing self; Practising Islam

Values explored: preserving diversity: appreciate the richness of native Maldivian habitat and understand its fragility; enjoy them today, but also endeavour to conserve them for the future

Self-assessment:

- I can talk about important places in my community.
- I can give directions on how to get to important places in my community.
- I can follow written instructions.
- I can write a recipe.
- I can talk and write about my point of view.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: asking and answering questions

Vocabulary: words related to activities people in different communities do

What you need:

- Student Book

Procedure:

Different communities

- Ask the students to study the pictures on **Page 86**. Let them ask questions if they do not understand what is being shown in any of them.
- Ask them what other activities people in their communities do.
- Encourage the students from other islands or from other countries (if any) to participate. It would enrich the conversation, add an interesting dimension to it and increase awareness about a wide range of communities/cultures.
- Talk about some of their favourite activities in their communities.

Let's talk

- Ask the students to go through the questions in the SB.
- Ask them to work in pairs and discuss the answers to the questions.
- Wrap up the activity by holding a class discussion.

Answers

2. a. cleaning a park, having a picnic, playing tug-o-war, praying; b. Subjective answers; c. Subjective answers

Section 2: Places we go

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- Initiates and responds independently to greetings, and contributes to shared language experiences.
- Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: asking and answering questions

Vocabulary: names of different places (mosque, school, hospital); superlative and comparative forms of adjectives

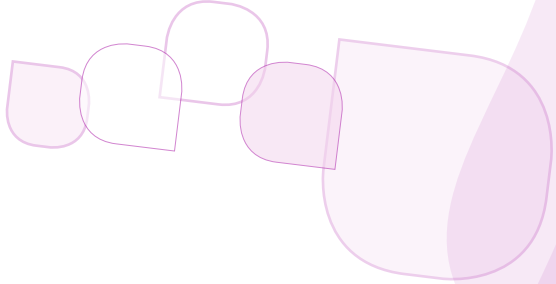
What you need:

- Student Book

Procedure:

Places in the community

- Point to the pictures on **Page 87** and read the names aloud.
- Ask the students if they have been to the places shown or how often they have been there.
- Point to the prepositions of place/direction in the word box. Demonstrate them by asking the students some questions or making them follow some instructions involving the prepositions.

- 
- Which class is opposite Class 3A?
 - Which class is above Class 3B?
 - Please go and stand near Class 1A.
 - Ask the students to work in groups and say where they could locate a mosque, hospital, court, or playground in their community.
 - Some students will likely need guidance on this activity as some islands might have more than one of each kind of place mentioned.

Likes and dislikes

- Put up pictures of different places in the island around the classroom.
- Ask the students to go and stand near the picture of their favourite place.
- Ask questions like why they choose that place as their favourite.
- Ask them to work in pairs and complete the table in Activity 2.

Use of English

- Introduce the regular comparative (-er) and superlative forms (-est) of adjectives using pictures of objects on your island.
 - This is the largest mosque on our island.
- Ask the students to complete Activity 3 on **Page 88**.

Over to you

- Introduce the irregular comparative (more/less) and superlative (most/least) forms of adjectives.
 - This is the most beautiful beach here.
 - This is a less crowded park than the other one.
- Ask the students to complete Activity 4 on **Page 88**.

Student Book—Pages 87–88

Answers

1. Subjective answers
2. Subjective answers
3. b. oldest; c. more expensive
4. Subjective answers

Section 3: Rules for everyone

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: asking and answering questions

Vocabulary: names of different places (mosque, school, hospital)

What you need:

- Student Book

Procedure:

Why do we need rules?

- Draw the students' attention to the conversation shown on **Page 89** in the student book. Ask: Why do you think we need to have rules. Let the students share their thoughts.

Rules

- Ask the students about places where they must stand in a queue. Talk about the rules that must be followed when they stand in a queue.
- Get the students to work in small groups and do a role play of scenes where people show good manners and follow rules in public places
- You may set a different scenario to each group (crossing a road, waiting in a queue at a restaurant, travelling in a crowded bus, etc.)
- Once the performances are done, the students can work together to make the list.

Answers

1. Subjective answers
2. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk about important places in my community.
 - I can give directions on how to get to important places in my community.

Section 4: Be kind to nature

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- c. Writes simple explanations / instructions with headings, sub-headings, accompanying illustration to explain a process or phenomena (e.g., How does it rain?).

Language focus: asking and answering questions

Vocabulary: different materials used to make products; reduce, recycle, reuse

What you need:

- Student Book
- Old t-shirts



Procedure:

Before you read

- Draw the students' attention to the pre-reading activity on **Page 90**.
- Ask them to work in small groups and come up with their suggestions independently.
- Let the students share their ideas with the class.

Read and respond

- Emphasise the title of the text: Every little bit helps. Ask the students what they think it means. Note down their responses on the board. You may refer to them after reading the text.
- Write the words 'reduce', 'reuse' and 'recycle' on the board. Explain the meaning of the words with examples.

Key competency in action:

- Refer the key competency note to the students.
- Let the class say what they can do to reduce, recycle and reuse.
- Ask the students to think about the answers to the questions as they read the text. Discuss the answers after the reading is done.
- After that, ask the students to read the text again and identify the main idea of each paragraph.

Word study

- Introduce the words in the word box on **Page 92**.
- Have a participative conversation about where the materials come from.
- Let the students come up with some examples of items made from each of the materials.
- Encourage peer correction.

Look, say, cover & write

- Start with giving some tips to the students on how to remember words by deconstructing them and identifying the root words.
 - The root word of reuse is 'use'. If the students know that 're' is a prefix, it will help them in getting the spelling right.
- Ask them to do the activity using words of their choice.

Let's create

- Inform the students in advance what they must bring to the class to do the bag making activity. Keep the material you will be getting yourself ready.
- Talk about how we can reuse materials to repurpose them. Explain why that is an environment friendly skill/practice.
- Point to Activity 5 on **Page 93**. Point out some key words in the instructions (cut, sleeves, strips, front, bottom).

- Ask the students to follow the instructions and make a shopping bag out of an old t-shirt.
- Encourage them to help each other during the process. Walk around assisting those who might be struggling. Make sure you closely supervise the use of scissors.
- After they are done, the students can either take the bags home or present it to a friend or donate it to someone.

Let's write

- Display a recipe on the board for the students to recall the general layout and contents.
- Choose a simple recipe which they might already know. Conduct a shared writing on the board for it with their spoken inputs.
- Ask them to refer to the sample recipe to learn the organisation and language features of a recipe.
- Ask them what food they usually find in the fridge as leftovers.
- Draw their attention to Activity 6 and ask them to complete it.
- Let them share their writing with a partner and edit the work using a success criteria shared by you.
- To conclude, use Teacher resource 1 to help the students discuss the cause-and-effect relationship between human actions and their impact on the environment.
- Ask the students to work in groups and complete the worksheet.
- The students can choose three broad categories.
- They may use the suggestions below, but it is not an exhaustive list. They may add, edit or change it as they see fit.
 - beach (throwing plastic bags, taking soil from the beach)
 - home (buying processed food/packaged food)
 - transport (using vehicles when not necessary)

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 90–93

Answers

1. Subjective answers
2. a. food wrappers, tin cans, bottles; b. plastic pollutes the sea/sometimes the plastic is eaten by the fishes; c. buy products with less packaging/buy reusable products; d. things that could still be used; e. send them to be recycled; f. every contribution we make to save the environment is worth it
3. Subjective answers
4. Subjective answers
6. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can follow written instructions.
 - I can write a recipe.

Section 5: Community event

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- c. Answers questions on predictions, and explicitly stated and inferred information (verbally, worksheets, drawings, etc.).

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6-10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- c. Recounts personal experiences and events (e.g., my birthday party).

Language focus: relative clauses

Vocabulary: different materials used to make products; reduce, recycle, reuse

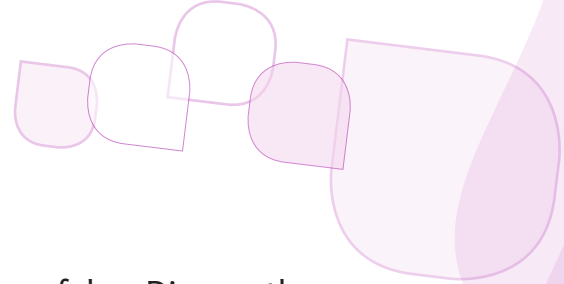
What you need:

- Student Book
- Audio recording

Procedure:

Complete the sentences

- Ask the students to recount some recent events that have been held in their communities. Ask them when and where the events took place. They can also give a brief overview of some of those events.
- Explain that they have to listen to an audio recording about a community event and complete some sentences based on it.
- Let the students read through the questions before the audio is played.
- Play the audio and ask the students to complete Activity 1 on **Page 94**.
- Play the audio for a second time to help the students check and complete their answers. Discuss the answers.



Write True or False

- Play the audio for a third time.
- Ask the students to identify if the statements are true or false. Discuss the answers.

Use of English

- Contextualise the concept of relative clauses by showing examples from the listening text.
 - There will be a giant bouncy castle that will be great fun for the children.
 - Children who are over three years can go up on the bouncy castle.
- Explain the instruction in the 'Learn more' note.

Let's write

- Recall and review the organisation and language features of a recount.
- You can ask the students to lead the recall activity since they have written recounts before.
- Ask the students to write the recount mentioned in Activity 4, using the guidelines provided.

Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 94–95

Answers

1. i; i; ii; iii
2. a.T; b. T; c. F; d. T; e. F
3. 1. that; 2. who; 3. that; 4. that
4. Subjective answers

Section 6: Making choices

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).

Language focus: relative clauses; first conditional sentences

Vocabulary: activities related to community events

What you need:

- Student Book

Procedure:

Read

- Ask the students about some facilities they have in their communities and some they wish they had.
- Draw the students' attention to 'Do we need a park?' and ask them to read it.
- Ask them to note down the questions and make notes against them as they read the text.

Let's talk

- Ask the students to work in pairs and discuss the answers to the questions.

Use of English

- Explain that exclamation marks are used after short sentences that express a strong feeling such as excitement, anger, surprise, shock etc.
- Read aloud some sentences and ask the students to put their hands up if the sentence needs an exclamation mark.
 - I like reading.
 - Get off my bike!

- Ask the students to complete Activity 3 on their own.
- Ask them to read aloud the sentences with the correct stress and tone.
- You can practise reading more exclamatory sentences.

Complete the sentences

- Ask the students to attempt Activity 4 on their own. Discuss the answers.
- Then, ask them to work in small groups and write first conditional sentences that show how their actions can contribute to the community in the long run.
 - If we ...

Student Book—Pages 96–97

Answers

2. Subjective answers
3. 1. (.); 2. (.); 3. (!); 4. (!)
4. 1. take; 2. relax; 3. walk; 4. look; 5. follows

Section 7: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).
- Creates a writing or representation to state an opinion and gives reason to support the belief (e.g., write a letter to a teacher requesting a specific place to go on a class picnic and include justification.)

Outcome:

WRS322

Engages in the process skills of writing to create imaginative and informative texts for a specific audience.

Indicator/s:

- Selects appropriate text structure for a writing purpose and sequences content for clarity and audience impact.

- b. Considers what to write before beginning to write (e.g. say out loud what to write; or jot down ideas and key words, and putting each idea into a different sentence).

Language focus: relative clauses; first conditional sentences

Vocabulary: words used to express opinions (*I believe, I feel*)

What you need:

- Student Book

Procedure:

Work in groups

- Direct the students' attention to Activity 1 on **Page 98**.
- Ask them to work in groups to identify some problems in their community and suggest some solutions for them.
- Hold a class discussion once all the groups have listed some problems and solutions. The groups can speak in turns. The listeners can ask questions or provide feedback.
- The students can then complete the task in the SB.

Write

- Explain the nature of an argumentative text.
- You may read a few examples in class to show how facts and logic are used to build and argument.
- Ask the students to make notes before they start writing.
- Let them work in pairs to evaluate their writing against the checklist.

Student Book—Pages 98–99

Answers

1. Subjective answers
2. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk and write about my point of view.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: relative clauses; first conditional sentences

Vocabulary: different materials used to make products; reduce, recycle, reuse; activities related to community events

What you need:

- Student Book

Procedure:

Make a plan

- Ask the students to go through the instructions on [Page 100](#).
- Before the students begin working, ask them to come up with the success criteria for the plan with your guidance.
- Let the students work in groups and plan an event.
- Ask the groups to share their plans with the class and get feedback.

Create a souvenir

- Provide materials for the souvenir making activity or inform the students in advance to bring their own materials.
- Ask the students to make their souvenirs. Once they have completed, ask them to give a short talk about it (what they made, materials used, etc.).

Answers

1. Subjective answers

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

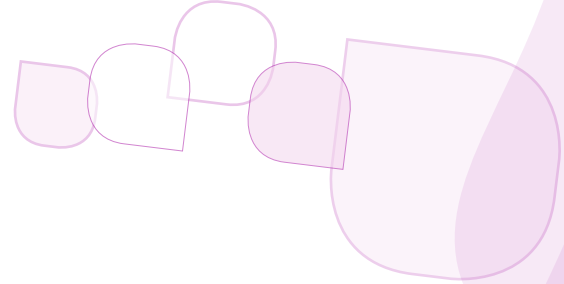
- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

Language focus: superlative and comparative forms of adjectives; relative clauses; first conditional sentences

Vocabulary: activities related to community events

What you need:

- Student Book
- Travel brochures



Procedure:

Create a brochure

- Explain the kind of information that goes into a travel brochure.
- Bring some travel brochures. Hand them out to the students so they can take a look at them and learn from them.
- Give some suggestions on where the students may find relevant information.
- Encourage them to be creative in their approach to the brochures.
- You may display their work on the bulletin board.

Describe places

- Ask the students to work in pairs.
- They can take turns and describe different places in the island using the words in the word box.

Student Book—Page 101

Answers

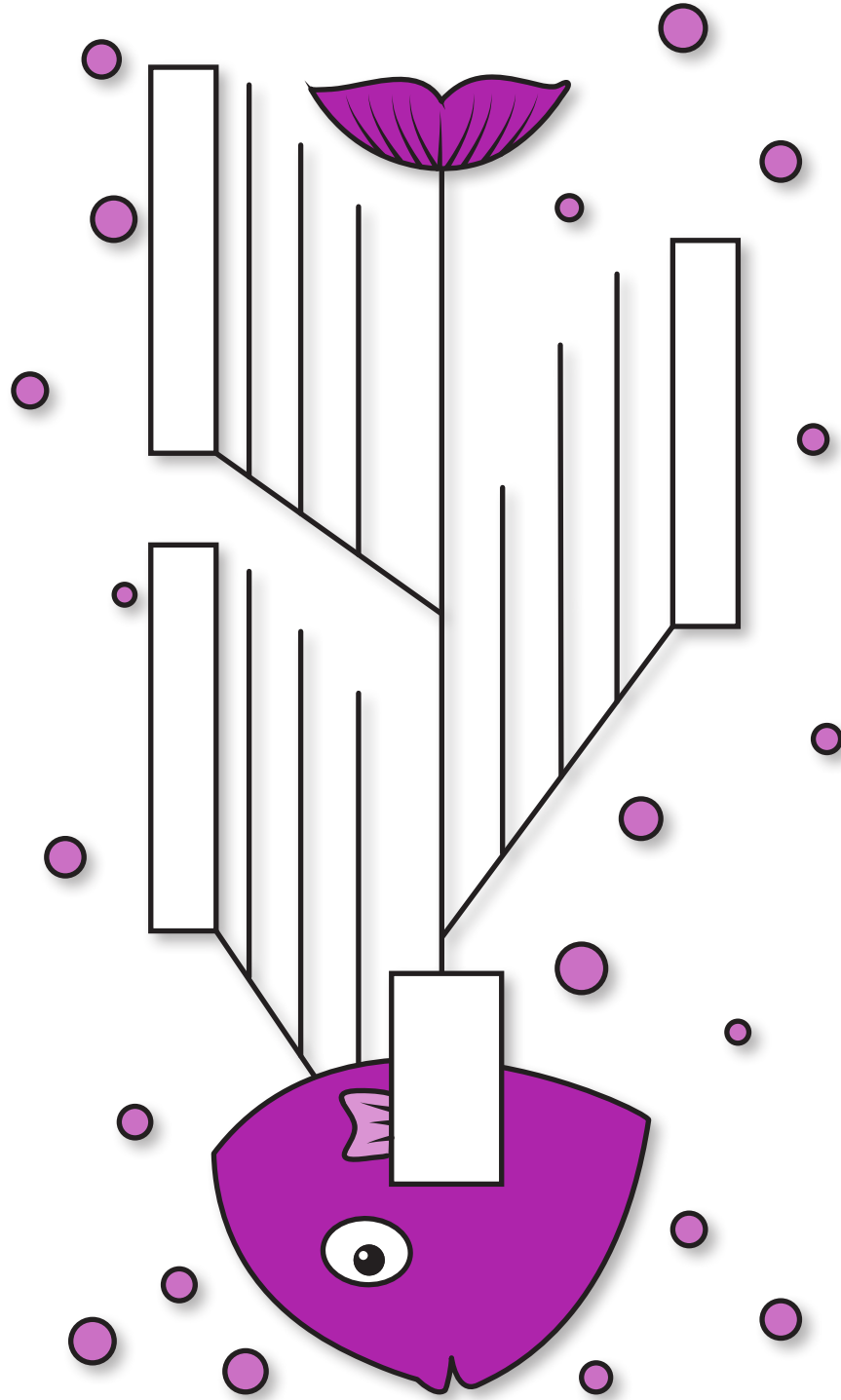
2. Subjective answers

Resources

Teacher Resource 1

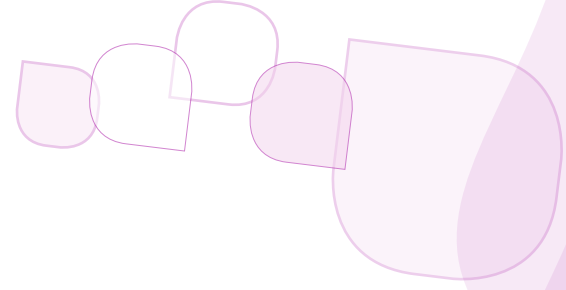
Fishbone [Cause-and-effect graphic organiser]

List three human actions and their effects on the environment.





Dream big



UNIT OVERVIEW

In this unit, the students will get the opportunity to enhance their language and literacy skills as they engage in sharing their thoughts about different jobs available in the community; identify the jobs they prefer; talk about jobs they would like to do when they grow up; read a biography of someone who has achieved their goal; listen to a success story; and write a biography of a famous person they admire.

At the end of the unit, the students will practise the language and literacy skills introduced in the unit by completing language tasks using the past tense and by conducting an interview with an adult to complete a time line of the person interviewed.

Language focus: the 'I want to be...'/ 'I will be...' structure; asking questions; past and future tenses; connectives

Target vocabulary: words related to jobs: tools; workplaces

Word study: opposites

Key competencies: Making meaning; Understanding and managing self

Values explored: striving for excellence and taking pride in work both within and outside school

Self-assessment:

- I can talk about my goals.
- I can read a biography and answer questions.
- I can talk about different jobs people do.
- I can write instructions on how to do something.
- I can talk about and write a person's biography.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: the 'I want to be...'/ 'I will be...' structure

Vocabulary: words related to jobs: tools; workplaces

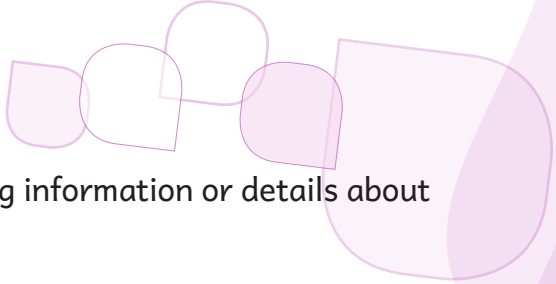
What you need:

- Student Book

Procedure:

Warm-up

- Refer to the picture on **Page 103**. Ask the class what jobs the children in the picture might want to do when they grow up.
- Ask the students to work in pairs and answer the Warm-up questions.
- Have a class discussion at the end of the lesson.

- 
- You may ask the students to talk about some interesting information or details about their choice of profession.
 - How did they learn about it?
 - Do they know someone who has that job?
 - Do they know what they need to study so they can get that job?

Student Book—Page 103

Answers

1. Subjective answers

Section 2: What I think

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: asking questions

Vocabulary: words related to jobs: tools; workplaces

Unit 7: Dream big

What you need:

- Student Book
- Flashcards showing people of different professions

Procedure:

What do you think?

- Put up flashcards on the board. Ask the class what their most and least favourite jobs are.
- Talk about each job and order all the jobs in order of popularity. Ask the students to think of reasons why certain jobs seem to be preferred by many of them.
- Direct their attention to Activity 1.
- Ask the students to work in small groups and number the jobs from 1 to 10.
- At the end of the activity, each group must explain why they like certain jobs and the idea behind how they ordered the jobs (workplace, hours of work, uniform, etc.).

Who am I?

- Review assorted vocabulary related to jobs (tools, vehicles, localities, etc.) before introducing the activity.
- Play the game 'Who am I'. This game can be played in small groups or as a class.
- Remind the students that they must frame their questions in such a way that they can have 'yes' or 'no' answers.
 - Do I work in a hospital?
 - Do I wear a uniform?
 - Do I have to work on the sea?

Student Book—Page 104

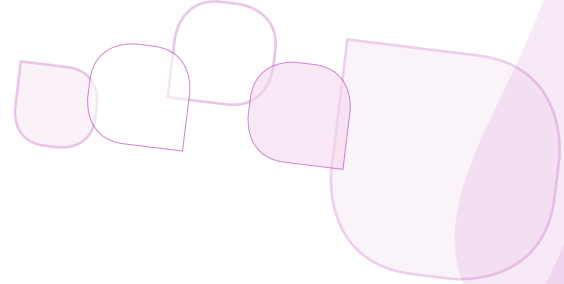
Answers

1. Subjective answers

Differentiated instruction

Extension

- Ask the students to write riddles based on different jobs.
- Jumble the letters in words related to jobs and ask the students to unscramble them.
 - rodcto → doctor



Section 3: My dream

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: ask questions; future tense

Vocabulary: words related to jobs: tools; workplaces

What you need:

- Student Book

Procedure:

What do you like to do?

- Ask the students to stand in a circle and use this approach to do the activity.
 - Let one student throw a ball to another student.
 - They must call out the intended receiver's name as they throw the ball.
 - The receiver must catch the ball and say, 'I am, I will be a when I grow up.'

- Continue this until everyone gets a chance to say what they would like to do when they grow up.
- Explain that we use the future tense when we talk about things that will happen in the future.
- Ask the students to identify sentences on **Page 105** that are in the future tense.

Fill in the blanks

- Do one example with the class.
- Ask the students to complete the rest of the exercise individually before you give out the answers.

Talk to your friends

- Write the names of different workplaces on the board and ask the students to mention the different types of jobs people do in those places.
- Explain Activity 3 to the students.
- Ask them to walk around the class and find out someone who wants to work in the places mentioned. Have them ask their peers what jobs they would prefer to do.
- Wrap up the lesson by having some students share their finding with the class.
 - Ziya would like to work in a tourist resort. He will be a chef.

Student Book—Pages 105–106

Answers

1. a; c; e
2. a. will visit, will meet, will paint; b. will rain; c. will not go; d. will serve, will go
3. Subjective answers

Section 4: Follow your dream

LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.

Indicator/s:

- d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.

Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).
- d. Organizes and presents information from texts logically using different representations (e.g., writes information under categories provided by teacher- size, colour).
- e. Answers WH questions on explicit and implicit information (verbally, worksheet, etc.).

Language focus: asking questions

Vocabulary: words related to jobs: tools; workplaces

What you need:

- Student Book

Procedure:

Talk

- Do the pre-reading activity as a think-pair-share activity.
- Have the students think about the term 'dream big' first on their own, and then with a partner.
- The pairs can then share their views with the class. They may also share example of famous people who exhibit that idea according to them.

True or False

- Have the students read the text aloud in relays.
- Ask them to underline any words they find challenging. Allow their peers to try to explain them first before you help out.
- They can then identify whether the statements are true or false on their own.

Answer the questions

- Ask the students to go through the questions once.
- Then ask them to read the text again, this time silently.
- The students might need some guidance on how to write notes on the time line. Model one entry.
- Have them complete the rest of the questions on their own.
- Provide a copy of Teacher resource 1 to each student and ask them to complete the profile based on the text about Nadiya Hussain. Let the students share their work.

Word study

- Let the students find the words from the text that are opposites of the words listed.
- Ask them to discuss the answers with their peers.

Using a dictionary

- Ask the students to sit in groups and give a dictionary to each group.
- Write a word on the board (dream) and ask the students to find the meaning of the word in the dictionary.
- At the end of the activity, ask the groups to explain how they managed to find the meaning.
- Based on their responses, point out the most efficient technique to use a dictionary?
- Also explain what information about a word they can find in the dictionary in addition to the meaning.
- List the key rules for word search on the board.
- Let the student find the meaning of the words Activity 5 and ask them to write the words in alphabetical order.
- Ask the students to complete the sentences using the words in the box. Discuss the answers.

Let's create

- Talk about personal goals.
- Give out a strip of paper to each student and ask them to write/ draw something they want to achieve.
- You may also use the 'three stars and a wish' strategy. The students have to say three things they are good at and one thing they want to achieve.
- Explain that in order to achieve our goals, we have to take action.
- Demonstrate this by drawing a mind map of how you achieved one of your goals, preferably when you were a child.
- Allow the students to be as creative as they want to be with their posters.

Key competency in action:

- Refer the key competency note to the students.
- Tell the students that it is important to set goals they can achieve and to work towards them in an organised manner.

Let's write

- Ask the students to write instructions for Azha on how to achieve her goal.
- Have some students read out the steps they listed.


Portfolio opportunity:

- Keep a copy of the students' writing in their portfolios.

Student Book—Pages 107–110

Answers

1. Subjective answers
2. a. F; b. F; c. T

- 
3. a. 1984: Nadiya was born, 2015: Won the sixth season of the Great British Bake Off, 2016: Baked the 90th birthday cake of the late Queen Elizabeth, 2020: Nadiya was made a Member of the Order of the British Empire; b. social worker; c. Nadiya's recipes are a mix of sweet, sour, zesty and herbal foods.; d. Subjective answers
 4. a. young; b. never; c. first; d. fail; e. easy; f. healthy; g. sweet; h. interesting
 5. a. cookery; b. host; c. author; d. compete; e. zesty

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk about my goals.
 - I can read a biography and answer questions.

Section 5: An ambitious boy

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- a. Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- c. Answers questions on predictions, and explicitly stated and inferred information (verbally, worksheets, drawings, etc.).

Language focus: asking questions

Vocabulary: words related to jobs: tools; workplaces

What you need:

- Student Book
- Audio recording

Procedure:

Listen

- Ask the students to read through the questions before they listen to the audio.
- Ask them to identify the correct answers as they hear the audio.
- Play the audio for a second time and ask them to check their answers.
- Discuss the answers.

Unit 7: Dream big

Choose the best title

- Point to the titles suggested in Activity 2.
- Play the audio again and ask the students to follow Tariq’s story carefully.
- Have a class discussion where the students present their choices with reasons.

Interview

- Explain the interview activity and provide adequate time for the students to write down some questions for the interview.
- You may show them a video of a simple interview in progress. Grade-appropriate videos can be found easily on YouTube.
- Ask the students to conduct the interviews with the persons of their choice
- Come up with some success criteria to assist self-evaluation.
- You may use the suggestions below, but it is not an exhaustive list. You may add, edit or change it as you see fit.
 - I began the interview by introducing myself.
 - I also provided information about the interview itself.
 - I listened to the speaker and made notes as I did.
 - I asked questions to clarify information.
 - I thanked the interviewee at the end.

Key competency in action:

- Refer the key competency note to the students.
- Explain that even as they follow their planned questionnaire, they can ask some additional questions to clarify meaning.

Student Book—Pages 111–112

Answers

1. a. iii; b. i; c. ii; d. i; e. ii
2. Subjective answers
3. Subjective answers

Section 6: A success story

LEARNING OUTCOMES AND INDICATORS

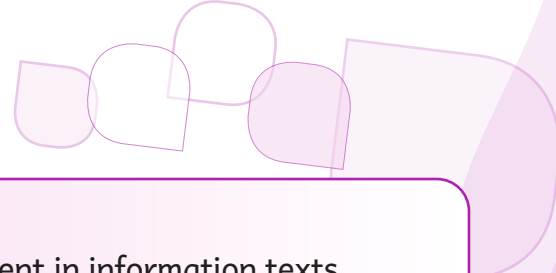
Reading & Viewing

Outcome:

RVC311

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.





Indicator/s:

- b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).
- d. Organizes and presents information from texts logically using different representations (e.g., writes information under categories provided by teacher- size, colour).
- e. Answers WH questions on explicit and implicit information (verbally, worksheet, etc.).

Language focus: past tense; connectives

Vocabulary: words related to jobs: tools; workplaces

What you need:

- Student Book

Procedure:

Read

- Ask the students to create the following format in their notebooks. Draw it on the board and ask the students to do likewise in their notebooks.

What I know	What I have learned	What I would like to know

- Before the students read the text on Mohamed Salah, ask them to write down what they already know about him.
- Then ask the students to read the text and note down what they have learned about him and then list the questions they still have.
- The students can do some research on their own to find answers to their questions.

Let's talk

- Ask the students to work in small groups and discuss the answers to the questions.

Use of English: Past tense verbs

- Write some verbs on the board and ask the students to say what their past tense forms are.
- Use examples of verbs with both regular (help) and irregular (give) past tense forms.
- Ask them to find the correct past tense words by referring to the text on Mohamed Salah.
- Then ask the students to complete the sentences in Activity a.

Use of English: Connectives

- Explain that connectives are used to connect ideas in a text. Different connectives are used for different purposes.
- You may display a list of common connectives on the board: when, before, while, then, next, soon, before after, during, etc.
- Conduct an oral practice session where the students use the words in sentences.
- Then ask them to identify the connectives in the reading text.

Answers

1. a. a small village in Egypt; b. 14 years old; c. Subjective answers;
d. Subjective answers
2. Subjective answers
3. grew, started, dreamt, used, was, signed a. Subjective answers b. soon,
when, so, and

Section 7: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

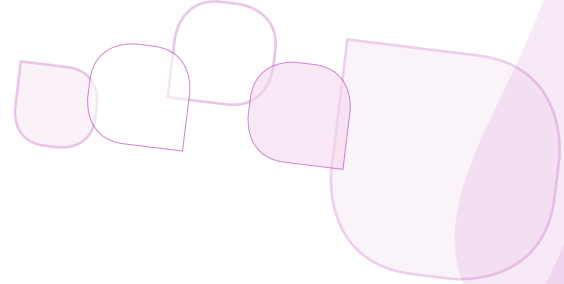
Outcome:

WRL324

Write simple and compound sentences with ease and begins to write complex sentences to demonstrate awareness of word order and use of correct punctuation.

Indicator/s:

- a. Writes simple and compound sentences (including statements and questions) in correct word order and begins to write complex sentences.
- b. Uses capital letters, commas, full stops, question marks, exclamation marks, apostrophes and quotation marks as below:
 - Uses capital letters to begin a sentence, to write pronoun 'I' and first letter of proper nouns.
 - Uses full stops, question marks and exclamation marks to end sentences.
 - Uses commas to separate words in a series, dates, addresses and locations.
 - Uses apostrophes for common contractions and possessives.
 - Uses quotation marks (often inconsistently).



Language focus: past tense; connectives

Vocabulary: words related to jobs; tools; workplaces

What you need:

- Student Book
- Snippets of biographical writing

Procedure:

Make a biographical poster

- Let the students get into small groups or pairs and first decide on a famous person they want to research.
- Explain the task by talking about the components in a biography.
- You may hand out snippets of a few biographical notes from newspapers/published biographies.
- When the groups have completed their posters, ask them to present their work.

Write a biography

- Ask the students to use the notes on their posters to write a biography of the famous person.
- Ask them to refer to the guidelines on how to write a biography.
- At the end, ask the students to work with a buddy and edit their writing using the checklist.

Student Book—Pages 115–116

Answers

1. Subjective answers
2. Subjective answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can talk about and write a person's biography.

Section 8: Fun time

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6–10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- b. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).

Language focus: asking questions; future tense

Vocabulary: words related to jobs: tools; workplaces

What you need:

- Student Book

Procedure:

Bingo

- Explain the rules of bingo and let the students move around the class to complete the task.

Create a vision board

- Let the students know that they must choose a goal and identify the steps to follow to achieve it.
- They may include a goal ladder that includes the small steps required to achieve the end goal.
- Once they have completed the task, let some students share their vision board with the class.

Student Book—Page 117

Answers

1. Subjective answers
2. Subjective answers

Section 9: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.



Indicator/s:

- a. Initiates and responds independently to greetings, and contributes to shared language experiences.
- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome:

WRL323

Spell words correctly and begin to use language devices (imagery, alliterations, similes and onomatopoeia) to enhance meaning.

Indicator/s:

- d. Uses regular/irregular verb forms of simple and continuous tenses (present, past and future) correctly (e.g., jumped, is/was/are/were jumping and will jump; ate, sang, wrote, etc.).

Language focus: past and future tenses; connectives

Vocabulary: words related to jobs; tools; workplaces

What you need:

- Student Book

Procedure:

Verbs

- Review past and future tenses and ask the students to complete the task on their own.

Connectives

- Refer to the reading text on Mohamed Salah and review the use of connectives before the students attempt the task.

Talk to a family member

- Ask the students to interview a family member.
- They may then use their notes to write a biography of the person.

Student Book—Page 118

Answers

1. a. will play; b. went; c. gave; d. will watch; e. bought
2. Subjective answers
3. Subjective answers



Resources

Teacher Resource 1

A profile of Nadiya Hussain

Name

Date of birth

Early life

Famous for

Major accomplishments

Interesting facts

8

Moving to a new house

UNIT OVERVIEW

In this unit, the students will get the opportunity to enhance their language and literacy skills as they engage in sharing ideas about why people move to new homes; share their personal experiences of moving to a new house; compare and contrast different houses; describe different types of houses; read an account of how a family moved to a different house and retell the events in order; write a description of a house; and write a comic strip based on an incident that happened when someone moved to a new house. At the end of the unit, the students will practise the language and literacy skills introduced in the unit by comparing two pictures of a room and identifying the differences between them.

Language focus: comparative form of adjectives; noun groups; prepositions of place; simple past tense

Target vocabulary: names of household items; furniture; types of houses; parts of a house; rooms in a house

Word study: words with more than one meaning; word families (ouse, ow, etc.)

Key competencies: Understanding and managing self; Relating to people

Values explored: recognising one's role in creating a secure and caring home environment; showing care and compassion towards oneself and others

Self-assessment:

- I can name household appliances and furniture.
- I can describe and compare different types of houses.
- I can follow, read and retell a recount.
- I can read and understand a poem.
- I can create a comic strip.

Section 1: Warm-up

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- d. Expresses personal preferences and opinions, giving relevant examples and some justification.

Language focus: comparative form of adjectives

Vocabulary: verbs (push, pull, lift, carry, drag)

What you need:

- Student Book

Procedure:

Narrating an experience

- Ask the students to share their opinions on what is happening in the first picture on **Page 120**.
- Help to relate it to their lives by asking questions like:
 - Have you ever moved to a new house?
 - What kind of activities did that involve?
 - What did you like about it?
 - What was the most difficult part of it?
 - Do you have any funny memories from that time?

Talking about a picture

- Ask the students to work in pairs and talk about what they see in the second picture.

Student Book—Page 120

Answers

1. Subjective answers
2. The woman is pushing a shelf.; The man is pulling a trolley.; The woman is dragging a suitcase.; The man is lifting a carton.; The woman is carrying a carton.

Section 2: New neighbours

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: comparative form of adjectives

Vocabulary: relationship words (mother, father, grandmother, grandparents, son, daughter)

What you need:

- Student Book

Procedure:

Let's talk

- Draw the students' attention to the picture on [Page 121](#).
- Ask them to work in pairs and use the information given to tell each other about the families in the picture in short sentences.
 - There are three children in Flat 1A.
 - They are two girls and a boy.

- Then ask the students to work in pairs and answer the questions about the families in the picture.
- After that, ask them to work in small groups and describe their families.
- At the end of the activity, ask them to draw a map of their neighbourhood and then use the map to describe their neighbourhood to their peers.

Key competency in action:

- Refer the key competency note to the students.
- Tell them that we must be kind to our neighbours.
- Ask them how we can be kind to our neighbours in simple, everyday ways.

Student Book—Page 121

Answers

1. a. four; b. Adam's family, Samir's and Adam's families; c. Adam's family; d. eight; e. housewife, lawyer, teacher, taxi driver, policeman, accountant, dentist, seamstress

Section 3: What is new?

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Reading & Viewing

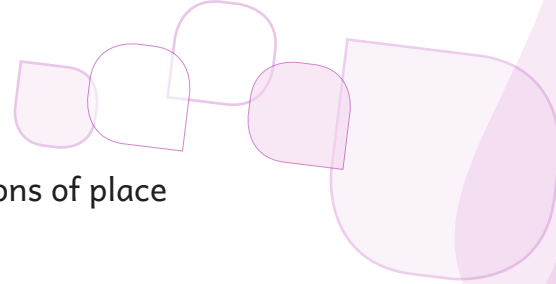
Outcome:

RVL317

Recognize word transformations and language devices of increasing sophistication used in texts to enhance meaning.

Indicator/s:

- b. Recognize spellings of words formed by inflections, affixes and compounding with simple grammatical morphemes (e.g., 'walk', 'walks', 'walking', 'walked', 'walker', 'walking stick', 'stick insect', etc.).



Language focus: comparative form of adjectives; prepositions of place

Vocabulary: names of household items; furniture

What you need:

- Student Book

Procedure:

Use of English

- Ask the students to look at the pictures of the two bedrooms on **Page 122** and revise prepositions and adjectives.
 - The bed in the second room is bigger than the bed in the first room.
- Encourage the students to compare the items in rooms and where the items are located.
- Ask the students to complete the sentences by using the correct form of the adjectives in brackets. Discuss the answers.

Student Book—Page 122

Answers

1. a. larger; b. wider; c. more colourful; d. greener

Section 4: Moving houses

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5–8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: noun groups

Vocabulary: names of household items

What you need:

- Student Book

Procedure:

Imagine

- Ask the students to work in pairs and do the activity.
- They can imagine that they have moved to a new house in a different island of the Maldives or in a different country.
- The words in the word box are just a guide. Encourage the students to speak hypothetically about more things they like (neighbours, shops, restaurants, etc.).

Sort the names

- Ask the students to name the materials used to make each item and its use.
- Ask them to sort the items into the categories mentioned.

Student Book—Page 123

Answers

1. Appliances: blender, toaster; Cutlery: (butter) knife, fork; Toiletry: shampoo, toothbrush, hand soap; Utensils: ladle, pot, grater

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can name household appliances and furniture.
 - I can describe and compare different types of houses.

Section 5: Finding a new home

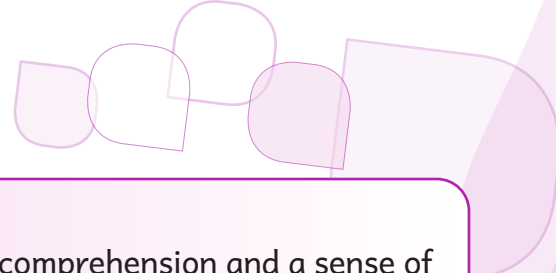
LEARNING OUTCOMES AND INDICATORS

Reading & Viewing

Outcome:

RVC310

Engage in shared and independent reading of texts (e.g. picture books, stories, poems, newspapers, etc.) to make meaning using illustrations, the written text and experiences of self and others.



Indicator/s:

- a. Reads (aloud) texts confidently with fluency, accuracy, comprehension and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- b. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome:

RVS316

Use an increasing range of skills, strategies and background knowledge to read, view and comprehend longer texts on familiar and less familiar topics.

Indicator/s:

- b. Self-monitors own reading and uses fix-up strategies when meaning is interrupted (e.g. reread, read slowly, read aloud, read on, look at visuals and text layout and make connections, etc.).

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

Language focus: comparative form of adjectives; prepositions of place; simple past tense

Vocabulary: names of household items; furniture; parts of a house; rooms in a house

What you need:

- Student Book
- Flashcards of word endings of word families

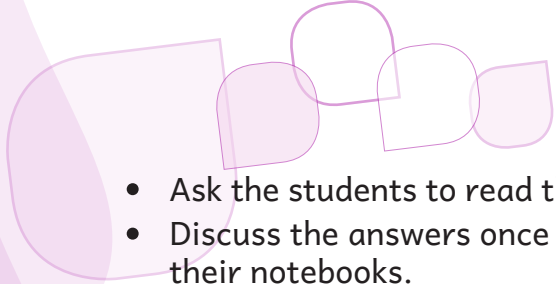
Procedure:

Pre-reading activity

- Ask the students to work in small groups and discuss the pre-reading question.
- Ask the students whose families have actually moved houses to share their experiences with the class.

Answer the questions

- Ask the students to skim through the text and highlight words they find unfamiliar.
- You may clarify their meanings for the students or encourage them to use dictionaries.

- 
- Ask the students to read the questions first and then read the text for details.
 - Discuss the answers once the students have completed writing them down in their notebooks.

Retell

- Ask the students to read the text for a second time and note down important events in it.
- Ask them to work in pairs and practise retelling the events in order.

Word study

- Tell the students that some words have more than one meaning and we usually guess the meaning from the context clues.
- Explain some strategies they can use if they are stuck with a word (reread the sentence/passage, use contextual clues or word analysis such as breaking down the different parts of a word into the root word or the affixes, etc.).
- Ask the students to identify the meaning of the words as they appear in the reading text. Check the answers.

Word families

- Give some examples of word families: ‘ing’, ‘ink’, ‘ight’, etc.
- Play a game to practise word families.
 - Ask the students to get into groups and give them each a set of flashcards.
 - Have them keep the cards upside down.
 - The students will take turns to flip their card and write a word from that word family.
- Ask the students to write at least three words for each word family mentioned on [Page 126](#).

Let’s create

- Ask the students to work in groups and read the instruction about creating posters.
- After they have read through, ask them to develop success criteria for the poster. You may assist them as required.
- Once they have created the posters, the groups can self-evaluate their work against the success criteria.
- Ask the groups to present their posters to their peers and answer questions from the audience.
- Let the audience give feedback on their work.
- Remind the students to use the sandwich method to give feedback.
 - Begin with positive feedback.
 - Then comment on what can be improved upon.
 - End with another positive insight.

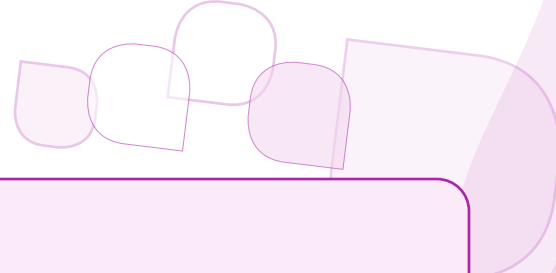
Let’s write

- Review the language features and organisation of a description/descriptive piece.
- Ask the students to use the prompt questions to guide their content.
- Ask them to work with a peer and edit their writing.

Portfolio opportunity:

- Keep a copy of the students’ writing in their portfolios.

Student Book—Pages 125–127



Answers

1. Students' own answers
2. a. The author's mother got a new job.; b. No. 'It is the biggest island I have ever visited...'; c. Available for rent; d. One bedroom for each child, a guest room and a bedroom for the parents; e. Students' own answers
3. Students' own answers
4. an ambition or a goal, person invited to someone's house, a level of a building
5. Students' own answers
6. Students' own answers
7. Students' own answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can follow, read and retell a recount.

Section 6: Time to listen

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicator/s:

- c. Answers questions on predictions, and explicitly stated and inferred information (verbally, worksheets, drawings, etc.).

Outcome:

LSL308

Manipulate individual sounds of words, and recognize the structures and patterns of words in oral texts.

Indicator/s:

- c. Experiments with the rhythms and sounds of oral language (e.g., creates rhyming words orally in a rhyming pattern).

Language focus: comparative form of adjectives; prepositions of place

Vocabulary: parts of a house

What you need:

- Student Book
- Audio recording

Procedure:

Read the poem

- Talk about the title, the poet and the theme of the poem.
- Ask questions about the poem: number of verses, rhyming words, etc.

Answer the questions

- Ask the students to read the poem before the audio is played.
- Play the audio and ask them to answer the questions.
- Play the audio for a second time and ask the students to check their answers. Discuss the answers.
- Play the audio for a third time and ask the students to recite the poem properly. You may lead the recitation once and then ask the class to recite together without your assistance.

Write your own poem

- Ask the students to complete the poem in their own words.
- Get some of them to read their poems aloud.

Student Book—Pages 128–129

Answers

2. a. Nancy VandenBerge; b. sticks, mud, blocks of snow; c. up on a hill, next to the ocean; d. Students' own answers; e. A home is a place where all the things we love are.
3. Students' own answers

Self-assessment

- Direct the students' attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can read and understand a poem.

Section 7: Different houses

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSS305

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.

Indicator/s:

- a. Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- d. Contributes to class discussions by sharing experiences of self and that of others (from real life, books, movies, etc.).

Writing & Representing

Outcome:

WRC320

Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.

Indicator/s:

- a. Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).

Outcome:

WRL323

Spell words correctly and begin to use language devices (imagery, alliterations, similes and onomatopoeia) to enhance meaning.

Indicator/s:

- b. Shows an understanding of word groups and their functions (e.g. determiners, nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions) to compose sentences.
- c. Uses adjectives and adverbs, alliterations, similes and onomatopoeia to enhance meaning.

Language focus: comparative form of adjectives; noun groups; prepositions of place

Vocabulary: furniture; types of houses; rooms in a house

What you need:

- Student Book

Procedure:

Let's talk

- Ask the students to work in small groups and discuss the different houses.
 - What are the differences among the houses?
 - What feature of each house do you like the most?
 - Which house do you think looks the most comfortable?

Let's talk

- Ask the students to work in groups and answer the questions on **Page 130**.
- They can share their responses with the class.

Use of English

- Use the explanation on **Page 131** and explain noun groups.
- Use the picture of the first house on the previous page and work with the students to come up with a list of noun groups: small wooden house, a three-bedroom wooden house, etc.
- Tell the students to work with a partner and write noun groups for the pictures of the rest of the houses.
- Practise the use of noun groups using the pictures in Teacher resource 1.
 - Ask the students to work in pairs.
 - Give each student a different picture.
 - Ask them to take turns describing the picture to their peer.
 - The other student has to listen to their friend and draw the picture.
 - At the end, have the students compare their drawing and the original picture.
- The students can then write independently to describe the picture in the book.
- Select some students to read their descriptions aloud.

Student Book—Pages 130–131

Answers

2. Subjective answers
3. Subjective answers

Section 8: Time to write

LEARNING OUTCOMES AND INDICATORS

Writing & Representing

Outcome:

WRC319

Create personal and imaginative writings (6–10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicator/s:

- Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).
- Recounts personal experiences and events (e.g., my birthday party).

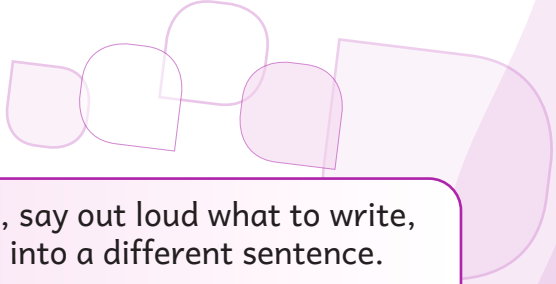
Outcome:

WRS322

Engages in the process skills of writing to create imaginative and informative texts for a specific audience.

Indicator/s:

- Selects appropriate text structure for a writing purpose and sequences content for clarity and audience impact.

- 
- b. Considers what to write before beginning to write (e.g., say out loud what to write, or jot down ideas and key words, and putting each idea into a different sentence).
 - c. Writes the ideas and events using simple and compound sentences begins to use complex sentences to express and combine ideas.

Language focus: comparative form of adjectives; noun groups; prepositions of place

Vocabulary: names of household items; furniture; parts of a house; rooms in a house

What you need:

- Student Book

Procedure:

A comic

- Show some examples of comic strips from children’s magazines (print or online) and explain the features of comic strips (dialogue, caption, artwork, etc.).
- Direct the students’ attention to the comic strip on **Page 132**. Ask them to say what happens in the story, and how it ends.
- Let the students complete the missing captions of the comic strip on their own.

Create a comic strip

- Go through the success criteria with the students to explain the importance of each point.
- Once the comic strips are created, they can work in small groups to dramatise the stories presented through them.

Student Book—Pages 132–133

Answers

1. Subjective answers

Self-assessment

- Direct the students’ attention to the self-assessment section at the end of the unit. Ask them to think on the points. Encourage them to give honest responses.
 - I can create a comic strip.

Section 9: Fun time

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- a. Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).
- b. Uses appropriate language, facial expressions and gestures to suit purpose and enhance meaning.

Language focus: comparative form of adjectives; prepositions of place; simple past tense

Vocabulary: names of household items; furniture; parts of a house; rooms in a house

What you need:

- Material for making finger puppets
- Student Book

Procedure:

Hansel and Gretel

- Encourage the students to recount the story of Hansel and Gretel. They can be asked to do this in relays.
- Ask the students to work in groups to create their own version of the story.
- Let the groups narrate their stories.

Write riddles

- Ask the students to split into two teams.
- Each group must write riddles on household items.
- They can take turns to read out the riddles to the other team and see if they can guess the answers.

Student Book—Page 134

Answers

1. Subjective answers
2. Subjective answers

Section 10: Looking back

LEARNING OUTCOMES AND INDICATORS

Speaking & Listening

Outcome:

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using non-verbal cues to enhance meaning.

Indicator/s:

- b. Demonstrates positive listening behaviour (e.g., pay close attention to the speaker's words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).

Outcome:

LSC303

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

Indicator/s:

- c. Exchanges information, ideas and feelings in greater detail on familiar topics, by asking and answering relevant questions using learned sentence patterns.

Language focus: comparative form of adjectives; prepositions of place

Vocabulary: names of household items; furniture

What you need:

- Student Book

Procedure:

Spot the difference

- Revise prepositions of place and adjectives with the help of the pictures (The bookshelf is next to the window.).
- Ask the students to work in pairs and find ten differences between the two pictures.

Student Book—Page 135

Answers

1. the time on the two clocks is different, number of cushions on the sofa are different, one reading lamp is on and the other is off, one cat has a toy, there is a vase on top of one bookshelf, one fish bowl has a fish, there is a tree outside in one picture, number of books are different, number of cupcakes are different, there is a ball in one picture

Resources

Teacher Resource 1

Listen and draw

Describe this picture orally to your partner. Your friend will listen to you and draw the picture based on what you say. Once they have completed it, compare it to this picture.



Describe this picture orally to your partner. Your friend will listen to you and draw the picture based on what you say. Once they have completed it, compare it to this picture.

