

English lesson plans for Grade 5

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Using these lesson plans

The lessons for Grade 5 represent a week's teaching; lessons 5.1, 5.2 and 5.3 use narratives and recounts to focus on the simple past and past continuous tenses. Lesson 5.4, in contrast, gets students to write a non-chronological information text using the simple present tense to show how information texts differ from narratives and recounts in terms of organisation, personalisation and, in this case, tenses.

The objectives for the lessons are drawn from the curriculum standards for Grade 5. The relevant main standards are shown in bold and subsidiary standards in normal print beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support at least 45 minutes of direct teaching. Teachers may need to supplement the activities provided with additional simpler or more complex tasks if they have a mixed ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities will become homework or carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end. Extra practice tasks can be used for differentiated learning to accommodate students or groups of students who learn faster than the rest of the class.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the speaking lesson, the three stages are presentation, practice and production. In the listening, reading, and writing lessons, the three stages are pre-, while, and post- (e.g. pre-listening, while listening and post-listening).

The lesson plans do not include revision warmers at the beginning that review language learned in previous lessons, nor, in most cases, do they include homework tasks at the end of the lesson. However, the review and homework stages are necessary parts of the lesson and should be provided by the teacher.

5.1

Reading a narrative: The shawl

Objectives

Grade 5 curriculum
Standards 8.2, 5.1, 5.5

- Understand the main ideas and unexpected events in a story.
- Recall the details of the story and retell it.
- Identify language features that signal time and sequence events; use in retelling.

Pre-reading

Resources

OHT 5.1
Teacher's resource 5.1
Worksheet 5.1a

Vocabulary

snow
a shawl
(to) shiver
a nanny
surprised
a shelf
a ghost

Word square

Pre-teach the vocabulary: tell students these words are the key words in the story they are going to read. Put **OHT 5.1** on a poster, the board or the overhead projector. In pairs, have students see how many of the hidden words they can find. Tell them that as well as across and down, words can run upwards or diagonally. When they have had enough time to prepare, put students into two teams. Have them take it in turns to circle the target words in the word square, each team using a different coloured pen to do so. The team which circles the most words is the winner.

Answer key

S	U	R	P	R	I	S	E	D	
S	H	I	V	E	R	D	R	R	
H	H	E	A	R	S	O	E	Y	
A	W	E	A	R	N	C	N	G	
W	C	O	L	D	O	T	R	I	
L	I	L	L	F	W	O	O	R	
A	N	A	N	N	Y	R	C	L	
S	H	O	U	L	D	E	R	S	

→ surprised, shiver, hear, wear, cold, ill,
nanny, shoulders
↓ shawl, snow, doctor, dry, girl
↑ corner
↘ shelf

Jigsaw dictation

Put students into groups of nine. Cut out the sentence strips on **teacher's resource 5.1** and give each student one strip and a copy of **worksheet 5.1a**. Tell students to copy their own sentence into the table on the worksheet. Then get them to take it in turns to dictate their sentences to each other. The order in which they dictate is not important. As each new sentence is dictated the students write it down in the table on their worksheet. Encourage students to seek clarity and repetition by using phrases such as *Slow down!*, *Read it again, please*, and *What was the last word you said?* Monitor to ensure that students have to listen to each other and write, not just borrow each other's sentence strips and copy them down in silence! This requires them to understand the main ideas, read aloud clearly using clear pronunciation, pay attention and listen to each other. When they have all nine sentences written down, get them to read them through together, discuss them and clarify any words they don't understand. Tell them the sentences are the main points in the story they are about to read. Have students order their sentences to predict the story, writing the number of their order, one to nine, in the right-hand column of the table on the worksheet. Do not correct the order they have chosen as long as they can justify it

sequentially in their story. Have students retell the story they have made to each other in pairs or in a chain around the group. Choose one or two student representatives with two stories as different as possible, to tell their stories to the whole class.

While reading

Resources

Worksheets 5.1a and b

Ordering

Hand out **worksheet 5.1b** and give students five minutes to read it. In pairs, get students to check and correct the order of their sentences on **worksheet 5.1a**. Have pairs compare answers and, if there are any disagreements, use this as a reason for making them read the story a second time. Get students to put the line numbers from the story on the sentence strips to justify their order.

Comprehension questions

Ask the following questions to check students have understood the details of the story. They can answer the more complex questions in Arabic if necessary.

- **What was the weather like?** Cold and snowing.
- **Was the doctor more comfortable than his nanny?** Yes. **How do you know?** He had a warm coat, a nice chair by the fire. She was alone in an old building, ill with no-one to help her.
- **Why didn't the nanny come to see the doctor herself?** She was too sick.
- **Was the girl who came to the house a neighbour or friend?** No
- **What was she wearing?** A shawl
- **Did the mother let anyone else wear that shawl?** No
- **How do you know the girl was a ghost?** She disappeared. Her shawl was dry and on the shelf.
- **Why is the story called *The shawl*?** The doctor saw that she was wearing a shawl. It got wet in the snow. But in his nanny's house the shawl was on the shelf, dry, no-one was wearing it. The dry shawl proves she was a ghost.

Text analysis

Put the following time words and phrases on the board.

when	finally	as soon as	long ago	it wasn't long before
------	---------	------------	----------	-----------------------

Have students find the words and phrases in the story and underline them, then copy them onto a blank sheet of paper with their sequencing number like this.

- 1 long ago
- 2 it wasn't long before
- 3 when
- 4 finally
- 5 as soon as

Post-reading

Recall

Tell students to put away **worksheet 5.1b**. In pairs, get students to retell the story from memory, using the five sequencing words and phrases they have written down in order and recalling as much detail as possible from the story. Then stop the pairs and as a whole class go over the following list of verbs, eliciting their past tenses or the past continuous, according to their use in the story. Check students' pronunciation:

- happen, finish, start, hurry (happened, finished, started, hurried);

- fall asleep, knock, wake up, go, open (fell asleep, knocked, woke up, went, opened);
- fall, wear, shiver, say (was falling, was wearing, was shivering, said);
- come to, lead, lie, see, know (came to, led, was lying, saw, knew);
- need, take out, look around, ask (needed, took out, looked around, asked);
- die, point at (died, pointed at).

Now get the pairs to retell the story again, this time including all the sequencing words and all the verbs. Monitor, prompt, and make notes of common errors.

Feedback

Deal with the most common errors orally and get the whole class to correct them.

Ask the students if they think the story is true. Find out which students believe in ghosts. Get students to think about other ghost stories they know.

Summary for students

In Arabic

The story was set in the past. We know that because it says it ‘happened long ago’. That’s why we practised using the simple past for the action verbs like *knocked*, *woke up*, *said*, *came to*, *led* and we used the past continuous for describing the state or the situation like *it was snowing*, *she was wearing*, *she was lying*

It’s a more exciting story if something unexpected happens. We don’t think the girl is a ghost at the beginning, only at the end when the doctor finds the dry shawl.

Words and phrases like *when*, *as soon as*, *finally* sequence the order in the story.

To write a good story we need to remember to:

- use past tenses;
- describe the setting as well as the action;
- describe the characters by how they look and what they do;
- have an unexpected event in the story.

5.2

Speaking and grammar: interrupted past continuous

Objectives

Grade 5 curriculum
standards 1.2, 5.1, 5.2

Presentation

Resources

Worksheet 5.1b

- Ask about and talk about a sequence of events in the past using the simple past, past continuous and interrupted past continuous (*was doing ... when did*).

Model sentences

Have students look again at the story on **worksheet 5.1b**. Use the following questions to elicit the model sentences.

<i>Example question:</i>	What happened while he was walking home? It started to snow. Put both ideas into one sentence with <i>while</i> .
Model sentence:	While he was walking home, it started to snow.
<i>Example question:</i>	What happened while he was sleeping? Someone knocked on the door. Make a whole sentence with <i>when</i> .
Model sentence:	He was sleeping when someone knocked on the door.
<i>Example question:</i>	What did he do when he heard the knock? He woke up. Make a whole sentence with <i>when</i> .
Model sentence:	When he heard the knock, he woke up.

Get students to underline these sentences in the story and copy them into their exercise books. Get students to repeat the sentences aloud, chorally and individually. Correct sentence stress and pronunciation.

Concept check

Ask the following questions to guide students to discover the grammar rules of the interrupted past continuous (*was doing ... when did*).

- In the second sentence which action is longer – the sleeping or the knocking on the door?** The sleeping
- Which tense is used with the long action?** Past continuous: *was sleeping*
- Which tense is used with the short action?** Simple past: *knocked*
- Did the knock interrupt the doctor's sleeping?** Yes
- What word connects the two actions?** *When*
- Now look at the first sentence with *while*. Which is the long action and which is the short action?** The long action is *walking home*; the short action is *started*. **Past continuous for the long action simple past for the short action as before?** Yes
- Does the snow interrupt his walking home?** Yes
- In the *when* sentence, the *when* comes in the middle of the sentence, but in this sentence the *while* comes at the beginning. Can we put the *while* in the middle?** Yes. Say it for me. *It started to snow while he was walking home.*
- In these two sentences, do *when* and *while* mean the same thing – during?** Yes
- Which one goes with the simple past clause?** *When*

- Which one goes with the past continuous clause? While
- In the last sentence you've underlined and copied, are there also two actions connected with a *when*? Yes: *When he heard the knock he woke up.* A long action interrupted by a short action as before? No. two short actions, one after the other.
- Which comes first, hearing the knock or waking up? Hearing the knock
- In this sentence can the *when* go in the middle? No
- Does *when* here mean while or during? No. It means after: After he heard the knock, he woke up; or First he heard the knock, then he woke up.

Practice

Resources

Teacher's resources 5.2a and 5.2b

Vocabulary

(to) fall down
(to) blow down/over/off
a fence
(to) fail
(to) have a shower
a lift

Pre-teach vocabulary

Introduce the new vocabulary while setting the scene: there was a big storm in Florida with very high winds. Lots of things were blown down or fell over in the wind. What sort of things? What about the electricity? Is it nice to be in a lift without any electricity? And what about the water? Through each eliciting question, bring in the new vocabulary. Get students to try to make sentences with the new words and phrases related to the big storm.

Fences fell down.

Roofs blew off.

The electricity failed.

We couldn't have a shower because there was no water.

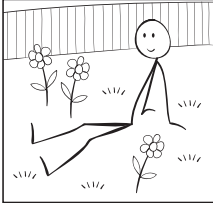

Picture drill

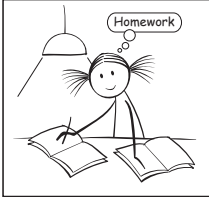
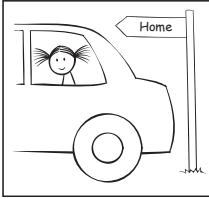
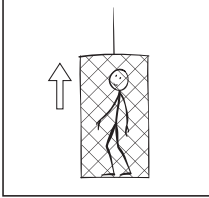

Tell the students they live in Tampa, Florida, where the storm hit hardest. Tell them that the big storm surprised everyone. Ask them to imagine where they were and what they were doing when the storm started.

Get students to repeat chorally and individually the following question.

Model question: What were you doing when the storm started?

Use the picture cue cards on **teacher's resource 5.2a** to elicit the following exchanges.

Picture cue	Student exchange
	<p>A: What were you doing when the storm started?</p> <p>B: I was sitting in my garden.</p>
	<p>A: What were you doing when the storm started?</p> <p>B: I was having a shower.</p>

	<p>A: <i>What were you doing when the storm started?</i> B: <i>I was doing my homework.</i></p>
	<p>A: <i>What were you doing when the storm started?</i> B: <i>I was coming home.</i></p>
	<p>A: <i>What were you doing when the storm started?</i> B: <i>I was standing in the lift.</i></p>
	<p>A: <i>What were you doing when the storm started?</i> B: <i>I was lying in bed.</i></p>

Get students to practise in open pairs and then in closed pairs, taking it in turns to ask and answer.

Chain game

Put students into one or two large groups – there should be at least 10 in each group – and have them sit in a circle. The first student to start says what she or he was doing when the storm started. The second student in the circle repeats what the first student was doing and adds what she or he was doing. The third student repeats the first and second students' sentences and then adds his/her own sentence, and so on around the circle, making the chain longer and longer.

A: *I was sitting in my garden when the storm started.*

B: *He was sitting in his garden and I was watching TV.*

C: *He was sitting in his garden, he was watching TV and I was ... etc.*

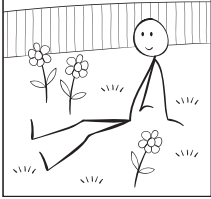
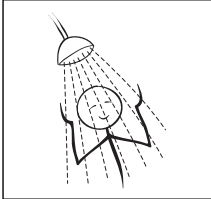
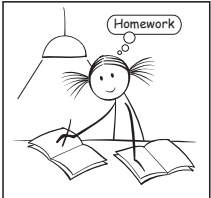
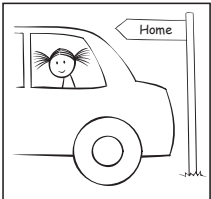
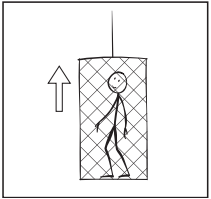
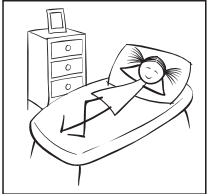
Students can start with the picture cues they have already practised but then add their own ideas and actions.

watching TV, having dinner, playing football, talking on the phone

Matching

Stick the set of pictures from **teacher's resource 5.2a** on the board. Hand out the set of six word-cue cards from **teacher's resource 5.2b**. Get students to match the word-cue consequences to the pictures and stick them on the board next to the appropriate picture.

Answer key

Picture cue	Consequence
	<i>The fence fell down.</i>
	<i>The water stopped.</i>
	<i>The lights went out.</i>
	<i>A tree blew over into the road.</i>
	<i>The electricity failed.</i>
	<i>The roof blew off.</i>

For each picture, get students to put the two sentences together in an interrupted past continuous sentence *was doing ...when did.*

Answer key

I was sitting in the garden when the fence fell down.

I was having a shower when the water stopped.

I was doing my homework when the lights went out.

I was driving home when a tree blew over into the road.

I was going up in the lift when the electricity failed.

I was lying in bed when the roof blew off.

Get students to practise the same sentences with *while* at the beginning.

Answer key

While I was sitting in the garden, the fence fell down.

While I was having a shower, the water stopped.

Etc.

Then get students to swap the *when* or a *while* clauses around.

Answer key

The fence blew down while I was sitting in the garden.

When the water stopped, I was having a shower.

Etc.

Dialogue build / Substitution drill

Get students to build up the short dialogue below from the first picture–word card pair on the board. Write the dialogue up on the board as an example and get students to copy it as a model into their exercise books. Underline the parts that can be substituted with other actions/cues and get students to practise each pair of pictures using the same pattern.

A:	What were you doing when the storm started?
B:	I was <u>sitting in the garden</u>
A:	Tell us what happened.
B:	Well, while I was <u>sitting in the garden</u> , the <u>fence fell down</u> .
A:	What did you do then?
B:	When the <u>fence fell down</u> , I <u>ran into the house</u> .

Tell students that the last line is for them to make up and extend.

I wiped the soap off with a towel.

I closed my books. I couldn't do anything, it was dark.

I had to walk home.

I called for help. I waited for an hour. They broke open the lift doors. I climbed out.

I ran downstairs. / I hid under the bed...

Production

Resources

OHT 5.2

Tape recorders and
blank cassette tapes

Roleplay

Tell students they work at the local radio station and they are reporting on the big storm. Put them into groups of five. One is the news reader, one is the interviewer and the other three are 'vox pop' general public who are being interviewed. Show **OHT 5.2** or hand out copies. Get the news reader in each group to rehearse the introduction and the conclusion, reading the script aloud several times until it sounds right. Then have students practise each of the three interviews based on the dialogues they have been practising. When they are ready, get them to record their news item.

Feedback

Play back the tapes to the whole class. Get students to choose which is the most interesting one, and say why they think so. Don't do any correction at this point,

just congratulate them and encourage them on what they've achieved in the lesson. Keep the tapes and use them as diagnostic material for addressing common errors of accuracy in use of tenses, vocabulary and pronunciation in future lessons.

Summary for students

In Arabic

- When do we use *was doing ... when did*?
When a long action in the past is interrupted by a short one.
- How many parts are there to the sentence?
Two.
- What are the tenses we use?
Past continuous, simple past.
- Where are the two places we can put *when* or *while*?
At the beginning and in the middle.
- Does *when* belong to the long action or the short one?
To the short one, to the simple past.
- Does *while* belong to the long action or the short one?
To the long one, to the past continuous.

5.3

Listening to a monologue: The TV wasn't working

Objectives

Grade 5 curriculum
standards 1.2, 2.1, 2.2,
3.2, 3.4, 5.1, 5.2, 9.2

- Listen and understand the sequence of events in a recount.
- Understand and use the intensifier *too*.
- Retell the story in their own words and write it up as a personal recount using *simple past* and *past continuous*.

Pre-listening

Resources

Worksheet 5.3

Vocabulary

wavy lines
sound
her favourite programme
the aerial
a ladder
(to) straighten

Pre-teach vocabulary

Cut up the pictures in **worksheet 5.3** and give each group a set. Get students them to take it in turns to describe what's happening in each picture. Through their descriptions elicit and teach the new vocabulary (wavy lines, sound, her favourite programme, the aerial, a ladder, (to) straighten) and check known key vocabulary (turn on, broken/not working, tired, having a rest, fix, climb up, the roof).

Ordering pictures

Put students into groups of three and get them to order the pictures from **worksheet 5.3** in a logical sequence. Do not correct any order that they choose as long as they can justify it within the story they have created. Encourage different groups to come up with different orders and different stories. Get them to take it in turns to tell the story they have created, for example, the first student tells the first part of the story, the second student tells the next part, the third tells the next part, and so on to the end. Monitor, get students to use the new vocabulary and elicit longer utterances from students by asking questions like the following.

- What was it she wanted to watch on TV?
- Why couldn't her husband help her?
- Why didn't her daughter help her?

While listening

Resources

Tape script 5.3

Listening comprehension

Read **tape script 5.3** aloud to the class or play the **tape**. After listening, get groups to re-order their pictures according to what they have heard. Discuss how the story they heard was different from the one they made up. Find out if they missed seeing any details in the pictures that then became important to the story they listened to – for example the cat following the boy everywhere or the cat sitting on the aerial. If there are any disagreements, don't correct them but get students to listen a second time and work out the right order for themselves.

Post-listening

Resources

Worksheet 5.3

Recall

Still in their groups of three, get students to recall as many sentences as possible that they heard with the *past continuous* and get them to write the sentences on small slips of paper – one sentence per slip of paper. Put two groups together and get them to share their sentences and add any more they can think of.

The TV wasn't working.

They were playing her favourite programme.

Her husband was reading the newspaper and smoking.

Her daughter was lying down.

The TV still wasn't working.

The cat was sitting on the aerial.

Have students throw away any repetitions and then have them copy their sentences from the slips of paper into their books.

Word cue drill

Get students to practise the structure *too + adjective to (do something)*. Get them to repeat the model sentence and have them write it in their books.

Model sentence: **He was too busy to help.**

Use word cues written on cards or on the board to practise the structure. Get students to repeat it chorally and individually, showing them just the cue and getting them to formulate the utterance for themselves.

Word cue	Students say
... busy ... help	<i>Her husband was too busy to help.</i>
... busy ... notice	<i>Her husband was too busy to notice.</i>
... tired ... help	<i>Her daughter was too tired to help.</i>
... lazy ... get up	<i>Her daughter was too lazy to get up.</i>
... late ... see her programme	<i>It was too late to see her programme.</i>

Recall

Get students to retell the whole story, using the pictures, the past continuous sentences they wrote down, the structure with *too* from the word cue drill and the new vocabulary you taught at the beginning. Have them tell it as if it happened to them. Get them to change 'Mum' to 'I', and make the other characters my dad, my mum (or my sister) and my brother.

Yesterday I wanted to watch my favourite programme but the TV wasn't working. I asked my dad to fix it but ...

Have them practise in their original groups of three. Monitor, provide ideas, get them to include the target vocabulary and language structures; correct irregular past tense forms.

Write it up

Give everyone a copy of **worksheet 5.3**. Have them choose some of the pictures (not all of them) to illustrate the text when they write up the story. Get them to add speech bubbles or thought bubbles to the pictures to illustrate the characters more. Elicit what the people in the pictures might be saying.

The woman: *Oh no! I'm going to miss my favourite programme!*

The girl on the bed: *I'm SO tired*

Dad, thinking: *Leave me alone.*

The cat on the aerial: *It's nice up here.*

Working on their own, get students to write up the recount. Have them plan and leave spaces in the text so that they can stick in the pictures with the speech bubbles.

Monitor and focus on correcting the following mistakes:

- spelling mistakes in key vocabulary;
- punctuation such as capitalisation and contractions;
- regular -ed- simple past endings;
- irregular simple past forms;
- ‘-ing’ endings on the past continuous.

Feedback

Have students swap scripts, read, appreciate and help each other correct any obvious mistakes. Ask students to re-draft a final version at home, copying the pictures by hand with their speech bubbles as well as the corrected text and get them to hand it in the next lesson. Use this final draft for lesson evaluation and individual assessment purposes.

Summary for students

In Arabic

The purpose of today’s lesson was to give you further practice in listening to, retelling and writing up recounts. You had to sequence the events in a logical way and connect them in a story. You also got further practice in using the simple past with the past continuous.

Tape script

5.3

Daughter:

Yesterday, my mum wanted to watch TV but when she turned it on, the TV wasn't working. All she could get was some wavy lines – no picture, no sound – just wavy lines. She was unhappy because they were playing her favourite programme. She asked my dad to fix it but he was too busy reading the newspaper and smoking his pipe. She asked me to help but I was having a rest. I was too tired to get up. Then she asked my brother Ned. 'OK mum,' he said, 'Let's go outside and look at the aerial first.' They went outside. The cat went with them. They all looked up at the roof. 'It's easy to fix,' Ned said. 'I just need to straighten the aerial'. He brought a ladder and climbed up it. He didn't see that the cat came up the ladder with him. Up on the roof he straightened the aerial. Back down in the house they turned on the TV again. But the TV still wasn't working. There were still only wavy lines. 'What's the matter with it now?' asked mum. 'Where's the cat?' asked Ned. The cat was still on the roof. It was sitting on the aerial. That's why the TV didn't work.

Adapted from *Teaching Listening Comprehension* by Penny Ur, Cambridge University Press 1984, and reproduced with permission of the author and publisher

5.4

Writing a non-chronological information text: Elephants

Objectives

Grade 5 curriculum standards 1.2, 5.4, 7.5, 9.4

Pre-writing

Vocabulary

an elephant
tusks
a trunk
a brain

Revision vocabulary

a horse
a whale
a camel
a tiger
an eagle
a gazelle
a dolphin
a snake
a lion
a frog
a lizard
a paw
a claw
a beak

- Revise animal vocabulary.
- Use the *simple present* tense to write about facts and habits.
- Write a short, non-chronological information text.

Hangman

Choose an already known animal to introduce the topic.

gazelle

Put up the number of letters in the word as dashes on the board.

Get students to call out a letter they think is in the word. If they guess correctly, fill in that letter in the right place (or places, if it appears more than once in the word).

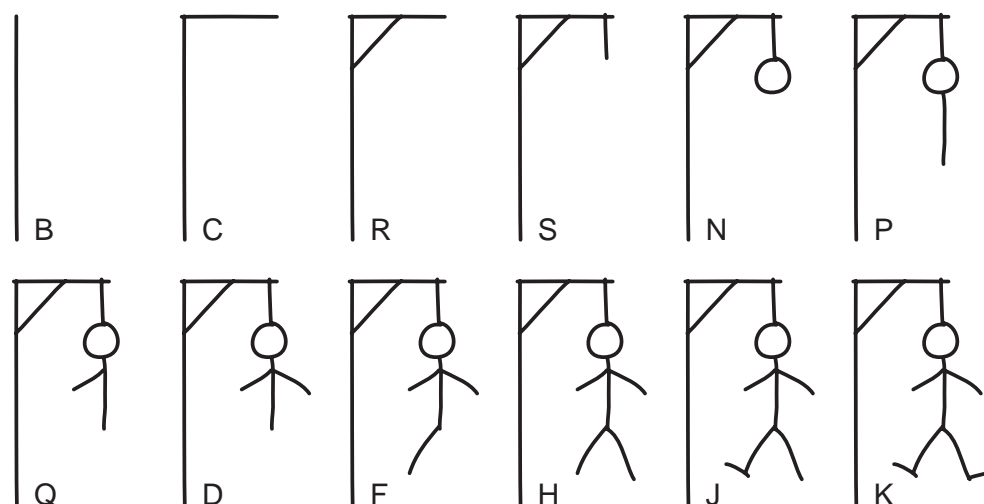
a student calls the letter L

---- L L --

a student calls the letter E

-- E L L E

If a student calls a letter that does not belong in the word draw one part of the 'hangman' picture. The aim for the students is to complete the word before you 'hang' them by completing the picture. The picture you are trying to complete is built up of single strokes – one for every wrong letter.



For each wrong letter called, record the letter underneath the hangman so students don't call it again. Once the students get your word, have one of them choose a new animal word, come to the board and put the number of dashes up. Play a few rounds in this way.

Pyramid

In pairs, get students to remember and write down all the animal words they know, and the parts of animals, like *paws*, *claws*, *beak*, *trunk*. Put pairs together into

groups of four and get them to share their animal words, teaching each other and recording any new words. Put groups of four together to form groups of eight and repeat the vocabulary-sharing process. If, through this pyramid, all the new words you intended to pre-teach come up naturally and are known by most students, don't teach them again. Just highlight the elephant words and tell students they are going to write about elephants. If the elephant vocabulary does not come up in the pyramid, pre-teach in the normal way, eliciting the meaning, then getting students to listen to each new word, pronounce it, see you write it on the board, read it aloud and copy it into their books.

Brainstorm

In groups of four, get students to brainstorm everything they know about elephants. Appoint a secretary for each group – someone who can write well – and give each group a blank piece of paper. Give a few examples to get them started.

They're very heavy.

They have big ears.

They live in Africa and Asia.

While students are discussing and writing, go around and choose one or two good sentences from each group. Tell one of the group to go and write their sentence anywhere on the board.

While writing

Resources

Worksheet 5.4a

Teacher's resource 5.4b

Shared writing

Tell students they are going to write an information text about elephants. Elicit that an information text starts with a general introduction. Get students to look at the sentences on the board and see them as general information about elephants.

Elephants are the only animals with trunks.	They are grey.	
They are the biggest animal.	They live in groups.	They are clever.
Elephants live in Africa and Asia.	Elephants live in forests.	

Get students to choose and order the sentences with you to form an introductory paragraph. Encourage students to join two ideas together into a compound sentence. Ask them the following questions.

- Which sentence should we start with?
- Are there any other sentences that go with that one?

Have them tell you their ideas and begin to write up their suggested paragraph or order of sentences with some editing, eliciting and additions. Remind them that information texts are impersonal so you are going to put *Elephants* in the plural, for generalisations. Remind them that they are writing facts about elephants and about how elephants live every day, so they will be using the simple present tense. Be selective about the sentences and show them you will leave some sentences out.

Elephants are the biggest land animals and probably the most intelligent. They are the only animals that have trunks. They live in groups, in the forests and on the plains of Africa and Asia.

Give students **worksheet 5.4** and get students to copy the title ***Elephants*** from the top of it, followed by your shared opening paragraph.

Jigsaw writing

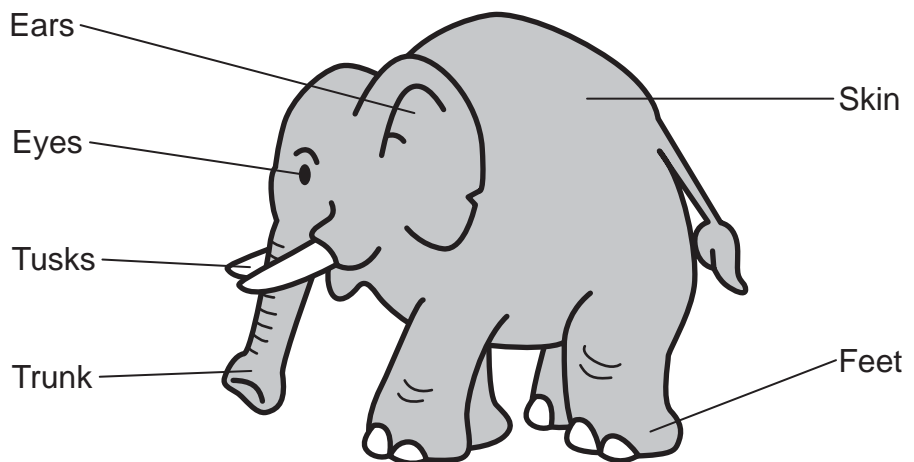
Divide students into five groups: Skin, Ears, Tusks, Eyes, and Feet. Give each group the appropriate section of **teacher's resource 5.4**. Tell them that each group will produce a short paragraph giving factual details about their particular part of the elephant.

Go to each group and show them how to take the facts from the worksheet and turn them into sentences. Explain any vocabulary in the notes that they don't understand – especially the group with the notes about skin (wrinkles, rough, sensitive, dust). Start them off, then give them time to discuss and compose on their own. Have them do their first draft in their exercise books or on a rough piece of paper. After a while, monitor and point out any written errors or omissions you see as you circulate. Help students edit what they have written by putting two sentences together, changing the order or cutting out repetition.

On **worksheet 5.4a**, get each member of the group to draw a line to the part of the elephant's body that they have been writing about. Have them label their line appropriately.

Elephants

Elephants are the biggest land animals and probably the most intelligent. They are the only animals that have trunks. They live in groups, in forests in Africa and Asia.



Under the label, get each student to copy out the final draft of their group's sentences, with the corrections and edits incorporated.

Cross-group students into groups of five so that each new group has one representative from each of the earlier groups. Get students to take it in turns to read their labels and sentences aloud. Have the others copy the new information onto their own worksheets. Sentences can be transferred by student-to-student dictation or by reading and copying, depending on the ability of the group.

Post-writing

Resources

www.discoverychannel.com

Have students return to their seats. In pairs, get students to swap worksheets, compare and correct any spelling mistakes they can see in each other's work.

Give students the Discovery Channel website to look up more information about elephants.

Summary for students

In Arabic

The text you read about the girl with the shawl, at the beginning of the week, was that fiction or non-fiction? The text you just wrote about elephants, was it fiction or non fiction? When it's a story in the past, like the story about the girl with the shawl, which tenses do we use? When it's facts about the world, the way animals are and the way they live, what tense do we usually use? In the story about the girl with the shawl, is there a beginning, a middle and an end? In the writing you just did about elephants, is there a beginning, a middle and an end like in a story? Does it matter if we write about the ears before the eyes? Or about the tusks before the skin? Is there some general information about elephants? Is there some specific information about elephants? Where does the general information come? In the text about elephants, is the picture important? Are the labels important? Do we need labels in the story about the girl with the shawl? Why not? In the listening lesson about the TV, was the story personal or impersonal? What about the elephants, personal or impersonal?

Tell me the features of a story.

Tell me the features of an information text.