



Section 4

Rain, rain, rain

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The text for this section

Rain, rain, rain

It rains on Monday. Mai walks to school in the rain.

It rains on Tuesday. Mai walks to school in the rain again.

It rains on Wednesday. Water covers the road. Mai walks to school in the rain. A car splashes water on her clothes.

It rains on Thursday. Water covers the footpath. Mai walks to school in the rain. She wears her boots.

It rains on Friday. Water covers the garden. Mai stays at home.

It rains on Saturday. Water fills the river.

It rains on Sunday. Water floods the town.

Mai and her family watch the news on Sunday morning.


The SES man knocks on the door on Sunday afternoon.

The man says, "Pack a small bag. Leave now."


Build vocabulary for the story

In preparation for the story, project the pictures from the story and build the vocabulary as suggested. The words need to be introduced over a number of days and revised. Revision activities could include the students recording the vocabulary in their books, highlighting the new words and translating into their own language, word lists on the wall, vocab flashcards and a variety of games.



Some words in the story have been introduced already in **Section 3**, but may need to be revised: **fills, floods, covers, footpath, road, garden, river, town**

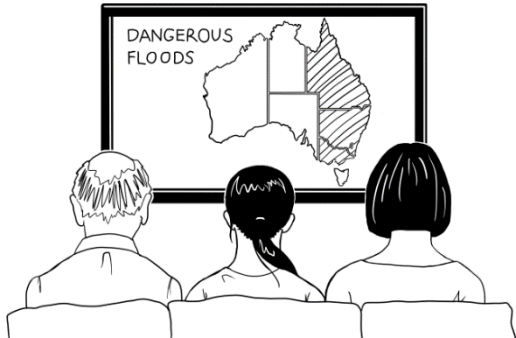



VOCABULARY	Board Work
<p>Mai</p>  <p>Revise the names of students in the class, noting the stress and the number of 'beats' in each name. Write Mai on the board and under this, write the names of students with the same single syllable stress pattern.</p>	<p>Mai</p>
<p>walk</p> <p>Mime the word walk and ask some students or the whole class to demonstrate the word walk. After learning the spelling, students could walk and spell the letters of the word walk, out loud on each step. Use 2 fingers on the desk to imitate walking. Point to Mai's legs and move your 2 fingers.</p>	<p>_ a l _</p> <p>Say walk. Ask the students what letters they can hear. Say the word slowly out loud. Do this several times and write in the letters the students get right. Add any missing letters and explain the way each letter is formed.</p> <p>Point to the word. Ask students to repeat the word walk after you. Spell the word together, pointing to each letter as you spell. Ask how many letters in the word, count the letters together.</p>

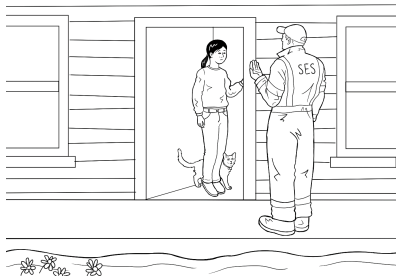
FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)

VOCABULARY	Board Work
<p>school</p> <p>Take a picture of your school or the local school and project it on the board.</p>	<p>_ c h o o _</p> <p>Repeat the process used to teach the word walk.</p>
<p>again</p> <p>Get the students to do an action again and again and again. e.g. stand up, sit down, hands up, hands down, look left, look right, clap, stamp feet etc</p>	<p>_ _ _ i _</p> <p>Repeat the process used to teach the word walk.</p>
<p>splash</p> <p>Put some water in a bowl or a mug and splash some on the table.</p> 	<p>_ _ _ ash</p> <p>Repeat the process used to teach the word walk.</p>

FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)

VOCABULARY	Board Work
<p>clothes</p>  <p>Show a photo of some clothes, point to your own clothes and the students' clothes. To explain that this general word includes different pieces of clothing, make a small pile of clothes on the table.</p>	<p>_ _ _ thes</p> <p>Repeat the process used to teach the word walk.</p>
<p>boots</p>  <p>Draw a picture of boots and point to the boots in the picture of Mai. Check if anyone is wearing boots.</p>	<p>_ o o _ _</p> <p>Repeat the process used to teach the word walk.</p>
<p>family</p> <p>Draw a picture of a family or put a large photo of a family on the board. If appropriate, get the students to show a photo of their family to their partner on their phone.</p>	<p>_ _ _ i _ y</p> <p>Repeat the process used to teach the word walk.</p>


VOCABULARY	Board Work
<p>watch</p>  <p>Mime the word watch. Point to the picture of Mai and her family in front of the TV. The time factor is important to distinguish watch from look.</p>	<p>_ a t _ _</p> <p>Repeat the process used to teach the word walk.</p>
<p>news</p> <p>Hold up a newspaper or click on a TV news service.</p>	<p>_ ew _</p> <p>Repeat the process used to teach the word walk.</p>
 <p>SES</p> <p>Project SES logo onto the board or draw it.</p>  <p>Show photos of people being assisted by the SES.</p>  <p>Write State Emergency Service on the board and bold the first letters.</p> <p>Perhaps show part of 7 News video to show SES workers during the NSW floods.</p>	<p>State Emergency Service</p>

VOCABULARY	Board Work
<p>door</p>  <p>Point to the door in the picture. Say 'Door?' to the class, look around and encourage them to point to the classroom door. Walk to the door and open and close it.</p>	<p>_ o o _</p> <p>Repeat the process used to teach the word walk.</p>
<p>knock</p> <p>Mime the word knock using a closed fist. Go out and knock on the door. Knock on the table - knock once, twice, three times and get students to copy the number of knocks each time. Also revise again here.</p>	<p>k _ _ c _</p> <p>Repeat the process used to teach the word walk.</p>
<p>a small bag</p> <p>Point to several different bags belonging to students.</p> <p>Compare a large and a small bag. Draw a large and a small cup, tree, ball, box etc. Point to the small object and say <i>small</i>.</p>	<p>_ _ all _ _ _</p> <p>Repeat the process used to teach the word walk.</p>
<p>Pack</p> <p>Mime the word pack using a bag similar to the one used by Mai and her family. Point to the picture.</p>	<p>_ _ c _</p> <p>Repeat the process used to teach the word walk.</p>

FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)



VOCABULARY	Board Work
<p>leave</p> <p>Demonstrate the word leave by taking the packed bag, waving goodbye and walking out of the classroom - remain outside the room for a minute to give the sense of having left. Revise the last three words – bag, pack and leave at the end of the class by telling students, 'Pack your bags and leave.'</p>	<p style="text-align: center;">_ _ a _ e</p> <p>Repeat the process used to teach the word walk.</p>
<p>stay</p> <p>Teach this as an opposite of <i>leave</i>.</p>	<p style="text-align: center;">_ _ ay _</p> <p>Repeat the process used to teach the word walk.</p>
<p>home</p> <p>Draw a picture of a house with no one in it. Write house under it. Draw another picture of a house and this time draw some people inside. Write home under it.</p>	<p style="text-align: center;">_ _ _ e</p> <p>Repeat the process used to teach the word walk.</p>
<p>now</p> <p>Use a clock to show the current time and say now. Wait a minute and point to the time and say now and so on.</p>	<p style="text-align: center;">_ ow</p> <p>Repeat the process used to teach the word walk.</p>

FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)

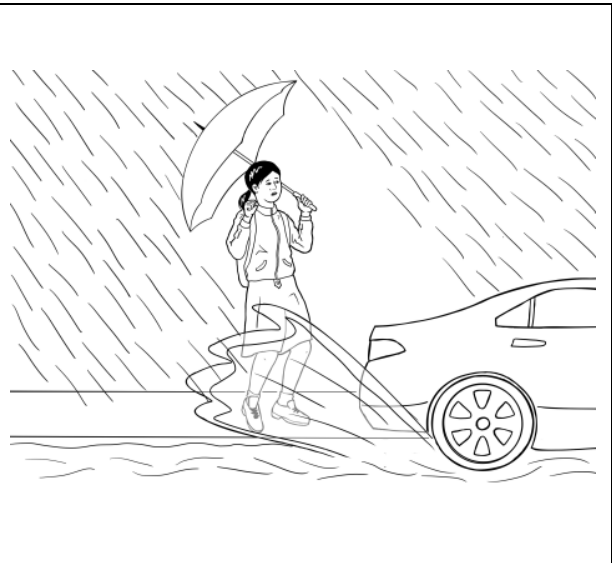
VOCABULARY	Board Work
<p>morning</p> <p>Use a clock face to demonstrate the word morning – midnight to midday. When the clock hand gets to around 7am, mime sleeping, waking up, getting up etc. If possible, elicit the times in the morning that students get up. The morning could be drawn on the board as a linear timeline with students' names written under the time they usually get-up.</p>	<p style="text-align: center;">_ o r _ i n g</p> <p>Repeat the process used to teach the word walk.</p>
<p>afternoon</p> <p>Use a clock face to demonstrate afternoon – midday to 6pm. Continue the timeline from above and note times when class ends, lunch, children's school ends etc.</p>	<p style="text-align: center;">_ _ _ er _ oo _</p> <p>Repeat the process used to teach the word walk.</p>
<p>says</p> <p>Draw a face on the board with a speech bubble and insert previous spoken words or ones that follow.</p> <p>e.g. </p>	<p style="text-align: center;">_ a y s</p> <p>Repeat the process used to teach the word walk.</p>

A short version of the story - a class cloze

This shorter version of the story focuses on Mai and uses the vocabulary just learned. Project the cloze below and elicit the missing letters and words to fill in the blank spaces.

<p>1.</p> <p>Mai w_____ to sch _____</p> <p>in the _____.</p>	 A black and white line drawing of a young girl walking to the right in the rain. She is wearing a dress and has a backpack. She is holding an open umbrella over her head. The rain is represented by many short, slanted lines falling from the top. The ground is indicated by two horizontal lines.
<p>2.</p> <p>Mai walks t_ s _____</p> <p>in the rain a_ _____.</p>	 A black and white line drawing of the same young girl walking to the right in the rain. She is wearing a dress and has a backpack. She is holding an open umbrella over her head. The rain is represented by many short, slanted lines falling from the top. The ground is indicated by two horizontal lines, and there is a puddle of water in front of her feet.

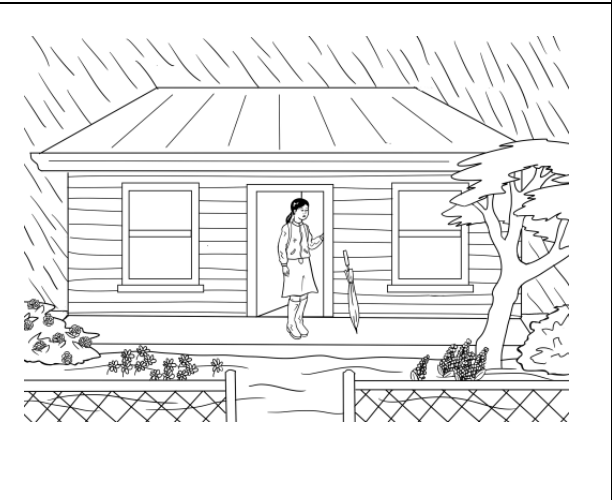
3.
Mai walks to school
in the rain. A c__
splashes w____
on her clothes.



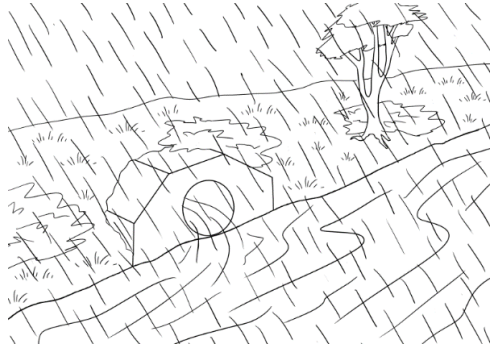

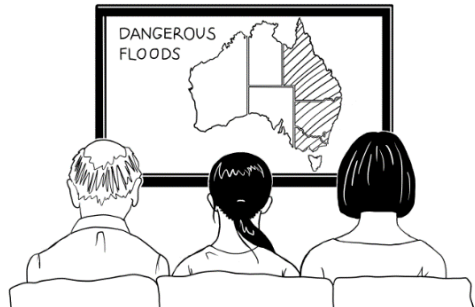
4.
Mai walks to school
in the r___. She
wears her b_____.



5.
Mai stays at h_____.

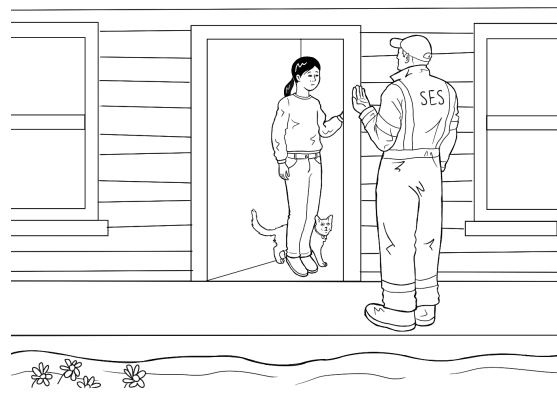


FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)

<p>6.</p> <p>W_ _ _ _ fills the river.</p>	
<p>7.</p> <p>Water floods the t_ _ _ .</p>	
<p>8.</p> <p>Mai and her f_ _ _ _ _ watch the n_ _ _ .</p>	

9.

The SES man knocks on the door . The man says, "P_ _ _ a small b_ _ . Leave now."



Listen and order the sentences - 3 levels

Preparation

- Copy the sentences and pictures on the following pages, enough so that students can work in pairs and at their ability level.
- Provide scissors and glue, a page of light card for each pair, and an envelope for later storage of the cut-up sentences.

Activity

1. Hand out copies of the sentences with the card, glue, scissors and envelopes.
2. Demonstrate the process of pasting the page of words onto the card, then cutting along the dotted lines to make word cards.
3. Students work together to paste the paper onto the card and then cut out the strips.

As they work, encourage students to say what they are doing like a chant.

We are gluing paper onto the card, onto the card, onto the card.

We are gluing paper onto the card, onto the card, onto the card.

We are cutting sentence strips, sentence strips, sentence strips,

We are cutting sentence strips, cut, cut, cut.

This makes for a noisy class, but gives students time to practice speaking. It doesn't matter that a new tense is being introduced here. It's a way of practising the form of a new tense so that it is familiar before its use is explained at a later time.

4. When the cutting and pasting has been completed, slowly read the text of the shortened story to the class and ask students to put the sentences in order as they listen.
5. To make it more difficult cut the sentences in half and mix them up. However, with Level A, keep sentences and pictures together until the students are more confident.
6. Encourage students to use clues such as the full stops and capital letters. This activity can be repeated over several days. Each time the students find the activity easy, they can cut up the strips into smaller pieces.

Mai walks to school in the rain.

Mai walks to school in the rain again.

Mai walks to school in the rain. A car splashes water on her clothes.

Mai walks to school in the rain. She wears her boots.

Mai stays at home.

Water fills the river.

Water floods the town.

Mai and her family watch the news.

The SES man knocks on the door. The man says, "Pack a small bag. Leave now."

After these ordering activities, ask each pair to insert their pictures and text in an envelope. Collect the envelopes for later classes.

Level A - Order the Sentences

Mai walks to school in the rain.



Mai walks to school in the rain again.



Mai walks to school in the rain. A car splashes water on her clothes.



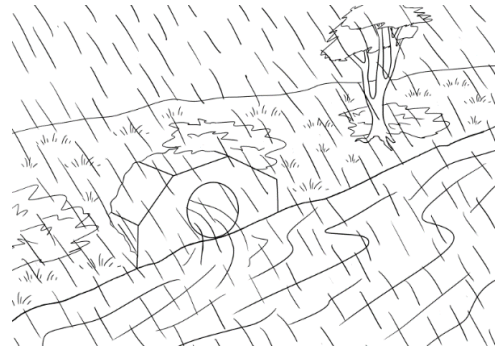
Mai walks to school in the rain. She wears her boots.



Mai stays at home.



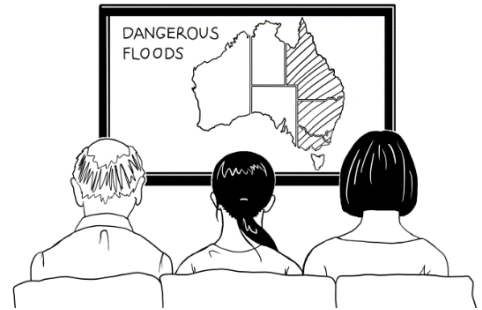
Water fills the river.



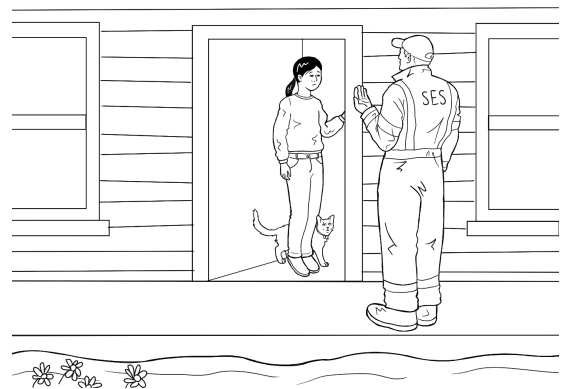
Water floods the town.



Mai and her family watch the news.



The SES man knocks on the door. The man says, "Pack a small bag. Leave now."



Level B - Order the Sentences

Mai walks to school in the rain.

Mai walks to school in the rain again.

Mai walks to school in the rain. A car splashes water on her clothes.

Mai walks to school in the rain. She wears her boots.

Mai stays at home.

Water fills the river.

Water floods the town.

Mai and her family watch the news.

The SES man knocks on the door. The man says, "Pack a small bag. Leave now."

Level C - Order the Sentences

Mai walks to school	in the rain.
Mai walks	to school in the rain again.
Mai walks to school in the rain.	A car splashes water on her clothes.
Mai walks to school in the rain.	She wears her boots.
Mai stays	at home.
Water fills	the river.
Water floods	The town.
Mai and her family	watch the news.
The SES man knocks on the door.	The man says, "Pack a small bag. Leave now."

Spell the words – 3 levels

1. For **lower levels** use a modified version of 'Look, say, cover, write, check'.



Teach: *Look, say the word out loud, spell the word out loud as you copy.*



For **higher levels** teach 'Look, say, cover, write, check'.

2. It is important that the students:

- Finish one word before writing the next word
- Work down the page rather than across.
- Check their spelling with the typed word.
- Try to chunk the letters rather than copy letter by letter
- The words are printed twice at each level so that students practise once in class, and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

Level A - Spelling

	
walk	car
walk	car

	
boots	rain
boots	rain

Level B - Spelling

walk	car	rain	boots
walk	car	rain	boots

pack	bag	now	family
pack	bag	now	family

Level C - Spelling

walk	splash	water	boots
walk	splash	water	boots

family	watch	news	now
family	watch	news	now

rain	school	knocks	small
rain	school	knocks	small



A Word Find - 3 levels

Word finds are a helpful way to develop students' visual word recognition and spelling.

It is also a good time to introduce highlighters. Yellow highlighters are best as they allow the word to be seen clearly and don't bleed through the page. Yellow is also a stimulating colour and is believed to enhance memory retention.

Project each *Word Find* and demonstrate the technique for each.


Level A - Word Find

 **Highlight** the words 




Mai		w	a	l	k			
boots						c	a	r
school		M	a	i				
walk			w	a	t	e	r	
				b	o	o	t	s
in								
car		r	a	i	n			
water							i	n
rain				h	o	m	e	
home			s	c	h	o	o	l

Level B - Word Find



Highlight the words 								
Mai		a	s	p	l	a	s	h
pack		b	c	d	e	c	a	r
boots		p	a	c	k	f	g	h
school		i	j	k	h	o	m	e
walk		r	a	i	n	l	m	n
splash		o	s	c	h	o	o	l
car		b	o	o	t	s	p	q
family		r	w	a	t	e	r	s
water		w	a	l	k	t	u	v
rain		w	x	y	z	M	a	i
home		n	o	w	a	b	c	d
now		e	f	a	m	i	l	y

Level C - Word Find





 Highlight the words  


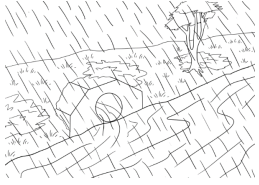
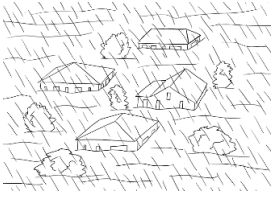
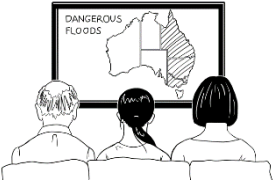
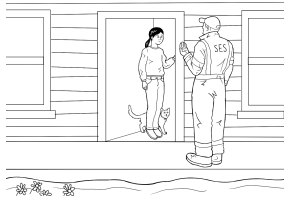
walk		p	a	c	k	r	a	b	c	d
road		e	s	p	l	a	s	h	f	g
boots		h	c	i	j	i	k	l	m	n
school		o	h	p	q	n	g	r	s	t
pack		u	o	v	w	x	a	y	z	a
splash		n	o	w	b	c	r	o	a	d
garden		d	l	a	e	f	d	g	h	i
family		j	k	l	l	n	e	w	s	m
water		n	o	k	p	q	n	r	s	t
rain		u	w	a	t	c	h	v	w	x
home		y	a	z	a	b	h	c	d	e
now		f	t	g	h	b	o	o	t	s
watch		i	e	j	f	a	m	i	l	y
news		k	r	l	m	n	e	o	p	q

An individual cloze – 3 levels

- **At level A**, students are provided with the pictures, the word and the first letter.
- **At Level B**, there are no pictures, but some difficult sounds are given and the words are provided at the bottom of the page. This bottom section can be folded over and used to copy or check spelling.
- **At Level C**, there are no pictures or letters, but the words are provided at the bottom of the page. This bottom section can be folded over and used to copy or check spelling.

Level A - Write

<p>1.</p> <p>Mai w _ _ _ _ to school in the rain.</p>	 <p>walks</p>
<p>2.</p> <p>Mai walks to school in the r _ _ _ again.</p>	 <p>rain</p>
<p>3.</p> <p>Mai walks to school in the rain.</p> <p>A c _ _ _ splashes water on her clothes.</p>	 <p>car</p>
<p>4.</p> <p>Mai walks to school in the rain.</p> <p>She wears her b _ _ _ _ .</p>	 <p>boots</p>

<p>5. Mai stays at h _ _ _ .</p>	 <p>home</p>
<p>6. W _ _ _ _ fills the river.</p>	 <p>water</p>
<p>7. Water floods the t _ _ _ .</p>	 <p>town</p>
<p>8. Mai and her family watch the n _ _ _ .</p>	 <p>news</p>
<p>9. The SES man knocks on the door. The man says, "Pack a small b _ _ . Leave now."</p>	 <p>bag</p>

Level B - Write the words

1. Mai _ a l _ _ to school in the _ ai _ .
2. Mai walks to _ ch _ _ _ in the rain a _ _ i _ .
3. Mai walks to school in the rain. A _ ar splashes water on her _ _ _ the _ .
4. Mai walks to school in the rain. She _ ears her _ oo _ _ .
5. Mai _ _ ays at _ _ _ e .
6. _ a _ er fills the _ i _ er .
7. Water _ _ ood _ the _ ow _ .
8. Mai and her _ a _ ily watch the _ ew _ .
9. The SES man knocks on the door. The man says, “_ ac _ a small bag. Leave _ ow .”
walks rain school again car clothes
wears boots stays home water river
floods town family news pack now

Level C - Write the words

1. Mai _____ to school in the _____.

2. Mai walks to _____ in the rain _____.

3. Mai walks to school in the rain. A _____ splashes water on her _____.

4. Mai walks to school in the rain. She _____ her _____.

5. Mai _____ at _____.

6. _____ fills the _____.

7. Water _____ the _____.

8. Mai and her _____ watch the _____.

9. The SES man knocks on the door. The man says, "_____ a small bag. Leave _____."

walks rain school again car clothes

wears boots stays home water river

floods town family news pack now

PPT - Revise the short version of the story

Before introducing the complete story, revise the short version with a PPT. The great advantage of the PPT is that you can show it many times, and at varying speeds.

Download the PPT from the hub.

- Project the PPT in *slide show mode*. The animation feature will reveal the words slowly to build each sentence.
- The forward arrow on your keyboard will make the pictures and words appear in order. The back arrow will remove the words and pictures.
- Click *Escape* anytime to close.
- Encourage students to guess the words before they appear.



Build the complete story

The story can be built in a number of ways. You could use just one method or different ones over several days

1. Project the pictures and the sentences with missing words.

Project the following pages on the board and build the whole story together as a class. The words will need to be rubbed off after each slide.

2. Project the pictures and build the story on the board

Project only the pictures, and draw lines on the board for each word, working on one sentence at a time. You can give some letters if you like or leave them all blank. Elicit the words and write them on the board and/or ask students to spell each word. If you're lucky, the board may be large enough to contain the whole story. This would allow you to reverse the process, by rubbing out some of the words and students reading the story recalling the rubbed-out words.

1.



It r _ _ _ _ _ . Mai w _ _ _ _
_ to school in _ _ _ _ _ .

2.



It rains on T_ _ _ _ _ . M_ _ _ walks to
s_ _ _ _ _ in the r_ _ _ ag_ _ _ .

3.



It rains on W _ _ _ _ day. W _ _ _ _ covers
the r _ _ _ . Mai w _ _ _ _ to school _ _
the rain. A c _ _ _ _ ashes water
on h _ _ cl _ _ _ _ .

4.



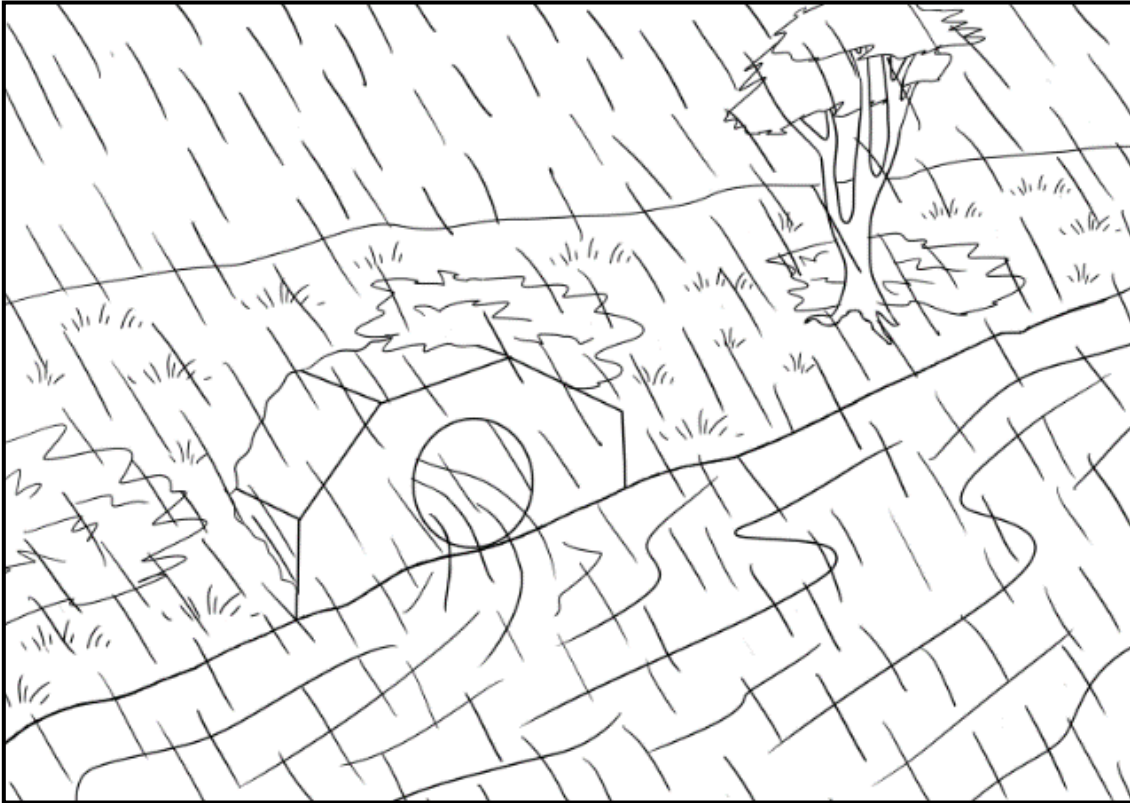
It r_____ on Th_____. Water c_____
the f___ path. Mai walks to s_____
in the rain. She w_____ her b_____.

5.



It rains _ _ Friday. W _ _ _ covers the
g _ _ _ . Mai st _ _ _ at h _ _ _ .

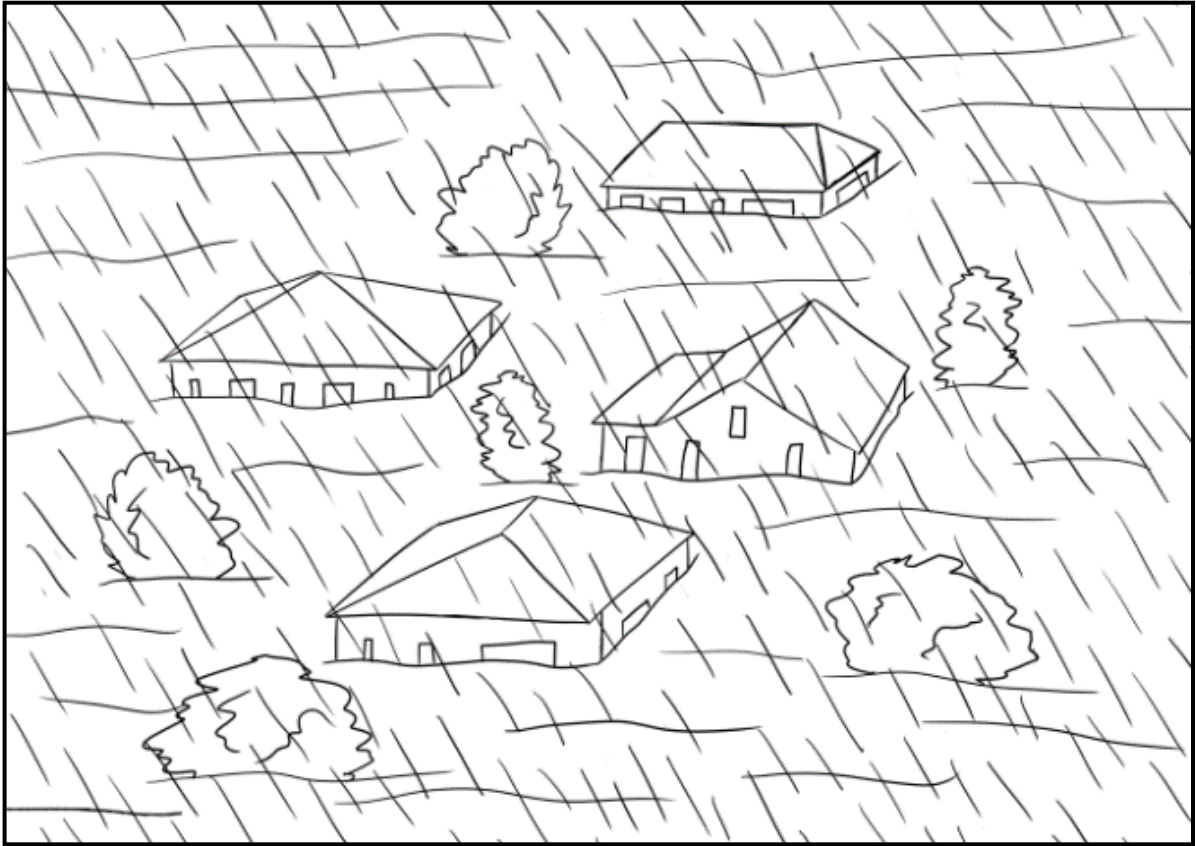
6.



__ rains on S _____. Water fills

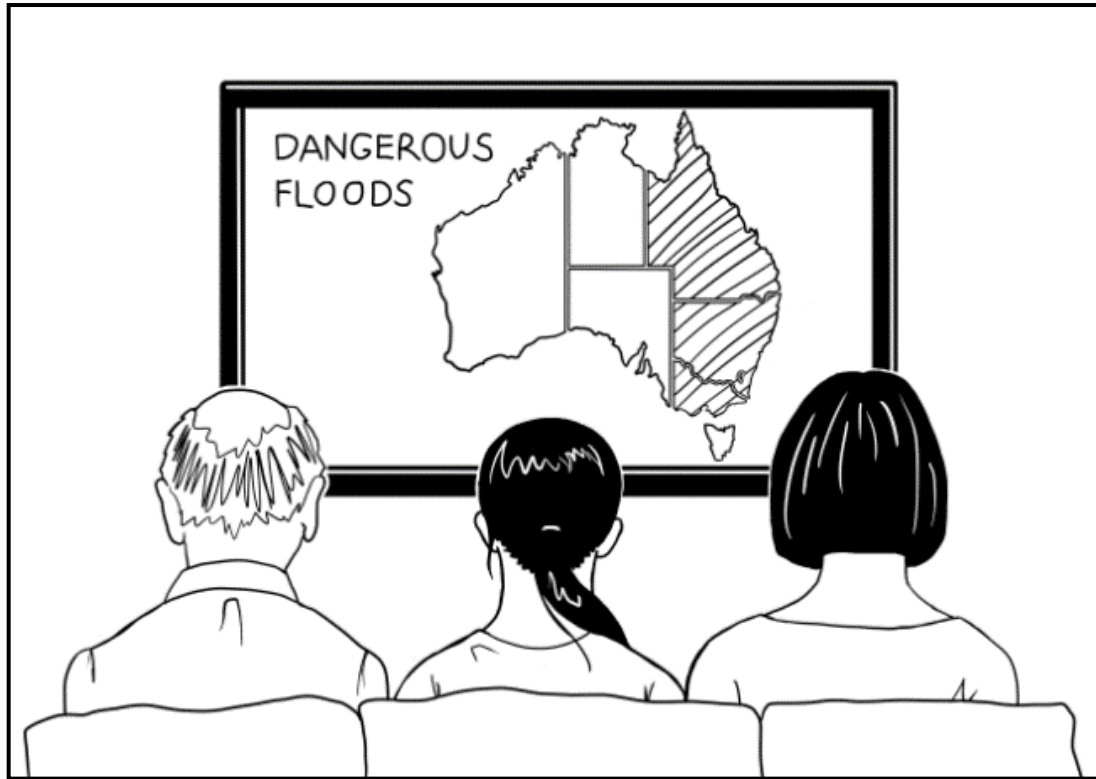
the r _____.

7.



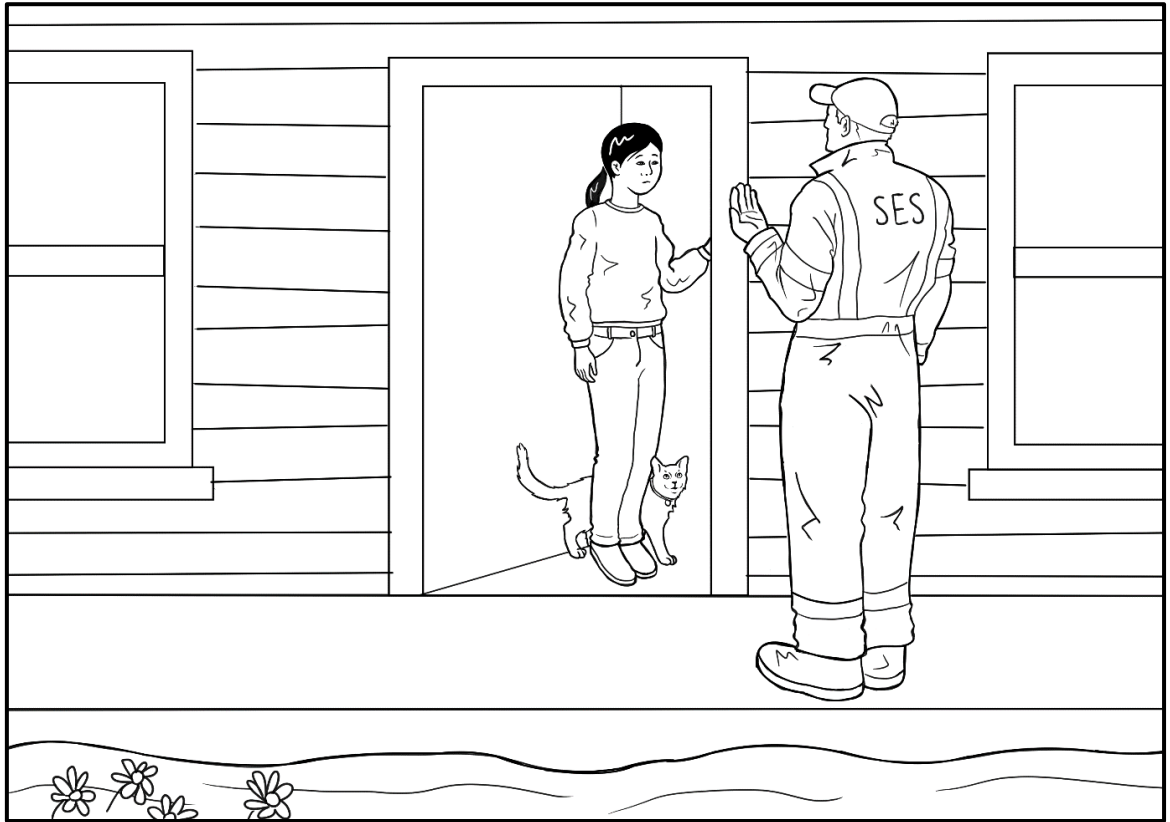
It rains on S_____. Water fl_____
the t_____.

8.



Mai and her f_ _ _ _ _ w_ _ _ _ _
the n_ _ _ on Sunday morning.

9.



The SES man kn_ _ _ _ on the d_ _ _ on
Sunday afternoon. The m_ _ says,
“P_ _ _ a small b_ _ . Leave n_ _ .”

Listen and order the pictures and the text

Step 1: Order the pictures

Copy the following pages, enough for students to work in pairs. Students cut up the pictures. As the teacher reads the story, students order the pictures.

It is important to pair higher-level students with lower-level students to provide support when needed.

A class set of scissors is essential. Cutting up is a good preparation for writing as the open and close motion of cutting strengthens the same muscles in the hand that are used in holding a pen or pencil.

Step 2: Order the text next to the pictures

Copy the pages of text enough for students to work in pairs. Students cut up each box of text. As the teacher reads the story, students match the text with the ordered pictures.

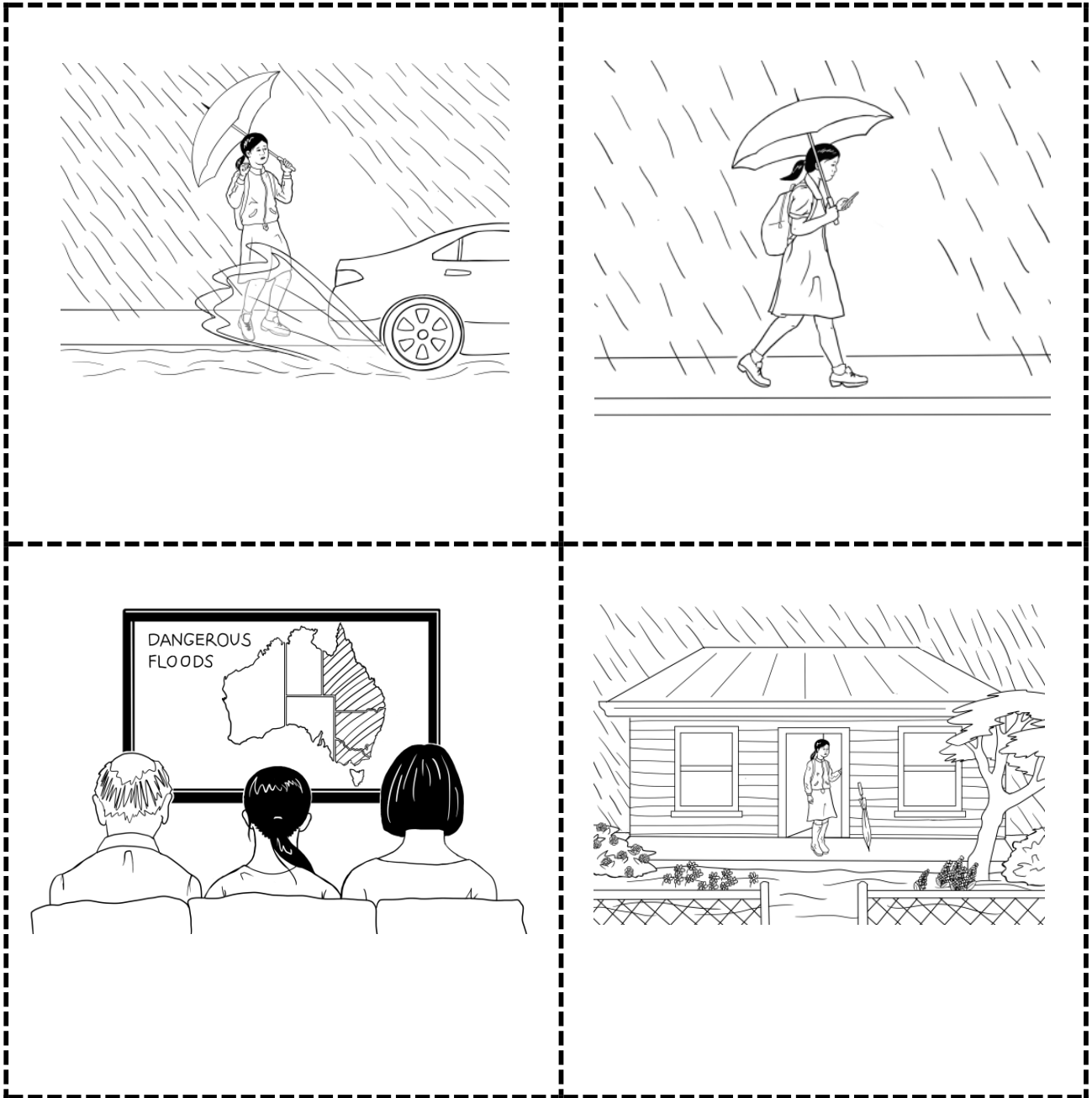
It is important to pair higher-level students with lower-level students to provide support when needed.

Step 3: Read the story as a class

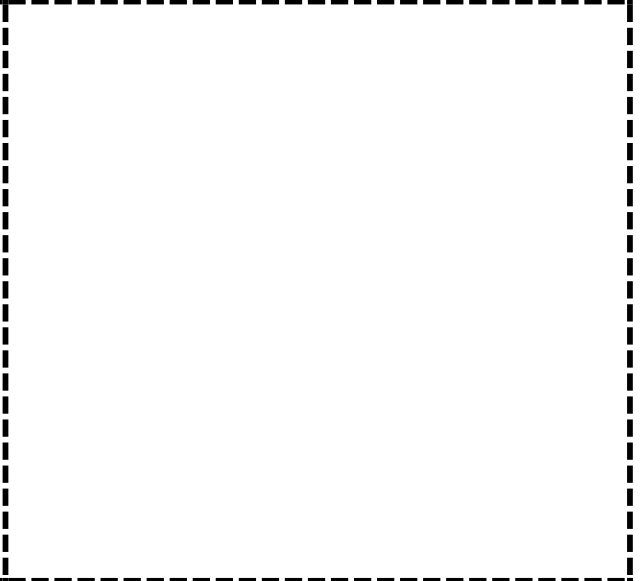
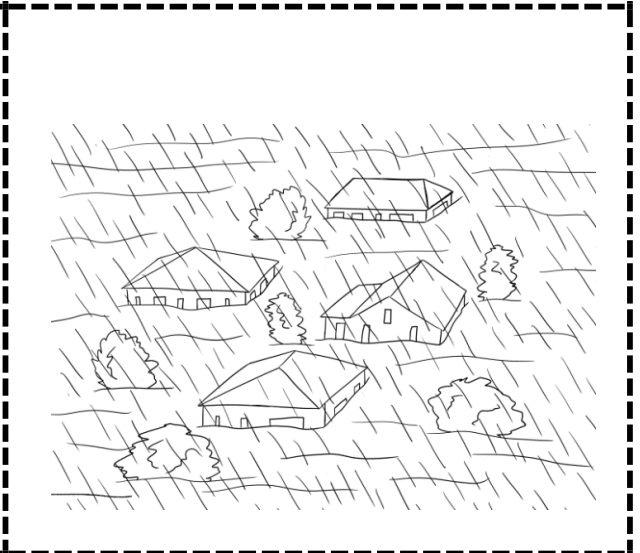
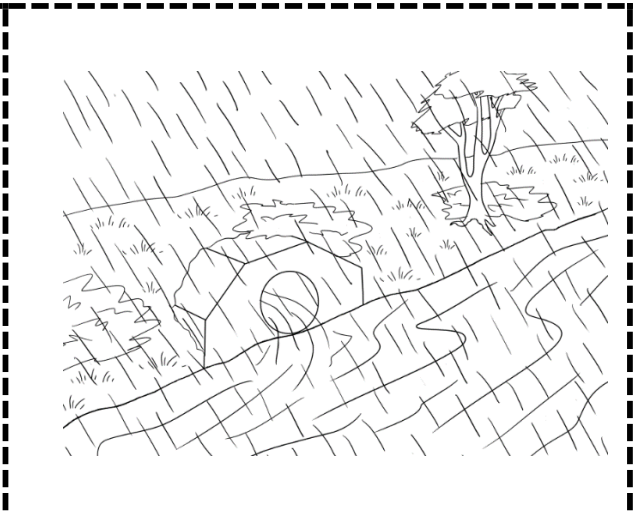
- The teacher reads the story, and the students repeat and point to the words as they read.
- Once the students have practised in pairs, ask some higher-level students to read a page aloud to the class. This gives the teacher the opportunity to do some individual correction of pronunciation and stress and also note common issues to address either at the time or in a later class.

After these ordering activities, ask each pair to insert their pictures and text in an envelope. Collect the envelopes for later classes.

FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)



FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)



It rains on Wednesday.
Water covers the road.
Mai walks to school in
the rain. A car
splashes water on her
clothes.

It rains on Thursday.
Water covers the
footpath. Mai walks to
school in the rain. She
wears her boots.

It rains on Friday. Water
covers the garden. Mai
stays at home.

It rains on Tuesday. Mai
walks to school in the
rain again.

It rains on Monday. Mai
walks to school in the
rain.

It rains on Saturday.
Water fills the river.

The SES man knocks on the door on Sunday afternoon. The man says, "Pack a small bag. Leave now."

It rains on Sunday.
Water floods the town.

Mai and her family watch the news on Sunday morning.

The animated story – Rain, rain, rain

Open the animated version of the story on the hub and listen to the story together.



Label a picture of Mai

Labelling is a useful way to revise vocabulary and add some new ones within a familiar context. Copy the drawing on the next page for each student.

1. Project the image of Mai on the board and ask some simple questions:
 - Who is this?
 - What is this? [Point to different things]
2. Label each part of the drawing on the board. Add more words in the grey boxes if students are familiar with other vocabulary in the drawing. e.g. dress, uniform, shoes, socks, hair etc
3. Colour different parts of the drawing.
 - At level A direct the colouring
 - At level B students select their colours and later describe their colouring to a partner. e.g a red umbrella
 - At level C students select their colours and describe their picture to another student using simple sentences. E.g. Mai has a red umbrella.

Colouring-in is an excellent pre-writing exercise – it provides an opportunity to learn correct pencil grip and strengthen muscles for writing. It is also a calming non-threatening activity and a good way to learn colours.

This is Mai.

rain



Question inflection - *What do we need to pack?* activity


This activity aims to make students aware of what is important to take in the event of a flood evacuation. It also paves the way for Story 2 'Leave now', in which Mai and her family must pack a bag and find a safe place.

Preparation

- **Teach the vocab** of possible things to put in the bag. Don't be limited by the pictures of objects in the appendix. It's possible to increase the fun by suggesting ridiculous things. Where possible, use realia.
- **Print enough pictures** for the group activity with the words attached, so each group has a set. **Enlarge one set** of pictures to use on the board later.


Activity 1: Question Inflection - *wh* and simple *yes/no* questions

1. Write the question, 'What do we need to pack?' on the board.

Demonstrate the **downward** inflection on the word **pack** with a downward arrow. 

This is best done over a couple of days.

2. The students practise asking the question using the downward inflection.
3. The teacher holds up an object and responds by asking a simple yes/no question. e.g. A torch? The TV? with an upward inflection.

4. Write the simple yes/no questions on the board showing the **upward** inflection with an arrow. 
5. Give each student a large picture. Students will respond to the 'What do we need to pack?' question, with a yes/no question. Students take turns to hold up their picture, and ask a simple question using the upward inflection. The class responds using body language or with a **yes** or **no answer**.

Teach body language:

Yes. - nod your head

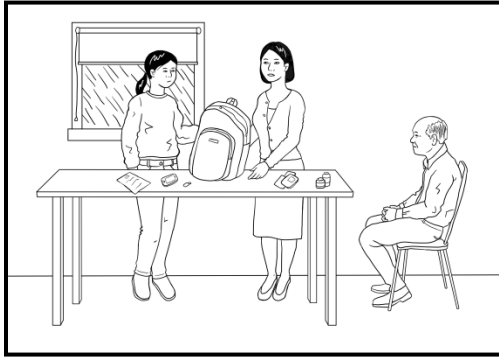
No. - shake your head

I don't know. - Lift your hands with palms up, raise your shoulders and show uncertainty on your face.






Activity 2: 'What do we need to pack?' - Group activity

1. **Organise students into groups of three with a set of pictures.** Each student will be a character: Grandfather, mother or Mai.
2. **Each 'family' group then sort the objects** into two columns: things to pack and not to pack. Make it very simple, a **Yes** and a **No** column.
3. **Use the enlarged pictures to arrange a final list** of the groups' choices on the board.

Question Inflection - *wh* and *simple yes/no* questions



Scenario
The family need to pack a small bag and leave the house. They must decide what to pack in the bag.

<p>wh questions [Open questions] Inflection falls with wh questions. ↘</p>		
	Say slowly. This is what we read.	Say quickly. This is what we hear.
Grandfather	What do we need to pack? ↘	Whadda we need tapack? ↘
<p>Simple yes/no questions [Closed questions] ↗ Inflection goes up at the end of a question requiring a yes or no answer.</p>		
Mother	 The passports? ↗	
Grandfather	 A torch? ↗	
Mai	 The TV? ↗	
Short Answers	 Yes.	 No.

Sentence stress – A jazz chant

Jazz Chant – Project the chant. Chant and clap, stressing information words marked with a large dot over the vowel. If a word has more than one syllable, the correct word stress must be followed: passports, certificates

Come on!

Pack the passports.

Pack the phone.

Pack the pills.

Pack the torch.

Pack the charger.

Pack the water.

Pack the certificates.

Leave now! Hurry, hurry, hurry!

Using the past simple - regular verbs

The story offers an opportunity to introduce **past simple regular verbs**. Begin by comparing the verbs in a simple table on the board. Some common time markers could also be introduced and sentences created. e.g. It rains *every day*. It rained *last night*.

Activity 1 – Verbs, use and common time markers

The verb [infinitive]	The present [simple] tense Use: <i>* Regular habits, activities & events</i> <i>* Facts</i> Time markers: <i>every day/morning/week/year etc</i>	The past [simple] tense Use: <i>Completed activities and events</i> Time markers: <i>yesterday, last night/week/Sunday etc</i>
		add ed
to rain	it rains	it rained
to cover	it covers	it covered
to fill	it fills	it filled
to flood	it floods	it flooded

Activity 2: Change the present to the past

1. Project or write the following table on the board.
2. The teacher calls out a sentence in the present and the students reply using the past.
3. Divide the class in half, half read the present the other half read the past.

FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)

Present Tense	Past Tense
It rains on Monday.	It rained on Monday.
It rains on Tuesday.	It rained on Tuesday.
It rains on Wednesday.	It rained on Wednesday.
It rains on Thursday.	It rained on Thursday.
It rains on Friday.	It rained on Friday.
It rains on Saturday.	It rained on Saturday.
It rains on Sunday.	It rained on Sunday.
The water covers the roads.	The water covered the road.
The water covers the footpath.	The water covered the footpath.
The water covers the garden.	The water covered the garden.
The water fills the river.	The water filled the river.
The water floods the town.	The water flooded the town.

Change the story into the past – 3 levels

The following activity provides additional work on regular verbs. The **irregular verbs** have been provided for the students and written in **bold**.

Activity

1. Project the following pages on the board and demonstrate what needs to be done at each level.
2. Give students a copy of the activity at their level.
3. Check and correct it together on the board.

Level A - Past Tense

Past Tense	
It rained on Monday.	It _ain_d on Monday.
It rained on Tuesday.	It rain__ on Tuesday.
It rained on Wednesday.	It ra_n_d on Wednesday.
It rained on Thursday.	It _ai_ed on Thursday.
It rained on Friday.	It r_in_d on Friday.
It rained on Saturday.	It r__ned on Saturday.
It rained on Sunday.	It rain__ on Sunday.

Level B – Past Tense

Verbs	Story
to rain to walk	It _____ on Monday. Mai _____ to school in the rain.
to rain to walk	It _____ on Tuesday. Mai _____ to school in the rain again.
to rain to cover to walk to splash	It _____ on Wednesday. Water _____ the road. Mai _____ to school in the rain. A car _____ water on her clothes.
to rain to cover to walk to wear	It _____ on Thursday. Water _____ the footpath. Mai _____ to school in the rain. She wore her boots.
to rain to cover to stay	It _____ on Friday. Water _____ the garden. Mai _____ at home.
to rain to fill	It _____ on Saturday. Water _____ the river.
to rain to flood	It _____ on Sunday. Water _____ the town.
to watch	Mai and her family _____ the news on Sunday morning.
to knock to say	The SES man _____ on the door on Sunday afternoon. The man said , "Pack a small bag. Leave now."

Level C - Past Tense

Verbs	Story
to rain	It _____ on Monday. Mai _____ to school in the rain.
to walk	It _____ on Tuesday. Mai _____ to school in the rain again.
to cover	It _____ on Wednesday. Water _____ the road.
to splash	Mai _____ to school in the rain. A car _____ water on her clothes.
to wear	It _____ on Thursday. Water _____ the footpath. Mai _____ to school in the rain. She wore her boots.
to stay	It _____ on Friday. Water _____ the garden.
to fill	Mai _____ at home.
to flood	It _____ on Saturday. Water _____ the river.
to watch	It _____ on Sunday. Water _____ the town.
to knock	Mai and her family _____ the news on Sunday morning.
to say	The SES man _____ on the door on Sunday afternoon. The man said , "Pack a small bag. Leave now."

A phone conversation using the past simple

This exercise includes a variety of interjections and expressions of surprise that can be used to show attention during a conversation. It is important that students understand that these are not 'real' words, but simply show that the listener is listening. Project or write the table on the board. You could also give each student a copy.

Student A	Student B
Hi, how was your week?	Ohhh
Ohhh?	It rained and rained
Oh no!	and rained and rained.
Ohhh?	The water covered the roads.
Ahhh	The water covered the footpaths.
Ohhh!	The water covered the gardens.
Oh no!	The water filled the rivers.
Really?	The water flooded the town.
Oh dear! That's bad!	Yes. Very, very, very bad.

Appendix - Vocabulary list for Section 4

Words introduced in this section are in **bold**.

A	a, afternoon, again, at	N	news, now
B	bag, boots	O	on
C	car, clothes, covers	P	pack
D	door	Q	
E		R	rain, rains, river, road
F	family, fills, floods, footpath, Friday	S	Saturday, says, school, SES, small, splashes, stays, Sunday
G	garden	T	the, Thursday, to, town, Tuesday
H	her, home	U	
I	it, in	V	
J		W	walks, watch, water, wears, Wednesday
K	knock	X	
L	leave	Y	
M	Mai, man, Monday, morning	Z	

Appendix – Large size story pictures and text

The following activities recycle the language and should be completed over several days.

Activity 1 : Matching exercise as a class #1

1. Enlarge the large size pictures and text to A3 size. [Appendix 6b]
2. Print, cut up and laminate the pictures if possible.
3. Distribute the 9 pictures and ask students to arrange themselves in the story order in front of the class.
4. Distribute the text to 9 students and ask them to match with the corresponding picture.

Activity 2 : Matching exercise as a class #2

1. Distribute all the pictures and text. The students then move round the class looking for a match.
If there are more than 18 students, make duplicate copies so everyone has something to match.
2. Pictures can be arranged on the wall later.

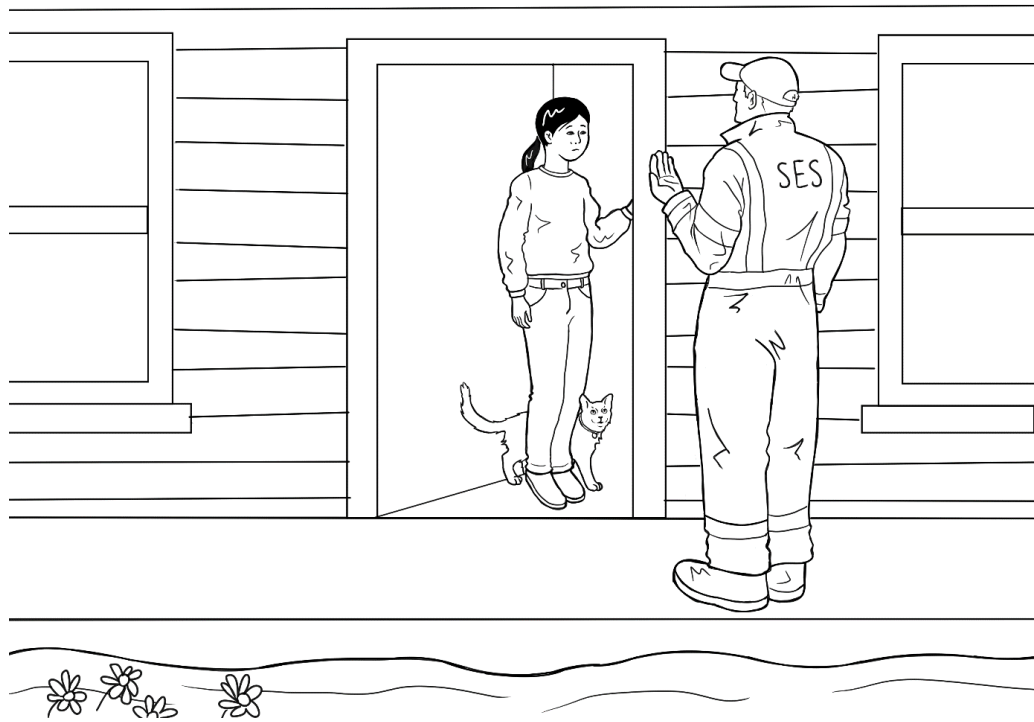




FLOODS SECTION 4 - RAIN, RAIN, RAIN (TEACHER)







It rains on Monday. Mai walks to school in the rain.

It rains on Tuesday. Mai walks to school in the rain again.

It rains on Wednesday. Water covers the road. Mai walks to school in the rain. A car splashes water on her clothes.

It rains on Thursday. Water covers the footpath. Mai walks to school in the rain. She wears her boots.

It rains on Friday. Water covers the garden. Mai stays at home.

It rains on Saturday. Water fills the river.

Mai and her family watch the news on Saturday morning.

It rains on Sunday. Water floods the town.

The SES man knocks on the door on Sunday afternoon. The man says, "Pack a small bag. Leave now."

Appendix - Photos for 'What do we pack?' activity

Cut-up the objects, and leave the words attached.



the passports



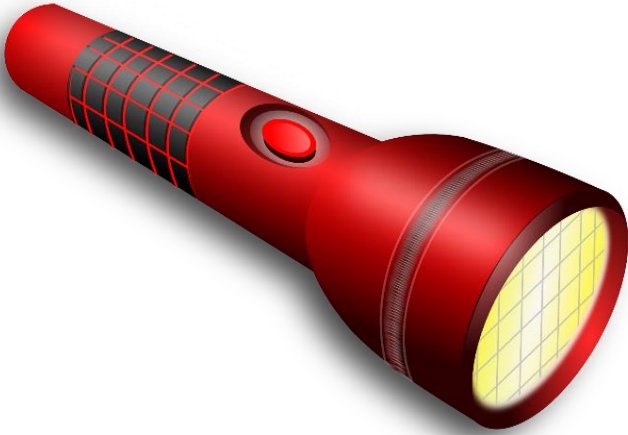
a USB with
photos



a phone



grandfather's pills



a torch



**a phone
charger**



water

Form V. S. No. 30-A
1997 REVISION

STATE OF ILLINOIS
DEPARTMENT OF PUBLIC HEALTH - DIVISION OF VITAL STATISTICS

CERTIFICATE OF BIRTH

1. PLACE OF BIRTH: Merseer Registration Dist. No. 1077

2. RESIDENCE OF BIRTH: Merseer County Merseer Townships Merseer

3. FULL NAME OF CHILD (Given): Bessie Maude Passmore

4. SEX: Female

5. DATE OF BIRTH: June 16 1882

6. FATHER: Thomas Alexander Passmore

7. MOTHER: Jennette Poon

8. OCCUPATION: Labourer

9. ADDRESS: Merseer, Illinois

10. SIGNATURE OF REGISTRAR: [Signature]


11. OFFICIAL TITLE: Registrar

12. ADDRESS: Merseer, Illinois

13. DATE: March 23 1939

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jewellery



money



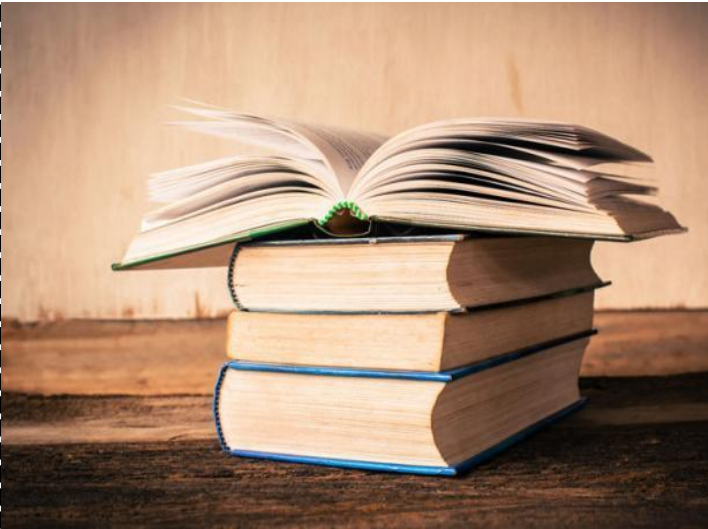
the TV



driving licence



hand sanitiser



books



the laptop



clothes



an umbrella



bananas



chocolate



towels



toothbrushes



a backpack



a shopping bag



the cat



**the radio and
batteries**



the First Aid kit




Appendix – The story at Level A

Some teachers with mixed classes like to make small books for the students at different levels. The following pages have been included to support this activity. To make the word meanings clearer the students could colour the part of the picture the word applies to.

e.g. for the word *rain*, colour the rain.

Levels B and C can be copied from pictures and text earlier in the section.

Level A - Rain, rain, rain

<p>rains</p>	<p>1</p>  A black and white line drawing of a girl walking to the right in the rain. She is wearing a dress and a backpack, and is holding an open umbrella over her head. The rain is represented by many short, slanted lines falling from the top.
<p>2</p>  A black and white line drawing of the same girl walking in the rain. She is now walking through a puddle, and the water is splashing around her feet. She is still holding her umbrella.	
<p>water</p>	<p>3</p>  A black and white line drawing of the girl walking in the rain. She is now walking through a very deep puddle, and the water is splashing high up around her. A car is partially visible on the right side of the frame, also in the water.

4



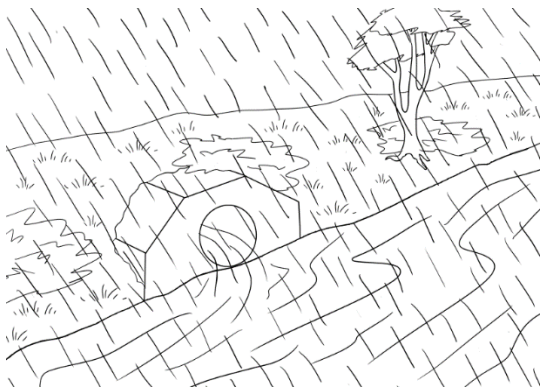
footpath

5


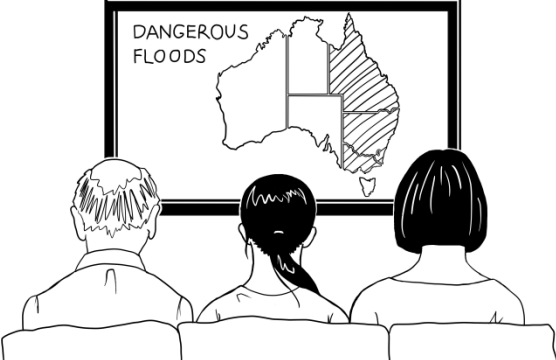




garden

6



river

<p>town</p>	<p>7</p> 
<p>8</p>  <p>DANGEROUS FLOODS</p>	<p>news</p>
<p>SES</p>	<p>9</p>  

Acknowledgements

Images

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Water	This Photo by Unknown Author is licensed under CC BY-SA
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Project team

Vicki Hambling, Lorraine Hatcher-Friel, Sue Paull, Madelena Scott, Mary Wallace, Visual Domain

Acknowledgements

The Project Team would like to thank the AMEP Service Providers and practitioners who participated in the trial and gave valuable feedback.

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