



Republic of Iraq
Ministry of Education
General Directorate of Curricula

English — for Iraq

6th Primary Teacher's Book

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and Sally Etherton



استنادًا إلى القانون يوزع مجانًا
ويمنع بيعه وتداوله في الأسواق.

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مقدمة النسخة الجديدة من مقرّر English for Iraq 6th Primary للف الصف السادس الابتدائي

تعتمد النسخة الجديدة من مقرّر English for Iraq المنهج الدراسي ذاته للنسخة السابقة. ويمثل محتواها لمستوى التلاميذ الصحيح والمناسب، ويُقدّم إلى المتعلّمين بشكل تدريجي وبوتيرة تناسبهم. ففي النسخة الجديدة المخصّصة للصف السادس الابتدائي English for Iraq 6th Primary، يقرأ التلاميذ جملاً قصيرة ويركّزون على الأصوات الأساسية. ويحصلون على الكثير من التمارين لسماع الأصوات وربطها بالكلمات كثيرة التكرار. كما يتمّ تشجيع التلاميذ على الكتابة على مستوى الكلمات والجمل القصيرة. وفي هذا المقرّر، يتعلّم التلاميذ تدريجياً الكلمات الأكثر تكراراً، ويتاح لهم العديد من الفرص لممارسة اللغة الجديدة أثناء اكتسابها.

التوازن بين الجنسين

في النسخة الجديدة من مقرّر English for Iraq، بُذلت جهود حثيثة لتحقيق توازن جيّد بين الجنسين بحيث يتم تمثيل الذكور والإناث بشكل متساوٍ. يشكّل هذا التمثيل إقراراً بمساواة المجتمع العراقي الذي يتمتع فيه الجنسان بتمثيل عادل ومتوازن. فيتمّ جمع الفتيان والفتيات في الرسوم التوضيحية للكتاب، لعكس المجتمع الحديث بدقة أكبر.

المساواة والإدماج

يقع على عاتق المعلّمين مسؤولية إعداد المتعلّمين للمستقبل بأفضل طريقة ممكنة، بغض النظر عن الحالة الصحية التي قد يعانون منها. يجب رعاية كلّ طفل ومنحه الفرصة ليصبح فرداً قوياً ومتكاملاً قادراً على العيش والنجاح في عصر العولمة المتنوّع بشكل متزايد. في هذه النسخة الجديدة من مقرّر English for Iraq للصف السادس الابتدائي، بُذلت الجهود لزيادة التنوع والمساواة والإدماج وتقديم تمثيل عادل.

القصص والقيم

يوفّر مقرّر English for Iraq للصف السادس الابتدائي، قصة بعد الوحدتين ٢ و٦. تعكس القصص المفردات والموضوعات من الوحدات السابقة. وتوفّر فرصة للتمثيل الإيمائي، تغذّي خيال التلاميذ وتكوّن فرصة للتعرض إلى مجالات أكبر من اللغة. غير أنّ هذه القصص لا تثير القلق من ناحية استخدامها للغة لم يتعلّمها التلاميذ بعد، فهم بإمكانهم فهم ما يكفي للحصول على فكرة عامة عن القصة، كما أنّ صور القصة تقدّم دعماً إضافياً لعملية الفهم. بالإضافة إلى ذلك، يطرح مقرّر English for Iraq 6th Primary فكرة القيم كميزة جديدة يتضمنها كتاب المعلّم بعد القصص التي نعرضها في نهاية الوحدتين ٢ و٦. وهو يشمل هذه القيم في نسخته الجديدة لتبيان أهميّتها حتى بالنسبة إلى تلاميذ المرحلة الابتدائية. ترتبط القيم المقدمة في الكتاب بمستويات اللغة والنضج وتتوافق مع اللغة المقدمة في الكتاب. ولا توجد إشارة إلى القيم في صفحات الوحدة. بل يُقصد أن يقدّمها المعلمون في نهاية الوحدة، أو حينما يرون أنّها أكثر ملاءمة لمجموعة الصف.

مهارات القرن الحادي والعشرين

من المتعارف عليه عالمياً أنّ مهارات القرن الحادي والعشرين باتت ضرورية لتحقيق النجاح في كلّ جوانب الحياة - كالمدرسة، والكلية، والحياة الشخصية، والحياة العملية. وبالتالي، فإنّ معظم المدارس تدمج مهارات القرن الحادي والعشرين في مناهجها، وتضمّنّها في منهجية التدريس. وتعتمد مهارات القرن الحادي والعشرين بشكل رئيسي على «أربعة عناصر» هي: التعاون، والإبداع، والتواصل، والتفكير النقدي، يستطيع المعلم إدراجها بعدّة طرائق في تدريس اللغة الإنجليزية (وهي ما تُدعى باللغة الإنجليزية بـ "4 Cs"). إنّ الأنشطة المدرجة في مقرّر English for Iraq 6th Primary تعكس مهارات القرن الحادي والعشرين من ناحية التعاون والمساهمة على وجه الخصوص. ويتمّ تشجيع التلاميذ على العمل معاً والتعاون وتقديم الدعم بعضهم إلى بعض طوال عملية التعلّم، من خلال أنشطة الرسم، والتلوين، وجميع المشاريع الأخرى، التي تدعم التعبير وتتمّي إبداع التلاميذ. ويتضمّن مقرّر English for Iraq 6th Primary للصف السادس الابتدائي عدداً من الأنشطة المطابقة التي تساعد التلاميذ على البدء بتطوير مهارات التفكير النقدي لديهم.

Introduction to the New Edition of *English for Iraq 6th Primary*

The new edition of *English for Iraq* follows the same syllabus as the previous version. So, the content remains at precisely the correct level for your pupils and is presented incrementally and at an appropriate pace for the learners.

In *English for Iraq 6th Primary*, pupils are reading short sentences and focusing on key sounds. They are given plenty of practice when hearing the sounds and linking the sounds to common high-frequency words. Pupils are also encouraged to write at word and short sentence level.

In *English for Iraq 6th Primary*, pupils gradually learn high-frequency words and are given plenty of opportunities to practise the new language as they acquire it.

Gender balance

In the new edition of *English for Iraq*, efforts have been made to achieve a good gender balance so that males and females are represented equally. This is in acknowledgement of the fact that Iraq is an equal society where both genders have balanced and fair representation. We have also mixed boys and girls in the illustrations throughout the book, again to more accurately reflect modern society.

Equality and inclusion

Educators have a responsibility to prepare their learners for the future in the best way that they can, no matter what health condition they may have. Every child should be nurtured and provided with the opportunity to become empowered and well-rounded individuals able to live and succeed in a globalized and ever more diverse world. In this new edition of *English for Iraq 6th Primary*, efforts have been made to increase diversity, equality and inclusion and introduce fair representation.

Stories and values

In *English for Iraq 6th Primary*, there is a story after Units 2 and 6. The stories reflect the vocabulary and themes from the preceding units. They provide an opportunity for mime or acting out, feed into pupils' imagination and are a chance to be exposed to longer chunks of language.

Do not worry that the stories use language the pupils have not learnt yet; they will understand enough to get the general idea of the story, and the story pictures also give extra support to understanding.

English for Iraq 6th Primary now includes an opportunity to discuss values. These are included in the Teacher's Book after the stories at the end of Units 2 and 6. The inclusion of values in the new edition is to acknowledge the fact that values are important, even for primary age pupils. The values presented in the book are pegged to levels of language and maturity and tie in with the language presented in the book. There is no reference on the unit pages to the values. It is intended that teachers will present these at the end of the unit, but in fact, they can be presented wherever the teacher feels it to be most appropriate for the class group.

21st century skills

It is now universally accepted that 21st century skills are vital for success in all aspects of life – school, college, personal life and working life. Consequently, most schools incorporate 21st century skills into their curriculum and build them into teaching methodology. The main 21st century skills are based on the '4 Cs', *collaboration*, *creativity*, *communication* and *critical thinking*, and there are numerous ways that these principles can be included in English language teaching. The activities throughout *English for Iraq*



المشاريع

تتوافر هذه المشاريع في كتاب التلميذ بعنوان 'P for Project'. يتضمن مقرر *English for Iraq 6th Primary* للصف السادس الابتدائي أربعة مشاريع في الوحدة ١ الدرس ٨، والوحدة ٣ الدرس ٨، والوحدة ٥ الدرس ٨، والوحدة ٧ الدرس ٨. تمّ تصميم هذه المشاريع لتتيح للتلاميذ العمل بشكل تعاوني وإبداعي ضمن مجموعات أو ثنائيات. يجب أن تكون المشاريع ممتعة وتسمح للتلاميذ باستخدام اللغة الإنجليزية بطريقة هادفة. كما يجب أن تكون المشاريع عملية، وأن يعمل التلاميذ باستخدام الأوراق، والبطاقات، وأقلام التلوين، وربما الغراء والمقص. قد ترغب في السماح للتلاميذ بمواصلة العمل في مشاريعهم لأكثر من درس واحد. تُعدّ المشاريع طريقة جيدة لتغيير روتين الدرس والسماح للتلاميذ بالتحكم فيما ينتجون. وبمجرد اكتمال المشروع، سيستمتع التلاميذ بمشاهدة بعضهم أعمال بعض، وسيحتاجون إلى مناقشة ما يجب كتابته ورسمه والاتفاق عليه عند القيام بمشاريعهم. وهذا يعني أنهم سيحتاجون إلى استخدام اللغة العربية لبعض من هذه المهام. ومع ذلك، يمكنك تشجيعهم على استخدام اللغة الإنجليزية قدر الإمكان عن طريق تعليمهم بعض العبارات المفيدة، على سبيل المثال، -*Let's colour in the uniform for our job poster. Let's make a list of healthy hab- ... its., We can do research on a planet*

تعكس النسخة الجديدة من مقرر *English for Iraq* التغييرات في التفكير التربوي، وتجسّد مبادئ الممارسة الجيدة.





reflect the 21st century skills of collaboration and cooperation. Pupils are encouraged to work together and to help and support each other throughout their learning. Things like the drawing and colouring activities, and all of the projects, support the expression and development of pupils' creativity. There are a number of matching activities in *English for Iraq 6th Primary*, and these help pupils to start to develop their critical thinking skills.

Projects

You will see these in the Pupil's Book with the label 'P for Project'. There are four projects in *English for Iraq 6th Primary* in Unit 1 Lesson 8, Unit 3 Lesson 8, Unit 5 Lesson 8 and Unit 7 Lesson 8. These projects are designed to let pupils work collaboratively and creatively in groups or pairs. Projects should be fun and allow pupils to use English in a purposeful way. Ideally, projects will be practical, and they will work with sheets of paper, card and crayons, and perhaps glue and scissors. You might like to let pupils carry their project work over more than one lesson. Projects are a good way of changing lesson routine and letting pupils take control of what they produce. Once the project is completed, pupils will enjoy looking at each other's work. Pupils will need to discuss and agree what to write and draw when they are doing their projects. This means they will need to use Arabic for some of this. However, you might encourage them to use English as much as possible by teaching some useful phrases, e.g., *Let's colour in the uniform for our job poster.*, *Let's make a list of healthy habits.*, *We can do research on a planet ...*

The new edition of *English for Iraq* reflects the changes in pedagogical thinking and embodies good practice principles.

كتاب التلميذ (PB)

يقدم هذا الكتاب إلى التلاميذ الأنشطة واللغة الأساسية من خلال صور ملونة كبيرة وأغاني وقصائد مقفاة وقصص للاستماع والقراءة وأنشطة تكلم ويمرّنهم على كل ذلك.

المشاريع والقصص

تشمل كل وحدة قصة مرتبطة بموضوع معين، مع رسوم غنيّة بالألوان ونص قصصي وقصائد حوار حيثما ينطبق ذلك مع الموضوع، أو مشروع على التلاميذ إكماله. ترد المشاريع في آخر الوحدات ١، ٢، ٣، ٥، ٧ أما القصص فتد في آخر الـوحدتين ٢ و٦. انظر إلى الصفحة ٢٣ من أجل أفكار حول كيفية استخدام القصص مع تلاميذك.

القصص، والمجالات، والأغاني والقصائد المقفاة لها رسوم غنيّة بالألوان تدعم المعنى. والتسجيلات تجعل القصص تنبض بالحياة وتؤدي دور النموذج لدعم المعلم.

القاموس

يُبنى هذا القاموس على السمة المميزة التي أُرسيت في مستويات التعلم السابقة. وقد جرى اختيار كلمات أساسية من كل وحدة، وهي ممثلة بقائمة ألفبائية مع مرادفات عربية في نهاية كتاب التلميذ. ستكون بعض الكلمات مألوفة لدى التلاميذ من المستويات السابقة، في حين أنّ كثيراً منها جديد على الصف السادس *English for Iraq 6th Primary*. من المهم تشجيع التلاميذ على استخدام القاموس للتحقق من المعنى، أو تهجئة الكلمات كما هو مطلوب. مهارة الدراسة هذه هي خطوة أولى مفيدة في تشجيع التلاميذ ليشعروا بأنهم قادرين على إيجاد الحلول ودعم تعلمهم.

الأغاني والقصائد المقفاة

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

طوّر هذا المقرر من أجل تعليم اللغة الإنكليزية لتلاميذ الصف السادس الابتدائي. ومقرّر *English for Iraq 6th Primary* للصف السادس الابتدائي مقرّر جذاب ينبض بالحياة، يعرف التلاميذ باللغة الإنكليزية. وكما في المستويات الأربعة السابقة، فقد صمّم الكتاب بشكل خاص لمحاكاة حاجات التلاميذ اليافعين. فهو يأخذ في الاعتبار مرحلة النمو المعرفي والاجتماعي والبدني للتلاميذ في السنة السادسة؛ كما أنّه يبنى على الأسس التي وضعت في السنوات الأربع للتعلم.

يوفّر المقرر كما في المستويات السابقة، أنشطة تكلم متكاملة تتيح الفرص لتكرار اللغة والتمرن على اللفظ وتنميةطلاقة ضمن سياق هادف، وتوفّر المواد المسجّلة نموذجاً لأنشطة التكلم ومرجعاً للفظ يفيد التلاميذ والمعلمين على حدّ سواء.

السمات الرئيسية

- أنشطة حيوية محورها التلميذ
- سلسلة من أنشطة التكلم التواصلية
- شخصيات ودودة، ذات مظهر جذاب، تقدم أسس اللغة في سياقات مألوفة
- القرص المدمج السمعي (مع مواد تشمل أغاني، وقصائد مقفاة، وحوارات، ونصوصاً، وقصصاً)
- ممارسة التهجئة
- تمارين كثيرة للكتابة الموجهة
- مشاريع إبداعية
- كتاب المعلم الذي يتضمن ملاحظات تعليمية شاملة مع أفكار لأنشطة توسّع ودعم.

المكونات

- كتاب التلميذ (Pupil's Book -PB)
- كتاب الأنشطة (Activity Book -AB)
- قاموس (إنكليزي-عربي) (Your dictionary)
- كتاب المعلم

Introduction

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

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

Key features

- Lively pupil-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Audio, including songs and rhymes, dialogues, texts and stories
- Pronunciation practice
- Lots of guided writing practice
- Creative projects
- A Teacher's Book containing comprehensive teaching notes with ideas for both extension and support activities

Components

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

Pupil's Book

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

Projects and stories

Each unit has a topic-linked story with colourful illustrations, narrative text and speech bubbles, where applicable, or a project for pupils to complete. Projects follow Units 1, 3, 5 and 7; stories follow Units 2 and 6. See page 23 for ideas about how you can use stories with your pupils.

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

Your dictionary

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

Songs/Rhymes

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

خريطة الكتاب

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

الصفحات الأولى للوحدات

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

المفردات

يتعلم التلاميذ كلمات محتوى رئيسية يقترحها الموضوع. كما يتعلمون كلمات نحوية، مثل حروف الجر، والضمائر، والأفعال، وأدوات الاستفهام في مجموعات الصيغ. فالتلاميذ يحتاجون إلى مصادفة كلمات عدة مرات في سياقات مختلفة، كي يتثبتوا من معانيها ويتذكروها.

والمواد تدعم هذا الأمر بتكرار المفردات في وحدات مختلفة.

القرص المدمج السمعي

يحتوي القرص السمعي على باقة غنية من المواد المسجلة، والحوارات، والقصص، والأغاني، والقصائد المقفاة، والتعليمات، والتوصيفات. وتهدف الأغاني والقصص إلى توليد ألفة بين التلاميذ واللغة الإنجليزية بشكل مسّل.

يشجع القرص التلاميذ على إظهار فهمهم بطرائق غير لفظية، عبر المطابقة، ووضع الدوائر، والإشارة، وأداء الأنشطة. في هذه المرحلة يشجع التلاميذ على الإصغاء والتكلم، واستخدام ما يسمعون كنموذج للعمل الثنائي والأنشطة الحرة.

تمنح المواد المسجلة التلاميذ فرصة الاستماع إلى النبرة المشددة والإيقاع الطبيعيين في اللغة الإنجليزية. كما توفر نموذجاً دقيقاً لأنشطة التكلم، وتزودك أنت والتلاميذ بمراجع للفظ. تشكل التسجيلات أيضاً جزءاً أساسياً من تطوير القراءة، بحيث يكتسب التلاميذ القدرة على فهم العلاقة بين الصوت والرمز، وهم يستمعون ويتابعون النص على كتبهم.

خريطة الكتاب

هناك خريطة للكتاب مدرجة في الصفحات ٣-٥ من كتاب التلميذ، تتضمن ملخصاً للمفردات، واللغة التي تتناولها كل وحدة، وهذه الخريطة ليست مخصصة لاستخدام التلاميذ، لكنها توفر للأهل دليلاً واضحاً على ما يتعلمه أولادهم.

كتاب الأنشطة (AB)

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

كتاب المعلم

يدعم هذا الكتاب المعلم، ويتّبع مقارنة للتعليم تجدها موجزة هنا في المقدمة. وتشمل أنشطة تمرّن تفصيلية وملاحظات للدروس، ونصوص استماع وأنشطة إضافية (أنشطة توسّع ودعم)، فضلاً عن أفكار للواجبات المنزلية وألعاب لغوية.

يظهر في بداية ملاحظات كل درس، مربع يعرض أهداف الدرس، واللغة الجديدة، والمفردات المستخدمة، وتمارين الخط والتهجئة، والمواد المطلوبة، والتسجيلات الصوتية المستخدمة.



Book map

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

Activity Book

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

Teacher's Book

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

At the beginning of the notes for each lesson, there is a box showing the lesson aims, the new language and vocabulary, handwriting and spelling practice, the materials and audio track references.

Book map

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

Unit front pages

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

Vocabulary

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

The materials support this by recycling vocabulary across the different units.

Audio

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

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

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

بنية الدرس

تتبع الدروس، كما هو متوقع، منهجية قائمة على التقدم التدريجي من مهارات التلقي (الاستماع والقراءة) إلى المهارات الإنتاجية (التكلم والكتابة الموجهة). ويشجع التلاميذ من بدايات المقرر على المشاركة الفعالة في تعلمهم وتطوير مهارات تعلم تتلاءم مع أعمارهم.

المعلم كمثال

من المهم أن تتذكر أنك توفر بدورك تمريناً للتلاميذ على الاستماع. فإلقاء تحياتك عليهم، وشروحك، وطلباتك إليهم، وتعليماتك، وتنويهك، كلها أمثلة دالة على استماع التلاميذ. وتذكر أن تتحقق من طبقة صوتك ولفظك بالرجوع إلى المواد المسجلة وإلى زملائك، لأن تلاميذك سوف يستمعون إليك ويقلدونك.

إدارة الصف

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

- فافوض على قواعد مشتركة لغرفة الصف من بداية السنة، وصمم ملصقاً (مع رسوم إذا اقتضت الضرورة للوضوح) وعلقه على الحائط في مكان يمكن رؤيته والرجوع إليه بسهولة.
- ثبت عادة معينة تعتمد عليها دائماً (بداية الدرس مثلاً وختام الدرس)،
- ناقش واستخدم استراتيجية لضبط الصف (مثلاً '1, 2, 3, eyes on me!', e.g.,)
- امنح التلاميذ مسؤوليات (مثل جمع موارد، وتنظيف الصف)،
- اثن على سلوك التلاميذ وجهودهم وقدراتهم وإنجازاتهم،
- تأكد من معرفة التلاميذ لما ينبغي أن يفعلوه،
- نبه بوضوح لانتهاك النشاط والانتقال إلى نشاط آخر.

المساعدات البصرية

ثمة عدد من الأنشطة في المقرر ينتج التلاميذ فيها أعمالاً يمكن عرضها في الصف (على سبيل المثال: المشاريع). وعرض أعمال التلاميذ في الصف له فوائد متعددة، منها:

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

المقرر

بنية المقرر

يتضمن المقرر ثماني وحدات تتألف من ٥٦ درساً. وقدّمت كل مواد الدروس في كتاب التلميذ، مدعومة بكتاب الأنشطة. وتتيح الوحدات ٤ و ٨ مراجعة المواد المعالجة في الوحدات السابقة لهما. كما إنها أقصر من حيث عدد الدروس (أربعة دروس بدلاً من ثمانية). وفي كل وحدة مجلة أو قصة أو الاثنان معاً.

الموضوعات

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

الشخصيات

لا يتوانى التلاميذ عن إقامة رابط ذهني مع الشخصيات في المقرر، كأصدقاء يستطيعون مساعدتهم على التعلم. ويمكن استخدام الشخصيات في المقرر أيضاً لإطلاق مناقشات في المواطنة، وإضفاء روح الفكاهة، وإثارة الحس بالأمن والألفة مع التعلم. والشخصيات في المقرر هي: وسام، ودانيا، وعمار، وباسم، وهبة. ويلتقي التلاميذ أيضاً بشخصيات أخرى وعائلاتهم وأصدقاءهم في القصص وفي السيناريوهات المصغرة.

المواطنة

توفر كل وحدة أساسية فرصة للنظر في ناحية من نواحي المواطنة والعالم من حولهم. وهذه الفرصة يمكن أن تتوافر عبر قصيدة مغناة أو أغنية أو قصة أو صورة. وتوفر فرصاً لمناقشة مجالات مثل السلوك الحسن، والبقاء بصحة جيدة، واللعب بأمان، واحترام الآخرين ومساعدتهم، والاستمتاع وبذل المجهود.

Visual aids

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

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

The course

Course structure

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

Topics

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

Characters

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

Citizenship

Each core unit provides an opportunity to look at an aspect of citizenship and the world around them. This may be provided through a rhyme or song, a story or a picture. These give opportunities

to discuss areas such as good behaviour, keeping healthy, playing safely, respecting and helping others, having fun and trying hard.

Lesson structure

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

Teacher as a model

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

Classroom management

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

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

الأنشطة

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

تتضمن الأنشطة:

- أغاني وقصائد مقفاة
- قصصاً
- فراغات معلوماتية
- عمليات مسح
- مشاريع
- استجابة بدنية كاملة (TPR)
- أداء أدوار
- أشغلاً يدوية (إنجاز ملصقات)
- حزازير
- ألعاباً لوحية
- ألعاب حركة
- ألعاب مطابقة
- نقل معلومات

نصيحة للمعلمين

- صفات التلاميذ في الحادية عشرة من العمر
- يصبح التلاميذ في سن الحادية عشرة والثانية عشرة أكثر مهارة بدنياً، وأكثر نضجاً على صعيد التفكير، وهم لا يزالون بحاجة إلى الدعم والشعور بالأمان، وإلى تقدير الآباء والمعلمين واحترام آرائهم، على الرغم من أن بعضهم قد يبدأ في إظهار انزعاج من القيود التي يفرضها الكبار.
- من حيث التطور البدني، يكون لدى معظم التلاميذ في الحادية عشرة سيطرة جيدة على كل من العضلات الكبيرة والصغيرة (المهارات الحركية الكبرى/الدقيقة). وقد يكون لديهم اهتمام كبير بالأنشطة التي تتطلب مهارات بدنية منسقة. ويفترض أن يكونوا الآن على استعداد لتعلم عبور الشارع وحدهم والقيام برحلات بسيطة منفردين.
- ويصبحون في هذه السن أكثر سيطرة على حركة اليد، وأكثر وضوحاً في القراءة والكتابة ويخوضون في الأعمال الفنية بشكل أكثر تفصيلاً. فضلاً عن أن كثيراً من التلاميذ يستمتعون بالأنشطة مثل الرسم، والتلوين، والخياطة، وسواها.
- وعلى صعيد المهارات الإدراكية واللغوية، يمتلك معظم التلاميذ في الحادية عشر كثيراً من مهارات الكبار في اللغة الأم. ويمكن أن يجروا محادثات مطولة مع زملائهم ومع كبار من خارج الأسرة. ويصبح في مقدورهم أن يتمتعوا باستخدام مهارات المحادثة الخاصة بهم لكتابة رسائل أو التحدث على الهاتف. ويمكنهم، على صعيد لغتهم الأم، أن يتابعوا الجمل

أهداف مقرر English for Iraq 6th Primary

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

والأهداف هي:

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

اللغة

يقدم هذه المقرر اللغة بصيغ يستخدمها التلاميذ للتواصل بخصوص حاجاتهم اليومية والتعبير عما يحبونه ويثير اهتمامهم، وللتحدث عن العائلة، والأصدقاء، والنشاطات اليومية، والأحداث الماضية، وسواها. فاللغة من بداية المقرر حتى نهايته لها طابع وظيفي، ويأتي النحو والصرف فيها ضمناً، أي لا يوجد تركيز في قواعد الصرف والنحو والأنماط النظرية. بالإضافة إلى ذلك، يجري في مقرر الصف السادس English for Iraq 6th Primary، كما في مقرر الصف الخامس English for Iraq 5th Primary، تشجيع التلاميذ على التفكير في أنماط اللغة في صناديق 'Let's check' و 'LOOK'.



Aims of English for Iraq 6th Primary

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

The aims are to:

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

Language

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

Activities

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

Activities include:

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

Advice to teachers

Characteristics of 11 year olds

- Eleven- and 12-year-old children are becoming increasingly adept with physical skills and more mature in their thinking and reasoning. They still need support and security, and value and respect parents' and teachers' opinions, though some children may begin to show irritation at adult-imposed restrictions.
- In terms of physical development, by the age of 11, most children have good control of both large and small muscles (gross and fine motor skills) and may have a keen interest in activities that require coordinated physical skills. They should now be ready to learn to cross the street alone and may undertake simple journeys unaccompanied.
- Increased control of hand movements enables more legible and even handwriting and more detailed artwork, and many children enjoy activities such as drawing, painting, sewing and similar activities.
- In terms of cognitive and language skills, most children by age ten have almost adult language skills in their mother tongue and can

- تضمين «وقت للتفكير»: أعطِ التلاميذ الوقت للنظر في إجاباتهم أو لمناقشة إجاباتهم قبل تقديمها إلى باقي أفراد الصف.
- استخدام طريقة «منع رفع الأيدي»: دع التلاميذ يناقشوا إجاباتهم في مجموعات ويشركوا الآخرين بها. اختر تلميذاً ليعطي الإجابة عوضاً من الاختيار الدائم للمتفوقين والواثقين بأنفسهم الذين يرفعون أيديهم بغية اختيارهم للإجابة.
- دع التلاميذ يختاروا ما يريدون. اطلب إليهم مثلاً: اختيار ثلاثة أسئلة من مجموعة كاملة. هذه الطريقة تضمن نجاح كل التلاميذ في إنجاز جزء من المهمة. والتلاميذ الذين ينتهون يمكنهم الاستمرار في العمل على إتمام كل الأسئلة.
- أضف تحدياً مفتوحاً، دع التلاميذ الذين ينتهون قبل الآخرين يقوموا بمهمة غير محددة. مثلاً: كم فعلاً بإمكانك أن تجد على هذه الصفحة أو هذه الوحدة؟ هل يمكن أن تجد كلمتين أو ثلاث كلمات جديدة وتتعلم تهجئتها؟

مواقف إيجابية

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

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

التخطيط للدرس

يُنصح المعلمون بقراءة ملاحظات التعليم الخاصة بكل وحدة، قبل أن يبدأوا بتعليمها. فهذا الأمر سيعطي مسبقاً فكرة واضحة عن المحتوى وأنواع الأنشطة في الوحدة. كما أنها فكرة جيدة أن تخطط لمجموعة من الدروس ستعطي معاً، دروس أسبوع كامل مثلاً؛ فهذا يسهل عملية قياس تقدم التلاميذ وتحديد الأولويات. ويجب تخطيط الدروس الفردية مسبقاً من أجل إعطائك الوقت الكافي لجميع المواد المناسبة، وجعلك على ألفة مع محتويات الدرس. إن تخطيط الدرس مسبقاً يعني أنك تستطيع اتخاذ قرارات مناسبة خلال الدرس. مثل معرفة أي أنشطة

المعقدة في المواد المكتوبة ويقرأ أو فصولاً من كتب أكبر، ويتمكنوا من التقاط الموضوعات حيث توقفوا. ويمكنهم الاستمتاع بموضوعات واقعية بعيدة عن الخيال تفيدهم، يستقونها من الكتب والمجلات، ويصبح في مقدورهم أن يؤلفوا قصصاً بسيطة.

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

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

القدرات المختلطة

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

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

- شجع التعاون: فهذا يسمح للمتفوقين شرح الأمور للأقل تفوقاً ودعمهم.

hold prolonged conversations both with other children and with adults outside the family. They may enjoy using their communication skills to write letters or talk on the telephone. In their mother tongue, children now can follow complex sentences in written material and read longer books with chapters in stages, being able to pick up threads where they left off. They may enjoy books and magazines on non-fiction topics that interest them. They can compose simple stories.

- The abilities discussed above are reflected in what pupils can do and achieve when learning a second language, and you should notice growing sophistication in what your pupils can produce and the maturity of their ideas and interests. Children at this age are becoming able to reason, use logic, think about cause and effect and take information acquired in one context to use in another. At around age 11, children start to look beyond their personal experiences and acquired knowledge – they show interest in expanding their perspective beyond simplistic right-wrong, black-white assessments and begin to realize that many actions and events in the wider world need more careful consideration.

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

Mixed ability

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

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

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

Positive attitudes

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

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

Lesson planning

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

*Is it Tuesday today? Was your last lesson Maths?
What did you do yesterday? What did you have for
breakfast yesterday?*

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

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

تنظيم الأنشطة الثنائية والجماعية

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

إذا كنت ستقسم الصف إلى مجموعتين: قم برسم خط وهمي بينهما في الصف، وتأكد من تساوي العدد على الجانبين. وإذا كنت تريد تقسيم الصف إلى ست مجموعات مثلاً، فأعط كل مجموعة حرفاً من A-F ثم اطلب إلى تلاميذ كل مجموعة الجلوس معاً. فتمّة توفير للوقت وتجنبّ للإحباط، إذا فكرت بدقة تنظيم الصف قبل الدرس.

يمكن إغفالها، إذا لم يكن الوقت يسمح بتنفيذها، أو متى توقف النشاط إذا بدا أنه يستغرق وقتاً أكثر من اللزوم، ومفتاح الإدارة الجيدة للوقت هو أن يكون لديك فكرة واضحة عن أهداف الدرس الأساسية.

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

- لغة الصف
- تخصيص الوقت لكل مرحلة من مراحل الدرس
- استخدام السبورة أثناء الدرس
- كيفية تنظيم العمل الثنائي والعمل الجماعي
- تنسيق الصف (تنظيم الأثاث، وتحريكه)

تتطلب بعض الدروس إحضار وسائل إيضاح، أو أوراق، أو صور معينة، أو أدوات تلوين إلى الصف، وعلى الرغم من أن استخدام وسائل الإيضاح ليس أمراً أساسياً، إلا أن التلاميذ يستجيبون جيداً للحوافز الحقيقية، واستخدام أشياء مألوفة من خارج غرفة الصف في دروس الإنجليزية طريقة جيدة لجذب التلاميذ. والمشاريع في أفضل الحالات تحتاج إلى صحائف ورق أكبر حجماً ليستخدمها التلاميذ في مجموعاتهم.

إعادة تكرار اللغة

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

مثلاً، يعرف التلاميذ أسماء الموضوعات في المدرسة من المستويات السابقة. لذلك يمكن للمعلم أن يبدأ الدرس بالسؤال عن الموضوع (الموضوعات) الذي درسه التلاميذ ذلك اليوم، وماذا فعلوا في هذا الدرس، إلخ... أيضاً، تعلم التلاميذ كيفية التحدث عن الروتين واطلعوا على الفعل الماضي البسيط، من مقرر اللغة الإنجليزية للصف الخامس الابتدائي *English for Iraq 5th Primary*، وبإمكان المعلم أن يبدأ الدرس بالتكلم عما فعله التلاميذ أمس الأول في عطلة نهاية الأسبوع في أوقات معينة.

عند تكرار اللغة بهذه الطريقة، يجب أن تكون هناك مجموعة من العادات المتناسقة، بحيث يكون هناك تكرار وتنوع، على سبيل المثال ضع ملصقاً لجدول المواعيد، واطلب إلى التلاميذ الإشارة إلى الملصق وتحديد ما يصادف اليوم من أيام الأسبوع؛ أو الإجابة عن الأسئلة بـ «نعم أو لا». مثلاً:



Planning a lesson in advance will mean that you can make appropriate decisions during a lesson, for example, knowing which activities can be left out if time is short or when to stop an activity if it seems to be taking up a disproportionate amount of time. The key to good time management is to have a clear idea of the essential aims of the lesson.

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

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

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

Recycling language

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

For example, pupils know the names for school subjects from previous levels. Therefore, the teacher can begin the lesson by asking what subject(s) pupils have had that day, what they did in that lesson, etc. Likewise, pupils learnt to talk about routines and looked at the past simple tense in *English for Iraq 5th Primary*. Teachers can begin the lesson by talking about what pupils did yesterday or at the weekend at certain times.

When recycling language in this way, there should be a variety of regular routines so that there is both repetition and variety. For example, create a timetable poster. Get pupils to go up and point to the poster on the wall, elicit and write the day or ask *Yes/No* questions. For example: *Is it Tuesday*

today? Was your last lesson Maths? What did you do yesterday? What did you have for breakfast yesterday?

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

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

Organizing pairwork and group work

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

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

- من المهم تقويم جهد التلميذ، وليس فقط النتائج التي يحرزها. بهذه الطريقة، فإن تقويمكم للتلاميذ على امتداد فترة زمنية سيعكس بصدق تقدمهم عوضاً من قدرتهم على إحراز أهداف غير واقعية.

الواجب المنزلي

من المهم الاحتفاظ بسجل للتلاميذ الذي يكملون واجباتهم المنزلية في الوقت المحدد. وإذا أوضحت بأنك تراقب التلاميذ الذين يقصرون في تنفيذ واجباتهم المنزلية، فمن المرجح أن يحرص الآخرون على بذل جهود لتفادي المساءلة.

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

تدريس المقرر

الاستماع

تقع نصوص الاستماع الخاصة بمقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary* في ستة أنواع واسعة هي:

- التعليمات
- الأغاني والقصائد المقفاة
- الكلمات والعبارات
- الحوارات والمحادثات القصيرة
- الموصفات
- القصص القصيرة المدعومة برسوم توضيحية

تعليمات غرفة الصف

إن الاستماع واتباع التعليمات من المتطلبات الأساسية في غرفة الصف، ويمكن استغلال ذلك في حصة اللغة الإنجليزية لإعطاء التلاميذ فرصة الاستماع والاستجابة للغة أصيلة. وفي الصف السادس الابتدائي *English for Iraq 6th Primary* يكون التلاميذ قد كبروا، وأصبحوا يملكون معرفة للإنجليزية تكفي كي يتبعوا كثيراً من التعليمات المعطاة بالإنجليزية. هنالك أربع متطلبات بسيطة:

عند تقسيم التلاميذ إلى مجموعات صغيرة، تأكد من وضع التلاميذ ذوي القدرات والمهارات المتقاربة للعمل معاً، فهذا سيمنع الأقدر والأكثر ثقة بالنفس من السيطرة على المجموعة. لكن من المفيد في بعض الأنشطة ضم أفراد من قدرات مختلفة في كل مجموعة. وإذا كنت تعرف أن بعض المجموعات أو الثنائيات ستنتهي عملها قبل الآخرين، فجهز لها عملاً إضافياً أو لعبة تلعبها. فهذا يسمح لك بتقديم المساعدة لباقي تلاميذ الصف وتشجيعهم، وإتاحة الوقت لكل التلاميذ لكي يكملوا المهمة المكلفين بها.

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

كيف يقوم المعلمون بالتعلم؟

- يفضل أن تحتفظ بسجل مكتوب لما يحرزه كل تلميذ من إنجازات في القراءة والاستماع والكتابة والتكلم. ويُصح بتسجيل تقدم التلاميذ بالطريقة التي تناسب وضعهم التعليمي. لكن التقويم يمكن أن يجري بالمراقبة والرصد على أساس منتظم:
- راقب التلاميذ أثناء تنفيذهم الأنشطة.
- استمع إلى التلاميذ وهم يتكلمون.
- راقب الخط.
- جمّع العمل في كتاب الأنشطة.
- اطرح الأسئلة.
- لاحظ القدرة على الفهم في أثناء القيام بأنشطة ثنائية، واللعب بالألعاب. وخلال تنفيذ أنشطة الاستجابة البدنية الكلية (TPR) وفي أثناء أنشطة الاستماع، إلخ...
- التقويم الذاتي: يحتاج كل من المعلمين والتلاميذ إلى معرفة أهداف التعلم إذا كان لهم أن يقوموا بالتعلم. وفي إمكانك أن تجد هذه الأهداف في بداية كل درس. اسع لجعل التلاميذ يفكرون في تعلمهم وتقدمهم،



When dividing the class into smaller groups, you should generally try to ensure that pupils of similar ability are working together. The more able or confident pupils will then not dominate the group. With some activities, however, it is useful to have a mixed ability level in each group. If you know that some groups or pairs will finish early, have some extra work ready for them to do or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need, as well as giving all pupils time to finish the set task.

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

How do teachers assess learning?

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

- Observe pupils doing activities.
- Listen to pupils speak.
- Observe handwriting.
- Collect in Activity Book work.
- Ask questions.
- Observe understanding when doing pairwork activities, playing games, doing TPR activities, listening activities, etc.
- Self-assessment – teachers and pupils both need to know the learning objectives if they are to assess learning. You can find these

at the start of each lesson. Involve pupils in thinking about their own learning and progress.

- It is important to assess a pupil's effort, not just the results that they achieve. Your assessment of pupils over a period of time will then genuinely reflect their progress, rather than their ability to attain unrealistic targets.

Homework

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

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

Teaching the course

Listening

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

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

Classroom instructions

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

قصص قصيرة مدعومة بالملصقات

تشكل القصص فرصة للتلاميذ للاستماع إلى عينة مطوّلة من اللغة في سياق مألوف.

إنّ محتويات القصص موضّحة من خلال الاستخدام الواسع للرسوم. والقصص هي سمة دائمة من سمات المقرر ويمكن أن ينتظرها التلاميذ بفارغ الصبر. وننصحك بأن تستمع إلى القصة قبل موعد الدرس. وإذا لم يكن في إمكانك الحصول على القرص المدمج السمعي، فيجب أن تتمرن على قصها، وبهذه الطريقة سيكون في إمكانك إذا أردت، أن تروي القصة بطريقة مقنعة بالتشديد المناسب وطبقة الصوت السليمة واللفظ الصحيح.

ومن الطرائق الأساسية لاستخدام القصص، ما يأتي:

- استخدم ملاحظات الدرس لترتيب المشهد قبل البدء. انظر إلى القصة وناقش أفكاراً ذات صلة.
- تحدث بإيجاز عن الصور، وأعط التلاميذ وقتاً كافياً ليخمنوا ما يحدث. اغتنم هذه الفرصة لتقديم بعض المفردات الأساسية.
- مثل القصة (أو أقرأها إذا كان ذلك ضرورياً)، مستخدماً الإيحاءات والحركات للتوضيح، دع التلاميذ يشيروا إلى الصور ذات الصلة في أثناء الاستماع.
- ناقش القصة لتحقيق من الفهم، مستخدماً الإنجليزية أو العربية، كما ينبغي.
- شغل التسجيل للاستماع إلى القصة مرة أخرى. أوقفه عند نقاط مناسبة لتتيح اشتراك التلاميذ من خلال التمثيل الصامت والمساهمة في أي عناصر تكرارية في القصة أو الحوار.

ملاحظة: تتضمن ملاحظات الدروس ملاحظات تفصيلية عن كيفية تقديم كل قصة على حدة واستخدامها.

التكلم

هناك سلسلة واسعة من أنشطة التكلم في مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary*، وتشمل:

- الأغاني والقصائد المقفاة.
- تبادل طرح الأسئلة والإجابة عنها.

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

ملاحظة: ليس من الضروري أن يفهم جميع التلاميذ ما ينبغي فعله فور إعطاء التعليمات. لأن ما يحدث بعد ذلك لا يقل أهمية. مثلاً: سيفهم التلاميذ التعليمات أحياناً، بمراقبة ما يفعله الآخرون في الصف وسيفهمونها أحياناً أخرى من المعلم الذي يدقق مع تلاميذ فرادى أو مع ثنائيات أو مجموعات.

أنشطة لتنمية مهارة الاستماع

يتضمن المقرر نصوصاً مخصصة تحديداً لتنمية مهارة الاستماع. وهذه النصوص هي عادة محادثات أو مونولوجات تتناول صفات الشخصيات مثلاً، والطقس، والحياة اليومية، وأحداثاً من الماضي ومخططات للمستقبل، ووقائع، إلخ... في حين أنّ نصوصاً أخرى تُستخدم بالدرجة الأولى، نماذج للتكلم، لكن هذه النصوص تشمل دائماً عنصر استماع للفهم أيضاً.

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

ومن الطرائق الأساسية لمهام الاستماع الطريقة الآتية:

- ناقش أي صور وثبت السياق.
- اقرأ العناوين معاً وناقش الأفكار.
- اشرح المهمة وأعط أمثلة إذا كان ذلك مناسباً.
- شغل التسجيل: يستمع التلاميذ ويتابعون.
- شغل التسجيل مرة ثانية: يستمع التلاميذ وينفذون المهمة.
- احصل على الإجابات واطهر اهتماماً بفهم التلاميذ للنص.
- أكد الإجابات: شغل التسجيل مرة أخيرة لتأكيد الإجابات إذا كان ذلك ضرورياً أو لتبديد أي شكوك.
- استخدم المعلومات للدمج أو للنقل.



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

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

Activities to develop the skill of listening

The course contains texts specifically dedicated to developing the listening skill. These are usually conversations or monologues, for example, descriptions of characteristics, weather, daily routines, past events and states, future plans, actions, etc. Other listening texts are mainly used as models for speaking; however, these always involve an element of listening for understanding, too.

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

A basic procedure for listening tasks is as follows:

- Discuss any pictures and establish the context.
- Read the rubric together and discuss.
- Explain the task, demonstrating if appropriate.
- Play the track; pupils listen and follow.
- Play the track a second time; pupils listen and do the task.

- Elicit answers, showing interest in the pupils' own understanding of the text.
- Confirm answers. Play track again to confirm answers if necessary and/or resolve any uncertainties.
- Use the information for consolidation or transfer.

Short stories supported by illustrations

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

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

A basic procedure for exploiting the stories is as follows:

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

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

Speaking

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

- songs and rhymes
- question-and-answer exchanges

- شغل القرص المدمج السمعي، ودع التلاميذ يقوموا بمهمة بسيطة، كأن يقلدون ما يسمعون أو يشيرون إلى صور مناسبة في الكتاب.
- شغل القرص المدمج السمعي للاستماع إلى الأغنية بكاملها، أو إلى القصيدة المقفاة، وشجع التلاميذ على المشاركة حيثما يستطيعون. وركز خصوصاً في الكلمات والعبارات المكررة. يمكن للمشاركة أن تكون أيضاً من خلال مرافقة الإيقاع بضرب الأقدام على الأرض وتحريك الرؤوس والأيدي مع الإيقاع.
- اطلب إلى التلاميذ أن ينشدوا الأغنية، أو يرددوا القصيدة المقفاة في دروس مختلفة: أحياناً مع التسجيل على القرص المدمج السمعي، وأحياناً أخرى مع المعلم.

ملاحظة: تتضمن ملاحظات الدرس أموراً مفصلة عن كيفية تقديم الأغاني المفردة والتمرن عليها.

تبادل طرح الأسئلة والإجابة عنها

ثمة الكثير من الأنشطة المخصصة لثنائيات من التلاميذ لها صلة بـ «الحياة الواقعية» في مقرر الصف السادس الابتدائي *English for Iraq 6th Primary*، كالتحدث مثلاً عن الأصدقاء والعائلة والحياة اليومية والمناسبات والعطل أو ما تفعله في المنزل أو في عطلة نهاية الأسبوع. ويجري التمرن عليها في تبادل الأسئلة والإجابات والأحاديث المققتبة، ومفتاح هذه الأنشطة هو التحضير الجيد. وعندما تطلب إلى التلاميذ العمل ضمن ثنائيات، يجب أن يكون في إمكانهم القيام بمحاولة جيدة. وفرصة التمرن بصورة مستقلة عن المعلم لا توفر فقط مزيداً من الوقت لإنتاج اللغة بل تجعل التلاميذ يكتسبون الثقة بقدرتهم على التكلم.

من الطرائق الأساسية لتبادل طرح الأسئلة والإجابة عنها ما يأتي:

- الطلب إلى التلاميذ لفظ عبارات التحفيز من مواد التلميذ.
- التمرن مع تكرار أفراد الصف.
- تقسيم الصف مجموعتين: التمرن على المبادلة، التشجيع على الاستعاضة بالمواد البصرية حيث يكون ذلك ملائماً.
- التدريب في مجموعات ثنائية مفتوحة.
- التدريب في مجموعات ثنائية.

الملاحظة ١: عندما يعمل التلاميذ ضمن ثنائيات، لا يعود في الإمكان مراقبة الصف كله. لذلك، يمكن عوضاً من ذلك التجول في الصف والاستماع إلى بعض الثنائيات لتقويم التقدم. تقبل حقيقة أنهم سيرتكبون الأخطاء. وإذا شعرت بأن الصف يواجه صعوبة كبيرة جداً فأوقف النشاط وارجع إلى التمرن الجماعي، أو إلى التمرن الثنائي المفتوح.

- حوارات ومجاذبات قصيرة.
- التحدث عن صور.
- التحدث عن موضوعات.
- إجراء عملية مسح بسيطة.

تتوافر في كل درس ملاحظات تعليمية مفصلة مع نصيحة تشير إلى كيفية استهلال الدرس. وتتوافر الطرائق العامة في الفقرات الآتية، وينبغي لها أن توائم بحسب كل درس بمفرده.

الأصوات، الكلمات، العبارات

تقصد التركيز في الأصوات، والكلمات والعبارات كي تبني أساساً متيناً للفظ. فالتلاميذ ما زالوا يملكون الموهبة الطبيعية لتقليد الأصوات. ومن المهم استغلال هذه القدرة لديهم. وعلى الرغم من أن للمعلمين دوراً كبيراً يؤديه في تعليم اللفظ، فإن التلاميذ في حاجة إلى مقدار كبير من التعرض الإضافي للأصوات والكلمات والعبارات المسجلة.

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

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

ملاحظة: عندما تقدم مفردات أساسية جديدة في مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary*، يعطى التلاميذ الفرصة لسماع لفظ الكلمات على القرص المدمج السمعي، يلي ذلك فرصة للتلاميذ كي يكرروا ما يسمعون ويتمرنون عليه. بعد ذلك تستطيع حيثما تجد ذلك ضرورياً، أن تجري تمريناً إضافياً للفظ الفردي واللفظ الجماعي.

أغاني وقصائد مقفاة

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

من الطرائق الأساسية للأغاني والقصائد المقفاة، ما يأتي:

- ناقش أي صور موجودة على الصفحة، واستخدم التقدم شيئاً من اللغة الجديدة.



- short conversations
- talking about pictures
- talking about topics
- conducting simple surveys

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

Sounds, words and phrases

The focus on sounds, words and phrases is designed to build up a solid foundation of pronunciation. At this age, pupils still have a natural gift for imitating sound, and it is important to exploit this ability. Although the teacher has a big part to play in teaching pronunciation, the pupils need a good deal of additional exposure to recorded sounds, words and phrases.

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

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

Note: When new key vocabulary is introduced in *English for Iraq 6th Primary*, pupils are given the opportunity to hear the words pronounced on the audio. This is followed by an opportunity for pupils to repeat and practise. Where necessary, you can follow this up with further choral and individual pronunciation practice.

Songs and rhymes

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

A basic procedure for songs and rhymes is as follows:

- Discuss any pictures on the page, using them to present some of the new language.

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

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

Question-and-answer exchanges

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

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

- Elicit pronunciation of the prompt phrases from the pupils' material.
- Practise with class repetition.
- Divide the class into two groups; practise the exchange, prompting substitution with visuals, as appropriate.
- Practise in open-class pairs.
- Practise in pairs.

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

الجماعي أو عمل الثنائيات، وفي أثناء اللعب بالألعاب، استخدم أكبر قدر ممكن من الإنجليزية خلال التحضير لنشاط. ويجب أن يكون كثير من التعليمات الضرورية مألوفة للتلاميذ، من المستويات السابقة، وتستطيع أن تبني على ذلك. ولن تتحسن قدرة التلاميذ على الاستماع فقط، بل سيبدأون أيضاً باستخدام هذه الكلمات بأنفسهم. وإذا كان الشرح بالإنجليزية كثير التعقيد، فمثّل العمل أمام التلاميذ بالحركة والفعل، ولا يكون اللجوء إلى العربية إلا عند الضرورة.

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

Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...? Can I borrow a pen? Can we listen again, please? Can you help me with this? ... وتذكر أن تغني هذه العبارات مع تقدم العام الدراسي بالإضافة للغة الجديدة.

إذا زَيْن التلاميذ هذه الإشارات، ثم عُرضت على الجدران، يمكن استخدامها كمحفزات في الصف، حتى يبدأ التلاميذ باستخدامها بشكل طبيعي لتنفيذ ما يجب تنفيذه في الصف. لكن من غير الواقعي أن تعوّل على التلاميذ أن يتكلموا الإنجليزية طوال الوقت، وخصوصاً إذا احتاجوا إلى العربية للعمل معاً بنجاح من أجل إتمام نشاط مركّز في الإنجليزية. وسيحتاج التلاميذ أيضاً إلى استخدام العربية عندما يريدون القول إنهم منزعجون، أو متوَعّكون أو قلقون من شيء ما، إلخ...

مشاريع الملصقات

ستجدون مثل هذه المشاريع في كتاب التلميذ تحت مسمّى 'P for Project'. هناك أربعة مشاريع في مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary*، في الوحدات ١، ٣، ٥، و٧. هذه المشاريع مصممة لجعل التلاميذ يتعاونون في العمل في مجموعات ويستخدمون النماذج المرفقة لتحفيز قدراتهم على الابتكار.

الملاحظة ٢: إن التمرن ضمن ثنائيات يستغرق وقتاً قصيراً، يكفي كي ينفذ التلاميذ خلاله التبادل. فإذا سمحت لهذا التمرن بأن يطول أكثر مما يجب، فقد يملّ التلاميذ وسيئون السلوك.

الأحاديث المقتضبة

هناك عدد من الأحاديث في مقرر الصف السادس الابتدائي *English for Iraq 6th Primary*، وهذا العدد سيزداد في المقررات. إن الأحاديث تضع اللغة في محيط واقعي وتمكّن التلاميذ من رؤية أنفسهم فيه.

من الطرائق الأساسية لاستخدام الأحاديث، ما يأتي:

- ناقش ما يحدث في الصور.
- شغل القرص المدمج السمعي بينما يتابع التلاميذ الصور.
- اطرح بضعة أسئلة لتعزيز الفهم.
- شغل القرص المدمج السمعي في قطع مناسبة كي يتمكن التلاميذ من التكرار.
- اختر التلاميذ لتمثيل الحديث.
- مثّل الحديث بثنائيات من التلاميذ.
- اختر تلاميذ لتمثيل الحديث أمام الصف.

التحدث عن الصور

يجب أن يستغل المعلمون كل فرصة للاستفادة من اهتمام التلاميذ بموضوع ما مستخدمين هذه الطريقة. يجب أن يشجّع التلاميذ على التحدث عن المادة الإنجليزية قدر الإمكان، ولو لم تتوافر أسئلة مباشرة في الملاحظات التعليمية. وينبغي أن يشجّع التلاميذ على التكلم عن الصور بأي طريقة يستطيعونها. وهذا قد يشمل على إجابات تتألف من كلمة واحدة. وعلى سوء لفظ، وحتى بعض المناقشات بالعربية، ووظيفة المعلم هي أن يقبل الجهود التي يبذلها التلاميذ، وأن يعيد الصياغة أو التركيب حيث يكون ذلك ملائماً. وعليك، وبالإضافة إلى هذا الأمر، توفير المحفزات الضرورية لاجتذاب انتباه أفراد الصف.

التحدث عن موضوعات الوحدات

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

فرص إضافية للتكلم

هناك كثير من الفرص للتكلم في غرفة الصف. عليك مثلاً، أن تشجّع التلاميذ على استخدام الإنجليزية في أنشطة العمل

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

Short conversations

There are a number of conversations in *English for Iraq 6th Primary*. These will increase in subsequent courses as the pupils' vocabulary and language control develops. Conversations put the language in a realistic setting with which the pupils can identify.

A basic procedure for exploiting conversations is as follows:

- Discuss what is happening in the pictures.
- Play the audio while the pupils follow the pictures.
- Ask several check questions to consolidate understanding.
- Play the audio in suitable chunks for the pupils to repeat.
- Choose pupils to demonstrate the conversation.
- Role-play the conversation in pairs.
- Choose pupils to act out the conversation in front of the class.

Talking about pictures

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

Talking about the unit topics

The pupils will generally have a lot of things they want to say about new topics but, perhaps, not enough English with which to express their ideas. When introducing a new topic, it is, therefore, a good idea to let the pupils use some Arabic if

they need to. During such a discussion, encourage them to use English where possible and give them words they would like to know.

Further opportunities for speaking

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

If English lessons always take place in the same classroom, it is a good idea to display frequently used classroom language on the wall. You can write signs with useful phrases as the class learns them, such as: *Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...? Can I borrow a pen? Can we listen again, please? Can you help me with this?*, etc. Remember to add to these as the school year progresses and new language comes up.

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

Poster projects

You will see these in the Pupil's Book with the label 'P for Project'. There are four main projects in *English for Iraq 6th Primary* in Units 1, 3, 5 and 7. These projects are designed to let pupils work collaboratively in groups and use the models provided as a stimulus for their own creativity. Projects should be fun! Ideally, pupils will work

كلمات، وعبر، وجُمَل

هناك ثلاث مقاربات رئيسة للقراءة معتمدة في مقرر الصف السادس الابتدائي *English for Iraq 6th Primary*. وهذه المقاربات هي:

- تمييز الكلمات الكاملة وكلمات تُستخدم تكراراً
- المقاربة الصوتية
- القراءة المدعومة سمعياً

يستفيد التلاميذ من استراتيجيات القراءة التي بدأوا تعلّمها واستخدامها في السنوات السابقة كي ينفذوا أنشطة القراءة. والمقاربة الصوتية، التي يتعلم التلاميذ من خلالها أصوات الأحرف، تمكّن التلاميذ من محاولة معرفة كلمات غير مألوّفة. كما أنها تساعد على اللفظ والتهجئة. إن التلاميذ يطورون فهمهم لعلاقة الصوت/التهجئة منذ الصف الأول الابتدائي *English for Iraq 1st Primary*. لكن هناك كثيراً من الكلمات غير المنتظمة لفظياً، ويحتاج التلاميذ إلى تعلّمها كوحدة كاملة، مستخدمين ذاكرتهم البصرية.

يجب أن يكون التلاميذ قد ألفوا الكلمات والعبارات وبنية وتركيب اللغة الجديدة شفويّاً وسمعياً، قبل أن يُطلب إليهم قراءتها. والتمرن على التمييز ينبغي ألا ينحصر في الكلمات، إذ يمكن للتمييز أن يُطبّق أيضاً على العبارات القصيرة والجُمَل. سوف يتبع مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary* نمطاً معيّناً عند إدخال المفردات الجديدة، وعبارات الاسم/الفعل، واستخدام اللغة. ويجري إدخال عناصر جديدة من سياق الموضوع. وعادة ما تكون مصحوبة بصور أو بمشاهد مصورة تعطي المعنى وتدعمه. ويمنح التلاميذ وقتاً لإعطاء «معنى» لعناصر جديدة، ثم للاستماع إلى العناصر الجديدة وتكرارها. توفر ملاحظات الدرس للمعلمين أفكاراً وتوجيهات حول أفضل السبل لإدخال العناصر الجديدة والتدرّب عليها.

يواصل مقرر اللغة الإنجليزية للصف السادس الابتدائي *Eng-lish for Iraq 6th Primary* البناء على المفردات واللغة التي تعلّموها في المستويات السابقة. وهذا في الأغلب يعني أن التلاميذ يصادفون كلمات وعبارات ولغة مألوّفة في أوضاع وحالات مختلفة.

كلمات تُستخدم تكراراً

الكلمات التي تُستخدم تكراراً هي كلمات غير قياسية لفظياً في أغلب الأحيان. لذلك، لا مكان لها في مخطط صوتي. وهذه الكلمات من الصعب تمثيلها بصريّاً في أغلب الأحيان، لأنها كلمات نحوية وليست أسماء (مثلاً *(aunt, uncle, easy, interesting)*).

والمشاريع يجب أن تكون مسلية! من الأفضل أن يعمل التلاميذ في مجموعات صغيرة ويستخدموا أوراقاً كبيرة أو بطاقات وأقلام تلوين. وقد يستخدمون الصمغ والمقص، لكي يضعوا ملصقات ملونة ومشرفة. قد ترغب في السماح للتلاميذ بالاشتغال على مشروعاتهم لأكثر من درس واحد. والمشاريع هي طريقة جيدة لتغيير نمط الدروس، وترك التلاميذ يسيطرون على ما ينتجون. وما أن ينتهي العمل في الملصقات، حتى يستمتع التلاميذ بمشاهدة ملصقات المجموعات الأخرى. والطلب إلى التلاميذ أن يقرروا أي الملصقات هو الأفضل سيكون درساً لهم في الموضوعية عوضاً من اختيار عمل مجموعتهم.

سوف يحتاج التلاميذ إلى مناقشة ما ينبغي أن يكتبوه ويرسموه. لذلك سوف يحتاجون إلى استخدام العربية في بعض الأحيان. ولكن يجب أن تشجعهم على استخدام الإنجليزية قدر الإمكان، تعليمهم بعض العبارات المفيدة مثل: وذلك من خلال
Let's do our project about a tiger. / I think we should do the project about football. / I don't like football. Let's do it about tennis. / Let's write Monday in red. / We can draw ...

القراءة

تتطور مهمات القراءة في مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary* من تمييز الكلمات المفردة والعبارات القصيرة إلى الاستيعاب الشامل للتوصيفات القصيرة، ومجموعات التعليمات والأحاديث والقصص المصورة: وتتضمن نصوص القراءة:

- كلمات، وعبارات، وجُمَل
- تعليمات
- حوارات وأحاديث
- توصيفات قصيرة
- قصصاً قصيرة مع بصريات موسّعة

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

ملاحظة: من الطبيعي في هذه السن أن تبرز القدرة على اكتساب مهارات القراءة والكتابة، سواء في اللغة ١ (لغة الأم) أو في اللغة ٢ (اللغة الأجنبية). يجب أن تأخذ ذلك في الحسبان عندما تقوم بتقديم في القراءة.



in small groups and have large sheets of paper or card and crayons, and perhaps glue and scissors, so that they can make their posters bright and colourful. You might like to let pupils carry their project work over more than one lesson. Projects are a good way of changing lesson routine and letting pupils take control of what they produce. Once the posters are done, pupils will enjoy looking at other groups' posters. Getting pupils to decide which posters are the best is a good lesson in being objective and not just choosing their own group's work.

Pupils will need to discuss and agree what to write and draw, and they will need to use Arabic for some of this. However, you might encourage them to use English as much as possible by teaching some useful phrases, for example: *Let's do our project about a tiger., I think we should do the project about football., I don't like football. Let's do it about tennis., Let's write Monday in red., We can draw ...*

Reading

Reading tasks in *English for Iraq 6th Primary* progress from recognition of single words and short phrases to global comprehension of short descriptions, sets of instructions, conversations and picture stories. Reading texts include:

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

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

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

Words, phrases and sentences

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

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

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

Pupils should already be familiar with the words, phrases and new language structures aurally and orally before they are asked to read them. Recognition practice need not be restricted to words; it should also be applied to short phrases and sentences. *English for Iraq 6th Primary* follows a set pattern when introducing new vocabulary, noun/verb phrases and language. New items are introduced in context and are generally accompanied by images or illustrated scenes that give and support meaning. Pupils are given time to 'give meaning' to new items, then to listen to and repeat the new items. Lesson notes provide teachers with ideas and guidance on how best to introduce and practise new items.

English for Iraq 6th Primary continues to build on and recycle vocabulary and language that pupils have learnt in previous levels. This will often mean that pupils meet familiar words, phrases and language in different settings and situations.

High-frequency words

High-frequency words are often phonetically irregular and, therefore, do not fit into a phonic scheme. They are often difficult to represent visually since they tend to be grammatical words rather than nouns (for example: *aunt, uncle, easy, interesting*). During the course, pupils meet such

هو المصدر الرئيس للاستيعاب، فالتلاميذ يستمعون إلى النص ويتابعونه في أثناء قراءته. ويستفيدون من الاستماع والقراءة بالطرائق الآتية:

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

قراءة نصوص مألوفة أو محفوظة غيباً

يتحقق حفظ النص غيباً بطريقتين رئيسيتين اثنتين:

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

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

تحقيق النجاح في القراءة هو مفتاح مزيد من التقدم.

ملاحظة: يجب أن يبدأ التلاميذ، في هذه المرحلة، باستخدام الكلمات المطبوعة للأغنية أو القصيدة المقفاة كعنصر مساعد مهم للذاكرة. لكن هذا الأمر يجب أن يجري عندما تصبح الأغنية مألوفاً، لتجنب التردد في القراءة، أو لتحاكي الأداء السيئ. وتتضمن الأغاني والقصائد المقفاة بعض الكلمات غير المستهدفة، لذا عليك التفاوضي عنها عندما تطلب إلى التلاميذ قراءة أبيات من تلك الأغاني والقصائد المقفاة.

وفضلاً عن استخدام استراتيجيات «أسفل – أعلى» كالطريقة الصوتية، وتمييز الكلمات الكاملة، يستخدم القراء الفاعلون أيضاً استراتيجية «أعلى – أسفل». وتوفر القصص فرصاً ممتازة للتلاميذ كي يستخدموا استراتيجية القراءة «أعلى – أسفل» منها:

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

يصادف التلاميذ خلال درس المقرر هذا النوع من الكلمات في القصص، وكجزء من البنى واللغة الوظيفية التي يستخدمونها. ويتعلم التلاميذ في الوحدات ٣-١ و ٧-٥ تهجئة كلمات شائعة كثيراً، مستخدمين استراتيجية «انظر، قل، غط، اكتب، تحقق»، كما يتعلمون أربع كلمات في كل وحدة. ويتضمن الدرس ١ من الوحدة الآتية اختباراً للتهجئة، الذي يتوافر مع شبكات اختبار التهجئة في نهاية كتاب الأنشطة.

وفي مقارنة القراءة المدعومة بالقرص المدمج السمعي، يستمع التلاميذ إلى كلمات وعبارات وجمل ونصوص وهم يتابعونها على كتبهم. وهذا يساعدهم على إقامة رابط بين الأصوات والتهجئة، ويُعزز تمييز الكلمات المفردة. وتركز أنشطة *Listen, look and say* في الدرجة الأولى على الصور، أي أن التلاميذ يستمعون إلى القرص المدمج السمعي، ويشيرون إلى الصورة المناسبة. وهناك أيضاً أنشطة تتضمن الاستماع والإشارة إلى كلمات مفردة، أو تحاول تحديد كلمات في جمل، في محادثة على سبيل المثال. في البداية لا يُتوقع من التلاميذ القراءة، بل مجرد التعرف إلى الكلمة من موقعها في الصورة، أو من مكانها في الجملة. وفي ما بعد، سيكون متوقعاً من التلاميذ الاستماع وقراءة كلمات مفردة وعبارات ونصوص قصيرة.

التعليمات

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

القراءة ما بعد مستوى الجملة

يستخدم مقرر اللغة الإنجليزية للصف السادس الابتدائي *English for Iraq 6th Primary* مقاربات متعددة لمساعدة التلاميذ على ردم الهوة بين المرحلة الأولى لتمييز الكلمات والجمل وبين العملية الأكثر تعقيداً، ألا وهي عملية قراءة نص. وهذه المقاربات هي:

- القراءة المدعومة من قرص مدمج سمعي
- قراءة نص مألوف أو محفوظ عن ظهر قلب
- القراءة بصوت عال

سبق لنا أن بحثنا في القراءة المدعومة بالقرص المدمج السمعي. لكن، على مستوى النص، يحاول التلاميذ أن يفهموا مجموعات من الجمل في الوقت نفسه الذي يطورون فيه تمييز الكلمات والاستراتيجيات الصوتية. لذلك، فإن القرص المدمج السمعي



words in stories, but also as part of the functional language and structures they are using. In Units 1–3 and 5–7, pupils learn to spell common high-frequency words using the ‘Look, say, cover, write, check’ strategy. Pupils learn four words in each unit. Lesson 1 of the following unit includes a spelling test. The spelling test grid can be found both at the back of the Activity Book.

The audio-assisted reading approach involves the pupils listening to words, phrases, sentences and texts while following in their books. This helps them make a connection between sounds and spelling and reinforces recognition of individual words. The ‘Listen, look and say’ activities focus mainly on pictures, for example, the pupils listen to the audio and point to the appropriate picture. There are also activities that involve listening and pointing to individual words or attempting to identify words in sentences, for example, in a conversation. At first, the pupils are not expected to read but simply to identify the word from its location on the picture or from its position in a sentence. Later, the pupils will be expected to listen and read the individual words, phrases and short texts.

Instructions

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

Reading beyond the sentence level

English for Iraq 6th Primary uses a variety of approaches to help the pupils bridge the gap between the first stage of word and sentence recognition and the more complex process of reading a text. They are:

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

We have already looked at audio-assisted reading. At the text level, however, the pupils are trying to understand groups of sentences at the same time as they develop word recognition and phonic strategies. The audio is, therefore, the main source

of comprehension. The pupils listen and follow the text as it is read. The pupils benefit from the listening and reading in the following ways:

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

Reading familiar or memorized text

Memorizing of text takes place in two main ways:

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

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

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

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

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

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

ومن المهم أن تراقب كتابة التلاميذ بدقة وانتظام للتأكد من:

(أ) أنهم لا ينسون كيف يشكلون الأحرف تشكيلاً صحيحاً

(ب) أنهم لا يضعون الأحرف في مواضع غير صحيحة على السطور. مثلاً: الحرف الذي يقف على السطر مثل حرف P الكبير

(ج) أنهم لا ينسون ترك فسحات كافية بين السطور

وفضلاً عن ذلك، يطلب إلى التلاميذ في مقرر اللغة الإنجليزية للصف السادس *English for Iraq 6th Primary* التفكير في علامات الترقيم. ويكلفون إضافة نقاط توقف كاملة إلى نهاية معظم الجمل التي يكتبونها، واستخدام الحروف الكبيرة بشكل مناسب. كذلك يطلب إليهم النظر في استخدام فواصل الدمج (*isn't, doesn't, can't*) إلخ... والإشارة إلى حرف الملكية (*'s* possessive).

كتابة الأنشطة

تؤدي الكتابة دوراً مهماً في كتاب الأنشطة. فالأنشطة هي طريقة كي يتمكن التلاميذ فيها على الكتابة باسترخاء وعزم في آن. وسيظل المعلم قادراً على مراقبة تشكيل الحروف. لكن التلاميذ سيضعرون بضغط أقل كي يحرصوا على الكتابة بطريقة صحيحة، وسيكون في إمكانهم التركيز في استخدام الكتابة كوسيلة للتواصل.

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

- اقرأوا معاً كصف عنوان النشاط، وتأكد من فهم التلاميذ ما عليهم أن يفعلوه. استعرض أمامهم ذلك حيثما أمكن.
- تناول النشاط كله شفويًا، وتأكد من أن في إمكان التلاميذ قراءة كل الكلمات فيه.
- أعط التلاميذ الوقت الكافي حيثما كان ذلك مؤاتياً، كي يناقشوا إجاباتهم ضمن ثنائيات قبل الكتابة، ثم اطلب إلى التلاميذ ككل إعطاء إجاباتهم.
- دع التلاميذ يعملوا وحدهم لإكمال المهمة.
- اطلب إلى كل التلاميذ مقارنة عملهم بعمل زملائهم.
- أعطهم تغذية راجعة على اللوح، إذا كان ذلك ضرورياً أو مؤاتياً.

القراءة بصوت عال

من المفيد أن يكون هناك تركيز محدد للقراءة بصوت عال، ومن المهم للقراءة بصوت عال عند هذا المستوى، أن تستفيد من نص مألوف، فتعمل كمحفز على لغة باتت محفوظة عن ظهر قلب، وإلا فسيتردد التلاميذ، ولن يستفيدوا إلا قليلاً من القراءة. فللقراءة الناجحة بصوت عال الفوائد الآتية:

- تُعزز علاقات الصوت/التهجئة.
- تجعل التلاميذ يألّفون التعبير عن أنفسهم على مستوى الجملة وأبعد من الجملة.
- يمكن تنفيذ هذه القراءة في مجموعات أو ثنائيات.
- يمكن تنفيذ هذه القراءة بفاعلية (والنجاح يقود إلى نجاح).

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

الكتابة

يجب أن يكون التلاميذ الآن قادرين على التعامل مع آليات الكتابة تعاملًا جيداً في الحد المعقول. ولكن الكتابة مهارة تتطور، وسوف يستمر التلاميذ في تطوير التنسيق على امتداد سنوات طويلة لتثبيت أسلوبهم الخاص في الكتابة كبالغين. ومن المهم جداً أن يواصل المعلمون التركيز في جعل التلاميذ يشكلون حروفهم وكلماتهم بطريقة صحيحة. فإذا لم يطور التلاميذ أسلوب خط مركزاً وصحيحاً في وقت مبكر، فسوف يجدون صعوبة فيما بعد عندما يحتاجون إلى الكتابة بسرعة وبطريقة آلية. وعلى الرغم من أن مستوى الكتابة الذي يستطيع التلاميذ إحرازه هو مستوى محدود، فمن المهم أن تتسنى لهم الفرصة كي يبدأوا باستخدام الكتابة من أجل تحقيق غاية ما، وفي أسرع وقت ممكن.

كان التشديد في مقرر اللغة الإنجليزية للصفوف من الأول إلى الثالث الابتدائي *English for Iraq 1st Primary* إلى *English for Iraq 3rd Primary* على تشكيل الأحرف عوضاً من التفاوت في الموضوع والارتفاع. ويجب، في المستويات اللاحقة، وبمجرد أن يتقن التلاميذ التشكيل، إيلاء المزيد من الاهتمام لموضع الأحرف والأحرف التي تكتب تحت السطر وفوق السطر. وللتلاميذ الآن سطور مفردة فقط للكتابة عليها، ما يعني أن هناك دعماً بصرياً أقل لتوجيههم عندما يشكلون الأحرف والكلمات.

Reading aloud

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

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

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

Writing

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

In *English for Iraq 1st Primary* to *English for Iraq 3rd Primary*, the emphasis was on letter formation rather than position and height differentials. In subsequent levels, and once pupils have mastered formation, increasing attention should be given to the position of the letters and the ascenders and descenders. Pupils now only have single lines to write on, and so there is less visual support to guide them when they form the letters and words.

It is important that you monitor pupils' writing carefully and regularly to make sure that they are:

- a) not forgetting how to form the letters correctly
- b) not placing the letters incorrectly on the lines, for example, standing on the line like a capital P
- c) leaving sufficient space between words

Additionally, in *English for Iraq 6th Primary*, pupils are asked to think about punctuation. They are asked to add full stops to the end of most sentences they write and to use capital letters appropriately. They also look at the use of the apostrophe in contracted forms (*isn't*, *doesn't*, *can't*, etc.) and in indicating possession with the possessive *s* (*'s*).

Activity writing

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

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

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

Book map

Unit 1 Jobs and places of work

page 6

Vocabulary

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

Jobs: engineer, IT programmer, farmer, teacher, housewife, shop assistant, nurse, bus driver, waiter, doctor, builder, cook, firefighter, truck driver, train driver, taxi driver, cleaner, baker, painter, butcher, pharmacist, football player, police officer, pilot, banker, zookeeper, manager, grocer, fisher

Places of work: office, building site, restaurant, roads, hospital, oil refinery, home, farm

Adjectives: easy, hard, interesting, boring, dangerous, safe

Language

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

My magazine: Two families

Song: When I grow up

Project: My job

Unit 2 Clothes and materials

page 22

Vocabulary

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

Household objects: jug, saucepan, pencil case, smartphone, knife, fork, spoon, bottle

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

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

Opposite pairs of adjectives: soft/hard, plain/colourful, cheap/expensive, thick/thin, light/thick, long/short, big/small; cheaper/more expensive

Language

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

My magazine: A doctor's blog

Story: A toy for Ammar



Unit 3 Illness and going online

page 38

Vocabulary

Parts of the body: ear, leg, arm, mouth, teeth, hand, head, foot, eye, nose, toe, knee, shoulder, thumb, stomach, back

Common ailments: a headache, a broken arm, a cough, a toothache, a sore throat, a temperature, a stomach ache, feel sick, a cold, a rash

Web terms: access, go online, search, key in, press, come up, navigate, scroll up, scroll down, click on, charge up, computer, smartphone, tablet, the internet, login, enter, keyboard, the web (www), a website, an address, a webpage, screen, mouse, touchscreen, icon

Language

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

My magazine: Stay safe online

Song: An email to friends

Project: Healthy habits for healthy children

Unit 4 Revision

page 54

Unit 5 Space and technology

page 58

Vocabulary

Future technology: invention, century, robots, driverless cars, computer technology

Space technology: space, solar system, space travel, astronaut, spaceship, planet, Mercury, Mars, Venus, Earth, Neptune, Uranus, Saturn, Jupiter, the Sun, the Moon, dust, gas(es), ring, storm

Language

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

My magazine: Space travel

Song: Our solar system

Project: The planet Jupiter



Unit 6 Home and safety

page 74

Vocabulary

Cooking: add/added, bake/baked, grate/grated, mix/mixed, peel/peeled, slice/sliced, spread, wash/washed, weigh/weighed, ingredients, flatbread, pepper(s), garlic, herbs, oil, knife, fork, spoon, grater, oven, saucepan

Road safety: zebra crossing, seat belt, road signal

Safety at home: accidents, electrical devices, cleaning materials, matches

Safety on the bike: brakes, handlebars, seat, tyres, pedals, helmet

Language

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

My magazine: Stay safe on your bike

Story: Be careful, Ammar!

Unit 7 Celebrations

page 90

Vocabulary

Celebrations: Mother's Day, Teacher's Day, party, birthday, New Year, congratulations

Party: to-do list, presents, decorations, balloons, cards, pictures, cake; wrapping paper

Presents: leather bag, wooden picture frame, metal watch, woollen scarf

Language

- Do the shopping./Clean the house./Do the cooking./Buy presents./Wrap presents./Put up decorations./Make a card. • Let's write a shopping list. • She's putting flowers in a jug./He's wrapping up presents./She's in the kitchen baking a cake./They're making a card./He's putting up decorations./They're blowing up balloons.

My magazine: Making a card

Song: Dad's birthday!

Project: Our Mother's Day card

Unit 8 Revision

page 106

Transcripts

page 110

Your dictionary

page 128





Teacher's notes

Area with horizontal dotted lines for writing.



أسماء الوظائف وأماكن العمل

الوحدة ١

الأهداف

الاستماع

- يستمع ويتعلم أسماء العلاقات العائلية.
- يستمع ويتعلم أسماء الوظائف.
- يستمع ويطابق الوظائف وأماكن العمل.
- يستمع ويفهم أسباب اختيار الوظائف.
- يستمع ويتحقق من المعلومات حول عائلتين.
- يستمع لأغنية عن الوظائف.

التكلم

- يسأل ويجيب عن الأسئلة حول أفراد العائلة :
(How old ...?/How many ...?).
- يتمرن على نطق أسماء الوظائف.
- يسأل ويجيب عن أسئلة متعلقة بوظائف أفراد العائلة.
- يسأل ويجيب عن الروتين اليومي لعائلة وسام.
- يسأل ويجيب عن أسئلة متعلقة بأماكن العمل.
- يتحدث عن الوظائف وأماكن العمل.
- يقول ما يرغب أن يصبح عليه
(I want to be a/an ... + because ...).
- يعبر عن آرائه في صور الوظائف.

القراءة

- يقرأ عن موضوع العلاقات العائلية، والوظائف وأماكن العمل.
- يقرأ عن الروتين اليومي لأفراد العائلة.
- يقرأ ويحدد الوظائف.
- يقرأ موضوع Two families في صفحة 'My magazine' من الوحدة ١.
- يقرأ ويستخرج المعلومات حول عائلتين.
- يقرأ مشروع الوظائف.

الكتابة

- يكتب أسماء أفراد العائلة.
- يكتب أسماء الوظائف.
- يكمل الجمل المتعلقة بأماكن العمل.
- يجيب عن الأسئلة المتعلقة بالعائلة.
- يكتب أسئلة مرتبطة بعائلة وسام.
- يكتب جملاً عن عائلتين.
- يكتب فقرة عن عائلته باتباع نموذج معين.
- يتعلم تهجئة أربع كلمات (aunt, uncle, easy, interesting).
- يختار كلمات جديدة لقسم 'My new words' من الوحدة ١ ليتذكرها ويكتبها إملاًئياً.
- يكتب مشروعاً جماعياً عن الوظائف.

Unit 1

Jobs and places of work

Objectives

Listening

- Listen to and learn names for family relationships.
- Listen to and learn names of jobs.
- Listen to match jobs and places of work.
- Listen to follow reasons for job choices.
- Listen to a magazine article about two families.
- Listen to a song about jobs.

Speaking

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

Reading

- Read about family relationships, jobs and places of work.
- Read about family members' routines.
- Read and identify jobs.
- Read the Unit 1 'My magazine' feature: Two families.
- Read and extract information about two families.
- Read a project about jobs.

Writing

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

الدرس ٦ Chinese, farm, farmers, paddy fields, buffalo, pilot, cockpit, co-pilot الدرس ٧ من الوحدة ١ الدرس ٨ When I grow up ... Let's sing! laptop(s), tablet(s), radio(s), phone(s), hard hat(s), overalls, glove(s) check equipment, properly, report(s), team, oil refineries, laboratories, chemical engineer plants	الدرس ٤ Family routine (Where) does (Wisam's mother) work?, (Who) is a (nurse)?, (What) time does (Dania) leave home?, How many days a week does (Wisam's mother) work?, What does (Wisam's mother) do when (she is not working in the hospital)? drive/drives, get up/gets up, go/goes, have/has, is/are, leave/leaves, open/opens, start/starts, take/takes, walk/walks, work/works an hour, at, home, to work, to school, breakfast الدرس ٥ When I grow up, I want to use computers and make programs.; ... to help people when they are ill.; ... to work outside and grow things.; ... to have a job where I meet lots of people.; ... to work with children and help them learn things.; ... to drive cars, buses or trucks.; ... to build things. I want to be a/an (doctor) because ... job survey easy, hard, interesting, boring, dangerous	الدرس ١ grandfather, grandmother, father, mother, brother, sister, uncle, aunt, cousin, dad, daddy, mum, mummy, grandpa, grandma, granny Family tree How old is (Wisam)? How old is (his sister)? How many (brothers) do you have/does he have? الدرس ٢ engineer, IT programmer, farmer, teacher, house-wife, shop assistant, nurse, bus driver, waiter, doctor, builder What's your (dad's/mum's) job? He's an (engineer)./She's a (teacher). I have (two cousins). الدرس ٣ office, building site, restaurant, roads, hospital, oil refinery, home, farm <i>in, on, at</i> A (farmer) works (on a farm). What's my job? white coat, stethoscope, patient(s), hard hat(s), tool(s), tractor(s), field(s), cow(s), sheep, hen(s), tray(s), knife/knives, fork(s), spoon(s), napkin(s)
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Word list

Lesson 1

grandfather, grandmother,
father, mother, brother,
sister, uncle, aunt, cousin,
dad, daddy, mum, mummy,
grandpa, grandma, granny
family tree
How old is (Wisam)?
How old is (his sister)?
How many (brothers) do you
have/does he have?

Lesson 2

engineer, IT programmer,
farmer, teacher, house-
wife, shop assistant, nurse,
bus driver, waiter, doctor,
builder
What's your (dad's/mum's) job?
He's an (engineer)./She's a
(teacher).
I have (two cousins).

Lesson 3

office, building site, restaurant,
roads, hospital, oil refinery,
home, farm
in, on, at
A (farmer) works (on a
farm).
What's my job?
white coat, stethoscope, pa-
tient(s), hard hat(s), tool(s),
tractor(s), field(s), cow(s),
sheep, hen(s), tray(s), knife/
knives, fork(s), spoon(s),
napkin(s)

Lesson 4

family routine
(Where) does (Wisam's mother)
work? (Who) is a (nurse)?
(What) time does (Dania)
leave home? How many
days a week does (Wisam's
mother) work? What does
(Wisam's mother) do when
(she is not working in the
hospital)?
drive/drives, get up/gets up, go/
goes, have/has, is/are, leave/
leaves, open/opens, start/
starts, take/takes, walk/
walks, work/works
an hour, at, home, to work, to
school, breakfast

Lesson 5

When I grow up, I want ...
... to use computers and make
programs.; ... to help peo-
ple when they are ill.; ...
to work outside and grow
things.; ... to have a job
where I meet lots of people.;
... to work with children
and help them learn things.;
... to drive cars, buses or
trucks.; ... to build things.
I want to be a/an (doctor) be-
cause ...
job survey
easy, hard, interesting, boring,
dangerous

Lesson 6

Chinese, farm, farmers, paddy
fields, buffalo, pilot,
cockpit, co-pilot

Lesson 7

From Unit 1

Lesson 8

When I grow up ...
Let's sing!
laptop(s), tablet(s), radio(s),
phone(s)
hard hat(s), overalls, glove(s)
check equipment, properly, re-
port(s), team, oil refineries,
laboratories, chemical engi-
neer plants

١ استمع، أشر وقل كلمات العائلة هذه.

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٦. سلهم عمّا يرون فيها (شجرة العائلة). لا يعرف التلاميذ هذه العبارة، ولكن يمكنك توضيح أنّ العلاقات العائلية هي مثل فروع شجرة.
- أشر إلى الرسم المسمى 'me'، وأخبر التلاميذ أنّ اسم هذا الصبي هو Wisam. اكتب اسمه على اللوح.
- امنح التلاميذ الوقت كي يتأملوا شجرة العائلة، ويقرأوا الكلمات فيها، وفي المربع الأخضر أعلى الصفحة.
- اطلب إلى متطوعين قراءة الكلمات في المربع. وإذا تعذّر ذلك فردّد كل كلمة، واطلب إلى التلاميذ الإشارة إلى الكلمات عندما تردّها.
- قل لهم إنهم سيستمعون إلى وسام يتحدث عن عائلته. اطلب إليهم أن يشيروا إلى الأشخاص، ويردّدوا كل كلمة.

٢ المقطع

استمع، أشر وقل هذه الكلمات العائلية.

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

ب استمع مرة أخرى واكتب الكلمات العائلية تحت الصور الصحيحة.

- شغل المقطع ٢ مرة أخرى، ودّع التلاميذ يكتبوا الكلمات في الفراغات تحت الصور في الصفحة ٤ من كتاب الأنشطة.
- دقّق الإجابات بأن تذكر عدد ما (عشوائياً) للحصول على إجابات التلاميذ. تحقق ممّا إذا كان بإمكان التلاميذ أن يخبروك اسم شقيقة وسام واسم شقيقه (دانية وعمّار) واسمَي ابْنَي عمّه (باسم وهبة).

الأهداف: يتعرّف على شخصيات جديدة.

يتعلّم أسماء جديدة للعلاقات العائلية.

يتمرّن على الأسئلة باستخدام /How old ...?/

How many ...?

يكتب عن عائلته.

اللغة: grandfather, grandmother, father, mother, brother, sister, uncle, aunt, cousin, dad, daddy, mum, mummy, grandpa, grandma, granny family tree

How old is (Wisam)?

How old is (his sister)?

How many (brothers) do you have/ does he have?

المواد: كتاب التلميذ (الصفحتان ٦-٧)

كتاب الأنشطة (الصفحتان ٤-٥)

المقطع ٢

ملاحظة: المقطع ١ يحتوي على معلومات نشر الكتاب وموسيقى الافتتاحية.

تهيئة

- ابدأ الدرس بسؤال التلاميذ عن اليوم واكتبه على اللوح. سلهم ما إذا كانوا يعرفون تاريخ اليوم واكتبه على اللوح.
- أخبر التلاميذ أنهم سيبدأون بالتعلّم في كتاب جديد English for Iraq 6th Primary. ناقش معهم بعض النقاط الآتية:

- اكتشف ما يعرفه التلاميذ من كلمات إنجليزية للتحدث عن أفراد العائلة.
- تحدّث معهم عن العائلات الكبيرة والعائلات الصغيرة، حيث تضم العائلات الكثير من العمّات والأعمام وأبناء العم، وسوى ذلك.
- دعهم يقولوا لك ما يحلو لهم حول تعلم اللغة الإنجليزية.
- سلهم متى وأين يسمعون ويتكلمون اللغة الإنجليزية.
- قدّم الدرس الأول من الوحدة ١، my Family. استخدم اللغة المناسبة لإبلاغ التلاميذ بما سيفعلونه في الدرس. أوضح أنهم في هذا الدرس:
- سوف يلتقون شخصيات جديدة.
- سوف يتعرفون على العلاقات العائلية.

Unit 1 Lesson 1

Aims: Identify new characters.

Learn new names for family relationships.

Practise questions using *How old ...?/How many ...?*

Write about your family.

Language: grandfather, grandmother, father, mother, brother, sister, uncle, aunt, cousin, dad, daddy, mum, mummy, grandpa, grandma, granny
family tree

How old is (Wisam)?

How old is (his sister)?

How many (brothers) do you have/does he have?

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

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

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Tell pupils they are going to start a new book – *English for Iraq 6th Primary*. Discuss some of the following points with them:
 - Elicit words that pupils know to talk about family members.
 - Talk about big and small families – lots of aunts, uncles, cousins, etc.
 - Get them to tell you what they like about learning English.
 - Ask them when and where they hear and speak English.
- Introduce the first lesson of Unit 1, *My family*. Use appropriate language to tell pupils what they will do in the lesson. Explain that in this lesson the pupils will:
 - meet some new characters
 - find out about family relationships

A Listen, point and say these family words.

- Ask pupils to open the Pupil's Book on page 6. Ask what they can see (a family tree). Pupils don't know this phrase, but you can demonstrate how the relationships are like the branches of a tree.
- Point to the illustration labelled 'me' and tell pupils that this boy's name is *Wisam* – write his name on the board.
- Give pupils time to look at the family tree and read the words there and in the green box at the top of the page.
- Ask for volunteers to read out the words in the box. Alternatively, say each word and ask pupils to point as you say.
- Tell the class they are going to listen to Wisam's family talking about themselves. Pause the recording after each speaker so that pupils can point to the people and say each family word.

B Track 2

Listen, point and say these family words.

Ammar: Hello, I'm Wisam's little brother. My name is Ammar, and I'm 6.

Grandmother: I'm Wisam's grandmother.

Basim: Hello, I'm Wisam's cousin. My name is Basim.

Uncle: I'm Wisam's uncle. I have two children, Basim and Hiba.

Dania: My name is Dania. I'm Wisam's sister. I'm older than Wisam – I'm 13.

Grandfather: I am Wisam's grandfather.

B Listen again and write the family words under the correct pictures.

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

كتاب الأنشطة

الإجابات

- ١ طابق الكلمات العائلية للرجال والنساء واكتب الحروف.
- افتح كتاب الأنشطة على الصفحة 'This book belongs to' (صفحة ٣) وارفعه. امنح التلاميذ وقتاً لكتابة أسمائهم وأعمارهم. قد ترغب في كتابة اسم المدرسة على اللوح.
- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ٤، والنظر إلى التمرين ١. يفترض أن يعرفوا كيف ينجزون هذا التمرين من الصفوف السابقة. اقرأ العنوان (مع التلاميذ بشكل جماعي أو فردي). لخص ما عليهم القيام به. للتذكير، يجب على التلاميذ رسم خطوط بين العمود الأول والعمود الثاني لمطابقة المفردات فيما بينها بشكل صحيح.
- دع التلاميذ يعملوا أفراداً، ثم يتحققوا من إجاباتهم ضمن مجموعات ثنائية. تحقق من الإجابات عن طريق قول كلمة عن علاقة عائلية، والطلب إلى تلاميذ الصف قول كلمة مطابقة، أو اختر تلاميذ واثقين بأنفسهم لأداء دورك.

الإجابات

- a mother/father
- b aunt/uncle
- c cousin/cousin
- d (grandfather/grandmother)
- e brother/sister

ملاحظة تعليمية

بعض العبارات قد تتضمن فعلاً بصيغة المفرد أو الجمع بحسب ما يراها المتكلم، وهي: العائلة، الفريق، المجموعة، الفئة، إلخ... في الجملة ١ من التمرين ٢، وردت كلمة fam-ily مع فعل بصيغة المفرد (lives). ويمكن اعتبار العائلة كياناً واحداً، على الرغم من أنها تتكون من عدة أشخاص. هذا الوضع المزدوج غالباً ما يسبب التباساً في ما إذا كان الفعل يجب أن يكون بصيغة المفرد أو الجمع. وما دامت رؤيتك واضحة، يمكنك استخدام صيغة المفرد أو صيغة الجمع حسبما تراه مناسباً للاسم: فأنت تستخدم المفرد إذا كنت ترى الأسرة كمجموعة من الناس؛ وتستخدم صيغة الجمع إذا كنت ترى الأسرة تتكون من الأفراد.

أمثلة:

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

- 1 (grandfather)
- 2 grandmother
- 3 grandfather
- 4 (grandmother)
- 5 (father)
- 6 (mother)
- 7 uncle
- 8 (aunt)
- 9 sister
- 10 me/Wisam
- 11 brother
- 12 (cousin)
- 13 cousin

ج اقرأ عن عائلة وسام.

- دع التلاميذ يعملوا أفراداً.
- اطرح بعض الأسئلة عن عائلة وسام. وكلما طرحت سؤالاً، اطلب إلى التلاميذ النظر في صندوق 'Let's check!' أسفل الصفحة ومتابعة الأسئلة التي طرحتها. لا تكثر من الأسئلة في هذه المرحلة، فهذا الجزء من النشاط سيكون تحضيراً للنشاط د.

د اسأل وأجب. استخدم /How old ...? How many ...?

مهارات القرن الحادي والعشرين

قراءة المعلومات غير الخطية
فهم النصوص غير الخطية. مثل قراءة الرسوم التوضيحية، والرسوم البيانية، والصور

- افتح كتاب التلميذ على الصفحة ٧ وارفعه. سل التلاميذ How old is Basim's sister? (She's 12.) اطلب إليهم الإشارة إلى الفقرة التي تتضمن المعلومة في النص (... they are the same age as I am.).
- سلهم How many cousins does Wisam have? واطلب إليهم العثور على الفقرة التي تتضمن الجواب في النص.
- دع التلاميذ يعملوا ضمن مجموعات ثنائية ويطرحوا أسئلة عن عائلة وسام. يمكنهم النظر إلى صندوق Let's check! الوارد في الصفحة ٧ من كتاب التلميذ للحصول على الدعم.
- راقب وادعم بحسب الضرورة.

Answers

- 1 (grandfather)
- 2 grandmother
- 3 grandfather
- 4 (grandmother)
- 5 (father)
- 6 (mother)
- 7 uncle
- 8 (aunt)
- 9 sister
- 10 me/Wisam
- 11 brother
- 12 (cousin)
- 13 cousin

C Read about Wisam's family.

- Let pupils read individually.
- Ask the class a few questions about his family and, as you ask, get pupils to look at the Let's check! box at the bottom of the page and follow the questions you ask. Don't ask too many questions at this stage, as this part of the activity will be preparation for Activity D.

D Ask and answer. Use *How old ...?* / *How many ...?*21st century skills

Reading non-linear information
Understanding non-linear texts, such as diagrams, graphs and pictures

- Hold up Pupil's Book page 7 and ask the class *How old is Basim's sister?* (She's 12.). Ask pupils to point to the part of the text where they found this information (... *they are the same age as I am.*).
- Ask: *How many cousins does Wisam have?* and find the part of the text where the answer is (*I have two cousins, Basim and Hiba.*).
- Pupils work in pairs and practise asking questions about Wisam's family. They can look at the Let's check! box on Pupil's Book page 7 for support.
- Monitor and support as necessary.

Activity Book

1 Match the family words for men and women and write the letters.

- Hold up the Activity Book at the 'This book belongs to' page (page 3). Give pupils time to write their names and ages. You will probably need to write the name of the school on the board.
- Ask pupils to open the Activity Book on page 4 and look at Exercise 1. Pupils will be familiar with how this type of exercise works from earlier grades. Read the rubric (as a class or by asking for a volunteer). Recap on what they have to do. As a reminder, pupils have to draw lines between the first and second columns to correctly match the vocabulary pairs.
- Pupils work individually and then check their answers in pairs. Check the answers as a class by saying a relationship (family) word and getting pupils to say the matching word, or get confident pupils to take your role.

Answers

- a mother/father
- b aunt/uncle
- c cousin/cousin
- d (grandfather/grandmother)
- e brother/sister

Teaching note

Some words can take either a singular or plural verbal agreement depending on how the speaker sees the family/team/group/class, etc. In sentence 1 of Exercise 2, the word family is given with a singular agreement (lives). A family can be seen as a single entity even though it is made up of more than one person. This double status often causes confusion as to whether the verbal agreement is singular or plural. As long as you are consistent, you can use either singular or plural agreement depending on how you see the noun: use the singular if you see the family as a group of people; use the plural if you see the family as made up of individuals.

نشاط إضافي / دعم

اطلب إلى التلاميذ العمل في مجموعات ثنائية أو مجموعات صغيرة وسؤال بعضهم بعضاً عن عائلاتهم باستخدام الأسئلة الموجودة في صندوق 'Let's check!' الوارد في أسفل الصفحة ٧ من كتاب التلميذ (إذا لزم الأمر للدعم).

الوحدة ١ الدرس ٢

الأهداف: يتعرّف أكثر على الشخصيات الجديدة.

يتعلّم أسماء الوظائف.

يسأل عن وظائف أفراد العائلة.

يتمرن على استخدام جمل تتضمن *have* و *be*.

اللغة: engineer, IT programmer, farmer, teacher, housewife, shop assistant, nurse, bus driver, waiter, doctor, builder

What's your (dad's/mum's) job?
He's an (engineer)./She's a (teacher).
I have (two cousins).

المواد: كتاب التلميذ (الصفحتان ٨-٩)

كتاب الأنشطة (الصفحتان ٦-٧)

المقاطع ٣-٥

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، ثم اكتبه على اللوح. تأكد ممّا إذا كان باستطاعتهم أن يخبروك عن اسم الشهر أيضاً، وكتبه على اللوح.
- لا تكتب التاريخ الصحيح في الوقت الراهن، لأنّ التلاميذ لم يغطوا بعد جميع الأرقام الترتيبية اللازمة.
- مارس لعبة مكبر الصوت: اشرح باستخدام يدك كمكبر صوت. سل التلاميذ أفراداً: *How many brothers/sisters do you have? Do you have an older/younger brother/sister? How many cousins do you have? How many aunts/uncles do you have? Where do your grandparents live? How many aunts do you have?*
- دع التلاميذ يتمرنوا في مجموعات صغيرة.

٢ هذا ما كتبه وسام عن عائلته. اكتب عن عائلتك

- قبل أن تبدأ التمرين ٢، دع التلاميذ ينظروا إلى صندوق LOOK أعلى الصفحة ٥ من كتاب الأنشطة. دعهم يذكروا ما يطلقون على الأم والأب في المنزل باللغة العربية. ذلك أنّ هناك كلمات فصحي وكلمات عامية.
- اقرأ الكلمات في صندوق LOOK مع التلاميذ كمجموعة.
- تأكد من أنّ التلاميذ يفهمون ما ينبغي لهم أن يفعلوه. اقرأ العنوان (مع التلاميذ بشكل جماعي أو فردي). على التلاميذ قراءة الجمل التي كتبها وسام عن عائلته، ثم كتابة جملة مشابهة عن عائلاتهم أسفل الجمل التي كتبها وسام. مثال على الجملة الأولى: *My name's Sara. My family lives in Irbil.* ذكّرهم بالنظر إلى الصفحة ٦ الواردة في كتاب التلميذ، إذا كانوا بحاجة إلى مساعدة في تذكر كلمات العائلة.

ملاحظة: لنشاط الكتابة على الصفحة ٥، قد ترغب في جمع كتب الأنشطة في بداية الدرس التالي، للتحقق من صحة تركيب التلاميذ للحروف، وكتابة جمل بحروف كبيرة، والتنقيط (هنا علامات الوقف فقط).

الختام

- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، وتلك التي كان استمتاعهم بها أقل.
- اطلب إلى متطوعين إخبارك بكلمات جديدة تعلموها.
- اختتم الدرس بالطريقة التي تعود عليها التلاميذ قائلين وداعاً، واطلب إليهم ترتيب أغراضهم ووضعها بعيداً، وإتمام الإجراءات الصفية الأخرى.

Examples:

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

Other common collective nouns:

team, group, staff, company, audience

2 This is what Wisam wrote about his family. Write about your family.

- Before you start Exercise 2, get the class to look at the LOOK box at the top of Activity Book page 5. Elicit what they call their mother and father at home in Arabic – there are formal and informal words.
- Read the words in the LOOK box together as a class.
- Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Pupils need to read the sentences Wisam wrote about his family, then write a similar sentence about their families beneath Wisam's sentences. An example for the first sentence could be *My name's Sara. My family lives in Irbil.* Remind pupils to look back at Pupil's Book page 6 if they need help with remembering the family words.

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

Rounding off

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

Additional/Support

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

Unit 1 Lesson 2

Aims: Learn more about the new characters.
Learn names of jobs.
Ask about family members' jobs.
Practise sentences with *be* and *have*.

Language: engineer, IT programmer, farmer, teacher, housewife, shop assistant, nurse, bus driver, waiter, doctor, builder
What's your (dad's/mum's) job?
He's an (engineer)./She's a (teacher).
I have (two cousins).

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

Warm up

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

نشاط مماثل: يقول التلميذ الأول من كل ثنائية رقمًا، ثم يقول زميله الوظيفة. وهكذا يجري تبادل الأدوار.

- في الوقت الذي يقوم فيه التلاميذ بكتابة أسماء الوظائف، راقب خط كل منهم، وتأكد من أنهم مستمرين في تشكيل حروفهم بشكل صحيح.

الإجابات

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

ج استمع وقل رقم الصور والوظائف.

- اطلب إلى التلاميذ النظر إلى الصفحة ٩ من كتاب التلميذ. امنحهم وقتًا للنظر في الرسوم قبل تشغيل المقطع ٤. اقرأ العنوان معهم.
- شغل المقطع ٤. توقف بعد كل *what's my job?* لإعطاء التلاميذ الفرصة كي يحزروا الوظيفة.
- اطلب إليهم أن يعملوا ضمن مجموعات ثنائية ويتأكدوا من إجاباتهم. تأكد مما إذا كان الجميع موافقين. إذا لزم الأمر، شغل المقطع ٤ مرة أخرى. تحقق من فهم تلاميذ الصف من خلال طرح الأسئلة: *What number is the shop assistant/ teacher/etc.?*

المقطع ٤

استمع وقل أرقام الصور والوظائف.

- a Bus driver: I drive children to school in my big yellow bus. What's my job? Yes, I'm a bus driver.
- b Waiter: I work in a very busy restaurant in the centre of the city. I serve food to the customers. The restaurant is famous for biryani. What's my job? Yes, I'm a waiter.
- c Housewife: I work at home. I cook and clean the house and look after my family. What's my job? Yes, that's right, I'm a housewife.
- d Shop assistant: I work in a shop. The shop sells food and drink. What's my job? Yes, I'm a shop assistant.

- أخبر التلاميذ أن عنوان الدرس الثاني من الوحدة ١ هو *Jobs*، وأنهم سيستمرون في تعلم كيفية التحدث عن الوظائف وأماكن العمل.

أ انظر، استمع وقل.

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٨. انظر إلى أعلى النشاط، واشرح بعض الأسئلة العامة، مثلًا: *How many photos are there? How many men/women can you see? How many photos are inside/outside?*
- أخبر التلاميذ أن جميع الصور تظهر وظائف مختلفة.
- شغل المقطع ٣، ودع التلاميذ يرددوا كل وظيفة يسمعونها، ويشيروا إلى الصورة في الوقت نفسه.

ملاحظة: مبرمج تكنولوجيا المعلومات (IT programmer)

هو وظيفة من الوظائف التي يتعلمها التلاميذ في الدرس ٢.

فالرمز (IT) هو اختصار لتكنولوجيا المعلومات

(information technology). يكتب مبرمج تكنولوجيا

المعلومات (أيضًا مبرمج الكمبيوتر) برامج الكمبيوتر.

- اطلب إلى التلاميذ أن ينظروا إلى أسماء الوظائف في أسفل

الصفحة ٨. شغل المقطع ٣ مرة أخرى واطلب إليهم أن

يشيروا إلى الكلمات التي يسمعونها.

المقطع ٣

انظر، استمع وقل.

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

ب اكتب الوظائف تحت الصور.

- دع التلاميذ يعملوا أفرادًا لكتابة أسماء الوظائف في كتاب الأنشطة، ثم اجعلهم يتحققون من إجاباتهم ضمن مجموعات ثنائية. تحقق من الإجابات عن طريق ذكر رقم الصورة، ودعهم يقولوا اسم الوظيفة.
- اطلب إلى التلاميذ العمل ضمن مجموعات ثنائية، إجراء

- Tell pupils the second lesson of Unit 1 is called *Jobs*, and they will continue to learn how to talk about jobs and places of work.

A Look, listen and say.

- Ask pupils to open the Pupil's Book on page 8. Look at the top activity. Ask a few general questions, for example: *How many photos are there? How many men/women can you see? How many photos are inside/outside?*
- Tell pupils that all the photos show different jobs.
- Play Track 3 and get pupils to say each job they hear and point to the photo at the same time.
Note: An IT programmer is one of the jobs pupils learn in Lesson 2. IT is the common abbreviation for information technology. An IT programmer (also computer programmer) writes computer programs.
- Ask pupils to look at the job names at the bottom of page 8. Play Track 3 again and get pupils to point to the words they hear as they listen.

Track 3 Look, listen and say.

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

B Write the jobs under the photos.

- Pupils work individually to write the jobs in the Activity Book, and then check their answers in pairs. Check the answers as a class by saying the number of each photo and getting pupils to say the job name.

- Put pupils in pairs and let them practise doing the same – one pupil says a number, and their partner says the job. Pupils swap over.
- While pupils are writing the job names, monitor their handwriting and make sure that they are continuing to form the letters correctly.

Answers

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

C Listen and say the number of the pictures and the jobs.

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

Track 4 Listen and say the number of the pictures and the jobs.

- a Bus driver: I drive children to school in my big yellow bus. What's my job? Yes, I'm a bus driver.
- b Waiter: I work in a very busy restaurant in the centre of the city. I serve food to the customers. The restaurant is famous for biryani. What's my job? Yes, I'm a waiter.
- c Housewife: I work at home. I cook and clean the house and look after my family. What's my job? Yes, that's right, I'm a housewife.
- d Shop assistant: I work in a shop. The shop sells food and drink. What's my job? Yes, I'm a shop assistant.

الوحدة ١ أسماء الوظائف وأماكن العمل

- اطلب إلى مجموعات ثنائية من المتطوعين قراءة سؤال من الجانب الأيسر من الصفحة، وإجابة من الجانب الأيمن.
- وزّع التلاميذ في مجموعات ثنائية، واسمح لهم بممارسة نشاط يسأل ويجيب. تأكد من أنهم يتبادلون الأدوار، حيثما تتطلب الأسئلة والأجوبة على حد سواء.



استمع وقل.

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

قيم العمل

هذه فرصة جيدة لتذكير التلاميذ بقيمة العمل. يمكنك مناقشة ما يلي:

- الوظائف تمكن الناس من كسب المال ودعم أنفسهم وأسرهم.
- العمل يمنح الناس إحساسًا بالفخر والإنجاز.
- العمل يتيح للناس استخدام مهاراتهم ومواهبهم.
- العمل فعل اجتماعي ويسمح للناس ببناء علاقات وصداقات.
- العمل مسؤولية وطنية ويساعد على تكوين المجتمع.

كتاب الأنشطة

- ١ اكتب نهايات كلمات الوظائف.
- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ٦، وإحصاء الوظائف التي يرونها في التمرين ١ (تسعة). حدّد وقتًا للنشاط مذكرًا إياهم بوجوب رفع الأيدي فور الانتهاء. دعهم يعملوا ضمن مجموعات ثنائية، ويكتبوا النهايات التسع، باستخدام النهايات الموجودة في صندوق الكلمات.
- عند الانتهاء، ا طرح الأسئلة الآتية: *How many endings did you get right? What's the ending of 'teacher'?* or *How do you spell teacher?*

الإجابات

- doctor
- waiter
- teacher
- bus driver
- engineer

- IT programmer: I make programs for computers. I sit at a desk and there are lots of computer screens to look at. What's my job? Yes, I'm an IT programmer.
- Engineer: I make new roads and buildings. I wear a hard hat when I am working and a special orange jacket. What's my job? Yes, I'm an engineer.
- Farmer: I grow vegetables, and I often drive a tractor. I love working outside. What's my job? Yes, I'm a farmer.
- Doctor: I work in a hospital. I look after people and make them well again. What's my job? Yes, I'm a doctor.
- Nurse: I help the doctors in the hospital where I work. I look after the patients and help them get well again. What's my job? Yes, I'm a nurse.
- Teacher: I work in a school. I'm teaching you now! What's my job? Yes, I'm a teacher.

الإجابات

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

د استمع وقل.

- اطلب إلى التلاميذ النظر إلى النشاط الثاني الوارد في الصفحة ٩. امنحهم بعض الوقت للنظر إلى رسوم الأولاد وقراءة فقاعات التكلّم. سلّمهم: *What's the name of the boy on the left/the girl on the right?* لتذكيرهم بالشخصيات (وسام وهبة). أخبر التلاميذ أنهم سيستمعون إلى الأولاد، وهم يطرحون أسئلة عن وظائف آبائهم.
- شغل المقطع ٥. ودع التلاميذ يستمعوا فقط. ثم شغل مرة أخرى، وتوقف بعد كل سؤال وجواب، ودع التلاميذ يكرّروا ما يسمعون.

- e IT programmer: I make programs for computers. I sit at a desk and there are lots of computer screens to look at. What's my job? Yes, I'm an IT programmer.
- f Engineer: I make new roads and buildings. I wear a hard hat when I'm working and a special orange jacket. What's my job? Yes, I'm an engineer.
- g Farmer: I grow vegetables, and I often drive a tractor. I love working outside. What's my job? Yes, I'm a farmer.
- h Doctor: I work in a hospital. I look after people and make them well again. What's my job? Yes, I'm a doctor.
- i Nurse: I help the doctors in the hospital where I work. I look after the patients and help them get well again. What's my job? Yes, I'm a nurse.
- j Teacher: I work in a school. I'm teaching you now! What's my job? Yes, I'm a teacher.

Answers

- a (8) bus driver
- b (6) waiter
- c (4) housewife
- d (1) shop assistant
- e (10) IT programmer
- f (9) engineer
- g (3) farmer
- h (5) doctor
- i (7) nurse
- j (2) teacher

D Listen and say.

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

- Put pupils in pairs and let them practise asking and answering. Make sure pupils swap over so that they practise both the questions and the answers.

Track 5**Listen and say.**

Wisam: What's your dad's job?

Basim: He's an engineer.

Wisam: What's your mum's job?

Hiba: She's a teacher.

Values

This is a good opportunity to remind pupils of the value of work. For example, you could discuss the following:

- Jobs allow people to earn money and support themselves and family.
- Work gives people a sense of pride and achievement.
- Work allows people to use their skills and talents.
- Work is social and allows people to build friendships and relationships.
- Work is a national responsibility as it helps community and society.

Activity Book**1 Complete the jobs with the endings from the box.**

- Ask pupils to open the Activity Book on page 6. Ask them to tell you how many job words there are in Exercise 1 (nine). Make this a timed activity. Tell pupils they should put up their hands as soon as they finish. Set a time limit. Let pupils work in pairs and write the nine endings, using the endings in the word box.
- When they have finished, ask: *How many endings did you get right? What's the ending of teacher? or How do you spell teacher?*

Answers

- a doctor
- b waiter
- c teacher
- d bus driver
- e engineer

الإجابات

- a (I have two cousins, Basim and Hiba.)
- b No, he isn't a doctor.
- c I have an aunt and an uncle.
- d I have a brother and a sister.
- e My brother's name is Khalid.
- f I live with my family in Baghdad.

٤ اعمل مع زميل. قل الجمل الصحيحة.

- يعمل التلاميذ ضمن مجموعات ثنائية للتحقق من أنهم وضعوا دوائر على الأخطاء بشكل صحيح. تحقق من الإجابات مع التلاميذ جميعهم.

ملاحظة تعليمية

عليك أن تجمع واجبات التلاميذ المنزلية بانتظام لتؤكد من أنهم ينجزون مهامهم بنجاح، وأن كتابتهم تتحسن بشكل مستمر (تشكيل الحروف، والمسافات بين الكلمات، وعلامات الترقيم، إلخ). لقد أمضى التلاميذ الآن خمس سنوات في تعلم أساسيات الكتابة؛ ومن المهم جداً مواصلة التركيز على هذا الجانب. يعد الاكتساب الجيد للمهارات الآلية والميكانيكية للكتابة في السنوات الأولى مهماً لتقدمهم في المستقبل.

الختام

- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، وتلك التي كان استمتاعهم بها أقل. اطلب إلى متطوعين ذكر الكلمات الجديدة التي تعلموها.
- اختتم بلعبة *Full house* السريعة والممتعة. اختر وظيفة، وارسم خطوطاً قصيرة على اللوح، لتمثيل كل حرف من الكلمة. يتبادل التلاميذ الأدوار ليحجزوا الكلمة، عن طريق استدعاء الأحرف. اكتب الحرف على الخط إذا كان جزءاً من الكلمة. وإذا لم يكن كذلك، فارسم جزءاً من منزل بسيط على اللوح. استمر حتى يحجز التلاميذ الوظيفة، أو حتى يكتمل المنزل. إذا اكتمل المنزل، يفوز المعلم، وإذا لم يكتمل يفوز التلاميذ! إذا أتيحت لك وقت إضافي، كرر اللعبة مع وظائف أخرى.

- f farmer
- g IT programmer
- h shop assistant
- i nurse

٢ انظر إلى المثال. اكتب جملاً لكل صورة.

- تأكد من أن التلاميذ يفهمون ما عليهم أن يفعلوه. اقرأ عنوان التمرين ٢ (مع التلاميذ بشكل جماعي أو فردي). اطلب إلى متطوع أن يقرأ البند أ الواردة في التمرين ٢.
 - كرر الطريقة نفسها في الجملة الأولى للبند ب. احصل على أفكار للجمليتين التاليتين باتباع النمط في أ، شارحاً للتلاميذ أن عليهم أن ينجزوا البندين ج-د بشكل فردي.
- ملاحظة: هناك عدة طرائق صحيحة يمكن للطلاب من خلالها الإجابة عن ج و د. مثلاً يمكن الإجابة على ج: *Are they teachers? No, they aren't teachers. (They're builders.)*

الإجابات

- a (Is he a waiter?)
(No, he isn't a waiter.)
(He's a doctor.)
- b (Is she a nurse?)
No, she isn't a nurse.
She's an engineer.

الإجابات المحتملة

- c Are they teachers?
No, they aren't teachers.
(They're builders.)
- d Is he a bus driver?
No, he isn't a bus driver.
He's an IT programmer

٣ ابحث عن الأخطاء، ضع دائرة حولها واكتب الجمل بشكل صحيح.

- اطلب إلى التلاميذ النظر إلى التمرين ٣ الوارد في الصفحة ٧ من كتاب الأنشطة. اقرأ العنوان، وشر إليهم أن هناك خطأ واحداً في كل جملة. أخبرهم أنهم سيتحققون من إجاباتهم بالتعاون مع زميل (التمرين ٤).
 - ذكّرهم بالعودة إلى الصفحتين ٧ و ٨ من كتاب التلميذ، إذا كانوا بحاجة إلى مساعدة بخصوص الكلمات وتهجئتها.
 - أخبرهم بأنهم سيتحققون من إجاباتهم في بداية كل درس
- ملاحظة: قد ترغب في جمع كتب الأنشطة في بداية الدرس التالي، للتأكد من أن التلاميذ يستمرون في تركيب الجمل بشكل صحيح.

- f farmer
g IT programmer
h shop assistant
i nurse

2 Look at the example. Write sentences for each picture.

- Make sure pupils understand what they have to do. Read out the rubric for Exercise 2 (as a class or individually). Look at *a* in Exercise 2. Ask for a volunteer to read it out.
- Repeat for the first sentence in *b*. Elicit ideas for the next two sentences following the pattern in *a*. Pupils should do *c–d* individually.
Note: There are multiple ways pupils can correctly answer *c* and *d*. For example, answers to *c* could be *Are they teachers? No, they aren't teachers. (They're builders.)*.

Answers

- a (Is he a waiter?)
(No, he isn't a waiter.)
(He's a doctor.)
b (Is she a nurse?)
No, she isn't a nurse.
She's an engineer.

Possible answers

- c Are they teachers?
No, they aren't teachers.
(They're builders.)
d Is he a bus driver?
No, he isn't a bus driver.
He's an IT programmer.

3 Find the mistakes, circle them and write the sentences correctly.

- Look at Exercise 3 on Activity Book page 7. Read the rubric and then point out to pupils that there is one mistake in each sentence. Tell pupils that they will check their answers with a partner (Exercise 4).
- Remind pupils to look back at Pupil's Book pages 6–8 if they need help with words and spellings.
- Tell pupils that they will check their answers in the next exercise.

Note: You might like to collect in the Activity Books at the beginning of the next lesson to check pupils are continuing to form sentences correctly.

Answers

- a (I have two cousins, Basim and Hiba.)
b No, he isn't a doctor.
c I have an aunt and an uncle.
d I have a brother and a sister.
e My brother's name is Khalid.
f I live with my family in Baghdad.

4 Work with a partner. Say the correct sentences.

- Pupils work in pairs to check they have correctly circled the mistakes. Whole-class check.

Teaching note

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

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least. Ask for volunteers to tell you any new words that they have learnt.
- Play a quick, fun, round-off game of *Full house*. Choose a job and on the board draw short lines to represent each letter of the word. Pupils take turns to guess the word by calling out letters. If the letter is part of the word, write it in. If it is not, draw part of a simple house on the board. Continue until pupils guess the job or until the house is complete. If you complete the house, then the teacher wins. If not, the pupils win. If there's time, repeat for other jobs.

١ استمع، قل، وطابق.

- سل التلاميذ: *Do you remember what job Basim's father/mother does? (engineer, teacher).*
- سل التلاميذ: *Where does a teacher work? He/She works in a school./In a school*
- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ١٠، وانظر إلى العمود الأحمر إلى اليسار. شغل الجزء الأول من المقطع ٦، ثم اقرأ أسماء الوظائف في العمود الأحمر مع التلاميذ ككل. تأكد من أنهم يشيرون إلى كل كلمة، وهم يقرأونها.
- انظر إلى العمود الأزرق. شغل الجزء الثاني من المقطع ٦، ثم اقرأ أسماء أماكن العمل الواردة في العمود الأزرق مع التلاميذ ككل. تأكد من أنهم يشيرون إلى كل كلمة، وهم يقرأونها.
- اشرح للتلاميذ أن عليهم أن يطابقوا أسماء الوظائف جهة اليسار مع أسماء أماكن العمل جهة اليمين. شغل المقطع ٦ مرة أخرى، وتوقف بعد كل وظيفة ليقول التلاميذ اسم مكان العمل. يمكنك طلب متطوعين لإنجاز هذا العمل، أو يمكن للتلاميذ الإجابة عنه بشكل جماعي.
- شغل المقطع ٦، الجزء ٣، ودع التلاميذ يتأكدوا من إجاباتهم.

٦ المقطع

استمع، قل وطابق.

الجزء ١

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

الجزء ٢

office
building site
restaurant
roads
hospital
oil refinery
home
farm

الجزء ٣

1
Narrator: waiter
Waiter: I work in a restaurant.

نشاط إضافي / دعم

اطلب إلى التلاميذ رسم بطاقة لعبة بتسعة مربعات. اطلب إليهم كتابة اسم زميل في كل مربع على بطاقتهم. ردد أسماء تلاميذك عشوائياً. وعندما يسمع التلميذ اسمه، يقف. يضع التلاميذ إشارة على بطاقات اللعبة بجانب كل اسم عند مناداته. أول تلميذ يضع الإشارات على جميع الأسماء على بطاقته يفوز.

الوحدة ١ الدرس ٣

الأهداف: يتعلم أسماء أماكن العمل.

يسأل عن وظائف أفراد العائلة وأماكن عملهم.
يتمرن على الروتين اليومي وزمن المضارع البسيط.
يتمرن على صيغة الغائب المفرد للفعل المضارع البسيط (مع -s).
يتمرن على استخدام حروف الجر *in/on/at* في جمل حول أماكن العمل.

اللغة: office, building site, restaurant, roads, hospital, oil refinery, home, farm
in, on, at

A (farmer) works (on a farm).

What's my job?

white coat,

patient(s), hard hat(s), tool(s),

tractor(s), field(s), cow(s), sheep,

hen(s), tray(s), knife/knives,

fork(s), spoon(s)

المواد: كتاب التلميذ (الصفحتان ١٠-١١)

كتاب الأنشطة (الصفحتان ٨-٩)

المقاطع ٦-٩

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. تأكد مما إذا كان باستطاعتهم أن يخبروك عن اسم الشهر أيضاً، واكتبه على اللوح.
- لا تكتب التاريخ الدقيق في الوقت الراهن، لأن التلاميذ لم يكونوا بعد قد غطوا جميع الأرقام الترتيبية اللازمة.
- أخبر التلاميذ أن عنوان الدرس الثالث من الوحدة ١ هو *Where do they work?* وسيستمر التلاميذ في تعلم كيفية التحدث عن أماكن العمل في هذا الدرس.

Additional/Support

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

Unit 1 Lesson 3

Aims: Learn names of places of work.
Ask about jobs and places of work.
Practise daily routines and the present simple.
Practise the third person singular present simple form (with -s).
Practise prepositions *in/on/at* with places of work.

Language: office, building site, restaurant, roads, hospital, oil refinery, home, farm *in, on, at* A (farmer) works (on a farm). What's my job? white coat, stethoscope, patient(s), hard hat(s), tool(s), tractor(s), field(s), cow(s), sheep, hen(s), tray(s), knife/knives, fork(s), spoon(s), napkin(s)

Materials: Pupil's Book pages 10–11
Activity Book pages 8–9
Tracks 6–9

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Do not do the exact date at the moment because pupils have not yet covered all the necessary ordinal numbers.
- Tell pupils the third lesson of Unit 1 is called *Where do they work?*, and pupils will continue to learn how to talk about places of work in this lesson.

Listen, say and match.

- Ask: *Do you remember what job Basim's father/mother does?* (engineer, teacher).
- Ask: *Where does a teacher work?* Elicit: *He/She works in a school./In a school.*
- Ask pupils to open the Pupil's Book on page 10. Look at the red column on the left. Play the first part of Track 6. Then read the names of the jobs in the red column together as a class. Make sure pupils point to each word as they read.
- Look at the blue column. Play the second part of Track 6. Then read the names of the places of work in the blue column together as a class. Make sure pupils point to each word as they read.
- Explain that pupils should match the jobs on the left to the places of work on the right. Play the first part of Track 6 again, pausing after each job for pupils to say the place of work. You can either ask for volunteers or pupils can say chorally.
- Play Track 6, Part 3 and let pupils check their answers.

Track 6
Listen, say and match.**Part 1**

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

Part 2

office
building site
restaurant
roads
hospital
oil refinery
home
farm

Part 3

1

Narrator: waiter
Waiter: I work in a restaurant.

ج اقرأ صندوق! Let's check! وتمرن على تكوين الجمل مع زميل.

- اطلب إلى التلاميذ النظر إلى صندوق! Let's check! الوارد في أسفل الصفحة ١١ من كتاب التلميذ. كرر تشغيل المقطع ٦، الجزء الثالث، ودع التلاميذ جميعهم يتمرنوا على ذكر كل وظيفة ومكان عمل معاً. وهم يذكرون كل كلمة، اطلب إليهم أن يشيروا إلى حرف الجر الذي يسمونه (in, on, at).
- دع التلاميذ يعملوا ضمن مجموعات ثنائية، ويتمرنوا على تركيب جملهم الخاصة بناءً على الصفحتين ١٠ و ١١ من كتاب التلميذ وصندوق! Let's check!

كتاب الأنشطة

- ١ استمع وقل. ضع خطاً تحت المقطع البارز من الكلمة. اطلب إلى التلاميذ النظر إلى عمود الوظائف الوارد في الصفحة ١٠ من كتاب التلميذ، وعدّ الكلمات التي تنتهي بـ -er (هناك خمس كلمات، وكلمة واحدة فقط تنتهي بـ -or). ملاحظة: إذا قام التلاميذ بإضافة engineer إلى عددهم، فاشرح لهم أن هذه ليست كلمة تنتهي بـ -er لأنها تنتهي بـ -eer.
- دعهم ينظروا إلى الصفحة ٨ من كتاب الأنشطة وصندوق! Let's check! أعلى الصفحة، ثم اقرأ لهم الملاحظة والعنوان. شغل المقطع ٨ ودع التلاميذ يستمعوا مركّزين على الصوتين -or و -er في نهاية الكلمات. ملاحظة: إن الصوتين -er و -or يعطيان صوت 'schwa' /ə/.
- شغل المقطع ٨ مرة أخرى، ودع التلاميذ يكرّروا كل كلمة، ويحددوا بأيديهم الجزء 'البارز' من الكلمة (the word stress). اشرح لهم كيف يفعلون ذلك باستخدام أول كلمتين يسمونهما (doctor, builder). استخدم قبضة يدك لتأكيد المقطع المشدّد.
- شغل المقطع ٨ مرة أخرى، ودعهم يضعوا خطاً على المقطع البارز syllable من كل كلمة.

المقطع ٨

استمع وقل. ارسم خطاً تحت الجزء البارز من الكلمة.

doctor
builder
farmer
driver
teacher

- 2
Narrator: IT programmer
IT programmer: I work in an office.
- 3
Narrator: engineer
Engineer: I work in an oil refinery.
- 4
Narrator: housewife
Housewife: I work at home.
- 5
Narrator: doctor/nurse
Doctor: I work in a hospital.
Nurse: I work in a hospital, too.
- 6
Narrator: farmer
Farmer: I work on a farm.
- 7
Narrator: bus driver
Bus driver: I drive a bus and I work on the roads.
- 8
Narrator: builder
Builder: I work on a building site.

ب انظر، استمع وقل.

- أشر إلى نفسك، وسل: I am a teacher. مرة أخرى احصل منهم على إجابة تكون، He/She works in a school./In a school. أو You work in a school.
- شغل المقطع ٧، ودع التلاميذ يقرأوا فقاعات الكلام على الصفحة ١١، وهم يستمعون.
- شغل المقطع ٧ مرة أخرى، ودع التلاميذ يكرّروا ما يسمعون. ملاحظة: اقبل الجمل الكاملة، والإجابات المختصرة أيضاً.

المقطع ٧

انظر، واستمع، وقل.

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

- يتمرن التلاميذ على نطق الكلمات الموجودة في فقاعات الكلام في مجموعات ثنائية.

2

Narrator: IT programmer
IT programmer: I work in an office.

3

Narrator: engineer
Engineer: I work in an oil refinery.

4

Narrator: housewife
Housewife: I work at home.

5

Narrator: doctor/nurse
Doctor: I work in a hospital.
Nurse: I work in a hospital, too.

6

Narrator: farmer
Farmer: I work on a farm.

7

Narrator: bus driver
Bus driver: I drive a bus, and I work on the roads.

8

Narrator: builder
Builder: I work on a building site.

B Look, listen and say.

- Point to yourself and say: *I'm a teacher.* Again, elicit: *He/She works in a school./In a school.* or *You work in a school.*
- Play Track 7 and let pupils read the speech bubbles on page 11 as they listen.
- Play Track 7 again and get pupils to repeat.
Note: Either full sentences or abbreviated answers are acceptable.

Track 7

Look, listen and say.

- Wisam: Where does a farmer work?
Dania: That's easy! On a farm. Where does a doctor work?
Wisam: In a hospital. Where does an IT programmer work?
Dania: In an office, I think. Who works in an oil refinery?
- Pupils practise saying the words in the speech bubbles in pairs.

C Read the Let's check! box. Practise making sentences with a partner.

- Ask pupils to look at the Let's check! box at the bottom of Pupil's Book page 11. Repeat Track 6, Part 3 and get pupils to practise saying each job and place of work as a class. As they say each one, ask them to point to the preposition they hear (*in, on* or *at*).
- Put pupils in pairs. Get them to practise making their own sentences based on Pupil's Book pages 10 and 11 and the Let's check! box.

Activity Book

1 Listen and say. Draw a line under the strong part of the word.

- Ask pupils to look at the jobs column on Pupil's Book page 10 and count how many job words end in *-er* (There are five, and there is one ending in *-or*.).
Note: If pupils add *engineer* to their number, explain that this is not an *-er* word because it ends in *-eer*.
- Ask pupils to look at Activity Book page 8 and the Let's say it! box at the top of the page. Read the note and the rubric. Play Track 8 and let pupils listen. Tell them to listen to the sound *-er* and *-or* at the end make.
Note: *-er* and *-or* make the sound 'schwa' /ə/.
- Play Track 8 again and let pupils repeat each word. As they say each word, get them to use a hand to mark the 'strong' part of the word (the word stress). Show them how to do this using the first two words they hear (*doctor, builder*) – use your hand and make a fist to emphasize the stressed syllable.
- Play Track 8 again and let pupils underline the stressed (strong) syllable of each word.

Track 8 Listen and say. Draw a line under the strong part of the word.

doctor
builder
farmer
driver
teacher

الإجابات

- a (in), (a doctor)
b at, a housewife
c on, a bus driver
d in, an IT programmer

waiter
IT programmer
sister
brother
mother
father

الإجابات

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

٢ اقرأ وأكمل الجمل.

- اطلب إلى التلاميذ قراءة التمرين الثاني الوارد في الصفحة ٨ من كتاب الأنشطة، والتركيز على الجمل الست للتفكير في نوع الكلمة اللازمة لملء كل فراغ. ربما لا يتذكر كل التلاميذ أحرف الجر، لكن عليهم أن يتمكنوا من قول كلمات صغيرة مثل 'in'.
- اطلب إلى التلاميذ قراءة الصفحة ١١ من كتاب التلميذ، لإكمال الجمل الست شفهيًا. وإذا لم يتمكن التلاميذ من تذكر حرف الجر، فعليهم أن يتحققوا مما ورد في الصفحة ١١ من كتاب التلميذ.
- اطلب إلى التلاميذ العمل بشكل فردي لإكمال الجمل، ثم اسمح لهم أن يعملوا ضمن مجموعات ثنائية ليتحققوا من إجاباتهم. راقب عملهم وادعم عند الضرورة.

الإجابات

- a in
b in
c on
d in
e on
f at

٣ أكمل الجمل واكتب اسم الوظيفة.

- تأكد من أن التلاميذ يفهمون ما عليهم أن يفعلوه. اقرأ العناوين (مع التلاميذ بشكل جماعي أو فردي).
- ذكر التلاميذ بالعودة إلى الصفحة ١٠ الواردة في كتاب التلميذ إذا احتاجوا إلى مساعدة في قراءة الكلمات وتهجئتها.
- ملاحظة: يستخدم التمرين ٣ بنية الجملة *This person works (in a hospital).* لتجنب الحاجة إلى استخدام عبارة نسبية مع *who* أي *This is a person who works in a hospital.*

٤ استمع، اقرأ واكتب اسم الوظيفة.

- اطلب إلى التلاميذ فتح كتاب الأنشطة على التمرين ٤ الوارد في الصفحة ٩.
- اقرأ العنوان معهم كمجموعة، أو اطلب إلى متطوع أن يقرأه.
- اشرح أن على التلاميذ أن يستمعوا ويفكروا في الوظائف التي يعمل بها الأشخاص في الفقرات من (أ) إلى (د). أخبرهم أن الصور توضح الكلمات الجديدة، والتي لن يكونوا على دراية بمعظمها.
- (*stethoscope, patient(s), hard hat, tools, tractor, sheep, tray(s), knives/forks/spoons/napkins*)
- شغل المقطع ٩، ثم امنح التلاميذ وقتًا لينظروا في كل فقرة، ويقرروا ما يعتقدون أنها وظيفة لكل واحد.
- اطلب إليهم التحقق من إجاباتهم مع زميل، باستخدام فقايعات الكلام الواردة في التمرين ٥. عند الانتهاء، تحقق من إجابات التلاميذ، ثم احصل على إجابة كل وظيفة من الصف بأكمله.
- ملاحظة: يمكنك أن تشرح بعض أشكال الأسماء المفردة أو الجمع الواردة في التمرين ٤، وأن تُخبر التلاميذ أن كلمة *sheep* هي مفرد وجمع في الوقت نفسه، وأن الاسم المفرد هو *knife*، ولكن الجمع هو *knives*. هذه الأسماء غير منتظمة، لذا فإن الجمع لا ينتهي بـ *s*.

٩ المقطع

انظر، اقرأ، واكتب اسم الوظيفة.

- a Man 1: I usually wear a white coat and use a stethoscope. I look after patients. I work in a big building with lots of other people who do the same job and with lots of nurses, too.
- b Man 2: I usually wear a hard hat. These hats are usually yellow. My work is hard, and I must be strong. I need lots of tools for this job.
- c Man 3: I usually work outside. I like both sunny and rainy weather. I drive a tractor and use it for working in the fields to grow things. I also have animals. My animals are cows, sheep and hens.

waiter
IT programmer
sister
brother
mother
father

Answers

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

2 Read and complete the sentences.

- Ask pupils to look at the second exercise on Activity Book page 8. Ask pupils to look at the six sentences and think about what type of word is needed to complete each gap. Pupils may not remember the word *preposition*, but they should be able to say something like *small words like 'in'*.
- Ask pupils to cover Pupil's Book page 11. Complete the six sentences orally as a class. If pupils cannot remember the preposition, let them quickly check Pupil's Book page 11.
- Ask pupils to work individually to complete the sentences. Get them to check their answers in pairs. Monitor and support.

Answers

a in
b in
c on
d in
e on
f at

3 Complete the sentences and write the jobs.

- Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
 - Remind pupils to look back at Pupil's Book page 10 if they need help with words and spellings.
- Note:** Exercise 3 uses the sentence structure *This person works (in a hospital)*. This structure avoids the need to use a relative clause with *who*, for example: *This is a person who works in a hospital*.

Answers

a (in), (a doctor)
b at, a housewife
c on, a bus driver
d in, an IT programmer

4 Listen, read and write the job.

- Ask pupils to look at Exercise 4 on Activity Book page 9.
 - Read the rubric and the title as a class or ask for a volunteer.
 - Explain that pupils should listen and think about what job the people in paragraphs a–d do. Tell them that the pictures show the new words, most of which they will not know (*stethoscope, patient(s), hard hat, tools, tractor, sheep, tray(s), knives/forks/spoons/napkins*).
 - Play Track 9 and then let pupils look at each paragraph in their own time and decide what they think the job is for each one.
 - Ask pupils to check their answers with a partner using the speech bubbles in Exercise 5. When finished, check with the class – elicit the answer for each job from the whole class.
- Note:** You might like to explain some of the singular/plural forms of the nouns in Exercise 4. You could tell pupils that *sheep* is both singular and plural and that the singular noun is *knife*, but the plural is *knives*. These nouns are irregular, so the plurals do not end in -s.

Track 9

Listen, read and write the job.

- a Man 1: I usually wear a white coat and use a stethoscope. I look after patients. I work in a big building with lots of other people who do the same job and with lots of nurses, too.
- b Man 2: I usually wear a hard hat. These hats are usually yellow. My work is hard, and I must be strong. I need lots of tools for this job.
- c Man 3: I usually work outside. I like both sunny and rainy weather. I drive a tractor and use it for working in the fields to grow things. I also have animals. My animals are cows, sheep and hens.

الوحدة ١ أسماء الوظائف وأماكن العمل

- ملاحظة بالنسبة إلى التلاميذ الذين يفتقرون إلى الثقة، يمكنهم العمل مع زميل لهم ومشاركة البطاقة.

مثال على بطاقة الفائز:

restaurant	housewife	doctor
home	farm	
farmer	waiter	hospital

- d Man 4: I work in a place where there are lots of people talking, eating and drinking. I carry food and drinks on trays to the tables. I clean the tables. I clean the tables, too, and then I set them with knives, forks, spoons and napkins for the next customers.

الإجابات

- a doctor,
b builder,
c farmer,
d waiter

الوحدة ١ الدرس ٤

الأهداف: يراجع الروتين اليومي.

يقرأ عن العلاقات العائلية، والوظائف، وأماكن العمل.

يتمرن على أسئلة -wh.

يراجع التراكيب اللغوية الشائعة: go to work/ to school/home, leave home, take an hour, walk to work/to school, have breakfast, open at, start at, drive to work/to school.

اللغة: family routine

(Where) does (Wisam's mother) work? (Who) is a (nurse)? (What) time does (Dania) leave home? How many days a week does (Wisam's mother) work? What does (Wisam's mother) do when (she is not working in the hospital)? drive/drives, get up/gets up, go/goes, have/has, is/are, leave/leaves, open/opens, start/starts, take/takes, walk/walks, work/works an hour, at, home, to work, to school, breakfast

المواد: كتاب التلميذ (الصفحتان ١٢-١٣)
كتاب الأنشطة (الصفحتان ١٠-١١)
المقطع ١٠

- اعمل مع زميل لك. اسأل وأجب.

- يتمرن التلاميذ ضمن مجموعات ثنائية على المحادثة باستخدام فقرات الكلام الواردة أسفل الصفحة ٩ كنموذج. يجب على التلاميذ محاولة تركيب جمل حول جميع الوظائف التي تعلموها في الوحدة الأولى. راقب وقدم الدعم بحسب الحاجة.

الختام

- لعب لعبة سريعة لتلخيص الوظائف وأماكن العمل: اطلب إلى التلاميذ أن يغلّقوا كتبهم، ثم اذكر على مسمعهم وظيفة ما، وتأكد من أنهم يستطيعون أن يسمّوا مكان العمل المطابق أو العكس.
- خصّص دقائق قليلة عند نهاية الدرس، لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس التي استمتعوا بها أكثر، وتلك التي كان استمتاعهم بها أقل.
- اختتم الدرس بالطريقة المعتادة.

نشاط إضافي / دعم

- اطلب إلى التلاميذ رسم بطاقة لعبة بتسعة مربعات، ثم كتابة أربع وظائف تعلموها داخل أربعة مربعات يختارونها عشوائياً، بحيث تكون كل وظيفة في مربع، يليها كتابة أماكن العمل المرتبطة بتلك الوظائف في أربعة مربعات أخرى. أما المربع التاسع المتبقي فيكون مربعاً «حرّاً»، يكتب فيه التلميذ ما يريد.
- حدّد الوظائف وأماكن العمل عشوائياً أيضاً. يشطب التلاميذ كل وظيفة يسمعونها ومكان العمل المقابل لها على البطاقة. أول تلميذ (أو تلاميذ) يتمكن من شطب جميع الوظائف وأماكن العمل المقابلة لها على بطاقته، يكون هو الفائز.

- d Man 4: I work in a place where there are lots of people talking, eating and drinking. I carry food and drinks on trays to the tables. I clean the tables, too, and then I set them with knives, forks, spoons and napkins for the next customers.

Answers

- a doctor
- b builder
- c farmer
- d waiter

5 Work with a partner. Ask and answer.

- In pairs, pupils practise a conversation using the speech bubbles at the bottom of page 9 as a model. Pupils should try making sentences about all the jobs they have learnt in Unit 1 so far. Monitor and support.

Rounding off

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

Additional/Support

- Get pupils to draw a game card with nine squares. Ask them to write four of the jobs they have learnt randomly, one in each square and the four corresponding places of work in another four squares. Ask them to fill in the remaining ninth square – this can be any square they choose. It is a 'free' square.
- Call out the jobs, again randomly. Pupils cross out each job they hear and its corresponding place of work. The first pupil(s) to get four jobs and the

corresponding places of work crossed out on their game card(s) is/are the winner(s).

- Note:** For less confident pupils, let them work with a partner and share a card.

Example of a winning card:

restaurant	housewife	doctor
home	farm	
farmer	waiter	hospital

Unit 1 Lesson 4

Aims:

Review daily routines.
Read about family relationships, jobs and places of work.
Practise *Wh-* questions.
Review common collocations: go to work/to school/home, leave home, take an hour, walk to work/to school, have breakfast, open at, start at, drive to work/to school.

Language:

family routine
(Where) does (Wisam's mother) work? (Who) is a (nurse)?
(What) time does (Dania) leave home? How many days a week does (Wisam's mother) work?
What does (Wisam's mother) do when (she is not working in the hospital)?

drive/drives, get up/gets up, go/goes, have/has, is/are, leave/leaves, open/opens, start/starts, take/takes, walk/walks, work/works

an hour, at, home, to work, to school, breakfast

Materials: Pupil's Book pages 12–13
Activity Book pages 10–11
Track 10

grandma and grandpa live very near to our house. So, my grandma takes our little brother to school.
My dad drives to work, and he takes our mum to the hospital first. They leave home at 6:45 because it takes more than an hour to get to the hospital and then to the office.
My dad works 5 days a week, but my mum only works 3 days a week. When she is not working in the hospital, she is a housewife at home. She has 2 jobs.
By Wisam

ب اعمل مع زميل. اسأل وأجب عن الأسئلة.

- وزّع التلاميذ في مجموعات ثنائية، واطلب إليهم قراءة فقااعات الكلام الخاصة بياسم وهبة. يطرح التلاميذ أسئلة تبدأ بـ *Wh-* ويجيبون عنها بناءً على نص النشاط أ في مجموعات ثنائية. أمثلة على أسئلة محتملة: *When do Wisam and Dania leave the house? At 7:30 a.m., What jobs does their mum do? She's a nurse and a housewife.*

كتاب الأنشطة

- أجب عن الأسئلة.
- اطلب إلى التلاميذ إكمال الأسئلة الخمسة الواردة في الصفحة ١٠ من كتاب الأنشطة. شجعهم على قراءة النص الوارد في الصفحتين ١٢ و١٣ من كتاب التلميذ مرة أخرى للتأكد من صحة إجاباتهم.
- احصل على الإجابات. شجّع التلاميذ على كتابة إجاباتهم وتقديمها بجمل كاملة.

الإجابات

- He works in an office.
- Wisam's mother is a nurse.
- She leaves home at 7:30.
- She works three days a week.
- She is a housewife at home.

- اقرأ الجمل واكتب *T* إذا كانت صحيحة أو *F* إذا كانت خطأ.
- اطلب إلى التلاميذ قراءة الجمل وتحديد ما إذا كانت صحيحة أو خطأ.
- تحقق من الإجابات مع جميع تلاميذ الصف.

تهيئة

- ابدأ الحصة بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. تأكد مما إذا كان باستطاعتهم أن يخبروك عن اسم الشهر أيضاً، واكتبه على اللوح.
- ردد جملاً صحيحة وجملاً خطأً حول العلاقات العائلية، والوظائف، وأماكن العمل.
مثلاً:
Wisam is Dania's sister. (خطأ)
Basim and Hiba are twins. (صح)
Wisam and Basim are grandfathers. (خطأ)
A doctor works in a hospital. (صح)
A farmer works on a building site. (خطأ)
- كنشاط استجابة بدنية كاملة (TPR)، يمكنك أن تطلب إلى التلاميذ الوقوف، إذا كانت الجملة صحيحة، أو البقاء جالساً إذا كانت خطأً. بدلاً من ذلك، يمكنك أن تطلب إليهم أن يقولوا «صح» أو «خطأ».
- أخبر التلاميذ أن عنوان الدرس الرابع من الوحدة ١ هو *Our daily routine*، وسيتعلمون كيفية التحدث عن الروتين اليومي.

أ استمع واقراء عن الروتين اليومي لعائلة وسام.

مهارات القرن الحادي والعشرين

القراءة والكتابة المعلوماتية

الاستماع أثناء القراءة لتحسين الفهم

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحتين ١٢ و١٣. دعهم يتأملوا الصور الواردة في هذه الصفحات، ثم اطلب إلى متطوعين أن يذكروا ما يمكنهم رؤيته في كل صورة. مثلاً:
I think the man is an IT programmer. /I can see a boy and his grandmother. /There are lots of cars on the road. /A woman is cooking (in the kitchen).
- شغل المقطع ١٠، ودع التلاميذ يقرأوا ما يسمعون.

المقطع ١٠

استمع واقراء عن الروتين اليومي لعائلة وسام.

Narrator: My family routine
Wisam: My mum is a nurse, and my dad works in an office. He's an IT programmer. He makes computer programs about buildings.
My sister, Dania, and I go to school by bus. We leave home at 7:30. My

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Call out true and false statements about the family relationships, jobs and places of work. For example:
Wisam is Dania's sister. (False)
Basim and Hiba are twins. (True)
Wisam and Basim are grandfathers. (False)
A doctor works in a hospital. (True)
A farmer works on a building site. (False)
- As a TPR activity, you can ask pupils to stand up if the sentence is true or to remain seated if it is false. Alternatively, you can ask pupils to say *true* or *false*.
- Tell pupils the fourth lesson of Unit 1 is called *Our daily routine*, and they will learn how to talk about daily routines.

A Listen and read about Wisam's family routine.

21st century skills

Information literacy

Listening while reading for better comprehension

- Ask pupils to open the Pupil's Book on pages 12 and 13. Let them look at the photos on these pages. Ask for volunteers to say what they can see in each photo. For example:
I think the man is an IT programmer., I can see a boy and his grandmother., There are lots of cars on the road., A woman is cooking (in the kitchen).
- Play Track 10 and let pupils read as they listen.

Track 10

Listen and read about Wisam's family routine.

Narrator: My family routine

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

My sister, Dania, and I go to school by bus. We leave home at 7:30. My grandma and grandpa live very near to our house. So, my grandma takes our little brother to school.

My dad drives to work, and he takes our mum to the hospital first. They leave home at 6:45 because it takes more than an hour to get to the hospital and then to the office.

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

By Wisam

B Work with a partner. Ask and answer the questions.

- In pairs, ask pupils to read Basim and Hiba's speech bubbles. Pupils ask and answer *Wh-* questions based on the text in Activity A in pairs. Example questions could be: *When do Wisam and Dania leave the house? At 7:30 a.m., What jobs does their mum do? She's a nurse and a housewife.*

Activity Book

1 Answer the questions.

- Ask pupils to complete the five questions on Activity Book page 10. Encourage them to read the text on Pupil's Book pages 12 and 13 again to see that they are getting the correct answers.
- Elicit answers. Encourage pupils to give their answers as complete sentences.

Answers

- He works in an office.
- Wisam's mother is a nurse.
- She leaves home at 7:30.
- She works three days a week.
- She is a housewife at home.

2 Read the sentences and write *T* for true or *F* for false.

- Ask pupils to read the sentences and write if they are *true* or *false*.

الإجابات

• طابق الأفعال مع الكلمات الموجودة في الدوائر. انظر إلى التمرين ٣ للتحقق من الإجابات.

• اجعل هذا التمرين تحدياً للتلاميذ ضمن مجموعات ثنائية أو أكثر وحدد لهم زمناً لإنجازه (يمكن أن لا يزيد على دقيقة واحدة). يطابق التلاميذ الأفعال مع الكلمات في الدوائر أدناه.

• إذا كانوا غير متأكدين من التطابق، فشجّعهم على إعادة قراءة النص الوارد في التمرين ٣، للتأكد من أفكارهم.

• امنح التلاميذ درجة واحدة لكل تطابق صحيح، واسأل عن إجابات الصف ككل. قل *Go for a*، واحصل على التطابق.

اطلب إلى جميع التلاميذ الذين يوافقون على العدد أن يرفعوا أيديهم. قل *Yes* إذا كان صحيحاً، و *No*، إذا كان خطأ، واطلب تطابقاً آخر.

• امنح التلاميذ الوقت الكافي لتصحيح التطابق الذي أجروه. **ملاحظة:** تذكر أن هناك عدداً من التطابقات المحتملة.

الإجابات

- a go home/to work/to school
- b leave home
- c take an hour
- d walk to work/to school
- e have breakfast
- f open at
- g start at
- h drive to work/to school

الختام

• اللعب لعبة سريعة: اطلب إلى التلاميذ أن يغلقوا كتبهم، واذكر على مسامعهم فعلاً ما، وتأكد ممّا إذا كان التلاميذ يستطيعون أن يضيفوا عبارة اسمية أو حرف جر. مثلاً:

leave: home/leave home at

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

drive: to work, to school

start: at

have: breakfast, lunch, dinner

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

- a F
- b F
- c T
- d T

٣ اختر الصيغة الصحيحة للأفعال وأكمل الجمل.

• دع التلاميذ يعملوا بأنفسهم ويختاروا الفعل اللازم لملء كل فراغ، وامنحهم وقتاً للتحقق من إجاباتهم كل مع زميله.

• أولاً، اقرأ الجمل بصوت عالٍ وتوقف عند كل فراغ ليشارك التلاميذ بقول الفعل المفقود بصيغته الصحيحة. في هذه المرحلة، يجب أن يكون التلاميذ قادرين على استخدام الفعل المضارع بصيغة الغائب المفرد، الذي يأخذ *-s*، من دون الحاجة إلى المساعدة. **ملاحظة:** إذا كان التلاميذ غير متأكدين من كتابة الفعل بالشكل الصحيح (أي مع *-s* أو من دون *-s*)، فذكّرهم بالتفكير فيما إذا كانت بداية الجملة (الفاعل في هذه الجمل) تتعلق بشخص/شيء واحد (الغائب المفرد مع *-s*)، أو أكثر من شخص/شيء واحد (الغائب الجمع من دون *-s*).

الإجابات

- a (is), is
- b leaves, drives, takes
- c works, opens, goes
- d have
- e walk, starts
- f get up

٤ انظر إلى الأوقات. ضع الجمل بالترتيب الصحيح.

• دع التلاميذ يعملوا ضمن مجموعات ثنائية، واطلب إليهم وضع الجمل بالترتيب الصحيح بحسب الأوقات الواردة فيها. **ملاحظة:** أعطِ الرقم ١، كإجابة، وهو مقدمة النص، وما تبقى من الترتيب قد يكتمل بسهولة بحسب الأوقات الواردة، ولكن سيحتاج التلاميذ إلى القراءة بعناية ليستدركوا أن هناك وقتين (٨ و ٩،٣٠ صباحاً)، ولا صلة لهما بمهمة الترتيب.

• اعمل مع التلاميذ على استخراج أفكار حول ترتيب الجمل.

الإجابات

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

- Check answers with the whole class.

Answers

- a F
- b F
- c T
- d T

3 Choose the correct form of the verbs from the box and complete the sentences.

- Let pupils work by themselves and decide on the verb needed to complete each gap. Give pupils time to check their answers with a partner.
- First, read out sentences stopping at each gap for pupils to volunteer the missing verb in its correct form. By this stage, pupils should be able to use the third person singular -s without prompting.

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

Answers

- a (is), is
- b leaves, drives, takes
- c works, opens, goes
- d have
- e walk, starts
- f get up

4 Look at the times. Put the sentences in the correct order.

- In pairs, let pupils look at the times and put the sentences in the correct order.
- Note:** Number 1 is given – it is the introduction to the text. The remainder of the ordering can be easily completed by the times that are given, but pupils will need to read carefully to realize that there are two times (9:30 and eight o'clock) that are irrelevant to the ordering task.
- Elicit ideas for the order of the sentences.

Answers

- a (1)
- b 4

- c 6
- d 3
- e 5
- f 2

5 Match the verbs to the words in the circles. Look at Exercise 3 to check your answers.

- Make this a pair or group challenge exercise and set a time limit (perhaps no more than one minute). Pupils match the verbs to the words in the circles below.
- If they are not sure about the match, encourage them to reread the text in Exercise 3 to check their ideas.
- Explain that pupils score one point for each correct match. Ask for answers in open class. Say: *Go for a*, and elicit the match. Get all those who agree to put up their hands. Say *Yes* if correct or *No* if not, and ask for another match.
- Give pupils time to correct the matches they made.

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

Answers

- a to school/go to work/home
- b leave home
- c take an hour
- d walk to work/to school
- e have breakfast
- f open at
- g start at
- h drive to work/to school

Rounding off

- Play a quick game. Ask pupils to close their books. Say a verb and see if pupils can add a noun phrase or a preposition.
Examples:
leave: home/leave home at
go: to school, to work, home
drive: to work, to school
start: at
have: breakfast, lunch, dinner
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

الوحدة ١ الدرس ٥

دعم

- دع التلاميذ يعملوا في مجموعات ثنائية ويجروا اختباراً إملائياً سريعاً للوظائف وأماكن العمل. يمكنك التركيز إما على الوظائف أو أماكن العمل، أو الجمع بينهما وفقاً لمستوى التلاميذ في الصف.
- تحقق من صحة التهجئة بنطق حروف فردية. امنح نقطة واحدة لكل تهجئة صحيحة. الفريق الذي يحصل على أعلى عدد من النقاط هو الفائز.

نشاط إضافي

- بالنسبة إلى الصفوف أو المجموعات ذات المستوى المتقدم، يُطلب إلى التلاميذ إجراء اختبار إملاء فيما بينهم، حيث تتنافس مجموعتان صغيرتان. يمكن أيضاً للتلاميذ دمج وظائف وأماكن العمل المختلفة أو التركيز على مجموعة كلمات واحدة فقط.
- يتحقق التلاميذ من صحة التهجئة عن طريق نطق الأحرف الفردية باستخدام كتاب التلميذ. تُمنح المجموعات نقطة واحدة لكل تهجئة صحيحة. المجموعة التي تحصل على أعلى عدد من النقاط هي الفائزة.

الأهداف: يفكر في ما يطمح التلميذ أن يكون عليه عندما يكبر.
يعبر عن سبب رغبته في اختيار المهنة (الوظيفة) عندما يكبر، مستخدماً ... *I want to be* ...
+ *because*.
يحلل استبانة عن الوظائف.
يتعرف الأخطاء الإملائية في كلمات عن الوظائف.

اللغة: When I grow up, I want ...
... to use computers and make programs.; ... to help people when they are ill.; ... to work outside and grow things.; ... to have a job where I meet lots of people.; ... to work with children and help them learn things.; ... to drive cars, buses or trucks.; ... to build things.
I want to be a/an (doctor) because ...
job survey
easy, hard, interesting, boring, dangerous

المواد: كتاب التلميذ (الصفحتان ١٤-١٥)
كتاب الأنشطة (الصفحتان ١٢-١٣)
المقطع ١١

ملاحظة تعليمية

في الصفحة ١٥ من كتاب التلميذ، يستخدم التلاميذ *love* و *like* للتحدث عما يريدون أن يكونوا عندما يكبرون. تُستخدم كل من *love* و *like* بشكل شائع في اللغة الإنجليزية الحديثة. والاختيار بينهما يعتمد فقط على درجة استمتاع المتحدث بالشئ الذي يتحدث عنه. على سبيل المثال، *I like chocolate/I love chocolate*. كلمة *love* يمكن استخدامها من دون أن تعني بالضرورة وجود ارتباط عاطفي.

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. تأكد مما إذا كان باستطاعتهم أن يخبروك عن اسم الشهر أيضاً، واكتبه على اللوح.

Support

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

Additional

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

Unit 1 Lesson 5

Aims: Think about what children want to be when they grow up.
Say why you want to be something (job), using *I want to be ... + because ...*
Analyze a job survey.
Recognize spelling mistakes in words for jobs.

Language: When I grow up, I want ...
... to use computers and make programs., ... to help people when they are ill., ... to work outside and grow things., ... to have a job where I meet lots of people., ... to work with children and help them learn things., ... to drive cars, buses or trucks., ... to build things.
I want to be a/an (doctor) because ...
job survey
easy, hard, interesting, boring, dangerous

Materials: Pupil's Book pages 14–15
Activity Book pages 12–13
Track 11

Teaching note

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

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.

ب استمع لما يريد الأولاد أن يصبحوا عندما يكبرون.

- الفت انتباه التلاميذ إلى صندوق 'Think and discuss' أعلى الصفحة ١٥، وذكرهم بما يعنيه ذلك. فالغاية منه هو أن يفكر التلاميذ في الأسباب التي تجعلهم يرغبون في شغل وظيفة ما. وضح لهم أن هذه هي أفكارهم وأسبابهم، وأن مثل هذه الإجابات ليس فيها ما يُعدّ صحيحاً أو خطأ.
- اطلب إلى متطوع قراءة فقاعة التكلم لدانيا (*I want to be a/an because ...*). أوضح أنهم سيستمعون إلى دانيا، ووسام، وباسم، وهبة، وهم يقولون ما يريدون أن يصبحوا عندما يكبرون.
- يستمع التلاميذ ويتبعون الأسباب الموجودة في المربعات الزرقاء. لا يكتب التلاميذ أي شيء، بل يستمعون فقط ويجدون المربعات الزرقاء المطابقة.
- شغل المقطع ١١.

١١ المقطع

- استمع لما يريد الأولاد أن يصبحوا عندما يكبرون.
- Voice: What do you want to be when you grow up, Dania?
- Dania: I want to be a doctor because I want to help people when they are ill.
- Voice: What about you, Wisam?
- Wisam: I want to be a teacher because I want to help young people learn. It's a very important job.
- Voice: And you Basim, what do you want to be?
- Basim: I want to be an IT programmer because I love using computers.
- Voice: And Hiba, what about you?
- Hiba: I want to be an engineer because I want to build things.

ج ما رأيك؟ ناقش مع زميل لك أفضل ثلاث وظائف برأيك.

- يناقش التلاميذ ضمن مجموعات ثنائية أفضل ثلاث وظائف برأيهم، ثم يشاركون رأيهم مع الصف. اطلب إلى بعض المتطوعين مشاركة آرائهم مع زملائهم في الصف. على التلاميذ أن يقدموا، باللغة الإنجليزية، الأسباب التي جعلتهم يعتقدون أن هذه الوظائف أفضل من سواها.

- وزّع ورقة صغيرة لكل تلميذ، واطلب إلى الجميع أن يكتبوا اسم الوظيفة التي يرغبون في شغلها عندما يكبرون. ملاحظة: ساعد التلاميذ الذين يفكرون في وظيفة ما، ولكن لا يعرفون اسمها.
- اطلب إليهم تبادل الأوراق فيما بينهم ليقرأ كل تلميذ ما كتبه زميله.
- اطلب إلى متطوعين أن يخبروك ما كتبوه، واكتب الكلمات على اللوح (صحّ أي خطأ إملائي بحسب الضرورة، ولكن لا تركز على التهجئة هنا). اطلب إلى التلاميذ الذين كتبوا الوظائف نفسها أن يرفعوا أيديهم.
- أخبر التلاميذ أن عنوان الدرس الخامس من الوحدة الأولى هو *My favourite job*، وسيتعلمون كيفية التحدث عن الوظيفة التي يريدون القيام بها في المستقبل.

أ اقرأ وطابق الصور بالجمال.

مهارات القرن الحادي والعشرين

قراءة وكتابة المعلومات

تساعد أنشطة المطابقة التلاميذ على تطوير مهارات الملاحظة والمقارنة.

- اطلب إلى التلاميذ التأمل في الصور الواردة في الصفحة ١٤ من كتاب التلميذ، واطرح عليهم بعض الأسئلة للتحقق من الفهم.
- How many pictures are there? (seven)*
What can you see in picture e? (Someone driving/a person driving/a man driving)
How many customers can you see in the café? (three)
What is the farmer holding? (tomatoes)
- اطلب إلى متطوع قراءة الجملة الواردة في الفقاعة الخضراء وسط الصفحة (*When I grow up, I want...*). يعمل التلاميذ ضمن مجموعات ثنائية لمطابقة الصور مع الجمل.

الإجابات

- d
- f
- c
- g
- a
- e
- b

- Hand out a small piece of paper to each pupil and ask them to write down what job they would like to do when they grow up.
Note: You might need to help if pupils have a job that they do not have the word for.
- Ask pupils to swap papers with their partner. Let them read what their partner wrote.
- Ask for volunteers to tell you what they wrote. Write the words on the board (correct any spelling as necessary, but do not concentrate on spelling here). Ask for a show of hands for other pupils who wrote the same jobs.
- Tell pupils that Lesson 5 of Unit 1 is called *My favourite job*, and they will learn how to talk about what job they want to do in the future.

A Read and match the sentences to the pictures.

21st century skills

Information literacy

Matching activities to develop observation and comparison skills

- Ask pupils to look at the pictures on Pupil's Book page 14. Ask a few checking questions to check understanding, for example:
How many pictures are there? (seven)
What can you see in picture e? (someone driving/a person driving)
How many customers can you see in the café? (three)
What is the farmer holding? (tomatoes)
- Ask a volunteer to read out the green bubble in the middle of the page (*When I grow up, I want ...*). Pupils work in pairs to match the pictures to the sentences in the Activity Book.

Answers

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

B Listen to what the children want to be when they grow up.

- Draw pupils' attention to the 'Think and discuss' box at the top of page 15. Remind pupils what this means – it is for pupils to think about the reasons they may have for wanting to do a particular job. Explain that these are their own thoughts and reasons and that there is/are no right or wrong answer(s).
- Ask for a volunteer to read Dania's speech bubble (*I want to be a/an ... because ...*). Explain that pupils are going to listen to Dania, Wisam, Basim and Hiba saying what they want to be when they grow up.
- Pupils listen and follow the reasons in the blue boxes. Pupils should not write anything but should just listen and find the matching blue boxes.
- Play Track 11.

Track 11

Listen to what the children want to be when they grow up.

- Voice: What do you want to be when you grow up, Dania?
- Dania: I want to be a doctor because I want to help people when they are ill.
- Voice: What about you, Wisam?
- Wisam: I want to be a teacher because I want to help young people learn. It's a very important job.
- Voice: And you Basim, what do you want to be?
- Basim: I want to be an IT programmer because I love using computers.
- Voice: And Hiba, what about you?
- Hiba: I want to be an engineer because I want to build things.

C What do you think? Discuss with a partner what you think the three best jobs are.

- Pupils discuss in pairs which three of the jobs they heard discussed would be the best, in their opinions. Ask a few volunteers to share what they think with the class. Pupils should try to give reasons, in English, as to why they think these jobs are the best ones.

- ٤ تمرّن على المحادثة مع زميل. تبادل الأدوار للتمرّن على المحادثتين.
- في مجموعات ثنائية، يتمرنّ التلاميذ على المحادثات من التمرين ٣. اطلب إليهم أولاً التمرّن على إحدى المحادثتين، ثم الانتقال إلى التمرّن على المحادثة الثانية. يجب عليهم التمرّن على كلتا المحادثتين حتى النهاية. راقب تقدمهم وقدم الدعم عند الحاجة.
 - ابحث عن الأخطاء الإملائية. اكتب الكلمات بشكل صحيح. اطلب إلى التلاميذ قراءة كلمات التمرين ٥. ثم سلّمهم ما إذا كانوا قد لاحظوا أي شيء غريب في هذه الكلمات. وضّح لهم أن الكلمات الواردة في كتاب الأنشطة، صفحة ١٢، مكتوبة بشكل غير صحيح، وعليهم تهجئتها بالطريقة الصحيحة.
 - اطلب إليهم عدم النظر إلى كتاب التلميذ أو كتاب النشاط كي يحاولوا تهجئة الكلمات بشكل صحيح. تحقق من عمل كافة التلاميذ.

الإجابات

- a doctor
- b housewife
- c engineer
- d teacher
- e nurse
- f bus driver

الختام

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

دعم

للقرء الأبطال، جهّز مجموعات من البطاقات لنصفي الجملة الواردة في كتاب الطالب، صفحة ١٥. يمكن للتلاميذ استخدامها للعب لعبة Snap. ستحتاج كل مجموعة ثنائية أو مجموعة صغيرة إلى مجموعة كاملة من بطاقات الجزء أ: 'عندما أكبر، أريد أن أصبح When I grow up, I want to be a(n) + waiter/teacher/builder/farmer/IT programmer/bus driver/engineer/nurse/doctor' وبطاقات الجزء ب 'because'. يبدأ أحد التلاميذ بقلب

د ناقش مع زميل لك. ماذا تود أن تصبح عندما تكبر؟

- اطلب إلى التلاميذ النظر إلى فقاعات التكلم لباسم وهبة أسفل الصفحة ١٥. كلّف متطوعين قراءة فقاعات الكلام لكل من باسم وهبة.
- اطلب إلى التلاميذ أن يعملوا ضمن مجموعات ثنائية، ويتدربوا على المحادثات باستخدام الأفكار الخاصة بهم. ثم اطلب إلى مجموعة ثنائية عرض محادثاتها أمام تلاميذ الصف؛ مشجّعاً التلاميذ أن يرفعوا أيديهم بالموافقة إذا كان لديهم السبب نفسه الذي يجعلهم يرغبون في القيام بهذه الوظيفة مثل زملائهم.

كتاب الأنشطة

- ١ اقرأ استبانة الوظائف: هل الجمل صحيحة (T) أم خاطئة (F)؟
 - اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ١٢، وكلّف متطوعاً أو الصف كمجموعة قراءة العنوان.
 - امنحهم وقتاً كافياً لتأمل الجدول، واطلب إليهم طرح أسئلة حول هذا الموضوع بشكل عام.
 - اطلب إليهم أن يعملوا فردياً، ويقرأوا الجمل a-e، ثم يقرروا ما إذا كانت الجمل صحيحة (T - True) أو خطأ (F - False).
- اسمح لكل تلميذ أن يتحقق من أفكاره بالتعاون مع زميله.

الإجابات

- a T
- b T
- c F
- d T
- e F

٢ اكتب الوظيفة التي تعتقد أنها...

- وجه التلاميذ إلى العمل فرادى، ليكتبوا أفكارهم الخاصة. ذكّرهم بأنهم يستطيعون استخدام أي وظيفة من الوحدة الأولى (أو يسألونك عن أي وظيفة لا يعرفونها). عندما ينتهي الجميع، اطلب إلى متطوعين أن يذكروا الوظيفة التي يعتقدون أنها سهلة، أو صعبة، أو غير ذلك. واطلب من بقية التلاميذ أن يرفعوا أيديهم عندما يكونون موافقين على ما يذكره زميلهم.

٣ أكمل المحادثة.

- افتح كتاب الأنشطة على التمرين ٣ الوارد في الصفحة ١٢، واطلب إلى التلاميذ قراءة المحادثة واستكمالها بمفردهم. يملأ التلاميذ الفراغات باستخدام أفكارهم الخاصة.

D Discuss with a partner. What do you want to be when you grow up?

- Ask pupils to look at the speech bubbles for Basim and Hiba at the bottom of page 15. Ask for volunteers to take the parts of Basim and Hiba and read their speech bubbles.
- In pairs, ask pupils to practise the conversations using their own ideas. Ask for volunteer pairs to present their conversations to the class. Get the class to put up their hands if they have the same reasons as their classmates for why they would like to do that job.

Activity Book**1 Look at the job survey. Read the sentences and write T for true or F for false.**

- Ask pupils to look at Activity Book page 12 and read the rubric, either using a volunteer or as a class.
- Give pupils time to look at the table and let them ask you any questions about it in general.
- Ask pupils to work by themselves to read sentences a–e and decide whether they are *true* or *false*. Let pupils check their ideas with a partner.

Answers

- a T
- b T
- c F
- d T
- e F

2 Write which job you think is ...

- Let pupils work individually and write down their own ideas. Remind them that they can use any jobs in Unit 1 (or ask you for ones that they don't know). When everyone has finished, ask for volunteers to say which job they think is easy/hard, etc. Get the rest of the class to put up their hands if they think the same.

3 Complete the conversation.

- Look at Exercise 3 on Activity Book page 13. Ask pupils to read and complete the conversation individually. Pupils fill in the gaps using their own ideas.

4 Practise the conversation with a partner. Take turns so you practise both conversations.

- In pairs, pupils practise their conversations from Exercise 3. Tell pupils they should first practise one of their conversations, and then they should practise the second conversation. They should practise both conversations all the way through. Monitor and support as necessary.

5 Find the spelling mistakes. Write the words correctly.

- Tell pupils to read the words in Exercise 5. Ask pupils if they notice anything strange about these words. Elicit from pupils that the words on Activity Book page 13 are spelt incorrectly, and they will need to spell them correctly.
- Tell pupils not to look back at the Pupil's Book or Activity Book until they have tried to spell the words correctly. Whole-class check.

Answers

- a doctor
- b housewife
- c engineer
- d teacher
- e nurse
- f bus driver

Rounding off

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

Support

For slower readers, make sets of cards for the sentence halves on Pupil's Book page 15. Pupils can then use these to play *Snap*. Each pair or small group will need a full set of Part A cards: 'When I grow up, I want to be a/an + waiter/teacher/builder/farmer/IT programmer/bus driver/engineer/nurse/doctor'

ملاحظة تعليمية

- ١ في نص 'My magazine' الوارد في الصفحة ١٦، يصادف التلاميذ كلمة *paddy* (Rice grows in paddy fields) حقول الأرز *paddy fields* هي حقول مغمورة تستخدم لزراعة الأرز. في القرن العشرين كانت هذه الطريقة هي الأكثر شيوعاً في زراعة الأرز. كلمة *paddy* تأتي من الكلمة المالايوية (الماليزية) *padi* التي تعني 'نبات الأرز' *rice plant*.
- ٢ في نص 'My magazine' الوارد على الصفحة ١٧، يتعلم التلاميذ وصف *my big brother and my little sister*. وقد تعلموا في صفوف أخرى *little brother*. وهنا الصفتان *big* و *little* لا تشيران إلى الحجم، بل إلى العمر. تستطيع أن تقول: *my big brother* أو *my older brother* و *my little sister* أو *my younger sister*.

بطاقة: بينما يقلب التلميذ الآخر بطاقته. في حال وجود تطابق، يحصل أول تلميذ أو مجموعة تقول *Snap* على نقطة وتحفظ بالبطاقتين المتطابقتين.

نشاط إضافي

ملاحظة: أبسط طريقة للعب هذه اللعبة هي الحفاظ على توافق الجمل وفقاً للطريقة الموضحة في فقرة «دعم» في الصفحة السابقة. ومع ذلك، يمكن للتلاميذ الأكثر تمكناً اختيار جمل مطابقة أخرى. على سبيل المثال:
When I grow up, I want to be a doctor because it is interesting.
 ولكن انتبه، تجنّب أن يكتب التلاميذ جملًا مثل: *When I grow up, I want to be a waiter because it is boring.*

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. سلهم ما إذا كانوا يعرفون اسم الشهر أيضاً، واكتبه على اللوح.
- العب لعبة الترابط بين الكلمات *Word association*. ادعُ التلاميذ إلى الوقوف في دائرة كبيرة حول مقاعدهم، وأذكر كلمة عائلية من الدرس ١ (على سبيل المثال، *grandfather*)، ثم اطلب إلى التلميذ الواقف إلى يمينك أن يقول كلمة مرتبطة (مثلاً: *grandmother, mother, father*، إلخ...). يقول التلميذ التالي كلمة أخرى مرتبطة (على سبيل المثال، *aunt*). استمر حتى لا يعود بمقدور التلاميذ الاستمرار في السلسلة، ثم ابدأ مرة أخرى من التلميذ الأخير مع كلمة عائلية جديدة.
- **ملاحظة:** يمكنك أيضاً استخدام صيغ التصغير (*mum, mummy, granny*، إلخ...).
- أخبر التلاميذ أنه في الدرس السادس من الوحدة ١ سوف يقرأون مقالاً في مجلة بعنوان *Two families*، حيث سيتعرفون على معلومات حول عائلتين من دولتين مختلفتين.

أ اقرأ عن عائلتين.

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحتين ١٦ و ١٧، موضحاً لهم أنهم، في كتاب الصف السادس، سيقروا مقالات مجلات مختلفة حول موضوعات مثيرة للاهتمام.
- اطلب إليهم النظر أولاً إلى الصفحة ١٦، وسلهم: كم صورة يستطيعون أن يروا (five)؟ سلهم ما إذا كان بمقدورهم تخمين البلد (China).

الدرس ٦

الوحدة ١

الأهداف: يقرأ ويسمع معلومات عن عائلتين.

يقرأ ويستخلص معلومات لتسمية صور.
 يقرأ ويستخلص معلومات لإكمال جمل.
 يكتب فقرة عن عائلته متبوعاً نموذج ما.

اللغة: Chinese, farm, farmers, paddy fields, buffalo, pilot, cockpit, co-pilot

المواد: كتاب التلميذ (الصفحتان ١٦-١٧)

كتاب الأنشطة (الصفحتان ١٤-١٥)

المقطع ١٢

and Part B 'because' cards. One side starts and turns over a card; the other side turns over their card. If there is a match, then the first pupil or group to say *Snap* gets a point and keeps the two matching cards.

Additional

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

- 2 In the 'My magazine' text on Pupil's Book page 17, pupils meet the description *my big brother and my little sister*. Pupils have already met *little brother* in other grades. Here, the adjectives *big* and *little* do not refer to size but to age. You can say *my big brother* or *my older brother* and *my little sister* or *my younger sister*.

Warm up

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

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

- Tell pupils that in Lesson 6 of Unit 1 they will read a magazine article called *Two families*, where they will find out information about two families from different countries.

Unit 1 Lesson 6

Aims: Read and listen to information about two families.
Read and extract information to label photos.
Read and extract information to write sentences.
Write a paragraph about your family following a model.

Language: Chinese, farm, farmers, paddy fields, buffalo, pilot, cockpit, co-pilot

Materials: Pupil's Book pages 16–17
Activity Book pages 14–15
Track 12

Teaching note

- 1 In the 'My magazine' text on Pupil's Book page 16, pupils meet the word *paddy* (*Rice grows in paddy fields.*). Paddy fields are flooded fields used for growing rice. In the 20th century, this was the most common method used to grow rice. The word *paddy* comes from the Malay word *padi*, which means rice plant.

A Read about two families.

- Ask pupils to look at Pupil's Book pages 16 and 17. Explain that, throughout *English for Iraq 6th Primary*, they will read different magazine articles about interesting subjects.
- Ask pupils to look first at page 16. Ask how many photos they can see (five). Ask if they can guess which country it is (China).
- Ask pupils to read the text quietly to themselves and think about a sentence that describes each photo.
- Ask some comprehension questions. For example:

كتاب الأنشطة

- ١ ضع الكلمات في القائمة الصحيحة.
- اطلب إلى التلاميذ فتح كتاب الأنشطة على الصفحة ١٤. وزّع التلاميذ في مجموعات ثنائية، واطلب إليهم العمل معاً لوضع الكلمات في الأعمدة الصحيحة.
- اطلب إلى متطوعين قراءة جميع الكلمات التي أدرجوها في العمود الأول، ثم كرّر ذلك في الأعمدة الثلاثة الأخرى. تحقق من أن الجميع يوافقون على ما يتم إدراجه.

الإجابات

Family: aunt, cousin, grandparents

Food: cucumbers, rice, vegetables

Verbs: fly, grow, leave, see, sit

Prepositions: at, in, on

- ٢ انظر إلى الصفحتين ١٦ و ١٧ الواردتين في كتاب التلميذ، واستخدم بعض الكلمات من النشاط أ في كتابة الجمل.
- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحتين ١٦ و ١٧ واطلب إلى متطوعين اثنين أن يلخصوا بعض ما قاله هان وفرح.
- اطلب إلى أحد المتطوعين قراءة المثال في الصفحة ١٤ من كتاب الأنشطة. واطلب إلى التلاميذ كتابة جمل باستخدام كلمات من نصوص هان وفرح عن حياتهما وعن عائلتهما.
- اطلب إلى بعض التلاميذ مشاركة جملهم مع بقية زملائهم في الصف. اكتب جملاً كأمثلة على اللوح.

أمثلة على الإجابات:

Farmers planting rice.

His mother and father are farmers.

A farmer is getting the field ready.

Han's cousin is holding some cucumbers.

Farah's father works for Iraqi Airways.

This is her family having lunch.

Her family are at the airport.

This is the cockpit of a plane.

- اطلب إلى التلاميذ قراءة النص قراءة صامتة والتفكير في جملة تصف كل صورة.
- اطرح بعض أسئلة الفهم، مثلاً:
What's the boy's name? What's his nationality?
What's his father's job? What's his mother's job?
- اطلب إلى التلاميذ العمل في مجموعات ثنائية، لاختيار الجملة التي يكتبونها تحت كل صورة. سل متطوعين، واكتب الاقتراحات على اللوح. وتأكد من أن الجميع يوافقون.
- احتفظ بالجميل المقترحة التي كتبها على اللوح حتى يتمكن التلاميذ من استخدامها عند تنفيذ التمرين ٢ في كتاب الأنشطة.

ب استمع إلى التلاميذ وهم يتحدثون عن عائلاتهم.

- شغل المقطع ١٢ بالكامل ودع التلاميذ يستمعوا ويقرأوا معه.

المقطع ١٢

استمع إلى التلاميذ وهم يتحدثون عن عائلاتهم.

- Han: My name is Han and I'm Chinese. I live with my mum and dad on our farm. Both of them are farmers, and my grandparents were farmers, too. I have an older cousin. He lives with us and works on the farm. He is very funny. We grow rice and lots of fruit and vegetables, like the cucumbers my cousin is holding in the photo. Rice grows in paddy fields. Can you see the buffalo in the field? Here, the farmer is getting the field ready to plant the rice.
- Farah: I'm Farah. I live with my family in Baghdad. My father is a pilot and he flies planes for Iraqi Airways. My mother is a housewife now, but she was a nurse. This is my family having lunch. You can see my mum and dad, my big brother and my little sister and my grandfather. My grandfather is at the top of the table. Here is a photo in the cockpit of my dad's plane. He and the co-pilot are getting ready to leave Dubai. This photo is at the airport in London. You can see my grandmother, my mother and my aunt with their bags ready to check in.

*What's the boy's name? What's his nationality?
What's his father's job? What's his mother's job?*

- Ask pupils to work in pairs and decide on a sentence to say about each photo. Ask for volunteers. Write the suggestions on the board and see if everyone agrees.
- Keep the suggested sentences you have written on the board so pupils can use them when they come to do Exercise 2 in the Activity Book.

B Listen to the children talking about their families.

- Play Track 12 in full and let pupils listen and read along.

Track 12

Listen to the children talking about their families.

Han: My name is Han, and I'm Chinese. I live with my mum and dad on our farm. Both of them are farmers, and my grandparents were farmers, too. I have an older cousin. He lives with us and works on the farm. He is very funny. We grow rice and lots of fruit and vegetables, like the cucumbers my cousin is holding in the photo. Rice grows in paddy fields. Can you see the buffalo in the field? Here, the farmer is getting the field ready to plant the rice.

Farah: I'm Farah. I live with my family in Baghdad. My father is a pilot, and he flies planes for Iraqi Airways. My mother is a housewife now, but she was a nurse. This is my family having lunch. You can see my mum and dad, my big brother and my little sister and my grandfather. My grandfather is at the top of the table. Here is a photo in the cockpit of my dad's plane. He and the co-pilot are getting ready to leave Dubai. This photo is at the airport in London. You can see my grandmother, my mother and my aunt with their bags ready to check in.

Activity Book

1 Write the words in the table.

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

Answers

Family: aunt, cousin, grandparents

Food: cucumbers, rice, vegetables

Verbs: fly, grow, leave, see, sit

Prepositions: at, in, on

2 Look at pages 16 and 17 of the Pupil's Book. Use some of the words from Activity A and write sentences.

- Ask pupils to open Pupil's Book pages 16 and 17. Ask for two volunteers to briefly summarize some things that Han and Farah say.
- Ask a volunteer to read the example sentence on page 14 of the Activity Book. Tell pupils they need to write sentences using the words from Han and Farah's texts about their lives and families.
- Ask pupils to share their sentences with the class when they have finished. Write example sentences on the board.

Possible answers:

Farmers plant rice.

Han's mother and father are farmers.

A farmer is getting the field ready.

Han's cousin is holding some cucumbers.

Farah's father works for Iraqi Airways.

This is her family having lunch.

Her family are at the airport.

This is the cockpit of a plane.

نشاط إضافي

إذا كان التلاميذ متصلين بالإنترنت، فقد يرغبون في معرفة المزيد من المعلومات حول موضوع مذكور في أي من نصي 'Two families' ، مثل 'paddy fields, buffaloes, an airline such as Iraqi Airways or airports'. يمكنهم مشاركة ما اكتشفوه مع زملائهم في الصف في بداية الدرس السابع.

ملاحظة تعليمية

نستخدم الحروف الكبيرة عادة في كتابة أسماء محدّدة، هي أسماء العلم. لذلك، تجري كتابة الأحرف الأولى لأسماء محدّدة، كالمستشفيات، وشركات الطيران، والمحال التجارية وسواها، بحروف كبيرة. مثلاً: *Iraqi Airways, Green Tree Primary School, Mansour Mall*.

الوحدة ١ الدرس ٧

الأهداف: يراجع الوحدة ١

اللغة: من الوحدة ١

المواد: كتاب التلميذ (الصفحتان ١٨-١٩)
كتاب الأنشطة (الصفحتان ١٦-١٧)
المقطع ١٣

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. سلّمهم ما إذا كانوا يعرفون اسم الشهر أيضاً، واكتبه على اللوح.
- اذكر جملاً صحيحة، وجمالاً خطأً عن الأولاد في الدرس ٦. يُعدّ هذا العمل نظرة عامة للنشاط الأول الوارد في الصفحة ١٨ من كتاب التلميذ، مثلاً:
Han's mother is from Japan. (خطأ)
His grandfather was a farmer. (صحيحة)
They grow cucumbers on their farm. (صحيحة)
Farah's mother was a nurse. (صحيحة)
In the photo, we can see the family having breakfast. (خطأ)
- مجدّداً كنشاط TPR، يمكنك الطلب إلى التلاميذ الوقوف، إذا كانت الجملة صحيحة، أو البقاء جالسين إذا كانت الجملة خطأً. بدلاً من ذلك، يمكنك الطلب إليهم أن يقولوا true أو false.
- أخبر التلاميذ أن عنوان هذا الدرس هو *Check my understanding*، وسيقومون بمراجعة ما تعلموه حتى الآن في الوحدة ١.

٣ اقرأ عن هبة وعائلتها.

- اطلب إلى التلاميذ النظر إلى الصفحة ١٥ من كتاب الأنشطة. هذه هي المرة الأولى التي يقومون فيها بتمرين كهذا. من المهم أن يفهموا ما ينبغي لهم أن يفعلوه. وفي كتاب الصف السادس سيكون هناك ثلاثة أنشطة كتابية أخرى تتبع نموذجاً ما.
- اطلب إليهم النظر إلى صندوق الـ Remember! أسفل الصفحة ١٥. أخبرهم أنه من المهم أن يستخدموا علامات الترقيم المناسبة في مهمة الكتابة.
- اطلب إلى التلاميذ قراءة النص المتعلق بهبة وعائلتها قراءة صامتة. بعد قراءة هذا النص كنموذج، يقوم التلاميذ بكتابة نص عن أنفسهم وعائلاتهم، مستخدمين مفردات العائلة والوظائف التي تعلموها في الوحدة الأولى. ملاحظة: سوف تحتاج إلى جمع ما كتبه التلاميذ في هذه المهمة، ومراقبة تقدمهم. لذا، قابل كل تلميذ، إن أمكن، ووجهه بملاحظاتك.

الختام

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

دعم

شجّع التلاميذ على قراءة النصوص الواردة في كتاب التلميذ وكتاب الأنشطة مرة أخرى. اطلب إليهم وضع خط تحت أي كلمات جديدة. سيتمكنون من استخدامها في تمرين 'My new words' في الدرس ٨.

Teaching note

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

3 Read about Hiba and her family.

- Ask pupils to look at Activity Book page 15. This is the first time that pupils have done an exercise like this. It is important that they understand what they have to do. There will be three other writing activities following a model in *English for Iraq 6th Primary*.
 - Get pupils to look at the Remember! box at the bottom of page 15. Tell pupils that it is important that they use proper punctuation in the writing task.
 - Ask pupils to quietly read the text about Hiba and her family to themselves. Following this model, pupils then write about themselves and their family, using the family and job vocabulary they have learnt so far in Unit 1.
- Note:** You will need to collect in this task and monitor pupils' progress. If possible, see each pupil and give your feedback.

Rounding off

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

Support

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

Additional

If pupils have access to the internet, they might like to find out some more facts about a subject referred to in either of the 'Two families' texts, such as, for example, paddy fields, buffaloes, an airline such as Iraqi Airways or airports. They can tell the class about what they have found out at the beginning of Lesson 7.

Unit 1 Lesson 7

Aims: Review Unit 1.

Language: From Unit 1

Materials: Pupil's Book pages 18–19
Activity Book pages 16–17
Track 13

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Call out true and false statements about the children in Lesson 6. This acts as a preview to the first activity on Pupil's Book page 18. For example:
Han's mother is from Japan. (False)
His grandfather was a farmer. (True)
They grow cucumbers on their farm. (True)
Farah's mother was a nurse. (True)
In the photo, we can see Farah's family having breakfast. (False)
- Again, as a TPR activity, you can ask pupils to stand up if the sentence is true or to remain seated if it is false. Alternatively, you can ask pupils to say *true* or *false*.
- Tell pupils this is the *Check my understanding* lesson, and they will review what they have learnt so far in Unit 1.

ج أشر وقل الوظيفة الصحيحة.

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ١٩. اقرأ العنوان، وتأكد من فهم التلاميذ لضرورة النظر إلى كل صورة من الصور من ١ إلى ٩، ثم قراءة الوظائف أسفل الصور. عليهم الإشارة إلى الوظيفة الصحيحة ونطقها. يمكن للتلاميذ أولاً العمل في مجموعات ثنائية لإنجاز هذا النشاط، ثم يمكنك التحقق من إجابات تلاميذ الصف بأكمله على النشاطين د و هـ.

د اعمل مع زميل لك. اسأل وأجب.

- أخبر التلاميذ أن يستخدموا فقاعات الكلام أسفل الصفحة، ويتحققوا من إجاباتهم بالاشتراك مع زميل لهم. راقب وادعم بحسب الضرورة.

الإجابات

- 1 doctor
- 2 taxi driver
- 3 baker
- 4 butcher
- 5 shop assistant
- 6 pharmacist
- 7 police officer
- 8 banker
- 9 fisher

هـ استمع وتحقق من إجاباتك. كم إجابة صحيحة حصلت عليها؟

- شغل المقطع ١٣. يقوم التلاميذ بالتحقق من إجاباتهم، وإحصاء عدد الإجابات الصحيحة. إذا لزم الأمر، يمكنك أن تشغل المقطع ١٣ مرة أخرى.

١٣ المقطع

استمع وتحقق من إجاباتك. كم إجابة صحيحة حصلت عليها؟

- 1
Doctor: I'm a doctor. I work in a big hospital in Basra.
- 2
Taxi driver: This is my new car. I'm a taxi driver.

أ اقرأ 'Two families' مرة أخرى وضع إشارة ✓ على Yes أو No.

- اطلب إلى التلاميذ العمل منفردين، وإنجاز النشاط الأول الوارد في الصفحة ١٨ من كتاب التلميذ وذلك بتحديد المربعات في صندوق النشاط، صفحة ١٦. أخبرهم أنه ينبغي لهم عدم النظر إلى صفحات كتاب التلميذ ١٦ و ١٧ في هذه المرحلة.
- اطلب إلى التلاميذ أن يقوموا ضمن مجموعات ثنائية بمقارنة إجاباتهم. وإذا لزم الأمر، يمكنهم الآن الرجوع إلى الصفحتين ١٦ و ١٧ في كتاب التلميذ للتحقق من إجاباتهم. سل الجميع: *Do you agree with your partner?* . اقرأ الجمل ١-٧، ودع التلاميذ يجيبوا بـ Yes أو No.

الإجابات

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

ب استخدم الضمائر الواردة في الصندوق لإكمال الجمل.

مهارات القرن الحادي والعشرين

التواصل

التعبير عن نفسك بوضوح ودقة

- اطلب إلى التلاميذ فتح كتاب التلميذ على النشاط الثاني الوارد في الصفحة ١٨. اقرأ العنوان، أو اطلب من متطوع القيام بذلك.
- دع التلاميذ يكملوا الجمل ١-٧ مستخدمين الضمير الصحيح من صندوق الكلمات، ثم يتحققوا من إجاباتهم كل مع زميله.
- اطلب إلى متطوعين قراءة جملهم بصوت عالٍ.

الإجابات

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

A Read 'Two families' again and tick Yes or No.

- Ask pupils to work individually and complete the first activity on Pupil's Book page 18 by ticking the boxes on Activity Book page 16. Tell them that they should not look back at Pupil's Book pages 16 and 17 at this stage.
- Ask pupils to compare their answers in pairs. If necessary, pupils can now look back at Pupil's Book pages 16 and 17 to confirm their answers. Ask the class: *Do you agree with your partner?* Read out sentences 1–7 and get pupils to respond with Yes or No.

Answers

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

B Use the pronouns in the box to complete the sentences.

21st century skills

Communication

Expressing yourself clearly and accurately

- Ask pupils to look at the second activity on Pupil's Book page 18. Read the rubric or ask for a volunteer to do so.
- Get pupils to complete sentences 1–7 using the correct pronoun from the word box. Let pupils check their answers with a partner.
- Ask for volunteers to read out their sentences.

Answers

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

C Point and say the correct job.

- Ask pupils to look at Pupil's Book page 19. Read the rubric and make sure pupils understand that they have to look at each of the pictures in 1–9 and then read the jobs beneath the pictures. They have to point to the correct job and say it. Pupils can first work in pairs to do this activity, and then you can do a whole-class check to check answers in Activities D and E.

D Work with a partner. Ask and answer.

- Tell pupils to use the speech bubbles at the bottom of the page and to check their answers with a partner. Monitor and support as necessary.

Answers

- 1 doctor
- 2 taxi driver
- 3 baker
- 4 butcher
- 5 shop assistant
- 6 pharmacist
- 7 police officer
- 8 banker
- 9 fisher

E Listen and check your answers. How many did you get correct?

- Play Track 13. Pupils check their answers and count how many they got correct. If necessary, you can play Track 13 again.

Track 13

Listen and check your answers. How many did you get correct?

- 1
Doctor: I'm a doctor. I work in a big hospital in Basra.
- 2
Taxi driver: This is my new car. I'm a taxi driver.

الوحدة ١ أسماء الوظائف وأماكن العمل

School finishes at: 1 o'clock

Break time: two breaks

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

For the lesson, pupils need: big pieces of paper, scissors, glue, crayons

- ٣ انظر، قل، غط، اكتب، تحقق.
- في كتاب الإنجليزية للصف السادس، يستمر التلاميذ في تعلم تهجئة كلمات شائعة، كثيرة التكرار باستخدام استراتيجية 'انظر، قل، غط، اكتب، تحقق'. الكلمات الأربع للوحدة هي *aunt, uncle, easy, interesting*. يتضمن الدرس ١ من الوحدة ٢ اختباراً إملائياً في هذه الكلمات الأربع.
 - اطلب إلى التلاميذ النظر إلى الكلمات الشائعة الواردة أسفل الصفحة ١٧، ثم قدم لهم التعليمات التالية:
 - اقرأ وقل الكلمة الأولى.
 - غط الكلمة (باليد أو بالكتاب).
 - اكتب الكلمة في العمود ١.
 - تحقق من تهجئتها مع الكلمة الأصلية.
 - كرر العملية حتى تكتمل الأعمدة الثلاثة، ثم اطلب إلى التلاميذ اتباع الإجراء نفسه مع الكلمات المتبقية.

3

Baker: I love my job baking bread – yes, I'm a baker.

4

Butcher: Here I am in my shop cutting up some meat. I'm a butcher.

5

Shop assistant: I work in a small shop as a shop assistant.

6

Pharmacist: I'm a pharmacist. It is an important job.

7

Police officer: This is me standing next to my police car – I'm a police officer.

8

Banker: I work in a big bank in the centre of town. I'm a banker.

9

Fisher: I have a boat and some big nets. I'm a fisher.

كتاب الأنشطة

الختام

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

دعم

شجّع التلاميذ على قراءة النص في صفحة ١٦ من كتاب الأنشطة مرة أخرى. اطلب إليهم وضع خط تحت أي كلمات جديدة. سيتمكنون من استخدامها في تمرين 'My new words' في الدرس ٨.

١ اقرأ عن وظيفة المعلم.

- اطلب إلى التلاميذ قراءة النص في الصفحة ١٦ من كتاب الأنشطة قراءة صامتة لبضع دقائق. لا شك أنهم على دراية بمعظم المفردات، ولكن يمكنك تقديم الدعم لهم إذا وجدوا صعوبة في بعض الكلمات. اطلب إلى التلاميذ وضع خط تحت أي كلمات لا يعرفونها.

٢ أكمل ملف معلومات عن المدرسة.

- دع التلاميذ يعملوا بشكل فردي لإكمال ملف معلومات عن المدرسة باستخدام النص الذي قرأوه في التمرين ١، ثم يناقشوا إجاباتهم ضمن مجموعات ثنائية قبل التحقق منها مع الصف بأكمله.

الإجابات

Type of school: primary school

School subjects: English, maths, science, art,

Arabic, RE, PE

School starts at: 8 o'clock

- 3
Baker: I love my job baking bread – yes, I'm a baker.
- 4
Butcher: Here, I am in my shop cutting up some meat. I'm a butcher.
- 5
Shop assistant: I work in a small shop as a shop assistant.
- 6
Pharmacist: I'm a pharmacist. It is an important job.
- 7
Police officer: This is me standing next to my police car – I'm a police officer.
- 8
Banker: I work in a big bank in the centre of town. I'm a banker.
- 9
Fisher: I have a boat and some big nets. I'm a fisher.

This week's English lesson: poster project about healthy food and drink
For the lesson, pupils need: big pieces of paper, scissors, glue, crayons

3 Look, say, cover, write, check.

- In *English for Iraq 6th Primary*, pupils continue to look at the spelling of common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for the unit are *aunt*, *uncle*, *easy*, *interesting*. Lesson 1 of Unit 2 has a spelling test of these four words.
- Ask pupils to look at the high-frequency words at the bottom of page 17. Give them the following instructions:
 - Read and say the first word.
 - Cover the word (with their hand or a book).
 - Write the word in column 1.
 - Check their spelling with the original word.
- Tell pupils to repeat the process until all three columns are completed. Get pupils to follow the same procedure for the remaining words.

Activity Book

1 Read about a teacher's job.

- Ask pupils to look at Activity Book page 16. Ask them to read the text quietly to themselves for a few minutes. They should be familiar with most of the vocabulary, but you can provide support for any words they are not sure about. Tell pupils to underline any words they don't know.

2 Complete the information file about the school.

- Pupils work individually to complete the school information file using the text they read in Exercise 1. Pupils can then discuss their answers in pairs before a whole-class check.

Answers

Type of school: primary school
School subjects: English, Maths, Science, Art, Arabic, RE, PE
School starts at: eight o'clock
School finishes at: one o'clock
Break time: two breaks

Rounding off

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

Support

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

الوحدة ١ أسماء الوظائف وأماكن العمل

مرتبطة بالعمل مثل *uniform*). تجوّل بين التلاميذ ليذكروا الحروف التالية واللاحقة حتى يتم تهجئة الكلمة. ابدأ مجدداً بكلمة جديدة، تبدأ بالحرف الأخير الذي انتهت به الكلمة السابقة.

- أخبر التلاميذ أنه في الدرس النهائي من الوحدة ١، *When I grow up*، سوف يستمعون إلى أغنية ويقرأونها ويقومون بإعداد ملصق لمشروع ما ليعززوا معرفتهم بالوحدة ١.

١ استمع وغن الأغنية.

مهارات القرن الحادي والعشرين

التواصل

التعبير عن نفسك بوضوح ودقة

- أخبر التلاميذ أنهم سيستمعون إلى أغنية ويغنونها. اكتب عنوان الأغنية على اللوح، واقرأها مع الجميع (*Let's sing!*). اطلب إليهم إعطاء أفكار حول ما يمكن أن تتحدث عنه الأغنية.
- اطلب إليهم قراءة كلمات الأغنية أثناء الاستماع. شغل المقطع ١٤.

١٤ المقطع

استمع وغن الأغنية.

When I grow up
Some day, one day when I grow up,
I'll have a job to do.
I'll write a book or be a cook,
Or work in a zoo.
I think I could drive a bus,
Or be a busy nurse.
I'll fly a plane or drive a train,
Or be a doctor and help people again.
I think I could be a teacher.
And help children to read.
Or I could be a farmer,
And grow some vegetable seeds,
There are so many jobs I could choose,
But I'm not sure what I'll be.
So now I'll work and learn,
Until it's my turn
To find the best job for me!

نشاط إضافي

- اكتب حروف الأبجدية على اللوح ورقمها من ١ إلى ٢٦. اكتب اسم وظيفة أو مكان عمل أو صلة قرابة (علاقة عائلية) باستخدام الرمز الرقمي (الكود)، واطلب إلى التلاميذ حلها (على سبيل المثال: doctor = 18 - 15 - 20 - 3 - 15 - 4).
- اطلب إلى التلاميذ أن يختار كل منهم ثلاث كلمات ويكتبها باستخدام الرمز الرقمي بالطريقة نفسها.
- وزّع التلاميذ في مجموعات ثنائية لقراءة كلماتهم المرمزة (باستخدام الأرقام) وإيجاد الحل.

الوحدة ١ الدرس ٨

الأهداف: يستمع إلى أغنية ويغنوها.

يُعدّ ملصقاً لمشروع.

يراجع اللغة من الوحدة ١ في أنشطة الكتابة.

يختار كلمات جديدة ليتعلّمها.

يراجع كلمات خاصة بالوظائف في بحثه عن الكلمات.

اللغة: When I grow up ...

Let's sing!

laptop(s), tablet(s), radio(s), phone(s),
hard hat(s), overalls, glove(s),
check equipment, properly, report(s),
team, oil refineries, laboratories,
chemical engineer plants

المواد: كتاب التلميذ (الصفحتان ٢٠-٢١)

كتاب الأنشطة (الصفحتان ١٨-١٩)

المقطع ١٤

أوراق بيضاء للمجموعات الثنائية أو المجموعات الكبرى لإعداد ملصقات المشروع

تهيئة

- ابدأ الصف بسؤال التلاميذ عن اسم هذا اليوم، واكتبه على اللوح. سلّمهم ما إذا كانوا يعرفون اسم الشهر أيضاً، واكتبه على اللوح.
- العب لعبة تهجئة حرف بحرف. انطق الحرف الأول من كلمة لوظيفة ما (سواء الوظيفة نفسها أو مكان العمل أو أدوات

Additional

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

- Play a spelling game letter by letter. Call out the first letter of a word related to a job (either a job itself or a place or work/work-related items, such as *uniform*). Go round the class with pupils providing the next and subsequent letters. Start again with a new word beginning where you left off with the last word.
- Tell pupils that for the final lesson in Unit 1, *Let's sing!*, they will listen to and read a song and make a project poster to consolidate their knowledge of Unit 1.

A **Listen and sing.****21st century skills**

Communication

Expressing yourself clearly and accurately

Unit 1 Lesson 8

Aims: Listen to and sing a song.
Make a project poster.
Review language from Unit 1 in writing activities.
Choose new words to learn.
Review words for jobs in a wordsearch.

Language: When I grow up ...
Let's sing!
laptop(s), tablet(s), radio(s),
phone(s)
check equipment, properly,
report(s), team, oil refineries,
laboratories, chemical engineer
plants
hard hat(s), overalls, glove(s)

Materials: Pupil's Book pages 20–21
Activity Book pages 18–19
Track 14
Blank sheets of paper for
pairs or groups to make their
project posters

- Explain that pupils are going to listen to and sing a song. Write the title of the song on the board and read it with the class (*When I grow up*). Elicit ideas from the pupils for what the song could be about.
- Ask pupils to read the words to the song as they listen. Play Track 14.

 Track 14
Listen and sing.

When I grow up
Some day, one day when I grow up,
I'll have a job to do.
I'll write a book, or be a cook
Or work in a zoo.
I think I could drive a bus
Or be a busy nurse.
I'll fly a plane, or drive a train
Or be a doctor and help people again.
I think I could be a teacher
And help children to read.
Or I could be a farmer
And grow some vegetable seeds.
There are so many jobs I could choose,
But I'm not sure what I'll be.
So, now I'll work and learn,
Until it's my turn
To find the best job for me!

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.

كتاب الأنشطة

- ١ ضع دائرة حول الوظيفة غير الموجودة في الأغنية.
- وضّح للتلاميذ أنّ الدرس ٨ من كتاب الأنشطة للصف السادس، يتضمن تمرين 'I can ...'، وهو يتناول إحدى نقاط التعلم الرئيسية من الوحدة.
- اطلب إليهم فتح الصفحة ١٨ من كتاب الأنشطة، والعمل فردياً لإكمال التمرين الأول. يمكنهم أولاً محاولة تذكر الكلمات الموجودة في الأغنية من دون النظر إلى الصفحة ٢٠ من كتاب التلميذ، بعد ذلك، يمكنهم الرجوع إلى الصفحة ٢٠ إذا احتاجوا إلى المساعدة.

الإجابة

engineer

- ٢ ابحث واكتب الكلمات التي تتشابه في القافية.
- اطلب إلى التلاميذ أن يعملوا فرادى لإكمال المهمة، وأن يفكروا أولاً في الكلمات المتشابهة في القافية قبل النظر إلى الأغنية الواردة في الصفحة ٢٠ من كتاب التلميذ، للمساعدة.

الإجابات

- a cook
- b zoo
- c train
- d read
- e turn
- f be

- ٣ رتب الكلمات وأضف علامات الترقيم الصحيحة.
- دع التلاميذ يعملوا بشكل فردي لإكمال المهمة، مذكراً إياهم باستخدام الأحرف الكبيرة والنقاط. تحقق من الإجابات مع الصف بأكمله.

الإجابات

- a A teacher works in a school.
- b A firefighter wears a helmet and overalls.
- c An IT programmer works in an office.
- d A pharmacist works with medicine.
- e A pilot wears a uniform.
- f A grocer sells fruit and vegetables.

مشروع

- يوجد أربعة مشاريع في *English for Iraq 6th Primary* (الوحدات ١، ٣، ٥، ٧). توفر هذه المشاريع للتلاميذ فرصة للتعبير عن أفكارهم وإبداعهم، وتمكّنهم من مشاركة آرائهم حول ما سيضعون في ملصقاتهم. لا يوجد صواب أو خطأ في هذه المشاريع. الملصقات النموذجية الموجودة في كتاب التلميذ هي أمثلة فقط وليست للنسخ. تجدر الإشارة إلى أنه ليس من الضروري أن يكون لدى التلاميذ عدد الصور نفسه والتعليقات الموجودة في الأمثلة، بل يعود لمجموعتهم الخيار في تحديد ذلك.
- من الممكن تعليق المشاريع على جدران الصف والسماح للجميع بقراءة أعمال زملائهم. فهذا الأمر يشجع التلاميذ على الاهتمام، ويحفزهم على تقديم أفضل ما لديهم.

ب أنشئ ملصقاً عن وظيفة!

- اطلب إلى التلاميذ فتح كتاب التلميذ على الصفحة ٢١، واطلب إلى بعض المتطوعين قراءة النص من الملصق حول المهندس. اسأل بعض أسئلة التحقق من المفاهيم (CCQs - Concept Checking Questions)، مثل: *Where do engineers work? What do engineers do? What do engineers have to wear for work?*
- وزّع التلاميذ في مجموعات من ٢-٤. أخبرهم أنهم سيقومون بإنشاء ملصق عن وظيفة. يمكنهم اختيار أي وظيفة تعلموها في الوحدة ١، وأن يبدعوا ويبتكروا كما يشاءون. قد يبحث أحد التلاميذ عن حقائق حول الوظيفة ويكتب النص، بينما يقوم اثنان آخران بتصميم الملصق. يمكن للتلاميذ أن يقرروا فيما بينهم الأدوار التي سيتولونها، ولكن يجب المراقبة والدعم للتأكد من أن الجميع يشاركون ويقومون بدور معين.
- بعد الانتهاء اطلب إلى بعض التلاميذ عرض ملصقاتهم أمام زملائهم، وقد تقوم بتعليق هذه الملصقات في جميع أنحاء الصف لعرض عملهم.

Project

- There are four projects in *English for Iraq 6th Primary* (Units 1, 3, 5 and 7). Projects let pupils express their own ideas, creativity and English to share ideas about what to put on their posters. There is no right or wrong. Example posters in the Pupil's Book are given as examples and not for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the examples – it is for them to decide in their groups or pairs.
- If possible, put projects up on the classroom walls and let everyone read their classmates' work. This encourages interest and encourages pupils to produce their best work.

B Make a poster about a job!

- Ask pupils to look at Pupil's Book page 21. Ask for some volunteers to read out the text from the poster about the engineer. Ask a few Concept Checking Questions (CCQs) about the poster, for example: *Where do engineers work? What do engineers do? What do engineers have to wear for work?*
- Put pupils into groups of two to four. Tell pupils they are going to make a poster about a job. Tell them they can choose any of the jobs they have learnt in Unit 1 and that they can be as creative as they like. Perhaps one or two pupils can research facts about the job and write the text, and one or two can design the poster. Pupils can decide between them on which roles they will take, but be sure to monitor and support to make sure everyone is taking part and doing something.
- Ask a few pupils to show their posters to the rest of the class when they have finished. You could hang the posters up around the classroom to display the pupils' work.

Activity Book

1 Circle the job NOT in the song.

- Explain to pupils that in the *English for Iraq 6th Primary* Activity Book in Lesson 8, there is usually an 'I can ...' exercise that looks at one of the main learning points from the unit.
- Ask pupils to open the Activity Book on page 18. Pupils work individually to complete the first exercise. They can first try to remember which words are in the song without looking back at Pupil's Book page 20. Then, they can look back at page 20 to help them.

Answer

engineer

2 Find and write the rhyming words.

- Pupils work individually to complete the task. Ask them to look at the song on Pupil's Book page 20 again to help them, but they should first try and think of the rhyming words without looking.

Answers

- a cook
- b zoo
- c train
- d read
- e turn
- f be

3 Put the words in order. Write the sentences with correct punctuation.

- Pupils work individually to complete the task. Remind pupils to use capital letters and full stops. Whole-class check.

Answers

- a A teacher works in a school.
- b A firefighter wears a helmet and overalls.
- c An IT programmer works in an office.
- d A pharmacist works with medicine.
- e A pilot wears a uniform.
- f A grocer sells fruit and vegetables.

- d a farmer
e an engineer
f a housewife

الختام

- خصّص دقائق قليلة عند نهاية الدرس لتراجع مع التلاميذ ما أنجزتموه معاً. اطلب إليهم أن يخبروك عن أجزاء الدرس والوحدة ١ التي استمتعوا بها أكثر، وتلك التي كان استمتاعهم بها أقل.
- اختتم الدرس بالطريقة المعتادة.

دعم

بالنسبة إلى التلاميذ الذين يفتقرون إلى الثقة، يُمكنهم العمل مع زميل لهم أثناء إنجاز المشروع، وتقسيم الأدوار. يُمكنهم تبادل الأفكار وتحديد التفاصيل التي سيُضيفونها إلى الملصق. بعد ذلك، يُمكن لأحد التلاميذ أن يكون مسؤولاً عن رسم الرسوم أو اختيار الصور، بينما يُكَلِّف الآخر كتابة التعليقات عليها.

٤ ما الكلمات الجديدة التي تعلمتها؟ اكتبها هنا وتذكرها.

- هذه هي المرة الأولى التي يستخدم فيها التلاميذ قسم 'My new words' الوارد في كتاب الأنشطة. تأكد من أنهم يفهمون أن هذا القسم مخصص لهم لتسجيل الكلمات الجديدة من الوحدة. لا توجد كلمات معينة يجب على التلاميذ تضمينها أو عدم تضمينها، فالقرار في ذلك يعود لكل تلميذ.
- أخبر التلاميذ أنه يمكنهم كتابة ما يصل إلى ست كلمات جديدة. **ملاحظة:** عند جمع كتب الأنشطة لاستكمالها ومتابعة تقدم التلاميذ، تذكر مراجعة هذا القسم. قد تظهر لك الجوانب التي يحتاج التلاميذ فيها إلى دعم.

- ابحث عن كلمات الوظائف. هناك ثمان كلمات.
- دع التلاميذ يكملوا لعبة البحث عن الكلمات بشكل فردي. أخبرهم أن الكلمات مكتوبة عمودياً وأفقياً، وليس بشكل مائل. تحقق من الإجابات مع الصف بأكمله.

الإجابات

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

٦ اقرأ الألفاظ. هل تعرف الإجابات؟

- دع التلاميذ يعملوا ضمن مجموعات ثنائية لإكمال هذا التمرين. اطلب إليهم قراءة ألفاظ الكلمات والتفكير في الإجابات، ثم تحقق من الإجابات مع الصف بأكمله.

الإجابات

- a a waiter
b a teacher
c in a hospital

4 What are the new words you know? Write them here and remember them.

- This is the first time that pupils use the 'My new words' section of the Activity Book. Make sure that pupils understand that this is their place to be used for their own words from the unit. There are no particular words that pupils should include/should not include; it is for individuals to decide.
- Tell pupils they can write up to six new words.
Note: When you collect in the Activity Books to check progress and completion of activities, do remember to look at this section. It may show areas where pupils need support.

d a farmer
e an engineer
f a housewife

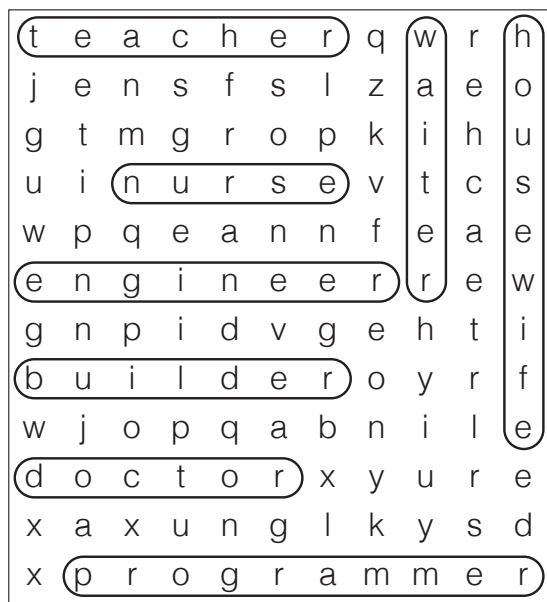
Rounding off

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

5 Find the job words. There are eight words.

- Ask pupils to complete the wordsearch individually. Tell pupils words go down and across but not diagonally. Whole-class check.

Answers



Support

For less confident pupils, let them work together with another pupil when doing the project and divide up the roles. They can share ideas and decide on which details to put on the poster. Then one pupil can be responsible for making the sketches or finding pictures and the other can write the captions.

6 Read the puzzles. Do you know the answers?

- Pupils can work in pairs to complete this exercise. Ask pupils to read the puzzle clues and think of the answers. Whole-class check.

Answers

a a waiter
b a teacher
c in a hospital

Objectives

Listening

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

Speaking

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

Reading

- Read and learn words to describe what things are made of.
- Read and learn the names of shops in a mall.
- Read to decide where to go to buy what you want.
- Read and complete shopping conversations.
- Read 'Fun facts' about materials.
- Read the Unit 2 'My magazine' feature: A doctor's blog.
- Read to check understanding of the 'My magazine' blog.
- Read about paper and check understanding.
- Read a story.

Writing

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

Word list

Lesson 1

cotton, woollen, leather, denim, rubber, wooden, metal, glass
jug, spoon, boots, saucepan, rain boots, sweater, T-shirt, jeans, knife, fork, shoes, gloves, dress, pencil case, bands, bottle, jacket, sofa, football, towel
What's the (jug) made of? It's/They're made of (glass).

Lesson 2

(shopping) mall, ground/first/second floor, men's fashion, home cooking, café, supermarket, play area, IT & computing, women's fashion, children's fashion, saucepan(s)

Lesson 3

Can I help you?
Yes, please. I'm looking for (a saucepan).
What (phone) would you like? What (colour) do you want? What size are you?
This/That/These/Those (skirt/boots) is/are the new fashion.
advert/ad/advertisement
for everything, clothes for autumn and winter, everything you need for ..., for all ages, newest fashion
short/shorter, long/longer, pretty/prettier, small/smaller, big/bigger, expensive/more expensive, cheap/cheaper

Lesson 4

hard/soft, plain/colourful, cheap/expensive, thick/thin, light/thick, long/short
desk
to, two, too

Lesson 5

comes from, is made from, are made from, cotton, paper, cup(s), plate(s), plant, cashmere, goat(s), mixed with, tent(s), key(s)

Lesson 6

blog, surgeon, uniform, cotton coat, headscarf, patient(s), operation(s), ward(s), check on

Lesson 7

From Unit 2

Lesson 8

birthday present, mall, town, toy shop, action figure, lorry, puzzle, robot, shark, bath
computer, balloon(s)

Unit 2 Lesson 1

Aims: Learn words to describe what things are made of (materials). Review singular and plural nouns and verb agreement. Learn to talk about what people are wearing. Look at the order of adjectives before the noun (size, colour, material).

Language: cotton, woollen, leather, denim, rubber, wooden, metal, glass jug, spoon, boots, saucepan, rain boots, sweater, T-shirt, jeans, knife, fork, shoes, gloves, dress, pencil case, bands, bottle, jacket, sofa, football, towel
What's the (jug) made of? It's/ They're made of (glass).

Materials: Pupil's Book pages 22–23
Activity Book pages 20–21
Tracks 15–17
Optional: paper and colouring pens/pencils for the Additional/ Support activity

Teaching note

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

Spelling test

- Ask pupils to look at the spelling test grid, which is at the back of the Activity Book. Explain that you will say the four words they have been practising, and they should write down each word you say in the box for Unit 1.
- Check that pupils are ready to write. Say the first word here (*aunt*). Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*uncle, easy, interesting*).

- You may want to collect the Activity Books and mark the spelling test grids yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap spelling test grids and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.
- Ask pupils to look at what they are wearing and what they have carried into class (bags, etc.). Ask them to think about what these things are made of. Obviously, pupils will not yet know the words in English, but they can give their ideas in Arabic.
- Explain that in this lesson you are going to look at what things are made of. Write the title of the lesson on the board (*It's made of ...*).

A Listen, look and say.

- Ask pupils to look at Pupil's Book page 22. Ask them how many things they can see at the top of the page (eight).
- Play Track 15 a first time to familiarize pupils with all eight items. Then play Track 15 again for pupils to listen and repeat.
- Practise saying all the items together as a class. Make sure pupils differentiate between singular items and plural ones.

Note: In English, *jeans* are plural (see also *shorts, glasses*).

 Track 15

Listen, look and say.

- What's it made of? It's a cotton T-shirt.
- What's it made of? It's a woollen sweater.
- What are they made of? They're leather boots.
- What are they made of? They're denim jeans.
- What are they made of? They're rubber rain boots.

- 6 What's it made of? It's a wooden spoon.
- 7 What's it made of? It's a metal saucepan.
- 8 What's it made of? It's a glass jug.

B Match the photos and the phrases. Say the number.

- Ask pupils to look at the second activity on Pupil's Book page 22. Play Track 15 again and ask pupils to point to each phrase they hear and read along.
- Working individually, ask pupils to match the photos from Activity A and the phrases. Let pupils check in pairs, saying the correct photo number for each phrase. Monitor and support.
- Ask pupils to look at the Remember! box. As a whole class, say the photo numbers for the singular items and then for the plural items from Activity A.

Answers

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

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

Plural nouns: 3, 4, 5

C Ask and answer.

- Working in pairs, pupils practise the conversations at the bottom of the page. Monitor and support. Make sure both pupils in the pair practise using all eight photos from Activity A.

D What is it/are they made of?

- Ask pupils to look at Pupil's Book page 23. Read the rubric together as a class. Ask pupils to read the words under the eight photos quietly to themselves.

- Get pupils to work with a partner and decide what the items are made of. Ask pupils not to write anything in the Activity Book yet.
- Elicit answers. Ask: *What are the knife, fork and spoon made of?* (metal). Continue for all eight items. Alternatively, get some pupils to ask the questions and the class to answer.
- Pupils write the materials for each item under the relevant photo on page 20 of the Activity Book. Monitor to check that pupils are continuing to form their letters correctly and writing clearly.

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

Answers

- 1 metal
- 2 leather
- 3 wool
- 4 cotton
- 5 wood
- 6 rubber
- 7 glass
- 8 denim

E Listen to Dania and Basim talking about what they are wearing. Label the pictures.

- Ask pupils how they talk about clothes on people. Elicit: *He's/She's wearing ...* Let pupils work in pairs and point to Dania and Basim and describe what they are wearing.
- Play Track 16 and get pupils to check their ideas.
- Pupils label the pictures on page 20 of the Activity Book. Remind them to add *a/an* to the labels of singular items.



Track 16

Listen to Dania and Basim talking about what they are wearing. Label the pictures.

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

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

Answers

Dania:

- 1 a cotton T-shirt
- 2 a denim jacket
- 3 a cotton skirt
- 4 leather shoes

Basim:

- 5 a woollen scarf
- 6 a cotton T-shirt
- 7 a leather jacket
- 8 denim jeans
- 9 leather boots

- 5 Denim. The trainers are made of denim, and so is the backpack.
- 6 Wood. The baseball bat is made of wood, and so is the ladder.
- 7 Cotton. The baseball cap is made of cotton, and so are the towels.

Answers

metal: b clock, j key

leather: a sofa, m football

glass: g doors, n table (top)

rubber: e (toy) duck, k gloves

denim: c trainers, l backpack

wood: d bat, h ladder

cotton: i baseball cap, f towels

Activity Book

1 Listen and write the letters and names next to what things are made of.

Note: This is an activity in two parts. First, pupils listen and write the letters of the items in the boxes (e.g., metal: *b, j*). Second, pupils write the names of the items on the lines (e.g., metal: *clock, key*) and then listen again to check.

- Ask pupils to look at Activity Book page 20. Read the rubric as a class or ask for a volunteer.
- Let pupils have time to look at all the photos. Tell them to work with a partner and say the names of all the items they know.
- Play Track 17. Pupils write the letters of the two items that are made of the materials in the left column.

Track 17

Listen and write the letters and names next to what things are made of.

- 1 Metal. The clock is made of metal, and so is the key.
- 2 Leather. The sofa is made of leather, and so is the football.
- 3 Glass. The doors are made of glass, and so is the table top.
- 4 Rubber. The toy duck is made of rubber, and so are the gloves.

2 Choose four words from Exercise 1 and write a description.

- Ask pupils to look at the second activity on page 20. Ask a volunteer pupil to read out the example sentence.
- Pupils work individually to write four sentences using the photos from Exercise 1 and adjectives that they know that work well with the items. Ask a few volunteers to share their sentences with the rest of the class.

3 Colour the things in the room. Use the words in the boxes. Write about your picture.

21st century skills

Information literacy

Making connections between words

Note: The table at the top of Activity Book page 21 will help pupils write their descriptions of the room in Exercise 3. The table starts with a column labelled 'verbs'.

For sentences with *is wearing/holding/sitting*, pupils will need to add a subject to each sentence (e.g., *The boy is holding a black and white leather football.*).

We use *there + be* to express the idea that something exists. We put *there* in the subject position so that the new information can follow. For example: *There is a big brown leather sofa in the room.* A sentence like *A big brown leather sofa is in the room.* is possible



Unit 2 Clothes and materials

but unusual, and it would only be used in special circumstances. It should not be taught to pupils.

- Have two or three items ready to show pupils so that you can demonstrate and elicit some adjectives and how to order them before a noun. For example: *a white plastic cup, a blue shirt, a long brown pencil, a short red pencil, a big black and white ball/a small yellow ball*, etc.
- Elicit adjectives for these items. Ask pupils to look at Activity Book page 21 and at the LOOK box in the middle of the page. Now ask pupils to order the adjectives for the items according to size, colour, material + noun.
- Let pupils practise with items they have on their desks.
- Make sure pupils understand what they have to do for Exercise 3. Read out the rubrics (as a class or individually).

Note: For Exercise 3, pupils will first need to colour the picture. Then they will need to look at the table at the top of the page to describe the items in the room. Ask pupils to continue the paragraph about the room using both tables.

Rounding off

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

Additional/Support

- Ask pupils to draw and colour a picture of their bedrooms. They will need paper to do this. They can then write descriptions of the items in their bedrooms using adjectives for size, colour and material.
- Less confident pupils can work with a partner to write just two or three sentences.

- At the beginning of the next lesson, you can ask pupils to display their pictures and descriptions on the classroom walls. Pupils can walk around to look at and read other pupils' work.

Unit 2 Lesson 2

Aims: Learn the names for shops and departments in a shopping mall. Decide where to go to buy what you want.

Review ordinal numbers.

Language: (shopping) mall, ground/first/second floor, men's fashion, home cooking, café, supermarket, play area, IT & computing, women's fashion, children's fashion, saucepan(s)

Materials: Pupil's Book pages 24–25
Activity Book pages 22–23
Tracks 18–20

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board.

Note: If you want to practise the exact date, you will need to review ordinal numbers. Pupils learnt ordinals from 1st–10th in *English for Iraq 5th Primary*. In this lesson, called *At the mall*, they will use *ground floor, first floor, second floor*.

A Listen and read.

- Ask pupils to open the Pupil's Book on page 24. Look at the top activity and give pupils time to look at what Wisam has written. You could also ask some volunteer pupils to read out a sentence each.
- Play Track 18 and get pupils to listen and read along at the same time.

Unit 2 Clothes and materials

- Ask pupils to look at the plan of the shopping mall at the bottom of the page. Say: *This is a plan of the mall.* Ask: *How many floors are there?* (three).

18 Track 18

Listen and read.

Wisam: It's Saturday, and we are at the mall. I am with my mum and dad, my big sister, Dania, and my little brother, Ammar. There are lots of shops on different floors. We need to decide where to go. We are going to buy some clothes, and I hope we are going to the café for ice cream.

B Label the shops in the mall.

- The illustrations contain lots of clues that will let pupils label the shops. Before they start, read out the labels or ask for volunteers. Introduce the word *fashion* – here it has the same meaning as clothes and, obviously, shops need to sell clothes that are the popular, new styles.
- Ask pupils to work in pairs and label the shops in the mall on page 22 of the Activity Book.
- Draw a sketch of the mall layout on the board – just eight boxes on top of each other as in the illustration.
- Start with the bottom left shop (play area) and elicit the names.

Note: The colour-coordinated words and answer boxes are guides to help pupils with some of the more difficult answers.

Answers

Ground floor, left to right: 7 play area, 6 supermarket

First floor, left to right: 8 men's fashion, 5 IT & computing, 4 children's fashion

Second floor, left to right: 1 café, 2 women's fashion, 3 home cooking

C 19 Listen and check your answers.

- Play Track 19. Pupils check their labels.

19 Track 19

Listen and check your answers.

On the ground floor, there is a play area for children and a supermarket.

On the first floor, there are three shops. On the left is men's fashion; on the right is children's fashion. The IT and computing shop is between men's and children's fashion.

On the second floor, there is a café on the left. Next to the café is women's fashion, and home cooking is next to women's fashion.

D Read. Who is speaking? Say the names: Mum, Dad, Wisam, Dania or Ammar.

- Working individually, ask pupils to read the speech bubbles in Activity D at the top of Pupil's Book page 25. Ask them to think about who might be saying each item.
- Ask pupils to check their answers in pairs before eliciting from the whole class. To do this, you can ask for volunteers to read out the text in each speech bubble – the class can give the name of the character who is speaking.

Answers

- Mum
- Dania
- Wisam
- Dad
- Ammar

Note: There are other possible answers for this activity. For example:

- Mum/Dad/Wisam
- Dania
- Wisam/Dad/Mum
- Dad/Mum/Wisam
- Ammar

E Read the shop names. Where do they need to go? Say the numbers.

21st century skills

Information literacy

Evaluating and understanding information

- Ask pupils to look at the activity at the bottom of Pupil's Book page 25. Allow a few moments for pupils to look at the illustrations.
- Ask pupils to work in pairs and to reread the speech bubbles in the activity above. Pupils take turns to say the floor number of the correct shop. Get pupils to check their answers with another pair. Whole-class check.

Answers

- 1 second floor, home cooking
- 2 first floor, children's fashion
- 3 ground floor, supermarket/second floor, café
- 4 first floor, IT & computing
- 5 ground floor, play area

Activity Book

1 Read the conversation. Number the sentences in order.

- Ask pupils to look at Activity Book page 22. Allow a few moments for pupils to look at the illustrations. Ask: *Who is speaking in the conversation?* (Dania, Wisam, Mum and Dad).
- Pupils work individually to read the conversation and decide on the order of the speech bubbles, numbering the boxes 1–5.
- Ask pupils to take turns to read out the conversation to a partner. The pairs can check to see if they have the same answers.

Answers

- 1 It's eleven o'clock now. Dania and Wisam, you can go to look at children's fashion. Do you know where to go?
- 2 Yes, Mum. Children's fashion is on the first floor.
- 3 Mum and I are going to look at home cooking. We will meet you in the café at 12:30. Is that OK?
- 4 At 12:30. That's OK. But where is home cooking?
- 5 It's on the second floor next to women's fashion.

2 Listen and check your answers.

- Play Track 20. Pupils follow and read to check the order of the speech bubbles.

Track 20

Listen and check your answers.

- Mum: It's eleven o'clock now. Dania and Wisam, you can go to look at children's fashion. Do you know where to go?
- Dania: Yes, Mum. Children's fashion is on the first floor.
- Dad: Mum and I are going to look at home cooking. We will meet you in the café at 12:30. Is that OK?
- Wisam: At 12:30. That's OK. But where is home cooking?
- Mum: It's on the second floor next to women's fashion.

3 Answer the questions.

- Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Remind pupils that they should reread the conversation on page 22 to answer the questions.

Answers

- a children's fashion
- b home cooking
- c no (He's going to children's fashion with Dania.)
- d on the first floor
- e 12:30

4 Look at Class A's survey.

- Ask pupils to look at Exercise 4 on Activity Book page 23. Read the text in the box together as a class.
- Ask two or three CCQs about the table: *How many pupils like going to the play area?* (two) *What are their names?* (Samer, Majd) *Does Amal like going to home cooking?* (Yes, she does.).

5 Ask and answer.

- Ask pupils to look at the speech bubbles at the bottom of the page. Pupils can work in pairs or small groups to ask and answer questions about the survey. You could ask a few volunteer pairs/groups to share the questions they asked about the survey and ask the rest of the class to answer.

Rounding off

- Round-off game (*What floor ...?*). As a quick, fun round-off activity, choose the shops that are in the mall on Pupil's Book page 25 (play area, IT and computing, supermarket, etc.) and ask, for example: *What floor is the play area on?* Pupils should answer from memory. If pupils are correct, the class scores a point; if pupils are wrong, you score a point.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- If you want pupils to practise saying the exact date at the start of each lesson, you can introduce ordinal numbers beyond 10th. The pattern is easy to follow once pupils know that all are regular and formed by adding 'th' to the number except for any number ending in 1, 2 or 3 (21, 22, 23, 31 – only these are needed for dates).
Note: Spellings twelve → twelfth, twenty → twentieth, thirty → thirtieth.
- First, review ordinal numbers 1st, 2nd, 3rd, 4th to 10th (from *English for Iraq 5th Primary*). Write these numbers on the board and ask pupils to say them.
- Write *first 1st, second 2nd, third 3rd, fourth 4th* on the board. Underline the -st, -nd, -rd and so on to tenth 10th.
- Write other numbers on the board and see if pupils can give the ordinal form (15th/fifteenth, 20th/twentieth, 22nd/twenty-second, 24th/twenty-fourth, 30th/thirtieth, 31st/thirty-first).
Note: Continue the practice by getting pupils to say the date at the beginning of each lesson.

Unit 2 Lesson 3

Aims: Read and complete a conversation about shopping. Practise asking for something in a shop.
Use *this/that* and *these/those*.
Write ads (advertisements) for shop windows.

Language: Can I help you?
Yes, please. I'm looking for (a saucepan).
What (phone) would you like?
What (colour) do you want?
What size are you?
This/That/These/Those (skirt/boots) is/are the new fashion.
advert/ad/advertisement for everything, clothes for autumn and winter, everything you need for ..., for all ages, newest fashion
short/shorter, long/longer, pretty/prettier, small/smaller, big/bigger, expensive/more expensive, cheap/cheaper

Materials: Pupil's Book pages 26–27
Activity Book pages 24–25
Tracks 21–22

Teaching note

Start each class by asking pupils what day it is. For example, Wednesday 12th October. Now say *Wednesday the twelfth of October*. Ask pupils to repeat. Explain that we do not write *the* or *of* when we write the full date, but we do say these words.
Note: Only practise today's date here. You can continue to do the same at the beginning of every lesson.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Put pupils into pairs or small groups. Each pair or group needs to have a blank piece of paper.
- Set a short time limit and get each pair/group to write down as many materials as they know.
- Get pairs/groups to swap papers. Elicit the names for the materials. Write each one on the board. Pairs/Groups should be marked half a point for a correct material name with wrong spelling and one point for a correct material name with correct spelling.
- Get pupils to add up the points and see which pairs/groups have scored best.
- Tell pupils this lesson is called *Can I help you?*, and they will learn how to ask for things in a shop in English.

A Read and complete the conversations.

- Ask pupils to look at Pupil's Book page 26. Ask pupils to name the things they can see in the four pictures (saucepan; phone/mobile phone/smartphone; clothes: dress, shirt, jacket and sweater; boots).
- Ask pupils to work in pairs and together read the sentences in the pink boxes at the top of the page. Let pupils decide which sentences belong to each of the conversations in the blue boxes 1–4. Pupils write the answers in the Activity Book.

Answers

- 1 A metal one with a glass lid., It's too big.
- 2 I'd like a foldable phone. How much is this one?, It's too expensive.
- 3 My school uniform is blue., Medium.
- 4 Leather boots, please., Size 37.

B Listen and check your answers.

- Play Track 21. Pupils check their answers.

- Put pupils in pairs. Ask them to choose one or two conversations, then read and practise the conversation(s).

Track 21

Listen and check your answers.

1

Voice 1: Can I help you?

Voice 2: Yes, please. I'm looking for a saucepan.

Voice 1: What sort of saucepan would you like?

Voice 2: A metal one with a glass lid.

Voice 1: How about this one?

Voice 2: It's too big.

2

Voice 1: Can I help you?

Voice 3: Yes, please. I'm looking for a smartphone.

Voice 1: What phone would you like?

Voice 3: I'd like a foldable phone. How much is this one?

Voice 1: About 900,000 IQD.

Voice 3: It's too expensive.

3

Voice 1: Can I help you?

Voice 4: Yes, please. I'm looking for a school uniform.

Voice 1: Here are some uniforms. What colour do you want?

Voice 4: My school uniform is blue.

Voice 1: Look at these. What size are you?

Voice 4: Medium.

4

Voice 1: Can I help you?

Voice 5: Yes, please. I'm looking for some boots.

Voice 1: Do you want rain boots or leather ones?

Voice 5: Leather boots, please.

Voice 1: Look at these. These are very good boots. What size are you?

Voice 5: Size 37.

C Listen and say.

- Ask pupils to look at Pupil's Book page 27. Give them time to look at the pictures.

Unit 2 Clothes and materials

You might like to ask a few comprehension questions about the pictures. For example:
How many people can you see? (two) *Where are they?* (in a shop/in women's fashion) *What is the shop assistant wearing?* (a pink shirt and a blue skirt) *What is the customer wearing?* (a purple dress and a grey headscarf).

- Play Track 22. Stop after each part (speech bubble) for pupils to repeat the conversation in couplets (i.e., *Can I help you? Yes, please. I'm looking for a dress., This is very nice. It's the new fashion. Yes, but this is too expensive.*).
- Put pupils in pairs and allocate roles: shop assistant or customer. If possible, get pupils to look at each other as they repeat the conversation and point to imaginary items: close things when using *this* and things farther away when using *that*.



Track 22

Listen and say.

1

Shop assistant: Can I help you?

Customer: Yes, please. I'm looking for a dress.

Shop assistant: This is very nice. It's the new fashion.

Customer: Yes, but this is too expensive.

Shop assistant: I see. What about that?

Customer: Yes, I like that. It's colourful.

Shop assistant: What size are you?

2

Shop assistant: Anything else?

Customer: Yes, please. I'm looking for some boots.

Shop assistant: These are very nice boots. They're the new fashion.

Customer: Yes, but these are too high.

Shop assistant: I see. What about those?

Customer: Yes, I like those. They're just right.

Shop assistant: What size are you?

D Practise the conversations with a partner. Use these words.

- Ask pupils to look at the words in the pink boxes at the bottom of Pupil's Book page 27.

- Ask pupils to think of adjectives they could use for the nouns in boxes 1 and 2. Write these on the board:

coat/jacket: too big/small/expensive

skirt: too long/short

sweater: too big/small/thick

T-shirt: too big/small

gloves: too big/small

jeans: too big/small/long/short/expensive

rain boots: too big/small/long/short

shoes: too big/small/high/expensive

- Put pupils in pairs to practise some of the conversations again. Pupils can swap roles between the shop assistant and customer.

Note: Get pupils to choose which items of clothing they make their conversations about – they do not need to use all the items of clothing.

Activity Book

1 Look at the ad for a shop in the mall.

21st century skills

Information literacy

Making connections between words

Teaching note

In informal English, the word *advertisement* is often abbreviated to *ad* or *advert*. Here pupils use *ad*, the shortest form.

- Get pupils to look at Exercise 1 on Activity Book page 24. Look at the illustration and elicit what the shop sells (sports equipment). Ask a volunteer to read the ad aloud.

2 Write an ad for each shop. You can use these words.

21st century skills

Communication

Communicating accurately, confidently and fluently

- Ask pupils to read the phrases in Exercise 2. You might like to get volunteers to read out each phrase to the class.
- Set a time limit for pupils to write one or two sentences about the ads. Elicit some examples from pairs or groups. You can write these on the board.

Possible answers:

Clothes for everyone: We have the newest fashions. Clothes for all ages.

Toys: Toys and games. We have lots of toys for everyone.

3 What are Wisam and Hiba saying? Match the letter from the picture.

- Ask pupils to look at Activity Book page 25. Elicit from pupils that Wisam and Hiba are in a shop, and they are trying to decide what to buy. Wisam and Hiba are giving reasons for why items are suitable or unsuitable. Pupils work individually to match the letters from the picture to the phrases.

Answers

- a Those are bigger.
- b (That is prettier.)
- c Those are longer.
- d That is cheaper.
- e These are too small.
- f (This is pretty.)
- g These are too short.
- h This is too expensive.

Rounding off

- Play a quick game. You say the adjectives from Activity Book page 25 (*small, big, pretty, short, long, expensive, cheap*) and pupils respond with the comparative forms (*smaller, bigger, prettier, shorter, longer, more expensive, cheaper*).
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Get pupils to work in groups of four or five. Pupils put their classroom objects on their desks.
- Pupils make simple sentences with *This is .../That is ...* or *These are .../Those are ...* when pointing to either their own or another pupil's classroom objects. For example: *This is a rubber. Those are pencils.*
or for more confident pupils:
This is my pencil case.
That is your Pupil's Book.

Unit 2 Lesson 4

Aims: Learn adjectives to describe materials.

Select suitable adjectives to describe objects.

Practise describing different desks.

Practise recognizing common homophones (*to, two, too*).

Language: hard/soft, plain/colourful, cheap/expensive, thick/thin, light/thick, long/short
desk

to, two, too

Materials: Pupil's Book pages 28–29
Activity Book pages 26–27
Tracks 23–25

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play a game: a matching adjective and noun challenge. Write the adjectives from Activity Book page 25 on the board: *small, big, pretty, short, long, expensive, cheap*. Put pupils in pairs or small groups. Ask them to add a noun to each adjective. The group that completes the task first, with logical matches, is the winner.

Unit 2 Clothes and materials

- Tell pupils this lesson is called *Opposites*, and they will learn new adjectives for describing objects.

A Which ones do you like? Point to one from each pair.

- Ask pupils to open the Pupil's Book on page 28. Let them look at the photo pairs. Ask for volunteers to name the objects (cars, socks, skirts, pens, scarves, sweets).
- In pairs, ask pupils to point to their favourite photo from each pair. You could ask a few volunteers to share which is their favourite photo from each pair, giving reasons if they can.

B These adjectives are opposites. Match them to the photos.

- Now ask pupils to match the opposites to the photos.

Answers

- a hard/soft = photo 6
- b plain/colourful = photo 2
- c cheap/expensive = photo 1
- d thick/thin = photo 4
- e light/thick = photo 5
- f long/short = photo 3

C Listen and say.

- Play Track 23. Get pupils to repeat.
- Ask pupils to say which object(s) from each pair they like. For example:
I like the thin red scarf.
I like the expensive black car and the colourful socks.



Track 23

Listen and say.

- It's a cheap orange car. It's an expensive black car.
- They're plain white socks. They're colourful socks.

- It's a long blue skirt. It's a short red skirt.
- It's a thick pen. It's a thin pen.
- It's a light red scarf. It's a thick blue scarf.
- They're hard sweets. They're soft sweets.

D Look at the four desks. Write four sentences.

- Ask pupils if they have a desk at home – in the sitting room or in the bedroom. Ask for volunteers to tell you what these are made of and whether they are big or small.
- Ask pupils to look at the desks at the top of Pupil's Book page 29. Ask for a quick show of hands to show which desk pupils like best. Ask: *Who likes desk 1 best?*
- Let pupils work by themselves to write four sentences about the four desks on page 26 of the Activity Book.

Possible answers

- (This desk is) colourful, but it's too small for me.
- This desk is metal, and it has drawers.
- This desk is too big, and it's very expensive.
- This desk is plain, but it's just right for me.

E Read your sentences to a partner.

- Pupils read their sentences to a partner using the speech bubbles at the bottom of Pupil's Book page 29 as a guide.
- Ask for volunteers to read out their sentences to the class.

Activity Book

1 Choose an adjective for the photos. Circle the best one.

- Ask pupils to look at Activity Book page 26. Pupils work individually to look at the photos and circle the best adjective for each photo.

Answers

- a (soft)
- b long
- c thick
- d expensive
- e plain
- f light

2 Write a phrase to describe each photo.

- Pupils work individually to write a phrase about each of the photos in Exercise 1, using the adjectives. Tell pupils they can add any other adjectives that are suitable to the sentences, like the example in *a*. Ask for some volunteers to share their sentences.

3 Look and practise.

- Write *to*, *two* and *too* on the board. Elicit how to say these words. Ask: *Do the words sound the same or different?* (the same).
- Ask pupils to look at the LOOK box at the bottom of Activity Book page 27. Play Track 24.
- Ask again: *Do the words sound the same or different?* Ask pupils to tick the Yes or No boxes. Make sure everyone ticks the Yes box.
- Play Track 25. Let pupils work by themselves and complete the sentences. Elicit answers.

 Track 24

Look and practise. Listen to these three words. Do they sound the same?

to two too

 Track 25

Look and practise. Listen and complete the sentences.

- a I'm going to school.
- b I have two friends.
- c This computer is too expensive.

Answers

- a to
- b two
- c too

Rounding off

- Play a quick game. You say a noun from Activity Book page 26 (*ice cream, skirt, book, car, T-shirt, scarf*) and pupils respond with an adjective. For example: *soft/hard, long/short, thick/thin, big/small, cheap/expensive, colourful/plain, light/thick*.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Additional/Support

- Put pupils in pairs or small groups. Each pair or group needs to have a blank piece of paper that they can use.
- Divide the board into three columns marked *to*, *two*, *too*. Divide the class into four teams (or more as necessary) and ask pupils to copy the three columns onto their pieces of paper. Say a sentence, e.g., *Number 1: I have two books*.

Note: You will need to keep a list of the sentences you say so that you can give answers at the end of the activity.

- Pupils tick the correct column (*to*, *two* or *too*). Read out other sentences.
- Give out the answers. The winners are the group with the highest score.

Some possible sentences:

I have two books.

The car is too expensive.

I go to school by bus.

Can I have two sweets, please?

The desk is too big for me.

These shoes are too small.

We went to the mall yesterday.

Unit 2 Lesson 5

Aims: Do a general knowledge activity about materials.

Use *comes from* and *is/are made from*.

Read 'Fun facts' about materials. Write questions with *is/are* and *do/does*.

Language: comes from, is made from, are made from, cotton, paper, cup(s), plate(s), plant, cashmere, goat(s), mixed with, tent(s), key(s)

Materials: Pupil's Book pages 30–31
Activity Book pages 28–29
Tracks 26–27
Optional: realia for Activity B (e.g., milk, keys, paper, a cup)

Teaching note

The use of *made of* and *made from* often reflects the speaker's point of view and how they see the composition of an object. In practice, the choice is often subjective. For example, a bracelet might be made of silver, but it might also be composed of other materials.

Made from

We often use *made from* when we talk about how something is manufactured:

- *Plastic is made from oil.*
- *Paper is made from wood.*

Made of

We often use *made of* when we talk about the basic material or qualities of something:

- *The bracelet is made of silver.*
- *The table is made of wood.*

Comes from

We use *comes from* to talk about the origins of someone or something. It can be used to talk about where something has been gotten from or when something has been made in a particular place:

- *Some of the best cheeses come from France.*

For reference – not covered in *English for Iraq 6th Primary*

Made out of

We usually use *made out of* when we talk about something that has been changed or transformed from one thing into another:

- *This cup is made out of a plastic bottle.*
- *My mother made this pencil case out of old denim jeans.*

Made with

We most often use *made with* to talk about the ingredients of food and drink:

- *This dish is made with meat and vegetables.*
- *My favourite drink is made with oranges and lemons.*

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play a quick word guessing game. Write these incomplete words on the board. The first pupil or team to say the word gets a point.

Words for the game:

gl _ _ s
r _ _ _ er
wo _ d _ _
_ _ tt _ n
m _ _ _ l
w _ _ lle _
_ _ _ im
l _ _ _ h _ _

Answers

glass
rubber
wooden
cotton
metal
woollen
denim
leather



Unit 2 Clothes and materials

- Tell pupils this lesson is called *Materials*, and they will learn about how to talk about different materials.

A Look and think. What are these things or materials?

- Ask pupils to look at the photos at the top of Pupil's Book page 30. Elicit ideas about what they can see.

Note: Pupils can give ideas about the objects for some photos and the materials for other ones.

Possible answers

Top row (left to right): paper, cups and plates, leather, wool

Bottom row (left to right): car tyres or rubber, cotton, oil or bottle of oil

B Look and read.

- Continue this idea using the two photos in the middle of page 30. Read the two sentences together as a class.
- If possible, use realia (see Optional in the Aims box) to demonstrate the idea that some things *come from* and some things are *made from*. Milk is a good way to demonstrate this – pupils can say where it comes from; items of clothing show what things are made from.

Note: This idea is easier if you ask pupils to think about what is natural and what we make.

C Work with a partner. Read and say. Make sentences using the phrases.

- Pupils work in pairs to make sentences using the phrases. Ask for volunteers to read out their sentences. Whole-class check.

Note: Pupils will not know the word *cashmere*, but it is very similar in Arabic. Say the word for them and explain that it is a very soft wool made from a certain type of goat hair.

Answers

- (Cotton comes from a plant.)
- Tyres are made from rubber.
- Paper is made from wood.
- Cups and plates are made from clay.
- Wool comes from cashmere goats.

D Listen and read. Can you guess if the sentences are true or false? Tick True or False.

- Get pupils to read sentences 1–6 quietly to themselves and decide on what they think.
- Play Track 26.

Note: Do not give answers at this point.

Track 26

Listen and read. Can you guess if the sentences are true or false? Tick True or False.

- The word cotton comes from the Arabic word *kutun*.
- Paper is usually made from metal.
- All furniture is made of wood.
- Wool comes from sheep, goats and even rabbits.
- Rubber comes from a tree.
- Most leather comes from cows.

Answers

- T
- F
- F
- T
- T
- T

E Read and check your answers.

- Ask pupils to read the 'Fun facts' at the bottom of Pupil's Book page 31 to check their answers.
- Give pupils time to make any changes they want to their true/false ideas from the first activity.
- Elicit answers (see above).

Activity Book

1 Underline the verbs in the sentences.

Change the sentences into questions.

- Ask pupils to look at the Remember! box at the top of Activity Book page 28. Read it together as a class.
- Get pupils to read sentences a–f and underline the verbs. Elicit the verbs.
- Pupils work individually to write the questions for each sentence. Tell them to look at the verbs they have underlined and at the Remember! box if they are unsure.

Note: There are several ways to write these questions. A couple of examples have been provided in the answers, but please note that Track 27 will only give one answer.

Answers

- (comes), (Does the word) cotton come from the Arabic word *kutun*?/Where does the word cotton come from?
- made, What is paper usually made from?/Is paper usually made from metal?
- made, Is all furniture made of wood?/What is furniture made of?
- comes, Where does wool come from?/Does wool come from sheep, goats and even rabbits?
- comes, Does rubber come from a tree/trees?/Where does rubber come from?
- comes, Does most leather come from cows?/Where does most leather come from?

2 Work with a partner. Ask and answer.

- Put pupils into pairs to check the questions they have written and their answers to the questions using the speech bubbles at the top of the page. Monitor and support as necessary.

3 Listen and check your answers.

- Play Track 27 to check answers.

 Track 27

Listen and check your answers.

- Does the word cotton come from the Arabic word *kutun*?
- Is paper usually made from metal?
- Is all furniture made of wood?

4 Does wool come from sheep, goats and even rabbits?

5 Does rubber come from a tree?

6 Does most leather come from cows?

4 Write four sentences using these words.

- Pupils work individually to write sentences using the words.

Note: Pupils should be practising *comes from/made from*, so there should not be too much variation in the answers. Whole-class check.

Answers

- Wool comes from sheep.
- Oil comes from the ground.
- Shoes are made from leather.
- T-shirts are made from cotton.

5 Complete the sentences with the words from the box.

- Pupils work individually to read and complete the sentences using the words in the box. Whole-class check.

Answers

- Most, some
- Most, some
- always
- usually, some
- usually, sometimes

Rounding off

- Ask for volunteers to read out their sentences from page 30 of the Pupil's Book, Activity C (now with the addition of quantifiers (*some, most*) or adverbs of frequency (*always, often, sometimes*) to make the sentences more accurate).

Note: Pupils know the words *some, most, always*, etc. They do not need to know the grammatical terms.

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

Additional/Support

You can help your pupils with reading depending on their level. For slower readers, allocate only part of the 'Fun facts' text on page 31 of the Pupil's Book. For confident pupils, put them with a pupil who finds reading harder and let them read out the text on page 31 for the other pupil to follow.

Unit 2 Lesson 6

Aims: Read a blog about a doctor working in a busy hospital. Review present simple for routine. Review present continuous for actions we are doing now. Use *and/but* – adding information/showing contrast.

Language: blog, surgeon, uniform, cotton coat, headscarf, patient(s), operation(s), ward(s), check on

Materials: Pupil's Book pages 32–33
Activity Book pages 30–31
Track 28

Notes on materials

- Pupils may ask you for other words like *nylon, synthetics, man-made materials*. They can use these in their sentences in Unit 2, but they do not need to learn them.
- Oil is a very general word and refers to many different substances. Some oil comes from the ground as crude oil and is refined to give petroleum in an oil refinery, like in the photo on Pupil's Book page 10. It is used to make many other man-made products. Cooking oil, like in the photo on Pupil's Book page 75, comes from plants of many sorts.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Ask: *Are T-shirts always made from cotton? Are shoes always made from leather?*
Note: It is good to have some real samples for pupils to look at. Explain that we add other words (e.g., *most, some, always, often, usually*) to make the sentence clearer or more accurate.
- Tell pupils that in this lesson they will read a magazine article called *A doctor's blog*.

A Listen and read.**21st century skills**

Information literacy

Evaluating and understanding information

- Ask pupils to look at Pupil's Book pages 32 and 33. Tell pupils that this is the second magazine article in *English for Iraq 6th Primary*. Let them look at the photos. Ask for volunteers to describe what they can see.
- Look at the rubric and ask pupils to read as they listen.
- Play Track 28.

** Track 28****Listen and read.**

Narrator: Working in a busy hospital

Wisam: Many people we know have been to a hospital or to see a doctor. But do you sometimes think about what it is like to work in a hospital? This is a doctor's story.

Tell us about what you do every day.

Doctor: I'm a doctor. I am a heart doctor (or surgeon). From Sunday to Thursday, I work in a hospital. I wear a uniform – it is a white cotton coat and a thin white or blue headscarf. I look after my patients, and I try to make them better. I get up very early because I usually do operations in the mornings. In the afternoons, I visit the wards and check on my patients.

Unit 2 Clothes and materials

Wisam: Is your job difficult?

Doctor: I work with a small team of other doctors and nurses. We are usually very busy. I often work for many hours. Some operations take a long time, perhaps five or six hours. It is a difficult job, but I love it.

Wisam: What are you doing now?

Doctor: Today is Saturday, and it's my weekend. I'm not working in the hospital. I'm spending time with my family. We are shopping in the mall. Today, we are looking for winter clothes. My son is buying a warm denim jacket. My daughter is buying a thick sweater. I'm buying comfortable shoes for work. But we're not shopping now. What are we doing?

Wisam: What do you do at the weekends?

Doctor: I spend time at home. I do washing and cleaning. I play with my children, and I see my friends. I cook, and I clean the house. Sometimes, I play tennis. When I feel tired, I read or watch TV.

- Ask pupils to work by themselves and write other sentences using the present simple and the present continuous on Activity Book page 30. Get them to check their answers in pairs. Ask for volunteers to read out examples.

Examples of verbs in the blog:

Present simple	Present continuous
I am	I'm not working
I wear	I'm spending
I look after	We are shopping
I get up	we are looking for
I do	My son is buying
I visit	My daughter is buying
I work	I'm buying
We are	we're not shopping now
operations take	What are we doing?
I spend time	
I do washing/cleaning	
I play with	
I see	
I cook/clean	
I feel tired	
I read/watch TV	

B Read the doctor's story again. Write sentences.

- The activity at the bottom of Pupil's Book page 33 looks at the difference between states and routine actions/habits (present simple) and actions that we are in the process of doing now (present continuous).
- Let pupils read the doctor's blog again. As they read, ask them to pay attention to the verbs they see. Elicit verbs for what the doctor does most days. Elicit verbs for what she is doing now.
- Ask pupils to read the example sentences in the activity at the bottom of page 33.
- Say the following sentences and get pupils to tell you if these are correct or not.
Say: *She looks after her patients.* (correct)
She is getting up very early. (incorrect)
Today, she shops in the mall. (incorrect)
Today, she is buying shoes for work. (correct).

Activity Book

- Look at 'My magazine' on pages 32 and 33 of the Pupil's Book.

Teaching note

Contrast is a difference between two or more people or things. We use the word *but* to introduce a word or phrase that contrasts with what was said before. The word *and* is used to link two or more words or phrases and add information without contrast.

- Ask pupils to look at Activity Book page 30. Exercise 1 is a quick one – let pupils count how many *ands* and *buts* there are in the ‘My magazine’ blog on Pupil’s Book pages 32 and 33 (and = 8, but = 3).
- 2 Look at the diagrams below. Which shows ‘the same’? Which shows ‘something different’?**
- Ask pupils to look at Exercise 2. Ask them to read the two sentences in the diagrams. Elicit which shows something the same and which shows something different.

AnswersShows the same = diagram aShows something different = diagram b

- 3 Read the sentences and write *and* or *but*.**
- Read the LOOK box on Activity Book page 31 to the class.
- Give pupils some examples and let them decide whether to use *and* or *but*.
Example sentences:
I like apples ___ bananas. (and)
I like oranges, ___ I don’t like apples. (but)
My mother is a teacher, ___ my father is an engineer. (and or but, both are possible here)
My aunt is a doctor, ___ my uncle doesn’t work. (but)
- Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).

Answers

- a but
- b and
- c but
- d and
- e but
- f but
- g but
- h and

Rounding off

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

Additional/Support

- Play an *I like X and I like Y ...* game. Give a topic, for example, food and drink. Start with *I like apples* – the next person follows with *I like apples and cake*. The next person follows with *I like apples and cake and lemonade*, and so on until pupils have used all the food/drink words they know.
- Give another topic, for example, sports and hobbies. Start with *I like swimming* – *I like swimming and playing football*, and so on. Give another topic, for example, school subjects. Start with *I like Maths* – *I like Maths and Art*, and so on.

Unit 2 Lesson 7**Aims:** Review Unit 2.**Language:** From Unit 2.**Materials:** Pupil’s Book pages 34–35
Activity Book pages 32–33
Track 29**Warm up**

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Ask pupils to hold up their school bags or backpacks and to think about one word they can use to describe them. These can be words for colour, size, materials or quality.
- Continue to do this with some other items in the classroom, for example, stationery

Unit 2 Clothes and materials

and furniture. Continue until all pupils have described at least one thing.

- Tell pupils this is the *Check my understanding* lesson for the unit, and they will recap what they have learnt so far in Unit 2.

A Read 'Working in a busy hospital' again and tick Yes or No.

- Ask pupils to work individually and complete the first activity on Pupil's Book page 34 by ticking the correct box in the Activity Book. Tell them that they should not look back at Pupil's Book pages 32 and 33 at this stage.
- Ask pupils to compare their answers in pairs. If necessary, pupils can look back at pages 32 and 33 to confirm their answers.

Answers

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

B Choose the correct tense of the verb.

- Ask pupils to look at the second activity on Pupil's Book page 34. Ask pupils to do the activity by themselves in the Activity Book and then to check with a partner.

Note: If pupils are not sure, encourage them to think about whether the action in each sentence is something that the doctor does regularly as a routine or whether it is something that she/her family is in the process of doing now. If pupils are still not sure, they should look back at the doctor's blog on pages 32 and 33.

- Check the answers as a class.

Answers

- 1 work
- 2 get up
- 3 am shopping
- 4 work
- 5 is buying
- 6 cook, clean
- 7 are we doing
- 8 read, watch

C Look and find. Which material is NOT in the wordsearch?

- Ask pupils to individually complete the wordsearch on Pupil's Book page 35. Whole-class check.

Answers

p	l	a	s	t	i	c
m	e	t	a	l	w	d
e	a	t	e	m	o	c
l	t	a	w	o	o	l
s	h	i	c	e	w	a
t	e	l	a	p	d	y
i	r	u	b	b	e	r
c	w	p	a	p	e	r

'wood' is not in the wordsearch

D Say sentences with your partner.

- Ask pupils to work in pairs to look at photos 1–12 and make sentences. Ask a few pairs to share their sentences with the class.

Answers

- 1 A bottle is made of plastic.
- 2 A T-shirt is made of cotton.
- 3 A paper bag is made of paper.
- 4 A table is made of wood.
- 5 A woollen hat is made of wool.
- 6 A balloon is made of plastic.
- 7 A belt is made from leather.

- 8 (A tyre is made from rubber.)
 9 A cup is made from clay.
 10 A saucepan is made of metal.
 11 A key is made of metal.
 12 A pot is made from clay.

Activity Book

1 Listen and read.

- Tell pupils they are going to read and listen to information about one of the world's most important materials, paper.
- To start the exercise, elicit some ideas from pupils about why paper is so important and useful.
- Ask pupils to share anything they know about paper and how it is made. Let pupils read the text on Activity Book pages 32 and 33 quietly to themselves first. Then play Track 29.

Track 29

Listen and read.

The history of paper

The Ancient Egyptians made the first type of paper from papyrus plants.

Paper is everywhere

We use paper for so many things that we can't think of a world without it.

We use boxes, paper towels, paper bags and many more paper things every day. In the classroom, we write on paper. Paper is everywhere!

What is paper made from?

Most paper is made from wood, but it can also be made from cotton, grass, straw, sugar cane or even from beets.

Looking after trees

It is important that we conserve trees by recycling paper. Many of the paper products we use today are made with a large percentage (%) of recycled paper.

2 Read the sentences and write *T* for true or *F* for false.

- Pupils work individually to complete Exercise 2, using the text from Exercise 1 to help them decide if the sentences are *true* or *false*. Whole-class check.

Answers

- a F
 b F
 c T
 d T

3 Write the names under the pictures.

- Pupils work individually to match the names in the boxes to the pictures. Whole-class check.

Answers

(from left to right)

- a paper bag
 a paper plane
 a newspaper
 a paper towel

4 Look, say, cover, write, check.

- Ask pupils to look at the high-frequency words at the bottom of page 33. Give them the following instructions:
- In *English for Iraq 6th Primary*, pupils continue to look at the spelling of common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for the unit are *only*, *enough*, *many*, *usually*. Lesson 1 of Unit 3 has a spelling test of these four words.
 - Read and say the first word.
 - Cover the word (with their hand or a book).
 - Write the word in column 1.
 - Check their spelling with the original word.
- Tell pupils to repeat the process until all three columns are completed. Get pupils to follow the same procedure for the remaining words.

Rounding off

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

Unit 2 Lesson 8

Aims: Read a story about toys.
Review language from Unit 2 in a crossword.
Choose new words to learn.
Practise *to/too/two*, *and/but* and *this/that/these/those*.

Language: birthday present, mall, town, toy shop, action figure, lorry, puzzle, robot, shark, bath computer, balloon(s)

Materials: Pupil's Book pages 36–37
Activity Book pages 34–35
Track 30

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Call out the names of materials they know and get pupils to name something that comes from or is made of the material. For example: *cups, keys, desk, sweater, skirt, scarf, ball, rain boots, jeans, paper, jug, knife, book, ruler*, etc.

A Listen, look and read.

- Tell pupils that in this *Let's read!* lesson, they will listen to and read a story. Ask pupils to look at the pictures on Pupil's Book pages 36 and 37. Get pupils to say what they think the story might be about.
- Play Track 30 and tell pupils to listen and track the story with their finger. Explain to pupils that they might not understand everything or know all the words, but they should just try to understand as much as they can and get the main idea of the story. Play the track the whole way through without pausing the first time. Play the track again a second time, this time pausing after every couple of sentences for pupils to look at the pictures.
- Ask some confident pupils to read the story aloud to the rest of the class.

 Track 30**Listen, look and read.**

Narrator: A toy for Ammar

1

Narrator: Wisam needed to buy a birthday present for his brother Ammar. There was a toy shop at the mall. Wisam went to town on the bus.

2

Narrator: There was every kind of toy in the toy shop. There were large toys, small toys, metal toys, plastic toys, wooden toys and more!

3

Mr Waleed: Good morning. Can I help you?

Wisam: Yes, please. I'm looking for an exciting present for my little brother.

4

Narrator: Mr Waleed smiled and looked around. He showed Wisam a toy action figure.

Wisam: Hmm. It is exciting, but it is too ugly. I think I need something more beautiful.

5

Narrator: Mr Waleed showed Wisam a toy lorry. It was made of metal, and it was big.

Wisam: It is beautiful, but it is too heavy. I think I need something lighter.

6

Narrator: Mr Waleed smiled and looked around. He showed Wisam a toy puzzle. It was made of wood, and it was light.

Wisam: It is light, but it is too difficult. I need something easier to play with.

7

Narrator: Mr Waleed smiled and looked around the shop. He showed Wisam a toy robot. It was made of plastic, and it was easy to play with.

Wisam: This is too hard. I think I need something softer!

8

Narrator: After a few seconds, Mr Waleed showed Wisam a toy shark. The shark was made of rubber, and it was soft.

Wisam: I think it is perfect! Ammar will enjoy playing with this in the bath!

9

Mr Waleed: I'm very happy you found the perfect toy for your brother!

10

Narrator: Mr Waleed wrapped the shark in some colourful paper. Wisam paid for the toy and left the toy shop. He was excited to give the toy to Ammar!

Wisam: Thank you!

Values

This story is a good opportunity to remind pupils of the value of politeness and good manners. For example, you could discuss the following:

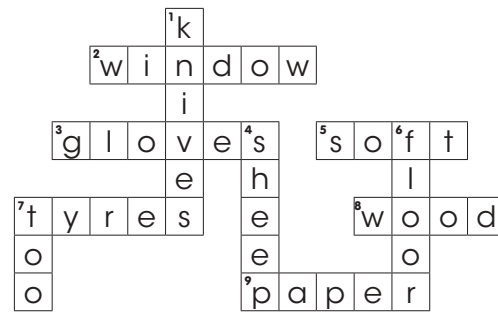
- greeting people
- smiling
- saying please and thank you
- disagreeing politely
- being patient with people

Activity Book

1 Complete the crossword puzzle.

- Explain to pupils that in the *English for Iraq 6th Primary* Activity Book in Lesson 8, there usually is an 'I can ...' exercise that reviews some of the learning points of the unit.
- For Exercise 1, put pupils in pairs or small groups. Make this a competition. The first pair(s)/group(s) to finish with the correct answers are the winners. Alternatively, you can ask for the answers, and pairs/groups can award themselves a point for each correct answer. The pairs/groups with the most points are the winners.

Answers



2 What are the new words you know? Write them here and remember them.

- Elicit from pupils what they have to do. Pupils work individually to write up to six new words they have learnt in Unit 2. Monitor and support. Remind pupils to check their spelling is correct. They can look back through the Pupil's and Activity Books to remind themselves of the new words.

3 Read and circle the correct word in each sentence.

- Pupils work individually to read the sentences and circle the correct words. Whole-class check. Ask for some volunteers to read out the completed sentences once you have completed them as a class.

Answers

- a two
- b to
- c too
- d and
- e but
- f but
- g and
- h this
- i This
- j These
- k those

Rounding off

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson and Unit 2 they enjoyed the most and the least.
- Round off the lesson in the usual way.

Objectives

Listening

- Listen to learn vocabulary for feeling unwell.
- Listen to advice.
- Listen to check advice.
- Listen to learn how to log in/on to the internet.
- Listen to learn verbs and nouns for using the internet.
- Listen to check instructions for using the internet.
- Listen to a magazine article called 'Six ways to stay safe online'.
- Listen to a conversation about finding information on the internet.
- Listen to a rhyme.

Speaking

- Talk about how you feel.
- Give advice (*you should/you shouldn't/you must/you mustn't*).
- Learn how to give advice for common health problems.
- Have a conversation with someone who is unwell.
- Practise verbs and nouns for using the internet.
- Practise conversations about going online.
- Discuss what advice to put on a project poster about healthy habits for children.

Reading

- Review parts of the body.
- Read advice about illnesses.
- Read about someone who is unwell.
- Read and select a suitable verb for giving advice in particular situations.
- Read an email from a friend and give advice.
- Read and practise using vocabulary for computers and the internet.
- Read the Unit 3 'My magazine' feature: Stay safe online.
- Read about having fun online and learning English.
- Review and check understanding of the 'Six ways to stay safe online' article.
- Read a project about healthy habits for children.

Writing

- Write and learn vocabulary for feeling unwell.
- Learn spellings with silent letters and irregular plurals.
- Write sentences about giving advice.
- Write an email to a friend following a model.
- Write a team project about healthy habits.
- Learn to spell four high-frequency words (*knee, thumb, stomach, cough*).
- Select new words for 'My new words' from Unit 3 to remember and to spell.

Word list

Lesson 1

What's the matter?

a broken arm, a cough,

a headache, a temperature,

a toothache, a stomach ache,

a sore throat, feel sick,

a cold, a rash

arm, back, ear, eye, foot/feet,

hand, head, knee, leg,

mouth, nose, shoulder,

stomach, thumb, tooth/teeth,

toe

He has/She has (a cold).

Lesson 2

You don't look well.

You should take some medicine/

drink something hot/go to

bed/wear warm clothes/take

a tablet/eat lots of fruit/go to

a doctor.

(Drink this and) you will feel

better (in the morning).

ginger root

Lesson 3

cut, plaster, bandage, dentist,

(my leg) is broken, sauce-

pan(s)

volleyball, backpack, dizzy,

towel

myself, yourself, himself/herself/

itself, ourselves, yourselves,

themselves

rhyme, selfie, mirror

Lesson 4

access, go online, search, key in,

press, come up, navigate,

scroll up, scroll down, click

on, the internet, computer,

smartphone, tablet, website,

the web (www), address,

login, enter, keyboard,

webpage, screen, mouse,

touchscreen

email, subject, Best wishes +

name

Lesson 5

a website, an address, click on,

key in, online, scroll, search,

the mouse

Lesson 6

stay safe (online), password(s),

question mark, plus sym-

bol(s), equals, percentage,

hash

Lesson 7

From Unit 3

Lesson 8

charge up

wash your hands, brush your

teeth, wash your hair and

body

Unit 3 Lesson 1

Aims: Learn vocabulary for feeling unwell.
Talk about how you feel.
Review parts of the body and learn new words.
Learn spellings with silent letters and irregular plurals.

Language: What's the matter?
a broken arm, a cough,
a headache, a temperature,
a toothache, a stomach ache,
a sore throat, feel sick, a cold,
a rash
arm, back, ear, eye, foot/feet,
hand, head, knee, leg, mouth,
nose, shoulder, stomach, thumb,
tooth/teeth, toe
He has/She has (a cold).

Materials: Pupil's Book pages 38–39
Activity Book pages 36–37
Tracks 31–35

Spelling test

- Ask pupils to look at the spelling test grid, which is at the back of the Activity Book. Explain that you will say the four words they have been practising, and they should write down each word you say in the box for Unit 2.
- Check that pupils are ready to write. Say the first word here (*only*). Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*enough, many, usually*).
- You may want to collect the Activity Books and mark the spelling test grids yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap spelling test grids and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.

- Play a quick spelling game to start the class. Tell the class you will write lines on the board for the number of spaces in a word from Unit 2, for example, *woollen* (draw seven empty lines on the board). Pupils call out letters; if they call out a correct letter, write it on the space. If they call out an incorrect letter, write the letter on the board. Continue until either the pupils have guessed the word correctly (they win) or until you have completed the word. Play with a few words from Unit 2.

A Listen, look and say.

- Tell pupils you are going to start a new unit. Lesson 1 of Unit 3 is called *How are you today?* Ask pupils to open the Pupil's Book on page 38. Ask: *Where are they?* (at school) *Who can you see in the picture?* (Dania, Wisam, Hiba, Basim).
- Play Track 31.

 Track 31

Listen, look and say.

Hiba: Hi, Wisam. How are you today?
Wisam: Hi. I'm fine, thanks. What about you?
Hiba: I'm very well, thanks.
Dania: Hello, Basim. How are you?
Basim: I don't feel well. I'm going home now.
Dania: I'm sorry. What's the matter?
Basim: I feel hot, and I have a headache.

B Listen again and practise.

- Ask: *How is Wisam?* Elicit: *He's fine.* Ask: *How is Basim?* Elicit: *He doesn't feel well./He has a headache.*
Note: At this point, pupils may not be able to pronounce headache as they have not met this word before.
- Play Track 31 again. Put pupils in pairs to practise both conversations. Tell them to use their own names. Monitor and support as necessary.

C Look, listen and say.

- Ask pupils to look at Pupil's Book page 39. Ask: *How many pictures can you see?* (ten).
- Play Track 32 a first time to familiarize pupils with the ten health problems. Ask pupils to point to each one as they listen.
- Play Track 32 again for pupils to listen and repeat.
- Practise saying all the words together as a class.
- Put pupils in pairs. One pupil points to a picture, and the other says the problem. Pupils swap. Repeat until they have covered all the words.

Track 32 Look, listen and say.

- 1 a broken arm
- 2 a cough
- 3 a headache
- 4 a temperature
- 5 a toothache
- 6 a stomach ache
- 7 a sore throat
- 8 feel sick
- 9 a cold
- 10 a rash

ear
head
eye
nose
teeth
hand
arm
(back)
knee
foot

Teaching note

- 1 The pronunciation of (ch) in *ache* (*stomach, stomach ache, headache, toothache, earache*) is (k) as in *cake*, not (ch) as in *cheese*. Pupils will practise these words further in Lesson 2.
- 2 *Back* here is a noun with the general meaning of being opposite to the front of something. For the human body, the back is opposite the chest and between the neck and the top of the legs. Pupils should not confuse this word with the adverb *back* (e.g., *Can you give me my pencil back? Sit back in your chair. Brush your hair back. Look back.*). The meaning here is away from the front or centre, or behind.

Activity Book

1 Read and label the picture.

- Ask pupils to open the Activity Book on page 36 and look at Exercise 1. This exercise gets pupils to review parts of the body that they have learnt before. Pupils have learnt all these words in earlier grades with the exception of *stomach* and *back*.
- Ask pupils to work by themselves to label the picture and then check their answers with a partner.

Answers

(clockwise from bottom left to bottom right)
toe
leg
(stomach)
(thumb)
shoulder
mouth

2 Listen and say all the words in the picture from the top clockwise.

- Read the rubric for Exercise 2. Play Track 33. Before pupils check that they have the correct labels on the picture of the boy, get them to stand up. As they listen and say the words, they should touch that part of the body.
- Pupils can continue this TPR exercise in pairs or small groups. One pupil says a number of words, and the other touches that part of the body. Pupils swap roles.

Track 33 Listen and say all the words in the picture from the top clockwise.

head, eye, nose, teeth, hand, arm, back, knee, foot, toe, leg, stomach, thumb, shoulder, mouth, ear

3 Listen to how we say and spell these words.

- Ask pupils to look at Exercise 3 on Activity Book page 36. Play Track 34 and get them to repeat the words.
- See if pupils notice anything about these words. Write *knee* on the board and ask pupils to say it. Some may pronounce the *k*. If so, play the word again using Track 34 and get pupils to look at the 'silent' symbol and read 'silent *k*' under the word. Repeat for *thumb*.
- Write *tooth* on the board, point to a tooth in your mouth and draw a picture of a tooth next to the word. Then draw two teeth on the board. Say *one tooth, two ...* Elicit or provide the word *teeth*. Get pupils to look at 'irregular plural' under the words. Repeat for *foot/feet*.

Track 34 Listen to how we say and spell these words.

knee
thumb
tooth/teeth
foot/feet

4 Write sentences. Use *He has .../She has ...*

- Ask pupils to individually complete c–j using either *He has* or *She has* and one of the phrases from the box.

Answers

- a (He has a cold.)
- b (She has a toothache.)
- c He has a headache.
- d He has a stomach ache.
- e He has a temperature.
- f She has a rash.
- g He has a cough.
- h She has an earache.
- i She has a sore throat.
- j He has a broken arm.

5 Listen and check your answers.

- Play Track 35 for pupils to check their answers.

Track 35

Listen and check your answers.

- a He has a cold.
- b She has a toothache.
- c He has a headache.
- d He has a stomach ache.
- e He has a temperature.
- f She has a rash.
- g He has a cough.
- h She has an earache.
- i She has a sore throat.
- j He has a broken arm.

Rounding off

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

Additional/Support

- This is a quick, fun activity to end the lesson. Play the game [*Mahmoud*] says *touch your ...*
- Explain the rules. You (or volunteer pupils) say: [*Mahmoud*] says *touch your arm/head/leg, etc.*, and pupils do the action.
- Sometimes say only *Touch your arm/head/leg, etc.*
- If pupils do the action, they are out and should sit down.

Unit 3 Lesson 2

Aims: Practise giving advice (*you should*).
Learn how to give advice for common health problems.
Practise a conversation with someone who is unwell.
Read advice about coughs and colds.

Language: You don't look well.
You should take some medicine/
drink something hot/go to bed/
wear warm clothes/take a tablet/
eat lots of fruit/go to a doctor.
(Drink this and) you will feel better (in the morning).
ginger root

Materials: Pupil's Book pages 40–41
Activity Book pages 38–39
Tracks 36–37

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play a mime game about common health problems. Explain that you will ask *How are you?* + a health problem (e.g., *headache*). Pupils should mime that problem. For example, they can put their hands to their head to mime a headache. For a rash, they can use a finger to make dots on the faces. You might like to let volunteers take the role of a teacher.

A Listen and read.

- Ask pupils to open the Pupil's Book on page 40 to Lesson 2, which is called *You should ...*. Look at the top activity and give pupils time to look at the picture and read the text in the speech bubbles.
- Ask: *What does Dania say?* Elicit: *She says he should go home./She says he should tell his mum and dad.*

- If pupils are unsure how to answer your question, write the following on the board and elicit what words complete the sentences:
She says ____ home.
She says ____ his mum and dad.
- Play Track 36.

Track 36

Listen and read.

Dania: You don't look well. You should go home and tell your mum or dad.
Basim: Yes, I will. Thanks.

B Look at the pictures and match them to the phrases. Say the numbers.

- Note:** *Medicine* is a general word for a substance, especially a liquid, that you take to make you better when you are not well. A *tablet* is a small round solid piece of medicine. It is also called a *pill*.
- Ask pupils to look at the seven pictures – give them time in pairs to discuss what they can see in each picture. Pupils will not have all the vocabulary they need, but they should be able to say something about most of the pictures.
- Elicit ideas. For picture 1, introduce the word *medicine*. For picture 5, introduce the word *tablet*.
- Ask pupils to match the pictures to the phrases below. Elicit answers.

Answers

- take some medicine
- drink something hot
- go to bed
- wear warm clothes
- take a tablet
- eat lots of fruit
- go to a doctor

C What do you think Basim should do? Write your ideas.

- Put pupils in pairs and let them think about what Basim should do. There is no right or

wrong answer here, but make sure pupils are writing sentences with *should* + base form of the verb on Activity Book page 38.

Example answers:

He should go to bed.

He should take a tablet.

- Ask for volunteers to read out their sentences.

D Listen to what Basim's mum says. Say the numbers of the correct photos.

- Ask pupils to look at Pupil's Book page 41. This is a listening comprehension activity. Explain that pupils have to listen and say the photo number which matches the advice Basim's mother gives.
- Before they listen, get them to look at the photos which represent her possible advice.
- Medicines should usually be given via a doctor's prescription, but in some cases some over-the-counter medicines can be given by an adult, e.g., paracetamol for a headache, etc.
- On first play, just ask pupils to listen. Play Track 37.
- Play Track 37 again. Ask for volunteers to give the answers of the correct photos.

Track 37

Listen to what Basim's mum says. Say the numbers of the correct photos.

Mum: What's the matter, Basim? You don't look well.

Basim: Mum, I feel hot, and I have a headache.

Mum: I think you have a cold and a temperature.

Basim: What's a temperature?

Mum: It's when your body is too hot.

Basim: Yes, my body is hot. Can I go to bed?

Mum: Yes, you should go to bed, and you should take a tablet.

Basim: What's the tablet for?

Mum: It's a tablet for your headache, and I'll bring you some water.

Basim: Will I feel better soon?

Mum: Yes, I'm sure you'll feel better in the morning.

Basim: OK. Thanks, Mum. I hope so!

Answers

Correct photos: 1 tablet, 4 bed

E Read the conversation. Practise it with a partner.

- Pupils practise the conversation in pairs. Get them to take turns so they both take the roles of Mum and Basim. Ask for some volunteer pairs to read a few sentences each of the conversation aloud to the rest of the class.

Activity Book

1 Read and match the sentences.

- Ask pupils to open the Activity Book on page 38 and look at Exercise 1. Pupils read and match. Tell pupils there are a couple of items that have multiple options. Ask for volunteers to read out their sentences.

Answers

- You should go to bed./a You should go to a doctor.
- You should wear warm clothes.
- You should drink something hot.
- You should go to bed./d You should go to a doctor.
- You should take a tablet.
- You should eat lots of fruit.

2 Ask and answer.

- Ask pupils to follow Exercise 2 in pairs and ask and answer.
- Follow this up by putting pupils in pairs and letting them practise the full conversation on Pupil's Book page 41. They can give different advice if they want. Let pupils swap roles. Monitor and support as necessary.

3 Complete these words.

- Get pupils to complete the spellings without looking back at the Pupil's Book.
- Elicit the spellings and write them on the board. Make sure you underline (or use a different colour) to highlight the digraphs (-ch, -th, -gh, -sh). If necessary, pupils can look back at Lesson 1 in the Activity Book.

Answers

- a headache d cough
b stomach e rash
c throat f tooth

4 Complete the table with the words from Exercise 3.

- Ask a volunteer to read out the rubric. Ask for a few volunteers to read out the heading of each column from the table and try to pronounce the phonic.
- Tell pupils they need to categorize each of the words from Exercise 3 into the correct column of the table. Monitor and support as necessary. Whole-class check.

Note: Some pupils may find it hard to connect the words with the sounds at this stage. Ask for volunteers to read out the table headings plus the words in the tables when you have completed it as a class.

Answers

<i>ch</i> (hard /k/ sound, as in <i>cake</i>)	<i>th</i> (as in <i>three</i> /3)	<i>gh</i> (/f/ sound, as in <i>fun</i>)	<i>sh</i> makes the same sound (as in <i>shoe</i>)
headache stomach	throat tooth	cough	rash

5 Read and complete the advice for coughs and colds.

- Make sure pupils understand what they have to do. Read out the rubric (as a class or individually).
- Put pupils in pairs or small groups to complete the advice. Check how pupils have completed the gaps. You can read out the text if you choose, stopping at each gap.
- Get volunteers to read out what they wrote for questions *a* and *b* at the bottom of page 39.

Answers

- 1 old
2 tea
3 onions
4 throat
5 lemon
6 people
7 drink
8 bed

Possible answers

- a (I think the best medicine is) from China/ Japan/Spain/Russia.
b In my family, we drink honey and lemon when we have a cold./When we have a cold in my family, we drink honey and lemon.

Rounding off

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

Additional/Support

- Get pupils to draw a game card with nine squares. Ask them to write seven of the health problems from those on page 39 of the Pupil's Book, one in each square. Pupils should colour the remaining two squares grey.
- Pupils work in pairs. Pupil A reads out one of their health problem phrases. If Pupil B has the same, they cross it out. Then Pupil B reads out one of their health problems. If Pupil A has the same, then they cross it out.
- The winner is the first pupil to have all their health problems crossed out.

Unit 3 Lesson 3

Aims: Practise giving advice using *should/shouldn't*.
Read an email.
Practise singular and plural reflexive pronouns.
Listen to a rhyme.

Language: cut, plaster, bandage, dentist, (my leg) is broken, saucepan(s) volleyball, backpack, dizzy, towel
myself, yourself, himself/herself/itself, ourselves, yourselves, themselves
rhyme, selfie, mirror

Materials: Pupil's Book pages 42–43
Activity Book pages 40–41
Tracks 38–40

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Play a game where you divide the class in half. Ask for volunteers from one half of the class to say how they don't feel well (e.g., *I have a temperature*.) Volunteers from the other half of the class need to give some advice (e.g., *You should go to bed*.) Play until all pupils have said something.

A **Read and help these children. Complete the sentences with *should* or *shouldn't* and the correct verb.**

- Ask pupils to look at Pupil's Book page 42 and read the title of the lesson together (*Helping friends*).
- Get pupils to look at the pictures and think about which verb matches the situation in the picture. Pupils write the answers on Activity Book page 40.

Note: *Cut* is an irregular verb. The present simple is cut (*I cut, he/she cuts*, etc.), and the past simple is cut (*Yesterday, I cut my finger*).

- Pupils work in pairs to complete the sentences on Activity Book page 40.

Answers

- shouldn't eat
- should put
- should go
- shouldn't stand
- shouldn't be
- should buy
- should get
- should drink
- shouldn't touch

B **Listen and check your answers.**

- Play Track 38 for pupils to check their answers.

 Track 38

Listen and check your answers.

Voice 1: I have a stomach ache.

Voice 2: You shouldn't eat so much cake.

Voice 1: She cut her finger.

Voice 2: She should put a plaster or a bandage on it.

Voice 1: I have a toothache.

Voice 2: You should go to a dentist.

Voice 1: I think my leg is broken.

Voice 2: You shouldn't stand on it.

Voice 1: He doesn't feel well. He has a cough, a cold and his throat is sore.

Voice 2: He shouldn't be at school.

Voice 1: My feet are hurting.

Voice 2: Your shoes are too small. You should buy some bigger ones.

Voice 1: They are always tired at school.

Voice 2: They should get more sleep.

Voice 1: It is so hot, and he feels sick.

Voice 2: He should drink more water.

Voice 1: My little brother burnt himself.

Voice 2: He shouldn't touch hot saucepans.

C Read the email from a friend.

- Explain that pupils are going to read an email written from a friend. Ask pupils to look at the activity at the top of Pupil's Book page 43.
- Ask: *Who wrote the email?* Elicit: *Ahmed*.
- Ask pupils to look at the picture of the boy (Ahmed). Ask: *Does he feel well?* Elicit: *No, he doesn't*. At this stage, do not ask what the matter is.
- Divide the reading activity into its three paragraphs. First, get pupils to skim the first paragraph to find some key content words. These could be: *yesterday, park, volleyball, hot day, five hours, cup of tea, breakfast, backpack, sweets, cola, brother's trainers, woollen sweater*.
- Ask some questions about the first paragraph to focus on these words:
Where did Ahmed go yesterday? (to the park)
What sport did he play? (volleyball)
What did he have for breakfast? (a cup of tea)
What was in his backpack? (sweets and cola)
What was he wearing? (brother's trainers, woollen sweater)
- Ask for volunteers to share their key words with the class.
- Ask pupils to read the second paragraph by themselves. Ask them to find words that tell us about how he felt. Tell pupils that *felt* is the past tense of *feel*. Ask: *How did he feel?* Elicit ideas: *headache, hot, bad, dizzy*.
Note: Pupils do not know the word *dizzy*, but the picture of Ahmed shows the meaning of this word.
- Ask pupils to read the third paragraph by themselves. Ask: *Who carried Ahmed home?* (his friends) *What did he drink?* (water) *Who put him to bed?* (his parents/his mum and dad) *What did his mother make for him?* (some soup) *How does he feel now?* (better).

Values

Spend some time talking about health and friendship. Discuss that health is everyone's responsibility. We are responsible for keeping ourselves well and for looking after other people when they are unwell.

D Help your friend. Match the phrases to make complete sentences. Look carefully at the words in colour.

- Let pupils work by themselves to read and match the phrases to make complete sentences on Activity Book page 40. Put pupils in pairs to check their answers. Check answers with the whole class.

Note: The coloured words are guides to help pupils match the two halves of some sentences.

Answers

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

Activity Book

1 Write the verbs.

- Ask pupils to open the Activity Book on page 40. Pupils work individually to write the correct words from the box to complete the phrases.

Answers

- a (is/are)
- b put
- c break
- d wear
- e drink
- f go

2 Use the phrases from Exercise 1 in the sentences.

- Pupils work individually to use some of the phrases from Exercise 1 to complete the sentences. Whole-class check.

Answers

- a (are too small)
- b put a plaster on the cut
- c break your arm
- d wear a thick sweater

3 **Listen and say the words.**

- Get pupils to look at the LOOK box on Activity Book page 41.
- Give pupils time to read the information.
- Play Track 39. Pupils listen and say the words.
- You can repeat the words chorally as a class, using your hands to point to indicate who the pronoun refers to, for example, point at yourself for *myself*, and point at the whole class, including yourself, for *ourselves*.

 Track 39**Listen and say the words.**

myself, yourself, himself/herself/itself,
ourselves, yourselves, themselves

4 **Complete the sentences with pronoun+self OR pronoun+selves.**

- Pupils complete the sentences in Exercise 4. Ask volunteers to read out their answers.

Answers

- a (myself)
- b themselves
- c yourself
- d ourselves
- e himself
- f herself
- g itself

5 **Listen and say the rhyme.**

- Get pupils to look at the picture of the two cats. Elicit what they are doing. Pupils may say *taking a photo*. Ask: *Who are they taking a photo of?* If pupils say *them*, write on the board:
They are taking a photo of them., and ask pupils to look again at the LOOK box.
- Elicit: *themselves*. Write the correct sentence:
They are taking a photo of themselves.
- See if pupils know the word *selfie* (which comes from the word *self*). Ask: *Do you take selfies?*

- Tell pupils they are going to listen to a short rhyme. Play Track 40.
- Play Track 40 again and let pupils say the rhyme.

 Track 40**Listen and say the rhyme.**

The selfie rhyme
I look in the mirror.
What do I see?
I see myself looking at me!
I pick up my phone.
And what do I do?
I take a photo of myself, too.

Rounding off

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

Additional/Support

- Play the *You should/You shouldn't* game:
- Put pupils into small groups/teams.
- Say sentences from Pupil's Book page 42. For example: *I have a stomach ache.*
- Pupils respond with a full sentence that includes *should/shouldn't*, e.g., *You should take a tablet./You should go to bed./You should lie down./You shouldn't eat too many sweets.*
- The first team to respond with a correct sentence gets a point.

Unit 3 Lesson 4

Aims: Learn verbs and nouns for using the internet.

Complete an email to a friend.

Language: access, go online, search, key in, press, come up, navigate, scroll up, scroll down, click on, the internet, computer, smartphone, tablet, website, the web (www), address, login, enter, keyboard, webpage, screen, mouse, touchscreen
email, subject, Best wishes + name

Materials: Pupil's Book pages 44–45
Activity Book pages 42–43
Track 41

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Start today's lesson by asking pupils some general questions about computers, the internet, smartphones, etc. (You can do this in Arabic if pupils want to express themselves more fully.)
Example questions:
Do you have a computer? Do you like using computers? What do you do on a computer? Have you used a smartphone? Who has a smartphone in your family?
- You can write any useful words that pupils know on the board.
- Tell pupils this lesson is called *Using the internet*, and they will learn how to use internet and technology vocabulary.

A Listen and point to the pictures.

- Ask pupils to open the Pupil's Book on pages 44 and 45. Give them time to look at the pictures on these pages.
- Read the rubric. Play Track 41. Pupils listen and point to the pictures.

Note: *Login* can be a noun (*logon* is also commonly used). The verb is *log in* (or *log on*).

Track 41

Listen and point to the pictures.

You can access the internet using a computer, a smartphone and a tablet.

First, you need to go online to find the website you want. So, search on the web (www).

You will see `http://` or `https://` (`https://` is better!). Key in the address you want.

Then press login, or press enter on your keyboard.

Now the webpage will come up on your screen.

You can navigate. It's easy, just scroll up or scroll down.

When you find what you want to read or see, click on it using the mouse or the touchscreen.

access
go online
search
key in
press
come up
navigate
scroll up
scroll down
click on
the internet
computer
smartphone
tablet
website
the web (www)
address
login
enter
keyboard
webpage
screen
mouse
touchscreen

B **Listen, read and say.**

- Play Track 41 again. Stop after each paragraph and get pupils to repeat the words in blue (verbs) and the words in red (nouns).
- Give pupils time to reread the paragraphs and to check the words in blue and red in the two boxes at the bottom of page 45.

Activity Book**1 Read. Match the icons to what they mean.**

- Ask pupils to open the Activity Book on page 42 and look at Exercise 1. Look at the icons on the left-hand side of the page. Ask: *What can you see?* Elicit: *pictures/small pictures*. Tell pupils that an icon is a small picture you see on a computer. It tells the computer what to do.
- Let pupils work in pairs to match the icons to what they mean. Whole-class check.

Note: An *icon* is a small picture or symbol on a computer screen that you point to and click on with a mouse (or with a finger on a touchscreen) to give the computer an instruction.

Answers

- a scroll up/down icons – Scroll means move: you can go up or down to see what you want.
- b search icon – Search means look for something.
- c click icon – Click is a short sound. On computers, click means choose something you want to see or do.
- d internet icon – The internet connects millions of computers. The web (the *world wide web* or just *www*) is how you access information using the internet.
- e touchscreen icons – Smartphones and some computers and laptops have touchscreens. You don't need a mouse with a touchscreen.

2 Match a verb from column A to a noun phrase from column B.**21st century skills****Communication**

Understanding the ways people use technology to work and communicate

- Put pupils in pairs and allocate A and B.
- Ask pupils to look at Exercise 2. Pupil A says a verb from column A. Pupil B matches a noun phrase from column B to the verb. Pupils swap roles. Whole-class check.

Answers

- a go online to find a website
- b search the web
- c key in the address you want
- d press enter on your keyboard
- e navigate the webpage by scrolling up and down
- f click using your mouse

3 Read about how to write an email.

- Ask pupils to look at the instructions for writing an email at the top of page 43. Ask for some volunteers to read the bullet points aloud.
- Ask pupils why each section of an email is necessary (for example, we need the 'To' box to know who we are sending the email to, we need the 'Subject' box to let the person we are sending the email to know what we are writing about).

4 Write your own email to a friend.

- It is important that pupils understand what they have to do. There will be two other writing activities following a model in *English for Iraq 6th Primary*.

Note: This exercise looks at writing an email to a friend and asking about how they feel. It shows the following:

- 1 How the email is divided into sections (the subject, the start, the first paragraph, the second paragraph – of course, there can be more than two paragraphs – the finish).
 - 2 It guides pupils about what they should include in each section.
 - 3 It gives pupils advice in Exercise 3 for each section on which to base their own email.
- Remind pupils that it is important to use proper punctuation when writing.

Note: You will need to collect in this task and monitor pupils' progress. If possible, see each pupil and give your feedback.

Rounding off

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

Additional/Support

- Write the following part words on the board:
 - *comp* ... (computer)
 - *smart* ... (smartphone)
 - *inter* ... (internet)
 - *key* ... (keyboard)
 - *web* ... (website or webpage)
 - *touch* ... (touchscreen)
 - *add* ... (address)
- Divide pupils into small groups and get them to complete each word.
- Set a time limit. The group with the most words completed and spelt correctly is the winner.

Unit 3 Lesson 5

Aims: Practise using vocabulary for computers and the internet.
Practise conversations about going online.
Recognize mistakes in computer/internet vocabulary.
Read and listen about how to use a mouse.

Language: a website, an address, click on, key in, online, scroll, search, the mouse

Materials: Pupil's Book pages 46–47
Activity Book pages 44–45
Tracks 42–44

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Write some of the internet nouns and verbs from Lesson 4 on the board in a random order. Ask for some volunteers to match the verbs to the correct noun, e.g., *access + the internet*. Continue until all the words on the board have been connected.

A Listen and read.

- Ask pupils to open the Pupil's Book on page 46 to Lesson 5, *Going online*. Ask: *Who can you see in the top picture?* (Hiba). Elicit from pupils ideas about what they think the text could be about based on the title, *Helping my grandparents*.
- Play Track 42 and let pupils read as they listen.

Track 42 Listen and read.

Narrator: Helping my grandparents
Hiba: My grandparents are old now. They both wear glasses and can't see small writing very well. I am going to help them to use a computer. On the internet, my grandpa can find ideas to help with coughs and colds, and my grandma can find lots of new recipes for cakes and biscuits.

B Read and complete the conversations.

- Ask pupils to look at the pictures on Pupil's Book pages 46 and 47. Ask: *Who can you see?* (Hiba and her grandfather/grandpa and grandmother/grandma). Ask: *What can you see?* (search engines/webpages.).
- Ask pupils to read the first conversation between Hiba and her grandfather. Ask: *What information are they looking for?* (information about coughs and colds). Read the rubric and make sure that everyone understands

Unit 3 Illness and going online

that they have to use words from the orange box to complete the conversation on Activity Book page 44. Pupils can work in pairs or individually to complete this activity.

- Ask pupils to read the second conversation between Hiba and her grandmother. They use the words to complete the conversation in the Activity Book again.

Answers

- 1 a website
- 2 key in
- 3 click on
- 4 the mouse
- 5 online
- 6 search
- 7 an address
- 8 Scroll

C Listen and check your answers.

- Play Track 43 for pupils to check their answers.

Track 43

Listen and check your answers.

- 1
- Hiba: First, you need to go online to find a website you want.
- Grandfather: OK. How do I do that?
- Hiba: So Grandpa, let's search for a website about coughs and colds.
- Grandfather: OK. What do I write?
- Hiba: We can key in an address, for example, www.coughsandcolds.com, or we can just key in 'coughs and colds' and click on search scroll down the results.
- Grandfather: OK. I'm keying in 'coughs and colds'.
- Hiba: Look. Now we can see lots of websites about this.
- Grandfather: That's fantastic! Let's click on this one.
- Hiba: That's right, Grandpa. Click on the title with the mouse.
- Grandfather: This looks interesting.

2

- Hiba: First, let's go online to find the website you want.
- Grandmother: OK. How do I do that?
- Hiba: So Grandma, let's search for a website about making cakes.
- Grandmother: OK. What do I write?
- Hiba: We can key in an address, for example, <https://www.homecakes.com>, or we can just key in 'home cakes' and click on search.
- Grandmother: OK. I'm keying in 'home cakes'.
- Hiba: Look. Now we can see lots of websites. Scroll up or down to find a website that you like.
- Grandmother: That's great! Let's click on this one.
- Hiba: That's right, Grandma. Click on the title with the mouse.
- Grandmother: This looks like what I need.

D Practise the conversations.

- Ask pupils to look at the speech bubbles at the bottom of Pupil's Book page 47. Pupils act out the conversations. Encourage them to imagine that they have a computer in front of them, and they can mime keying in, clicking, scrolling, etc., as they practise the conversations.
- Monitor and support as necessary.

Activity Book

- 1 **There is a mistake in one word in each sentence. Underline the mistakes.**
- Ask pupils to open the Activity Book on page 44. Ask pupils to read the rubric. Elicit that there is a mistake that pupils will need to correct in each of the sentences. Ask pupils to correct the first sentence as a class. Tell pupils to only underline the incorrect word in each sentence in Exercise 1 as they will correct them in Exercise 2. Whole-class check.

- Read the LOOK box at the bottom of page 44 together as a class. Remind pupils that they have come across words like *the Sun* and *the Moon* (and how to use the word *the* with these words) before in previous grades.

Answers

- a (interworld)
- b onweb
- c webpage
- d key out
- e clock
- f dress

2 Write the correct words from Exercise 1.

- Ask pupils to write the correct versions of the incorrect words b–f.

Answers

- a (internet)
- b online
- c webpage
- d key in
- e click
- f address

3 Listen, read and write the answers to the questions.

- Ask pupils to look at Exercise 3 on Activity Book page 45. Get pupils to quietly read the text and the questions to themselves.
 - Play Track 44.
 - Play Track 44 again. Ask pupils to work in pairs to answer the questions.
- Whole-class check.

Track 44

Listen, read and write the answers to the questions.

A computer mouse

A computer mouse is not a real mouse, but it looks a bit like a real mouse and that's how it got its name.

Computer mice are made from plastic. Most mice have two buttons – a left button and a right button. Some mice also have a wheel in the middle for scrolling up and down.

Learning to use a mouse is important because it lets you do many things: navigate the internet,

play games and control your computer or laptop. You must hold your mouse correctly. Here's a picture to help you.

You should:

- keep the mouse flat on the desk or table
- place your hand over the bottom part of the mouse.
- put your thumb on the side of the mouse closest to the computer.
- put your index finger on the left button.
- put your middle finger on the right button.
- put your other fingers on the far side of the mouse.
- keep your wrist straight.

Answers

- a because it looks a bit like a real mouse
- b two
- c to scroll up and down
- d index finger
- e on the side of the mouse closest to the computer

Rounding off

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

Additional/Support

For slower readers or those who you think will have trouble acting out their parts of the conversations on Pupil's Book pages 46 and 47, put them in pairs so that they share one part of the conversations. Alternatively, let these pupils take the shorter roles of Hiba's grandpa and grandma.

Unit 3 Lesson 6

Aims: Read a magazine article about ways to stay safe online.
Read about having fun online and learning English.
Look at rules and advice (*shouldn't/should, mustn't/must*).
Learn opposite pairs of adjectives.

Language: stay safe (online), password(s), question mark, plus symbol(s), equals, percentage, hash

Materials: Pupil's Book pages 48–49
Activity Book pages 46–47
Track 45

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Ask for some volunteer pupils to summarize what you covered in Lesson 5, for example, ask what problems Hiba's grandpa and grandma had.
- Put pupils in pairs. One pupil tells the other pupil about a technology problem they are having. The other pupil offers a solution. (Pupils can ask you to translate some vocabulary from Arabic to English for this warm up.) Ask a few volunteer pupils to share their problems and solutions with the class.

A Listen and read.

- Ask pupils to look at Pupil's Book page 48. Tell pupils that they are going to listen to and read a magazine article called *Stay safe online*. Ask: *What does safe mean?* (Pupils can give you their answers in Arabic.). Ask: *What is the opposite of safe?* (dangerous).
- Before you play Track 45, give pupils time to look at the pictures on the right-hand side of 'Six ways to stay safe online'.
- Play Track 45.



Track 45

Listen and read.

Six ways to stay safe online

- Be nice to people online.
- Be careful about what you share (pictures, thoughts).
- Keep your personal information safe.
- Keep your passwords safe. You should use letters, capital letters, numbers and symbols.
- Never meet a person that you only know online.
- If you find something you *don't like* online, tell your parents or your teacher.

- On the board, write:

- an email address and a mobile number (e.g., wisam123@online.com, 78092 86082)
- password: 123*

Ask:

- Should I tell people I don't know the information in number 1?* (No)
- Is this a good password?* (No)
- What is a good password?* (Get pupils to look at number 4 of the magazine article and elicit ideas.)
- Look at number 4 and write a good password. (For fun, let pupils write some sample passwords and elicit ideas. You can write their passwords on the board and see if the class thinks they are good passwords or not.)
- Follow up on the passwords that pupils have written by getting examples of letters, capital letters, numbers and some keyboard symbols (e.g., ?, +, =, %, #).

Teaching note

Pupils might remember:

? is the 'question mark'

+ is the 'plus' symbol

= is the 'equals' symbol

You can teach:

% is the 'percentage' symbol

is the 'hash' symbol

B Read and say the number of the correct picture.

- Ask pupils to look at Pupil's Book page 49 and the pictures on the left-hand side of the page. Let pupils work in pairs and think about what type of games these are. Elicit ideas (crossword, memory game, wordsearch, song, story).
- Read the rubric and the title. Ask pupils to read and say the number of the correct picture.
- Ask pupils to read the box at the bottom of page 49. Ask the class to feed back to you what they have learnt so far about the importance of staying safe online.
- Whole-class answer check.

Answers

Pictures top to bottom: 3, 2, 1, 5, 4

Activity Book

1 Write the missing verbs.

- Ask pupils to look at Exercise 1 on Activity Book page 46. Read the rubric as a class.
- Ask pupils to work by themselves to complete the gaps. Remind them that they should complete the sentences with verbs and use capital letters where necessary. Pupils check their answers in pairs.

Answers

- a Be
- b Keep
- c Be
- d meet
- e Keep
- f find

2 Did you use these verbs in Exercise 1?

21st century skills

Communication

Expressing ideas and opinions to others clearly

- Let pupils look at Exercise 2 and see if they used these verbs in Exercise 1. Check answers with the class. Make sure that pupils have used capital letters when the verb is the first word in the sentence.

Teaching note

We use *should/shouldn't* to give advice – to say what is the best or right thing to do. We use *must/mustn't* to talk about rules – or obligations – that come from the person who is speaking (i.e., what that person thinks is the necessity). This is a complicated area. In the primary levels, we use *must/mustn't* to talk about rules or to give 'strong' advice. More complex uses (*have to, don't have to*, etc.) will be covered in later levels.

- Ask pupils to read the LOOK box at the bottom of Activity Book page 46.
- Ask pupils to look at sentences *a* and *b* again in Exercise 1. On the board, show pupils how these sentences can be written to give advice or make a rule.

Advice: You should be nice to people online.

Rule: You must keep your password safe.

- Let pupils work in pairs to decide whether sentences c–f are advice or rules. Elicit ideas – first as saying advice or rule only; then eliciting full sentences:
 - c *You should be careful about what you share.* (**Note:** You can tell pupils that it depends on who you are emailing or talking to.)
 - d *You mustn't meet a person that you only know online.*
 - e *You must keep your personal information safe.*
 - f *If you find something you don't like online, you must tell your parents or your teacher.*

3 Match a sentence and a picture. Complete the sentences with *must/mustn't* or *should/shouldn't*.

- Ask pupils to look at Exercise 3 on page 47. Pupils work individually to complete the sentences with the correct verb and write the number of the correct picture from 1–5 in the boxes.

Answers

- a shouldn't, 4
- b must, 3
- c shouldn't, 2
- d should, 5
- e mustn't, 1

Unit 3 Illness and going online

4 Circle the correct adjective and complete the sentences.

- For Exercise 4, read out the six sentences to the class. To make sure pupils are paying attention (and for variation), read out the wrong answers and get pupils to correct you.

Answers

- a hard
- b interesting
- c bad
- d friendly
- e unhelpful
- f unsafe

Rounding off

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

Additional/Support

- Write a few sample passwords on the board for pupils to practise saying them. For example: *+Should135mbmd* (This is a strong password – the last four letters are the consonants from the name Mahmoud.). Let pupils practise saying it: *plus symbol/capital S/h/o/u/l/d/one/three/five/m/b/m/d. ?Must246nda* (This is a strong password – the last three letters are the first, third and fifth letters of the name Nadia.). Let pupils practise saying it: *question mark symbol/capital M/u/s/t/two/four/six/n/d/a*
- Let pupils write their own passwords using capital letters, numbers and the symbols that they know the names of. Pupils read out their passwords to a partner.
- Less confident pupils may find it easier to write the password than to say it.

Unit 3 Lesson 7

Aims: Review Unit 3.

Language: From Unit 3

Materials: Pupil's Book pages 50–51
Activity Book pages 48–49
Tracks 46–48

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Ask for six volunteers to say what the six ways to stay safe online from Lesson 6 were. From 1 being the least important and 6 being the most important, ask the class to rank the six ways as a group. However, make sure you tell pupils that all the ways are very important.
- Tell pupils this is the *Check my understanding* lesson of the unit, where they will recap what they have learnt so far in Unit 3.

A Read 'Six ways to stay safe online' again and tick Yes or No.

- Ask pupils to work individually and complete the first activity on Pupil's Book page 50 on Activity Book page 48. Whole-class check. You can ask volunteers to read out the text aloud so the whole class reads it together. Ask pupils to put their hands up if there is any vocabulary they are still unsure of.

Answers

- 1 No
- 2 No
- 3 Yes
- 4 Yes
- 5 No
- 6 Yes

B **Choose the correct word.**

- Tell pupils that if they are unsure about whether *should/must* or *shouldn't/mustn't* is best, they can look back in the Pupil's Book at earlier lessons.
- Pupils work by themselves to complete the exercise on page 48 of the Activity Book and then check their answers in pairs.

Answers

- 1 should
- 2 must
- 3 should
- 4 shouldn't
- 5 mustn't
- 6 must
- 7 shouldn't
- 8 should

C **Listen and read. Then read 'Coughs and colds' again and write the missing words.**

- Tell pupils to read the text quietly to themselves first. Play Track 46 through the first time without stopping so pupils can listen.
- Pupils then complete the text by filling in the gaps on Activity Book page 48 using the words from the box. Play Track 46 again to help pupils fill in any missing gaps.

 Track 46**Listen and read. Then read 'Coughs and colds' again and write the missing words.**

Coughs and colds can make you feel very unwell.

When you have a cold or a cough, you can feel hot or cold. Your temperature can be high. You can have a headache and have a sore throat. Sometimes, you feel tired and do not feel like eating. You will probably have a runny nose, too.

Colds are not made better by medicine. Your body will stop the cold and the cough by itself. The best thing to do is rest or go to bed. Remember to drink lots of water or hot drinks, like tea with honey and lemon. You should sneeze into a tissue to stop other people getting your cold.

Answers

- 1 hot
- 2 headache
- 3 throat
- 4 nose
- 5 bed
- 6 water

D **Listen and say the rhyme.**

- Tell pupils they are going to listen to a short rhyme. Play Track 47.
- Play Track 47 again and let pupils say the rhyme. Ask pupils to practise saying the rhyme at home so that they can repeat it at the next lesson.

 Track 47**Listen and say the rhyme.**

Sneezing rhyme
Are you sneezing?
Are you coughing?
Cover your mouth,
Get a tissue,
Blow your nose,
Throw the tissue away.
Don't forget to wash your hands.
Yes, wash your hands!

Activity Book**1** **Listen and read about the new laptop.**

- Ask pupils to look at Activity Book pages 48 and 49. Explain that they should read 'My family's new laptop by Basim' in Exercise 1 and then answer the true/false sentences in Exercise 2.
- In preparation for the reading exercise on page 48, you might like to play Track 48 for pupils to listen and follow.
- Play Track 48.

 Track 48**Listen and read about the new laptop.**

Narrator: My family's new laptop by Basim
Basim: Yesterday, I went to the mall with my family to look for a new computer.
My dad said that we should buy a laptop because it is easy to carry.

Mum and Dad can use the laptop for work or at home. Hiba and I can use it in our bedrooms for homework. Mum says that we can email our friends and family, but we must have safe passwords. We should remember the password, but we shouldn't write it down. We looked at lots of laptops. It took a long time to choose the best one for our family.

2 Read the sentences and write T for true or F for false.

- Pupils work individually to read the sentences and do the exercise.

3 Read the sentences and check your answers with a partner.

- Pupils check answers together in pairs. Then do a whole-class check.

Answers

- a T
- b T
- c F
- d T

4 Look, say, cover, write, check.

- Ask pupils to look at the high-frequency words at the bottom of page 49 (knee, thumb, stomach, cough). Give them the following instructions:
 - Read and say the first word.
 - Cover the word (with their hand or a book).
 - Write the word in column 1.
 - Check their spelling with the original word.
- Tell pupils to repeat the process until all three columns are completed. Get pupils to follow the same procedure for the remaining words.

Rounding off

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

Unit 3 Lesson 8

Aims: Review language from Unit 3 in a song.

Review language from Unit 3 in a wordsearch.

Make a project poster.

Choose new words to learn.

Language: charge up

wash your hands, brush your teeth, wash your hair and body

Materials: Pupil's Book pages 52–53

Activity Book pages 50–51

Track 49

Blank sheets of paper for pairs or groups to make their project posters

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Ask pupils if they can remember any words from the *Sneezing rhyme*. Get pupils to look at Pupil's Book page 51 again and say the rhyme as a class.
- Tell pupils that in this *Let's sing!* lesson they will sing a song based on vocabulary they have learnt in the unit.

A Listen and sing.

21st century skills

Information literacy

Evaluating and understanding information

- Ask pupils to open the Pupil's Book on page 52. Tell them you are going to listen to and sing a song. Ask pupils to read the words to the song *An email to friends*.
- Play Track 49. Ask pupils to read along as they listen.
- Play Track 49 again. This time, ask pupils to sing along.

 Track 49
Listen and sing.

An email to friends
 Write an email to your friends,
 Click and send it.
 Search online, scroll up and down.
 If it's bad, tell someone,
 Find an adult.
 Use the touchscreen, tap and go,
 Open websites,
 Scroll, scroll, scroll!

B **Match the words that go together.**

- Pupils work individually to match the words in the box to 1–6 on page 50 of the Activity Book. Tell pupils that these are verbs they have come across in Unit 3, so they should be familiar with all of them. The exception is *charge up*. Tell pupils *charge up* is used when you need to fill the battery of a technology device, for example: *I need to charge up my phone/tablet*. Whole-class check.

Answers

- scroll up/down
- turn on
- log in
- keep safe
- charge up
- type in

Projects

This is the second project in *English for Iraq 6th Primary*. Projects are to let pupils express their own ideas, creativity and use of language. There is no right or wrong. Example posters in the Pupil's Book are given as examples and not for pupils to copy. Note also that it is not necessary for pupils to have the same number of pictures and captions as in the example here – it is for them to decide in their groups or pairs. If possible, put projects up on the classroom walls and let everyone read their classmates' work. This encourages interest and inspires pupils to produce their best work.

C Make a poster about healthy habits!

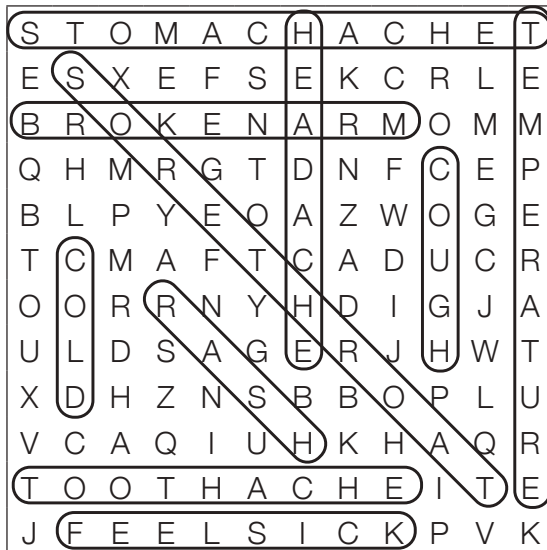
- Explain that pupils are going to do a project about healthy habits for children and make a poster. You will need to decide how best to organize your pupils for the poster project, in pairs or groups. You might like each pupil to be responsible for just one or two drawings and captions – they can put these together to form the final poster.
- Explain that the project is for pupils to express their own ideas and that there is no right or wrong. The example poster on Pupil's Book page 53 is given as an example and not as something for pupils to copy. Encourage pupils to give their own ideas about healthy habits for children. These can be about many different areas – food, sport and exercise, looking after your body, getting enough sleep, having fun, studying, staying safe online, etc.
- Ask pupils to open the Pupil's Book on page 53. Give pupils time to look at the pictures and read the captions for each picture.
- Let pupils have time to decide what areas they want to put in their poster and what they are going to draw and write for the captions. Let pupils decide how to allocate tasks in their pairs or groups.
- When pupils have finished their posters, ask the pairs/groups to show their posters to the rest of the class. You could display the posters around the classroom to show off the pupils' work.

Activity Book**1 Find the words about not feeling well.****There are ten words or phrases.**

- Ask pupils to open the Activity Book on page 50. Pupils complete the wordsearch individually to find the ten words/phrases. They can then check their answers in pairs.

Unit 3 Illness and going online

Answers



2 Match the words to the pictures.

- Ask pupils to complete the second exercise on page 50 individually. Pupils match the pictures to the words and phrases in the box and write the words/phrases on the lines.

Answers

From left to right: scroll, write an email, click, open websites

3 What are the new words you know? Write them here and remember them.

- Elicit from pupils what they have to do. Pupils work individually to write up to six new words they have learnt in Unit 3. Monitor and support. Remind pupils to check their spelling is correct. They can look back through the Pupil's and Activity Books to remind themselves of the new words.

4 Read the puzzles. Do you know the answers?

- Ask pupils to quietly read the puzzles in Exercise 4 to themselves. Pupils work individually to complete the table in the 'My answers' column.

5 Ask your partner. Do they have the same answers?

- Pupils compare their answers. Do a whole-class answer check to make sure everyone has the same answers.

Answers

- a internet
- b online
- c search
- d to click
- e click on
- f no
- g up, down

Rounding off

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

Additional/Support

For less confident pupils, let them work together within the group when doing the project. All members of the project group can work together to choose the healthy habits they want to write about and decide on which facts to put on the poster. Then the less confident pupils can work together to complete their part(s) of the task.



Teacher's notes

Area with horizontal dotted lines for writing.



Unit 4 Lesson 1

Aims: Review Unit 1.
Language: From Unit 1
Materials: Pupil's Book page 54
 Activity Book page 52

Spelling test

- Ask pupils to look at the spelling test grid, which is at the back of the Activity Book. Explain that you will say the four words they have been practising, and they should write down each word you say in the box for Unit 3.
- Check that pupils are ready to write. Say the first word here (*knee*). Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*thumb*, *stomach*, *cough*).
- You may want to collect the Activity Books and mark the spelling test grids yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap spelling test grids and mark their partner's spellings.

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Ask pupils how often they take part in quizzes, either at school or outside school. Elicit the kind of quizzes/challenges (these can also include sports challenges and competitions) they have done and whether they enjoy them. If they do not do quizzes themselves, ask if they like to watch quizzes on TV.

A Work in small groups. Your teacher will give your group a job and a place of work. Don't tell the other groups. Ask and answer questions.

- Ask volunteers to read out the rubric and speech bubbles for the activity on page 54. Tell pupils they are going to do an activity where they will practise words for jobs and places of work and asking questions to find out information.
- Divide the class into small groups of 2–5, or whatever number suits your class size. Give each group one of the jobs and the related place of work from Unit 1, Lessons 2 and 3. Don't let the other groups hear which job and place of work you give each group, it should be a secret.
- The groups take it in turns to approach the other groups (in a quiet, orderly way) and ask questions to find out information about the jobs and places of work. Tell pupils they can ask any questions they think are suitable for finding out the information. You could even turn this into a quick competition, with the first group to gather all the information as the winners.
- Tell pupils they should try to use different questions from Activity A at first, but if they get really stuck, they can use these questions.
- Get the class to reveal each group's job at the end.

Activity Book

1 Complete the sentences.

- Ask pupils to open the Activity Book on page 52. Pupils work individually to complete the sentences, recapping vocabulary learnt about jobs, places of work and family members in Unit 1. Tell pupils that some of these have multiple correct answers and that they might have to provide their own answers.
Whole-class check.

Answers

- a (to be a teacher)
- b Pupils' own answers.

- c your/his/her/their
- d does, work
- e drives
- f does, have
- g uncle
- h aunt

2 Read and write the letter of the correct picture.

- Get the class to look at Exercise 2. Ask pupils to look at the six pictures at the bottom of the page.
- Let pupils work in pairs and think of a noun for each picture. Elicit ideas (e.g., cars and trucks, roads, a clock, an alarm clock, a backpack, a bus, a bus driver, buses, a school bus, schoolchildren).
- Pupils read the paragraph by themselves and match the pictures to the sentences.
- Put pupils in pairs. Each pupil reads a sentence at a time – where there is a picture box letter, the pupil also gives that letter. Both pupils should agree on the letter.
- Monitor and support as necessary.

Answers

In order: d, a, f, b, e, c

Rounding off

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

Unit 4 Lesson 2

Aims: Review Unit 2.

Language: From Unit 2

Materials: Pupil's Book page 55
Activity Book page 53

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you the date and write it on the board.
- Play the *Word association* game (jobs and places of work). Get pupils to stand in a big circle around the desks. Say a job from Unit 1 (e.g., *nurse*). Ask the pupil standing on your right to say an associated word, for example, another job (*doctor*) or a place of work (*hospital*). The next pupil says another job/place of work word (e.g., *farmer*). Continue until pupils cannot continue the chain.
- You can start again from the last pupil with a new set (e.g., objects and materials).

A Look at the pictures. Say if it comes from 1, 2 or 3.

- Ask pupils to look at the pictures in Activity A on Pupil's Book page 55. Ask for some volunteers to say the words under the pictures. Get the class to point at the pictures as the volunteers say the words.
- Pupils work in pairs or small groups to say where the things on the two bottom rows come from.
- Make sure pupils understand that each thing comes from one of the pictures in the top row and that more than one item in the two bottom rows can come from these things.
- Do a whole-class check for the answers. You can extend the activity by asking pupils to give examples of other items that come from sheep, trees and cotton plants.

Answers

- woollen gloves, woollen hat
- paper, ruler, paper cup
- denim jacket, denim jeans

B Work with a partner. Plan a day at the shopping mall. Decide shopping lists. Tell your partner what you will buy and why.

- Ask some volunteer pupils to read the speech bubbles in the next activity. Elicit from pupils what they have to do.
- Pupils work in pairs to plan their own day at the shopping mall. Remind pupils they should make shopping lists with a few different things on them, perhaps including something they could eat during their shopping trip.
- Ask for a few volunteer pupils to share their shopping lists with the rest of the class.

Activity Book

1 Read the shopping lists. Write the shops.

- Ask pupils to look at Exercise 1 on Activity Book page 53. Ask for some volunteer pupils to read out the items on the shopping lists.
- Pupils work individually or in pairs to write the shops where the items can be bought. Whole-class check.

Answers

- a home cooking
- b supermarket
- c butcher's
- d bakery
- e IT & computing
- f men's fashion
- g men's fashion
- h women's fashion/children's fashion
- i supermarket
- j women's fashion/children's fashion
- k IT & computing
- l children's fashion

Rounding off

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

Unit 4 Lesson 3

Aims: Review Unit 3.

Language: From Unit 3

Materials: Pupil's Book page 56
Activity Book page 54
Track 50

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Write the following on the board:
 - 1 *cough/cold*
 - 2 *rash*
 - 3 *earache*
 - 4 *broken arm*
 - 5 *headache*
- Put pupils in pairs to come up with advice for each of the five illnesses on the board. Have some pairs share their advice with the rest of the class.
Example advice could be:
 - 1 *You should drink a hot drink with ginger root and lemon.*
 - 2 *You should use some cream.*
 - 3 *You shouldn't use your headphones.*
 - 4 *You shouldn't play sports.*
 - 5 *You should go to bed early tonight.*

A Read a boy's story.

- Ask pupils to look at Activity A on Pupil's Book page 56. Ask them to look at the picture of the boy. Ask: *What can you see in the picture?* (a boy) *Where is he?* (in bed) *What's the matter?* (He doesn't feel well./He has a cold and a cough.).
- Explain that there are some wrong words in the boy's story. Look at the first wrong word and show pupils that *mall* is wrong and that the correct word is *school*.
- Ask pupils to quietly read the story, or read it together as a class.

B Write the wrong words and put the correct words next to them.

- Let pupils read the story again by themselves and decide on the other words that they think are wrong. Elicit ideas about the other wrong words.

Note: Pupils can think of the correct words later.

- Let them work in pairs to think about the correct words. Pupils write the answers on Activity Book page 54. Elicit ideas.

Wrong words:

- (mall)
- sore ear
- broken arm
- shopping
- work
- pizza
- carrot
- (bigger)

Correct words:

- (school)
- sore throat
- temperature
- home
- bed
- drink
- tablet
- (better)

to bed. She made me a hot drink with lemon, honey and ginger root. She gave me a tablet for my headache and a box of tissues because I was sneezing. I feel much better today.

Activity Book

1 Put the words in order. Write the sentences with correct punctuation.

- Ask pupils to open the Activity Book on page 54. Pupils work quietly to complete the sentences. Remind them to use punctuation and capital letters. Whole-class check.

Answers

- You should drink plenty of water.
- Put a plaster on a cut.
- He broke his leg and went to hospital.
- She fell off the slide and hurt herself.
- You mustn't play with electricity.

2 Complete the sentences with the words from the box.

- Pupils work individually to complete the sentences using the words from the box. Whole-class check.

Answers

- internet
- touchscreen
- laptop
- website
- address

C Listen and check your answers.

- Play Track 50. Pupils listen and check their answers.

Track 50

Listen and check your answers.

I went to school yesterday, but I didn't feel well. I had a headache and a sore throat. I felt hot. My teacher said that I had a temperature. She said that I should go home. She called my mum on her smartphone. My mum came to school, and we drove home in the car. When we got home, my mum said that I should go

Rounding off

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

Unit 4 Lesson 4

Aims: Review Units 1–3.
Language: From Units 1–3
Materials: Pupil's Book page 57
 Activity Book page 55

Warm up

- Start the class by asking pupils what day it is. Write the day on the board. See if pupils can tell you which month it is and write that on the board. Now see if pupils can tell you what date it is and write that on the board.
- Play the *Word association* game for health and illness. Get pupils to stand in a circle around the desks. Say a health, body or illness word (e.g., *headache, medicine, nose*, etc.). Ask the pupil standing on your right to make a sentence using these words (e.g., *I need medicine for my headache*). The pupil to the right of that pupil makes a sentence using one word from the previous pupil's sentence (e.g., *I have a headache and a sore throat*).

A Play the Questions game.

- Ask pupils to open the Pupil's Book on page 57. Tell pupils they are going to play a game. Ask for a volunteer to read the game rules.
- Photocopy the game circle which is at the back of this Teacher's Book. Pupils move the counter along the board and then answer the question or complete the sentence. The counter can be a piece of paper, coloured or shaped, or an object, such as a rubber or a pencil sharpener.
Note: Partners or group members must agree that the answer is correct. If the answer is wrong, then that pupil misses a turn.
- If a pupil lands on question 4 or 7 and they answer correctly, they can follow the arrows and move forward.
- If there is disagreement, pupils should ask you to make the final decision.
- The pupil/group that reaches FINISH first is the winner.

Answers

- should
- safe
- I'm fine, thanks./I'm very well, thanks./
I don't feel well. Pupils' own answers.
- a waiter/a chef/a cook
- well
- on a building site
- (to) home cooking
- thin
- warm
- those
- wood
- are you doing

Activity Book

1 Read and complete the conversation. Use the words from the box.

- Ask pupils to open the Activity Book on page 55. Tell them they will read a longer conversation between Dania and Ammar.
- Ask pupils to quickly skim read the conversation. Elicit from them what they think the conversation is about. (Ammar isn't feeling well. Dania is giving him advice.)
- Pupils fill in the gaps individually, using the words from the word box. Whole-class check.

Answers

- well
- hot
- help
- temperature
- should
- bed
- honey/lemon
- lemon/honey
- story
- medicine
- better

Rounding off

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



Teacher's notes

Area with horizontal dotted lines for writing.

