

Section 5

Leave Now

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Revise animated Story 1 'Rain, rain, rain'

It's important to reread Story 1 before beginning this section as the stories are sequential.

Open **Story 1 'Rain, rain, rain'** on the hub and listen to the story together.



The text for Story 2 'Leave now'

Leave Now

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

Mother says, "Hurry up. Pack the bag.
Turn off the TV. Now unplug the TV and the heater.

Go and get the laptop."

The SES man says, "Come quickly. It's dangerous.
Leave now. Hurry."

Mother says, "Is it OK to drive through the water?
Is it safe?"

Mai says, "Oh no, look at that car!"
Grandfather says, "Oh no, look at the tree!"

"Oh no. Stop mum!"

The SES man says, "Stop. The flood water is dangerous.
Drive to the sports centre."

Mai and her family are safe at the sports centre.

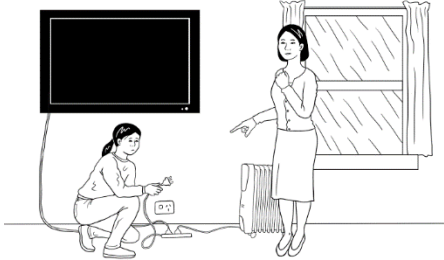
Build vocabulary for the story


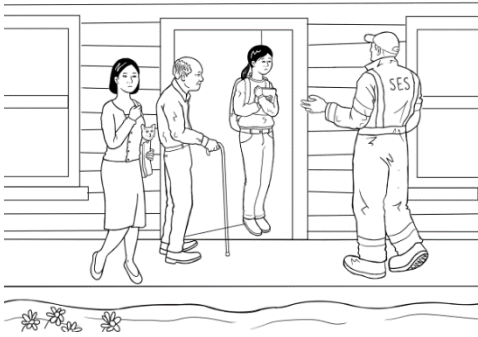
Story 2# continues the narrative from Story #1, 'Rain, Rain, Rain'. Before beginning any work on this story, it's wise to review Story #1 as much of the vocabulary is recycled in this one. It will also contextualise this story.

Building vocabulary for Story #2



Project the pictures from the story and build the vocabulary as suggested. This can be done over a number of lessons.

VOCABULARY	Board Work
<div data-bbox="261 808 753 1113" data-label="Image"> </div> <p data-bbox="203 1144 803 1354">Draw a family of three on the board or project this picture. Revise family and point to Mai. Ask, who is she? Draw a family tree. Point to the mother and ask, who is she and then the grandfather and ask who is he?</p> <p data-bbox="203 1386 706 1423">Also teach the words man and woman</p>	<p data-bbox="941 850 1079 882">_ o _ _ e r</p> <p data-bbox="844 913 1404 1155">Say mother. 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. Be clear about the way each letter is formed.</p> <p data-bbox="844 1186 1412 1396">Point to the word. Ask students to repeat the word mother after you. Spell the word together, pointing to each letter as you spell. Ask how many letters are in the word and count the letters together.</p> <p data-bbox="941 1438 1193 1470">_ _ _ _ _ a _ _ _ _</p> <p data-bbox="844 1501 1396 1669">Say grandfather and repeat the process above. Encourage students to guess the ..ther at the end of the word by using the word mother as a model.</p>

VOCABULARY	Board Work
<p>hurry up</p> <p>Students may not be familiar with this expression. Ask the students to stand and walk around the room and then tell them to hurry up. Discuss synonyms like quick and fast and opposites like fast/slow. Use the expression during the class when appropriate.</p>	<p style="text-align: center;">_ _ _ r y _ _</p> <p>Repeat the process used to teach the word mother.</p>
<p>turn off, unplug</p> <p>Teach these words by demonstration. When you have shown the students and they understand, ask them to mime the actions and to say the words as they mime.</p>	<p style="text-align: center;">_ u r _ _ _ _</p> <p style="text-align: center;">_ _ _ _ _ _</p> <p>Repeat the process used to teach the word mother.</p>
<p>TV heater</p>  <p>Project the picture above or point to the TV and the heater in the room. Mime warming your hands near a heater and watching TV.</p>	<p style="text-align: center;">_ _</p> <p style="text-align: center;">_ _ a t _ _</p> <p>Repeat the process used to teach the word mother.</p> <p>Encourage students to use clues from previous words to guess the spelling of heater. Point to the mother and the grandfather and then to heater. Ask them what the last 2 letters would be.</p>
<p>go and get</p> <p>Put some familiar articles on a table away from the teacher. Ask a student to go and get something from the table. Ask another student to go and get something else. Turn this into a game.</p>	<p style="text-align: center;">_ _ _ _ _ _</p> <p>Repeat the process used to teach the word mother.</p>

VOCABULARY	Board Work
<p>laptop</p>  <p>Project this picture of a laptop, or point to one.</p>	<p>_ ap _ o _</p> <p>Repeat the process used to teach the word mother.</p>
 <p>SES</p> <p>If you have access to the internet, it's good to project some pictures of SES workers.</p>	<p>---</p>
<p>Come quickly</p> <p>Try and use this expression in the normal course of your teaching.</p>	<p>_ o _ e quickly</p> <p>Repeat the process used to teach the word mother.</p>
<p>dangerous/ safe</p> <p>These are hard words to explain, ask students to use a bilingual dictionary. You could ask them to write the meanings on the board in their own language.</p>	<p>_ a n _ e _ ou _</p> <p>_ _ _ e</p> <p>Repeat the process used to teach the word mother.</p>

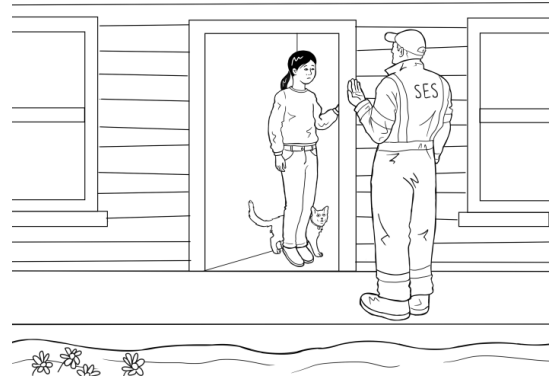
VOCABULARY	Board Work
<p>leave this word has been previously taught but it's good to revise.</p>	<p>_ _ a _ e Repeat the process used to teach the word mother.</p>
<p>drive and car Mime driving a car. Ask the students to also mime as they say the words, drive the car, out loud.</p>	<p>_ _ _ _ e _ a r Repeat the process used to teach the word mother.</p>
<p>through A cardboard cylinder is a useful aid to teach through. You can roll a marble, push a ruler etc through it. Emphasize the idea of going in and then out the other side.</p>	<p>_ _ _ ough Repeat the process used to teach the word mother.</p>
<p>look at Play a game of 'Look at ____'. Point to different objects and students, in many different directions and encourage students to look. Demonstrate the difference between 'look at' and 'watch' which the students have already learnt in Story 1.</p>	<p>_ ook _ _ Repeat the process used to teach the word mother.</p>
<p>that Teach that with this. Repeat the game 'Look at ____' but this time substitute <i>that</i> and <i>this</i>.</p>	<p>_ _ _ _ _ Repeat the process used to teach the word mother.</p>

VOCABULARY	Board Work
<p>tree</p> <p>Draw a simple picture of a tree on the board.</p>	<p>-----</p> <p>Repeat the process used to teach the word mother.</p>
<p>stop</p> <p>Put your hand up to indicate stop. Cut out a stop sign and put it on a stick. Ask students to clap, wave, walk, jump etc and hold up the sign to make them stop. Repeat several times.</p> 	<p>-----</p> <p>Repeat the process used to teach the word mother.</p>
<p>sports centre</p>  <p>It's best to show photos of local sports centres. Mime different sports that might be played there.</p>	<p>__ or _ s ce__ re</p> <p>Repeat the process used to teach the word mother.</p>

A short version of the story - a class cloze

This shorter version of the story uses some of the vocabulary just learned. Project the cloze below and elicit the missing words and the spelling of each to fill in the blank spaces.

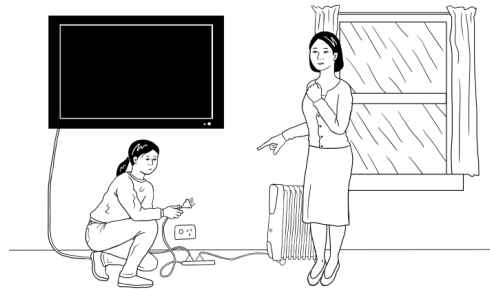
The SES _ _ _ says,
“L _ _ _ _ now.”



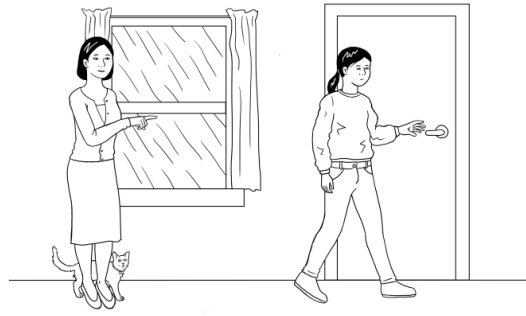
“Pack the _ _ _.”



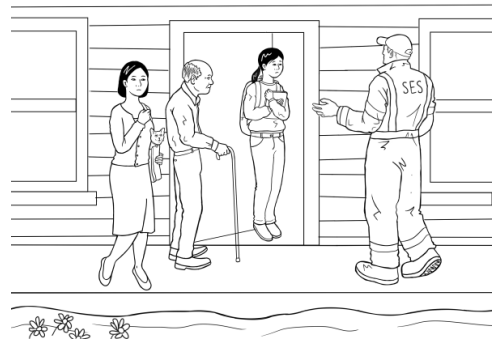
“Unplug the _ _.”



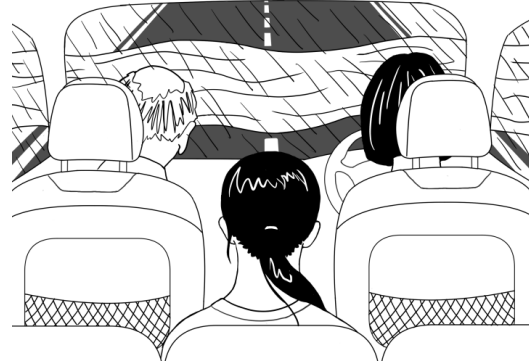
“G _ and g _ _
the laptop.”



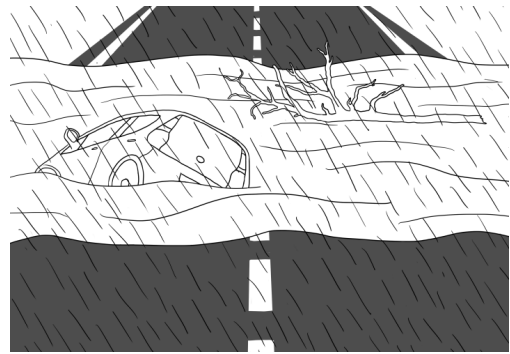
“Come q _ _ _ _ _ .
H _ _ _ _ .”



“Is it s _ _ _ to
d _ _ _ _ ?”



“Oh no. L _ _ _ at
the c _ _ and
the t _ _ _ .”



“S _ _ _ , mum!”



“S _ _ _ . D _ _ _ _
to the sp _ _ _ _
centre.”



Mai and her
f _ _ _ _ _ are _ _ _ _ _ .



Listen and order the sentences - 3 levels

Preparation

- Copy the sentences on the following pages, enough so that students can work in pairs and at their ability level.
- Provide scissors and glue, and 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 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 with the scissors, with the scissors, with the scissors.
We are cutting with the scissors, cut, cut, cut. etc

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.

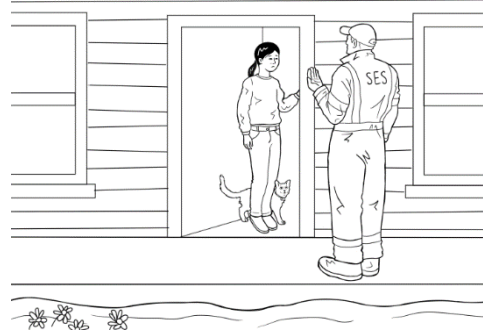
6. Encourage students to use clues such as the full stops and capital letters. This activity can be repeated over several days. Each time the students find the activity easy they can cut up the strips into smaller pieces.

The SES man says, "Leave now."
"Pack the bag."
"Unplug the TV."
"Go and get the laptop."
"Come quickly. Hurry."
"Is it safe to drive?"
"Oh no. Look at the car and the tree."
"Stop Mum."
"Stop. Drive to the sports centre."
Mai and her family are safe.

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

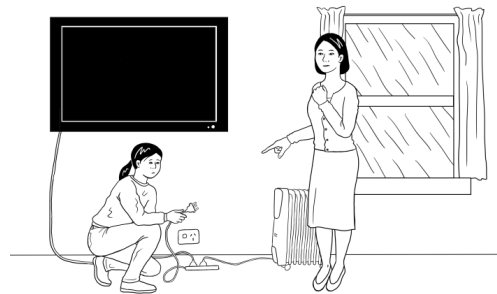
The SES man says,
“Leave now.”



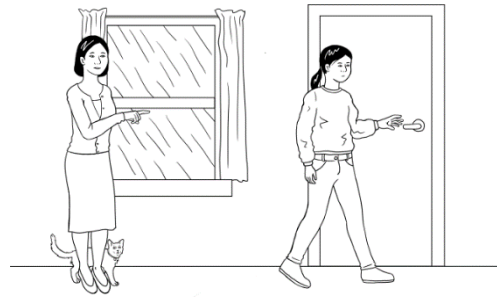
“Pack the bag.”



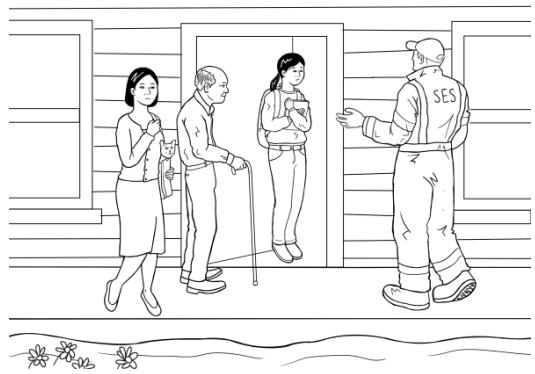
“Unplug the TV.”



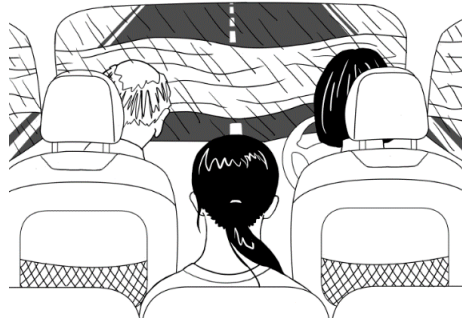
“Go and get the laptop.”



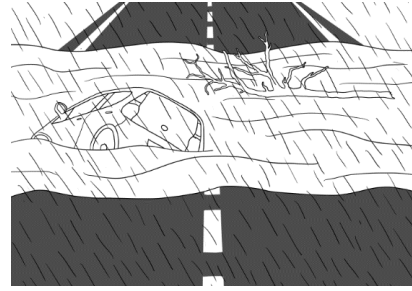
“Come quickly. Hurry.”



“Is it safe to drive?”



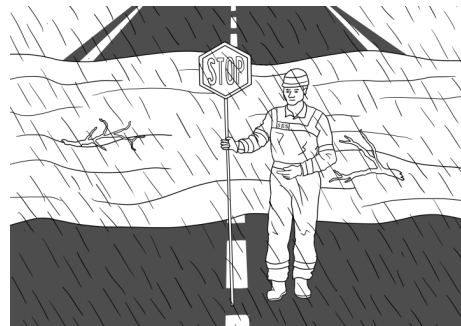
“Oh no. Look at the car and the tree.”



“Stop, mum!”



“Stop. Drive to the sports centre.”



Mai and her family are safe.



Level B - Order the sentences

“Oh no. Look at the car and the tree.”

The SES man says, “Leave now.”

“Is it safe to drive?”

“Stop. Drive to the sports centre.”

“Come quickly. Hurry.”

“Pack the bag.”

Mai and her family are safe.

“Stop, mum!”

“Go and get the laptop.”

“Unplug the TV.”

Level C - Order the sentences

The SES man says,	"Leave now."
"Pack	the bag."
"Unplug	the TV."
"Go and get	the laptop."
"Come quickly.	Hurry."
"Is it safe	to drive?"
"Oh no. Look at	the car and the tree."
"Stop,	mum!"
"Stop. Drive to	the sports centre."
Mai and her family	are safe.

Spell the words - 3 levels

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

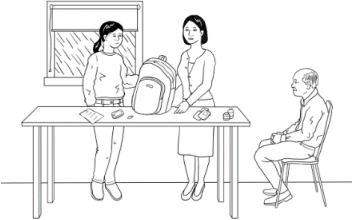
Teach: *Look, say the word out loud, spell the word out loud as you copy.*

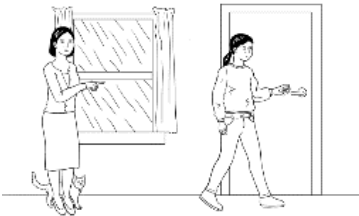
For **higher levels** teach '**Look, say, cover, write, check**'.

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

	
pack	bag
pack	bag

	
go	get
go	get

Level B - Spelling

mother	tree	go	get
mother	tree	go	get

laptop	unplug	man	stop
laptop	unplug	man	stop

Level C - Spelling

now	says	unplug	laptop
now	says	unplug	laptop

hurry	pack	come	stop
hurry	pack	come	stop

drive	tree	safe	look
drive	tree	safe	look

Speed Copying - 3 levels

One of the simplest ways to improve spelling and writing is to practise speed copying.

The goal of such copying is to build speed and proficiency. With regular practice, speed copying can improve spelling, handwriting and memory. Students' written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient over time, they will learn to chunk, then write whole words, then write a few words and then complete sentences, depending on their level and educational background.

Activity

1. Set the timer for 2, or 4 or 5 minutes
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.

Level A - Speed Copying

Pack the bag.

Pack the bag.

Pack the bag.

Stop mum.

Stop mum.

Stop mum.

Level B - Speed Copying

Leave now.

Pack the bag.

Unplug the TV.

Leave now.

Pack the bag.

Unplug the TV.

Leave now.

Pack the bag.

Unplug the TV.

Level C - Speed copying

The SES man says, "Leave now."

Pack the bag.

Unplug the TV and the heater.

Go and get the laptop.

Come quickly. Hurry.

Is it safe to drive?


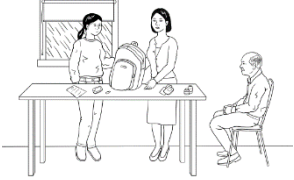

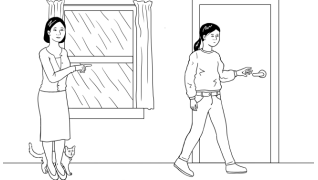

An Individual Cloze - 3 levels

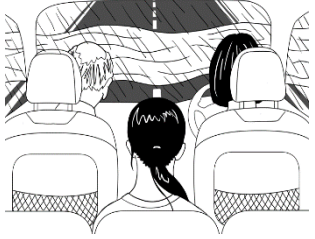
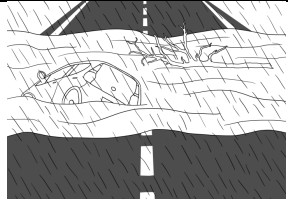

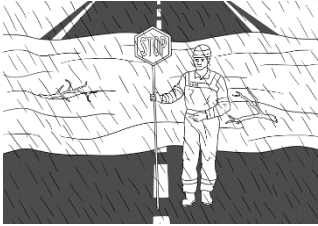

At level A, students are provided with the pictures, the word and the first letter.

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 check spelling or for a final check.

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 check spelling or for a final check.

Level A - Write the words

<p>The SES man says, “Pack a small b _ _ . Leave now.”</p>	 <p>bag</p>
<p>P _ _ _ the bag.”</p>	 <p>Pack</p>
<p>Unplug the _ _</p>	 <p>TV</p>
<p>Go and g _ _ the laptop.</p>	 <p>get</p>
<p>C _ _ _ quickly. Hurry.</p>	 <p>Come</p>

<p>Is it safe to d _ _ _ _ ?</p>	 <p>drive</p>
<p>"Oh no. Look at the c _ _ and the tree."</p>	 <p>car</p>
<p>"Stop, m _ _ !"</p>	 <p>mum</p>
<p>"S _ _ _. Drive to the sports centre."</p>	 <p>Stop</p>
<p>Mai and her f _ _ _ _ are safe.</p>	 <p>family</p>

Level B - Write the words

1. The SES _ _ _ says, "L _ a _ e now."
2. "P _ _ k the _ _ _ _."
3. "Unplug the _ _ _."
4. "_ _ and _ _ _ the lap _ _ _."
5. "Co_ e quickly. _ urry."
6. "Is it _ _ _ e to _ _ _ _ e?"
7. "Oh no. Look _ _ the car and the _ _ _ _ _."
8. "S_ _ _ , m_ _ _!"
9. "Stop. D _ _ _ e to the _ _ orts centre."
10. Mai _ _ _ her family are _ _ _ e.
Man leave pack bag go get laptop come Hurry safe drive at tree stop Mum Drive Sports and safe

Level C - Write the words

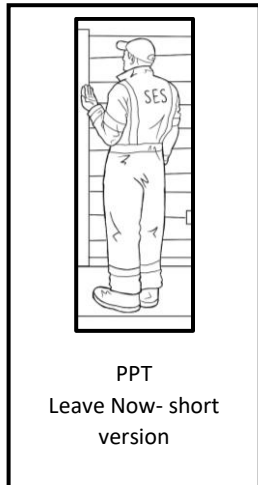
1. The SES man _ _ _ _ , "Leave _ _ _ _ ."
2. " _ _ _ _ the _ _ _ _ ."
3. " _ _ _ _ _ _ _ _ the _ _ ."
4. " _ _ and _ _ _ the _ _ _ _ _ _ ."
5. " _ _ _ _ quickly. _ _ _ _ _ _ ."
6. "Is it _ _ _ _ to _ _ _ _ _ _ ?"
7. "Oh no. _ _ _ _ at the car and the _ _ _ _ ."
8. " _ _ _ _ , _ _ _ _ !"
9. " _ _ _ _ . _ _ _ _ _ _ to the sports centre."
10. Mai _ _ _ her family are _ _ _ _ .
says now pack bag unplug TV Go get laptop Come Hurry safe drive look tree stop mum Stop Drive and safe

PPT - Revise the short version of the story

Before introducing the complete story, revise the short version with the 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.

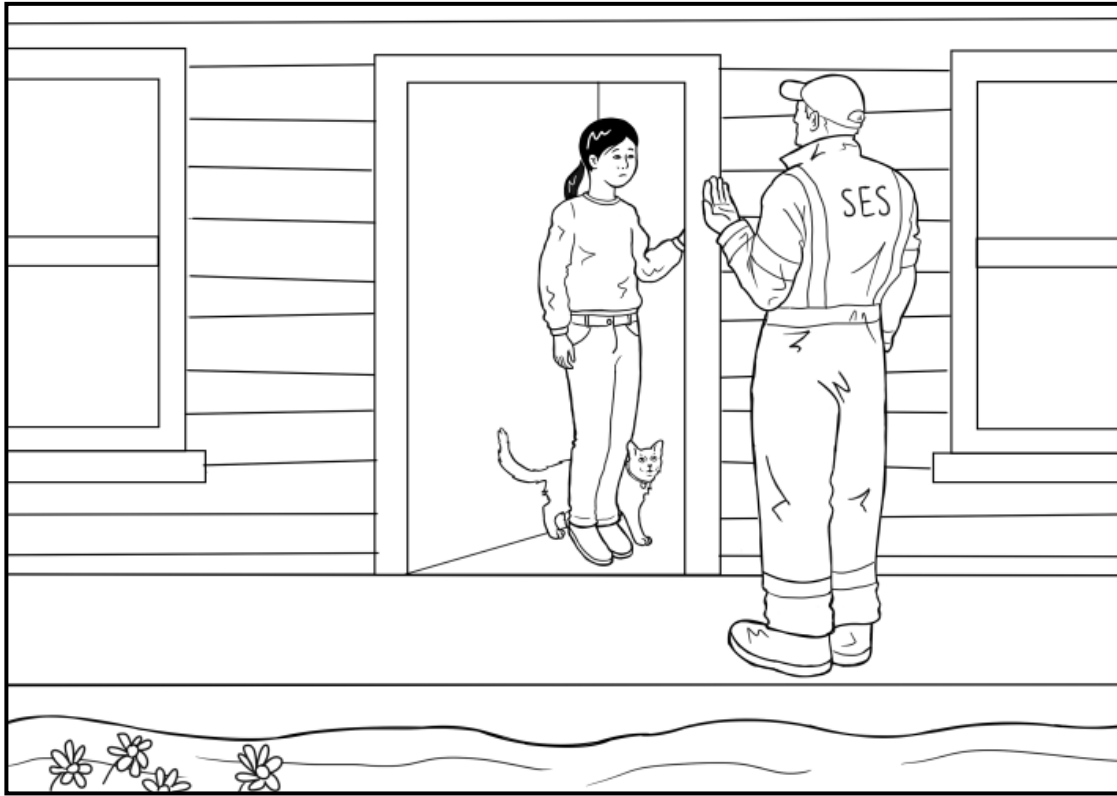
- **Project the pictures and the sentences with missing words.**

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.

- **Project the pictures and build the story on the board**

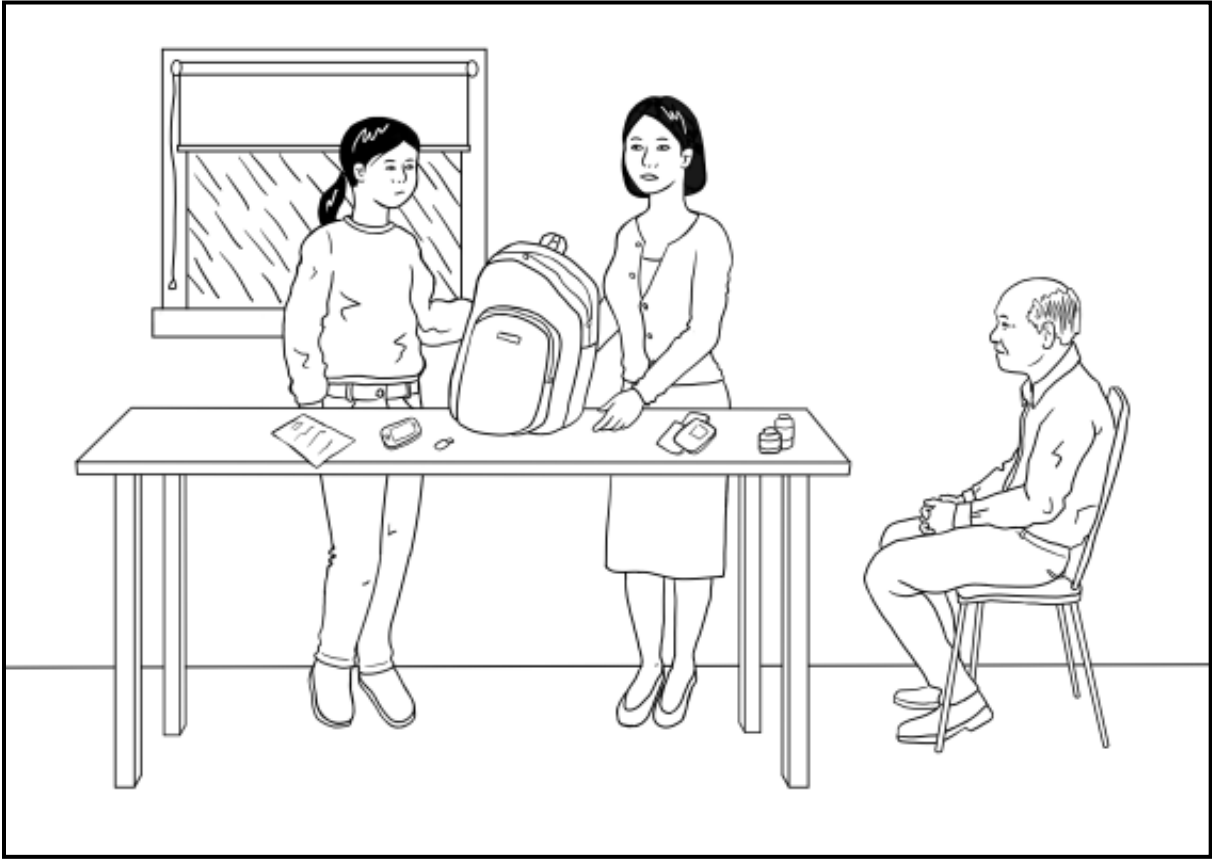
Project only the pictures, and draw lines on the board for each word, working on one sentence at a time. You can give some letters if you like or leave them all blank. Elicit the words and write them on the board and/or ask students to spell each word. If you're lucky, the board may be large enough to 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.



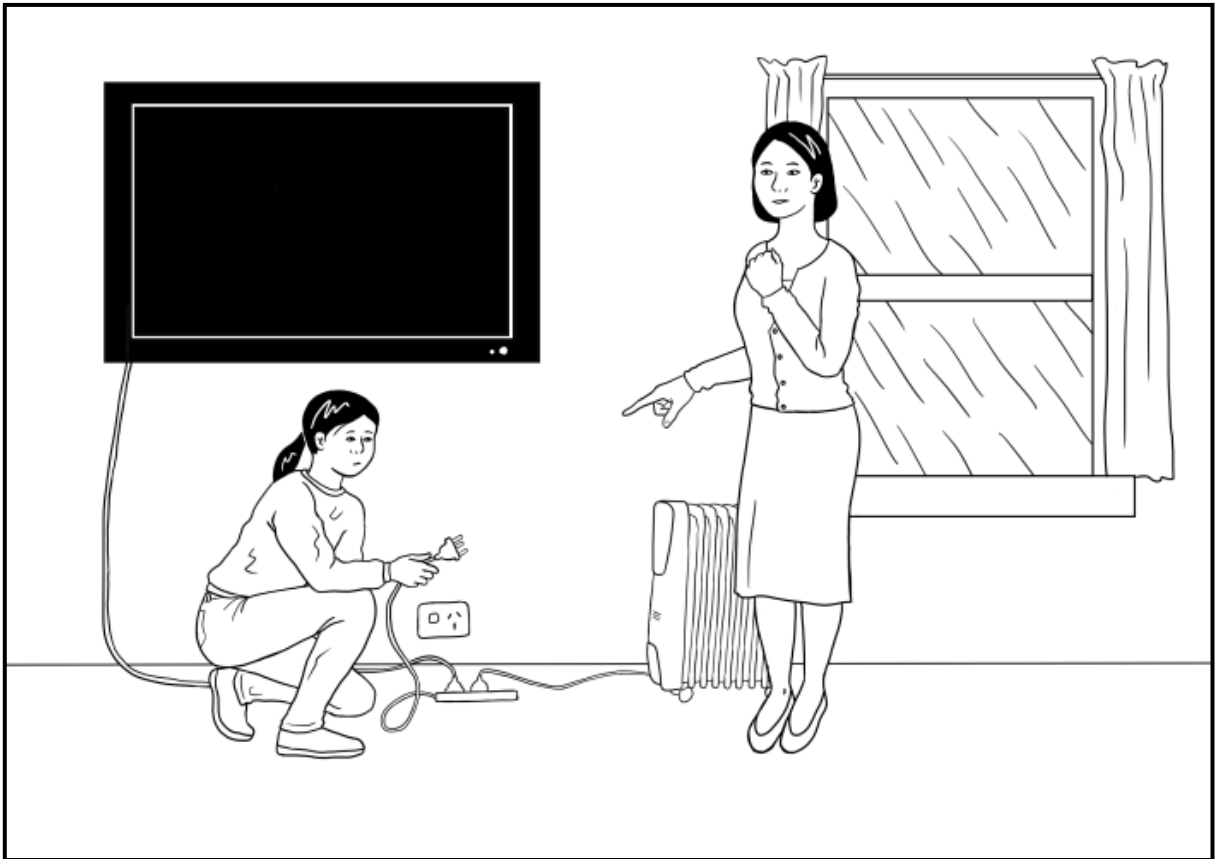
The SES _____ on the _____ on
Sunday afternoon. The _____ says, "_____ a
s_____ bag. L_____."

2.



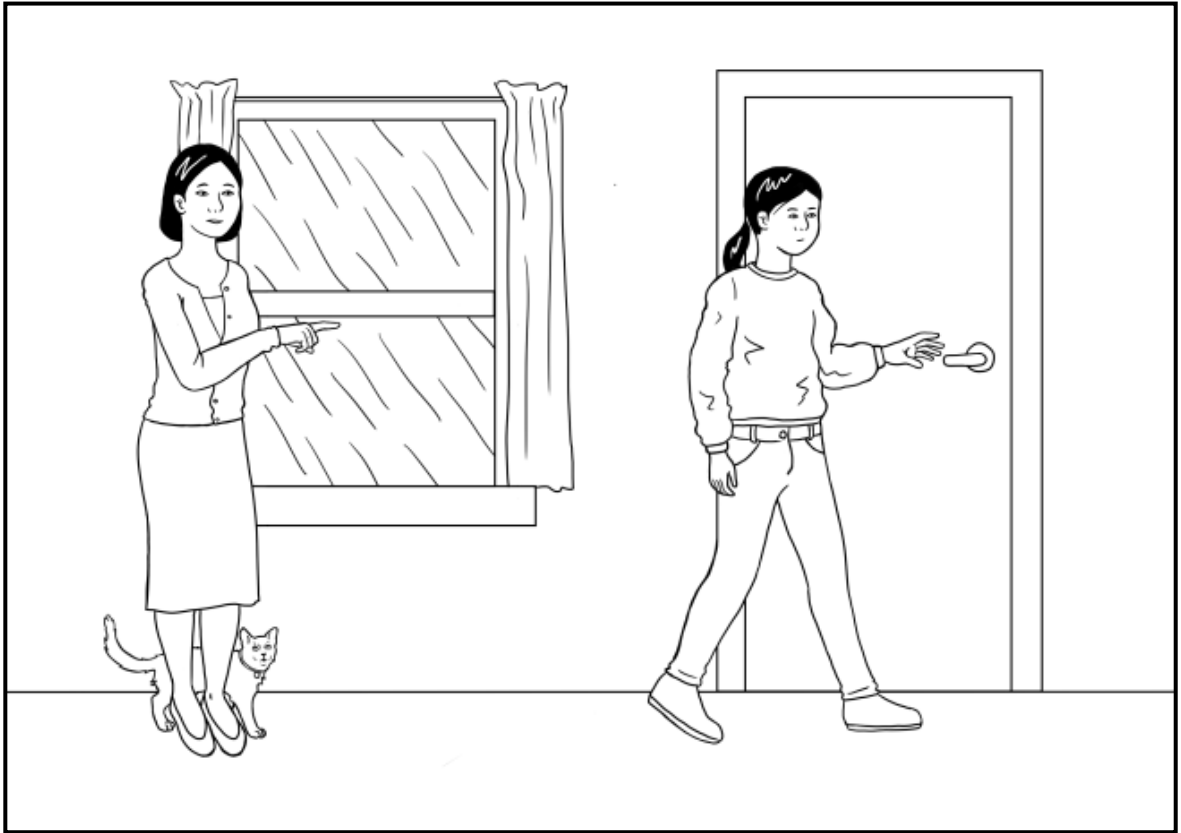
Mother _____ , "Hurry up. _____ the _____ ."

3.



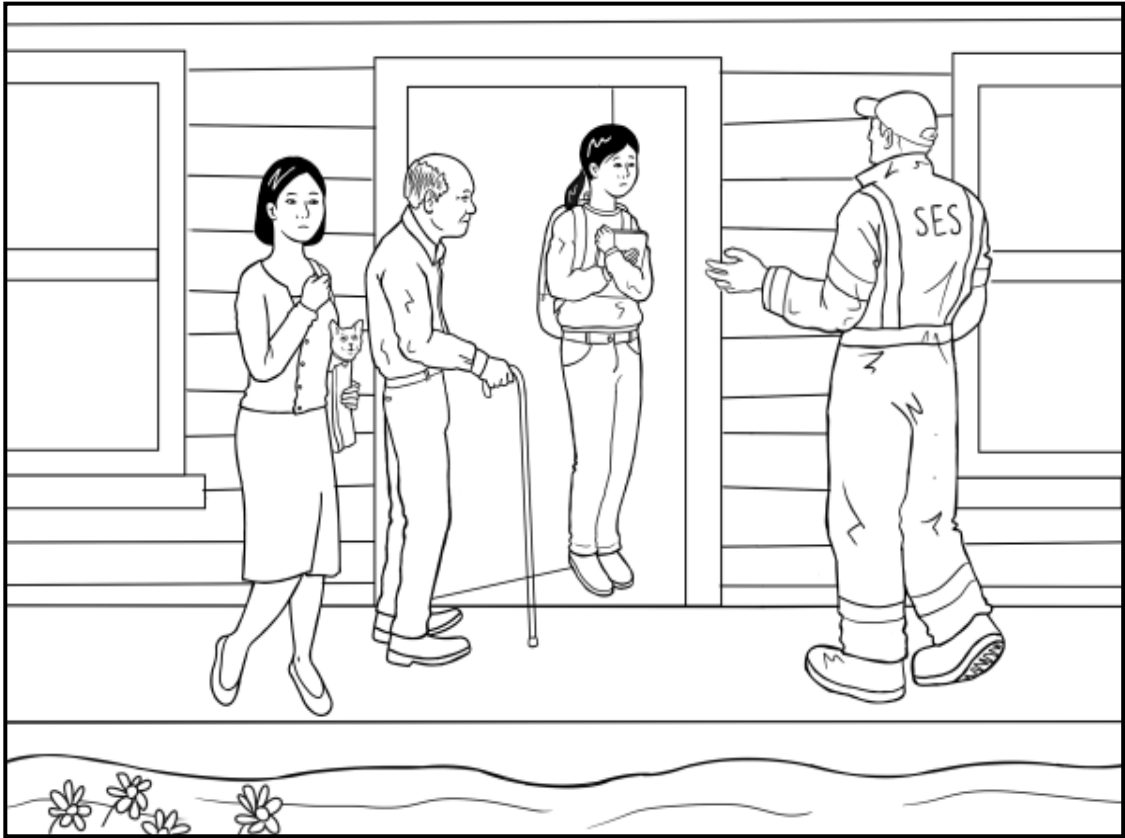
“Turn ___ the ___. Now _____ the TV
and the h_____.”

4.



“__ and __ the ____.”

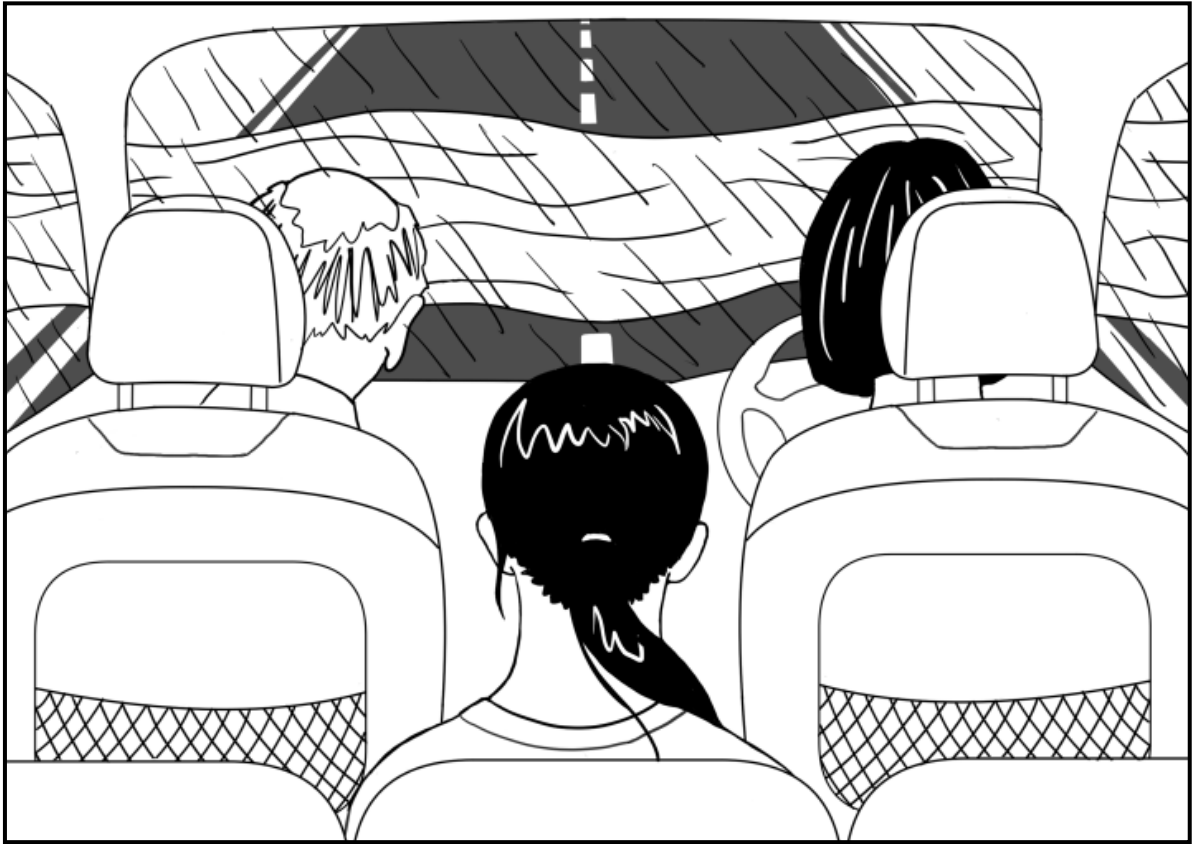
5.



The _ _ _ man _ _ _ , "Come q _ _ _ _ .

It's dangerous. L _ _ _ n _ _ . H _ _ _ _ ."

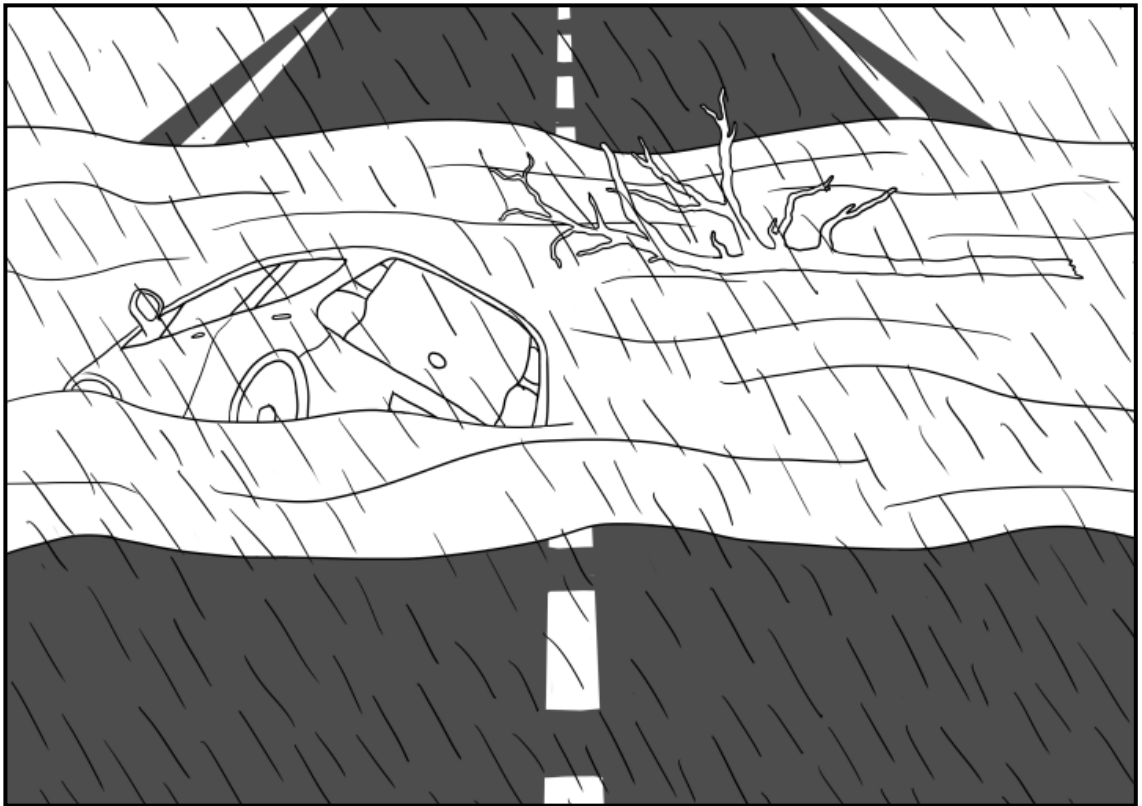
6.



Mother _____ , "Is it OK to d _____

through the w _____ ? Is it _____ ?"

7.



Mai says, “Oh no, I _ _ _ at that _ _ _ !”

Grandfather _ _ _ , “Oh no, _ _ _

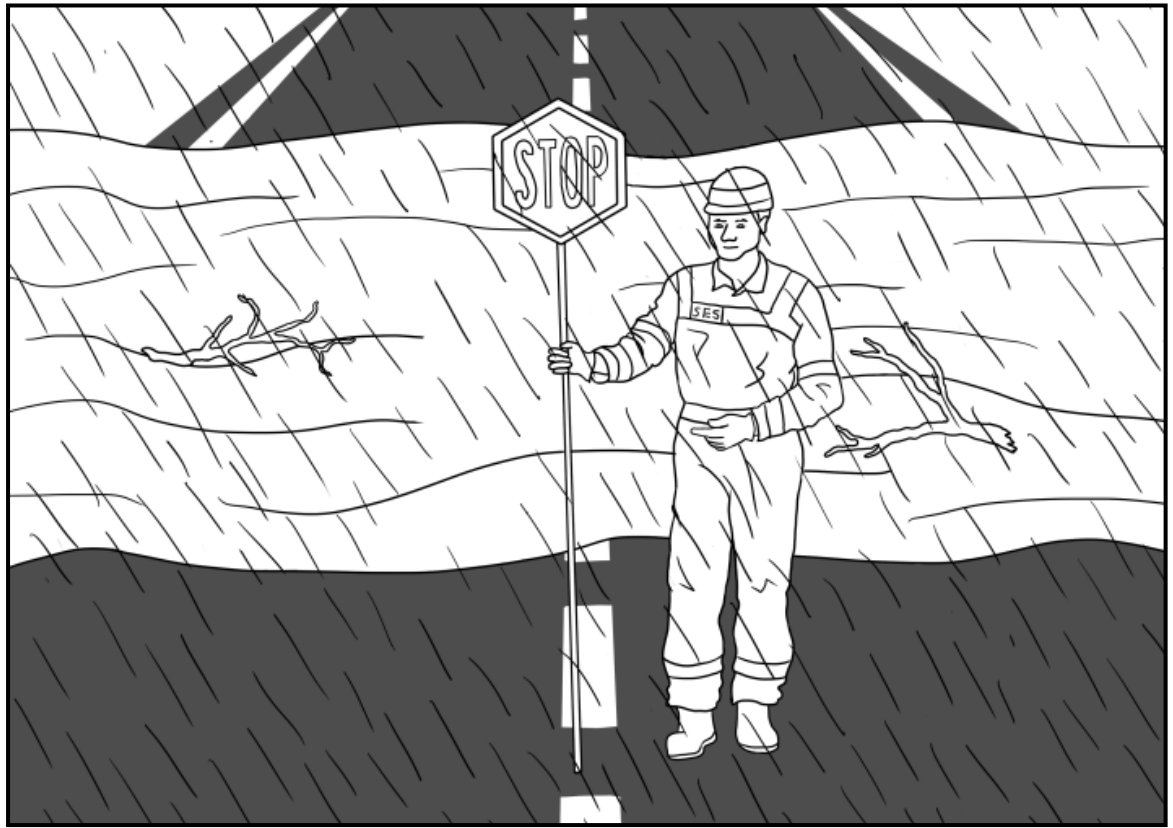
at the _ _ _ !”

8.



“Oh _ _ , _ _ _ _ mum!”

9.

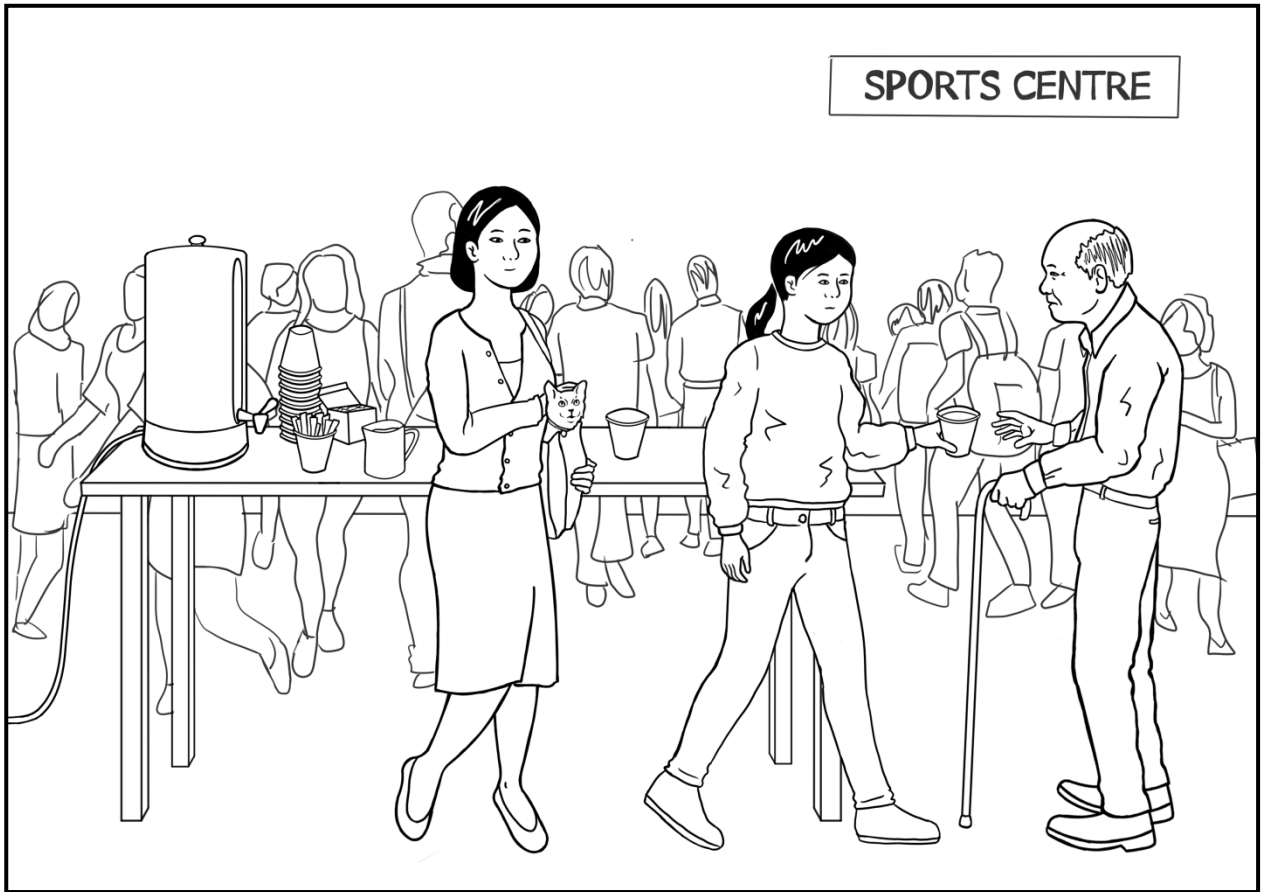


The _____ , “_____ .

The flood _____ is dangerous. _____

to the _____ centre.”

10.



Mai and her _____ are _____
at the _____ centre.

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

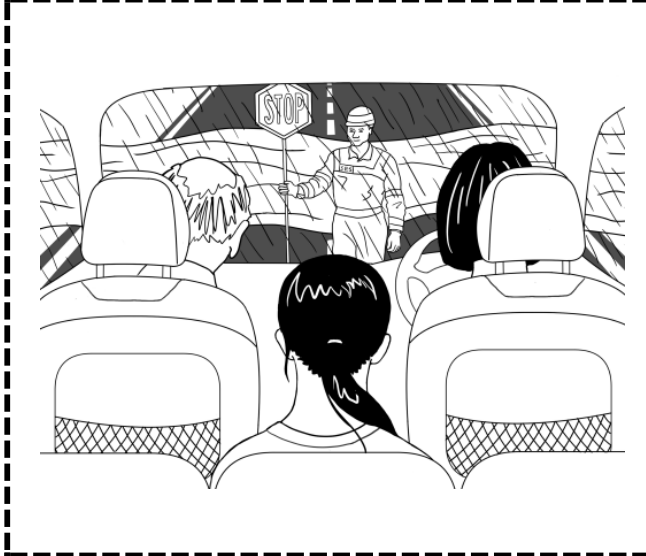
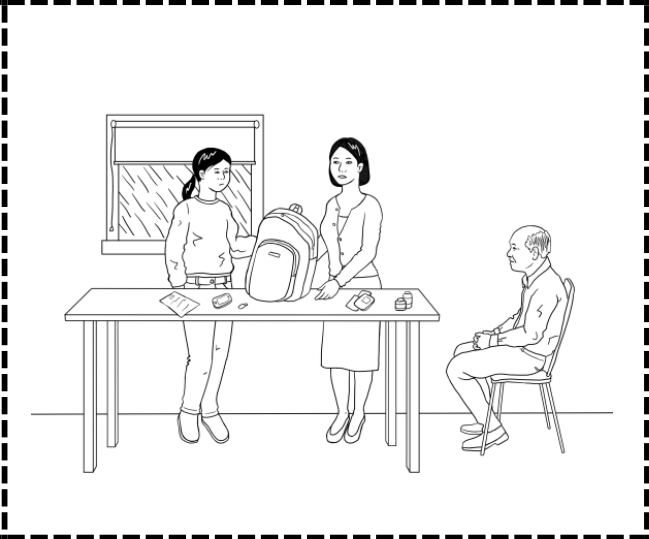
Copy the pages of text enough for students to work in pairs. Students cut up each box of text. As the teacher reads the story, students match the text with the ordered pictures.

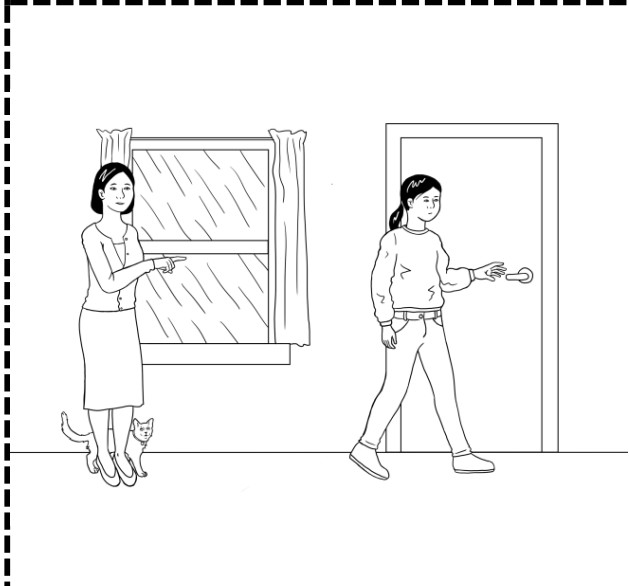
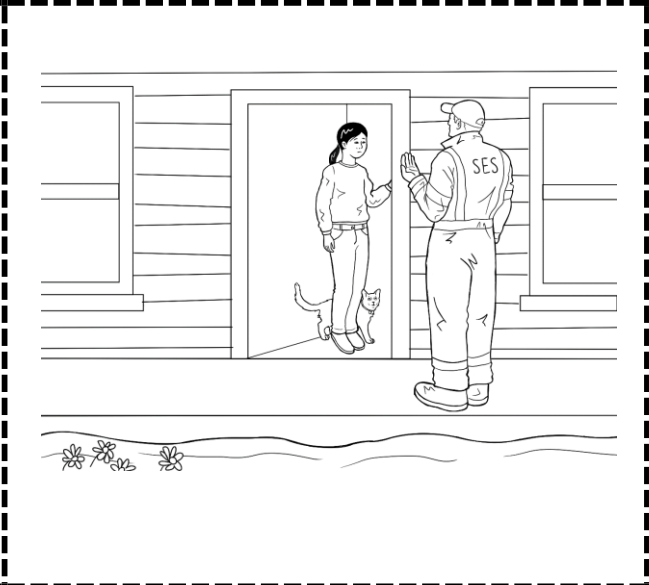
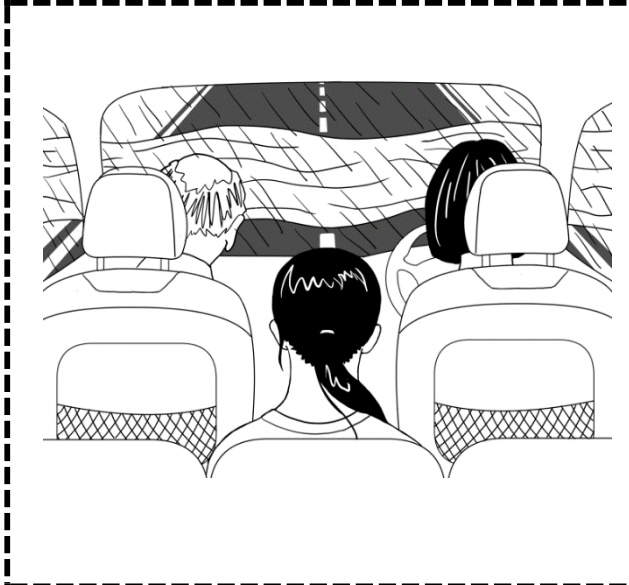
It is important to pair higher-level students with lower-level students to provide support when needed.

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.





“Go and get the laptop.”

The SES man says, “Stop. The flood water is dangerous. Drive to the sports centre.”

<p>Mai says, "Oh no, look at that car!"</p> <p>Grandfather says, "Oh no, look at the tree!"</p>	<p>The SES man knocks on the door on Sunday afternoon. The man says, "Pack a small bag. Leave now."</p>
<p>Mother says, "Hurry up. Pack the bag."</p>	<p>Mother says, "Is it OK to drive through the water? Is it safe?"</p>
<p>The SES man says, "Come quickly. It's dangerous. Leave now. Hurry."</p>	<p>"Oh no, stop mum!"</p>
<p>Mai and her family are safe at the sports centre.</p>	<p>"Turn off the TV. Now unplug the TV and the heater."</p>

The animated story – Leave now

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



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.***

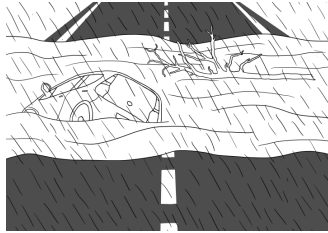

For **higher levels** teach '**Look, say, cover, write, check**'.

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

	
man	bag
man	bag

	
look	safe
look	safe

Level B - Spelling

man		pack	bag
man		pack	bag

look	stop	safe
look	stop	safe

Level C - Spelling

man	Sunday	bag	says
man	Sunday	bag	says

heater	come	leave	water
heater	come	leave	water

car	flood	sports	family
car	flood	sports	family

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



et		s	t	o	p			
go						b	a	g
bag		g	e	t				
stop						i	s	
			a	t				
mother								
is			c	a	r			
it							g	o
at					i	t		
car			m	o	t	h	e	r

Level B - Word Find




Highlight the words



now	t	h	a	t	a	a	a
pack	a	m	o	t	h	e	r
small	a	a	a	a	a	a	a
mother	h	e	a	t	e	r	a
look	a	a	d	r	i	v	e
hurry	a	u	n	p	l	u	g
that	c	a	r	a	a	a	a
heater	a	a	h	u	r	r	y
unplug	a	s	m	a	l	l	a
look	a	a	a	a	n	o	w
drive	s	t	o	p	a	a	a
car	a	a	a	s	a	f	e
safe	p	a	c	k	a	a	a
stop	a	a	a	l	o	o	k

Level C - Word Find



Highlight the words → ↓

pack	a	b	h	e	a	t	e	r	c
family	q	d	u	n	p	l	u	g	e
small	u	f	r	g	h	i	j	k	l
knocks	i	m	r	n	s	m	a	l	l
come	c	o	y	p	q	r	s	o	t
centre	k	u	p	v	w	x	y	o	z
stop	l	f	a	m	i	l	y	k	a
look	y	b	c	c	c	d	e	f	d
mother	g	f	k	n	o	c	k	s	r
heater	h	l	i	j	m	e	k	t	i
quickly	l	o	m	n	e	n	o	o	v
leave	p	o	q	r	s	t	u	p	e
drive	v	d	w	x	y	r	w	z	a
unplug	b	l	e	a	v	e	a	c	d
hurry	e	f	g	h	i	j	t	k	l
flood	m	n	o	p	q	r	e	s	t
water	u	m	o	t	h	e	r	v	w

Dictation - 3 levels

Activity

All students hear the same text:

The teacher reads a sentence, and each student writes the sentence at their own level.

Level A

Students listen for the missing letters and write them in. To assist, *SES man* is written under the first picture. Students are encouraged to look for words to copy from the text. All the words needed are in bold. The students may need help initially.

Level B

Students listen and can either find the words in bold in the text or write the words from memory.

Level C

Students write the sentences using the words below to help with the spelling. For a greater challenge, the words can be folded under, and students try to write from memory. The words also allow the student to check their spelling at the end of the dictation.

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

Mother says, "Hurry up. Pack the bag. Turn off the TV. Now unplug the TV and the heater. Go and get the laptop."

The SES man says, "Come quickly. It's dangerous. Leave now. Hurry."

Mother says, "Is it OK to drive through the water? Is it safe?"

Mai says, "Oh no, look at that car!"



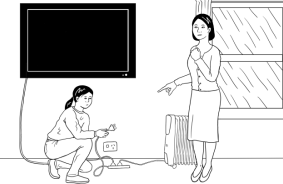
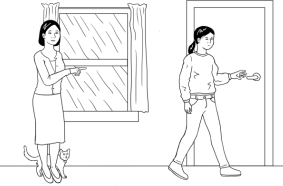

Grandfather says, "Oh no, look at the tree!"

"Oh no, stop mum!"

The SES man says, "Stop. The flood water is dangerous. Drive to the sports centre."



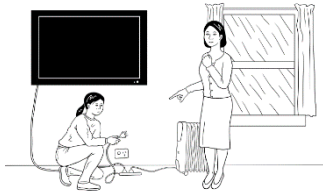
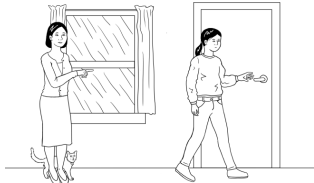

Mai and her family are safe at the sports centre.

Level A -Dictation

<p>The _ _ _ man knocks on the door on Sunday afternoon. The _ an says, "Pack a small bag. Leave now."</p>	 <p>SES man</p>
<p>Mother says, "Hurry up. Pack the _ ag."</p>	
<p>"Turn off the TV. Now unplug the _ _ and the heater."</p>	
<p>"Go _ nd get the laptop."</p>	
<p>The SES man says, "Come quickly. It's dangerous. Leave _ ow. Hurry."</p>	

<p>Mother says, “Is it _ _ to drive through the water? Is it safe?”</p>	
<p>Mai _ ays, “Oh no, look at that car!” Grandfather says, “Oh no, _ ook at the tree!”</p>	
<p>“Oh _ o, stop mum!”</p>	
<p>The SES _ an says, “Stop. The flood _ ater is dangerous. Drive to the sports centre.”</p>	
<p>Mai and her family are _afe at the sports centre.</p>	

Level B - Dictation

<p>The _ _ _ man knocks on the door on Sunday afternoon. The _ _ _ says, “Pack a small bag. Leave now.”</p>	
<p>Mother _ _ _ _ , “Hurry up. _ _ _ _ the _ _ _ .”</p>	
<p>“Turn off the TV. Now unplug the _ _ and _ _ _ heater.”</p>	
<p>“Go _ _ _ get the laptop.”</p>	
<p>The _ _ _ _ _ _ _ _ _ _ , “Come quickly. It's dangerous. L _ _ _ _ n _ _ . Hurry.”</p>	

<p>Mother says, “Is it OK to drive through the water? _ _ _ _ safe?”</p>	
<p>Mai _ _ _ _ , “Oh no, look at that car!” Grandfather says, “Oh _ _ _ _ , _ _ _ _ _ _ _ _ the tree!”</p>	
<p>“_ _ _ _ _ _ , stop mum!”</p>	
<p>The SES man says, “_ _ _ _ _ . The flood water _ _ _ _ dangerous. _ _ _ _ _ _ _ _ to the sports centre.”</p>	
<p>Mai and her family are _ _ _ _ _ at the _ _ _ _ _ _ _ _ _ _ centre.</p>	

Level C - Dictation

The _____ knocks on the door on _____ afternoon.

The man says, “_____ a small _____. Leave now.”

Mother _____, “Hurry up. _____ the _____. Turn off the TV.

Now _____ the __ and the heater. Go and get the _____.”

The SES man says, “_____ quickly. It’s dangerous. _____ now.

Hurry.”

Mother says, “Is it OK to _____ through the _____? Is it _____?”

Mai says, “Oh no, _____ at that _____!”

Grandfather says, “Oh no, look at the _____!”

“Oh no, _____ mum!”

The SES man says, “Stop. The _____ water is dangerous. Drive to the _____ centre.”

Mai and her _____ are safe at the sports centre.

Fold

SES man	Sunday	pack	bag	says
unplug	TV	laptop	come	leave
drive	water	safe	look	car
tress	stop	flood	sports	family

Labelling and colouring

Labelling is a useful way to revise vocabulary and add some new ones within a familiar context. Colouring 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.

Preparation:

- Copy the drawing on the next page for each student.
- Provide colouring pencils for groups of students

Activity 1: Labelling and colouring the sports centre picture

1. Project the image of the sports centre on the board and ask some simple questions:

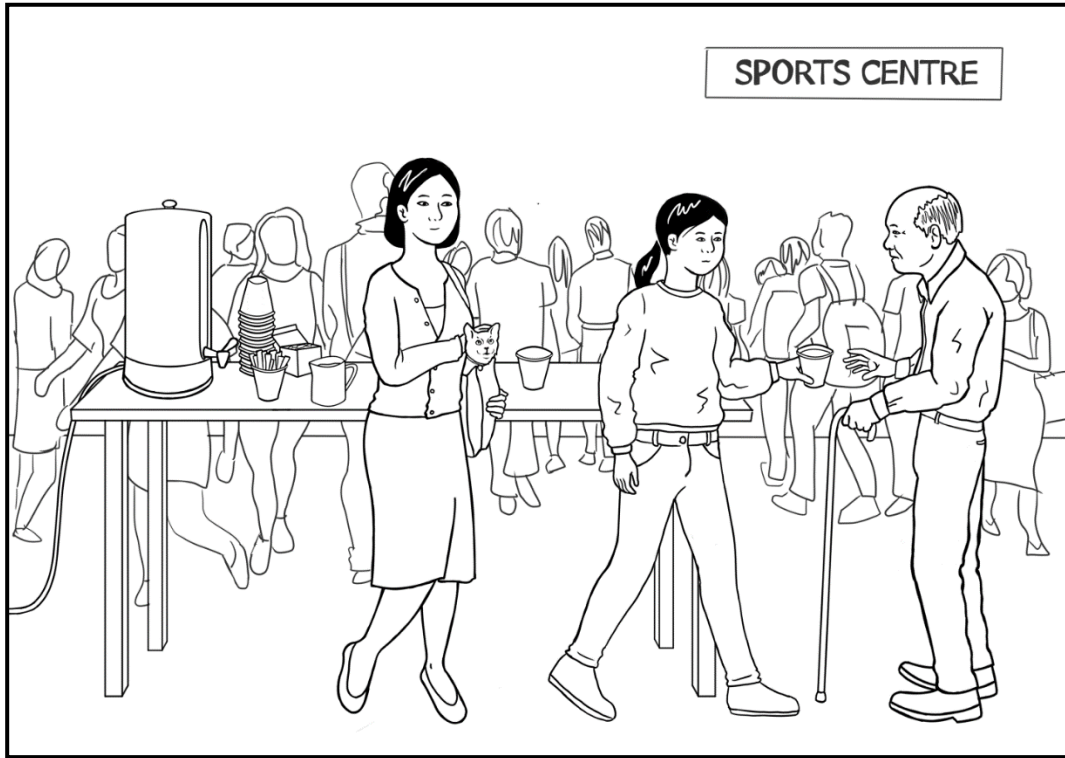
Who is this?

What is this? [Point to different things]

2. Label each part of the drawing on the board. Add more words if students are familiar with other vocabulary in the drawing. e.g. people, table, cups, coffee 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 jumper
 - At level C students select their colours and describe their picture to another student using simple sentences. e.g. Mai has a red jumper.

Activity 2: Colour the pictures in the story for a PPT of student work

1. Copy **all** the pictures from the story. You may need duplicate copies [half A4 size] of the same picture so each student has one to colour
2. Students select a picture – make sure at least one of each story picture is selected.
3. When the pictures are coloured, select one of each in the story and ask students to put them in order. Take a photo of each coloured drawing.
4. With the photos, create a colour PPT of the story.
5. Use the PPT to admire the students' work and elicit the story as you click through.



Appendix - Vocabulary list for Section 5

The new words introduced in this section are in **bold**.

A	a, afternoon, are	N	now
B	bag, big	O	OK** , Oh no** , on
C	car, centre , come , covers	P	pack
D	dangerous , door, drive , dry	Q	quickly
E		R	rains
F	family, fill, floods	S	safe , says, SES, small, sports , stop , Sunday
G	get , go, grandfather	T	that , the, through , to, tree , turn off* , TV
H	heater , her, home, hot , hurry up*	U	unplug
I	it, in, is	V	
J		W	water
K	knock	X	
L	laptop , leave, look at*	Y	
M	Mai, man, mother , mum ,	Z	

* **hurry up**, **look at** and **turn off** are phrasal verbs.

****Oh no** - is an expression of alarm.

OK - is an expression of agreement

Appendix Pronunciation – voiced and unvoiced sounds

Preparation:

- You will need a box of tissues.
- Give each student a tissue.

Activity:

Demonstrate the sounds using the tissue and ask the students to imitate.

Voiceless sounds - p, k, t, f, s, th	Voiced sounds - b, g, d, v, z, th
<p>Each sound is made with a puff of air.</p> <p>Hold a tissue near your mouth as you say the letters. The tissue will move.</p>	<p>These sounds are made in your voice box.</p> <p>Hold a tissue near your mouth as you say the letters. The tissue will not move.</p> <p>Now, put 2 or 3 fingers on your throat, you can feel your voice box vibrating when you say the letters correctly,</p>
<p>Compare the voiceless and voiced sounds</p> <ul style="list-style-type: none"> • Put 2 or 3 fingers on your throat. • Say ffffff Say v • Say p Say b 	<p>Can you feel your throat vibrate when you say v and b?</p>

Practise saying the sounds and the words. Insert words in the spaces for **k**, **v** and **z**.

The sounds		The sounds	
p	pack	b	bag
k		g	go, get
t	turn, to, tree,	d	door, drive
f	flood, family	v	
s	says, small, Sunday, safe, stop, sports	z	
th	through	th	that

The imperative form and a short play

The imperative form is used frequently during the story to give instructions. Many of the verbs are transitive and have an object similar to the ones below.

Activity 1: Warm up with a game of **Simon Says** to practice the imperative form.

Activity 2: Create the table below on the board and add to this list by using the pictures from the activity ‘What do we pack?’ in section 4. e.g. *Get the torch.* *Get the first aid kit.* etc and using words from earlier sections such as *river.*

Activity 3: Read the list like a jazz chant.

Verb	Object
Pack	a small bag.
Turn off	the TV.
Unplug	the TV.
Unplug	the heater.
Get	the laptop.
Get	the torch.
Get	the First Aid kit
Look at	that car.
Look at	the tree.
Look at	the river.
Stop	the car.



Activity 4: The short play on the following page brings the story to life, recycles the language and gives students a chance to use and play with the language. Adding movement aids memory and is especially important for some students. Before you begin, demonstrate what the word **action** means in the play.

Leave Now

Characters: The narrator, the SES man, mother, Mai, grandfather

The narrator	It rains on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. The water covers the road, the footpath and the garden. It fills the river and floods the town. An SES man knocks (action) on the door on Sunday afternoon.
The SES man	“Pack a small bag. Leave now.” (action)
Mai	“Oh no! Mum!” (action)
Mother	“Hurry up. Pack the bag. (action) Turn off the TV. (action) Now unplug the TV (action) and the heater. (action) Go and get the laptop.” (action)
The SES man	“Come quickly. It’s dangerous. Leave now. Hurry.” (action)
The narrator	The family get into the car. (action)
Mother	“Is it OK to drive through the water? (action) Is it safe?”
Mai	“Oh no, look at that car!” (action)
Grandfather	“Oh no, look at the tree!” (action)
Mai	“Oh no, stop mum!” (action)
The SES man	“Stop. (action) The flood water is dangerous. Drive to the sports centre.” (action)
The narrator	Mai and her family are safe at the sports centre. (action)

Appendix – Large size story pictures and text

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

Activity 1 - Matching exercise as a class #1

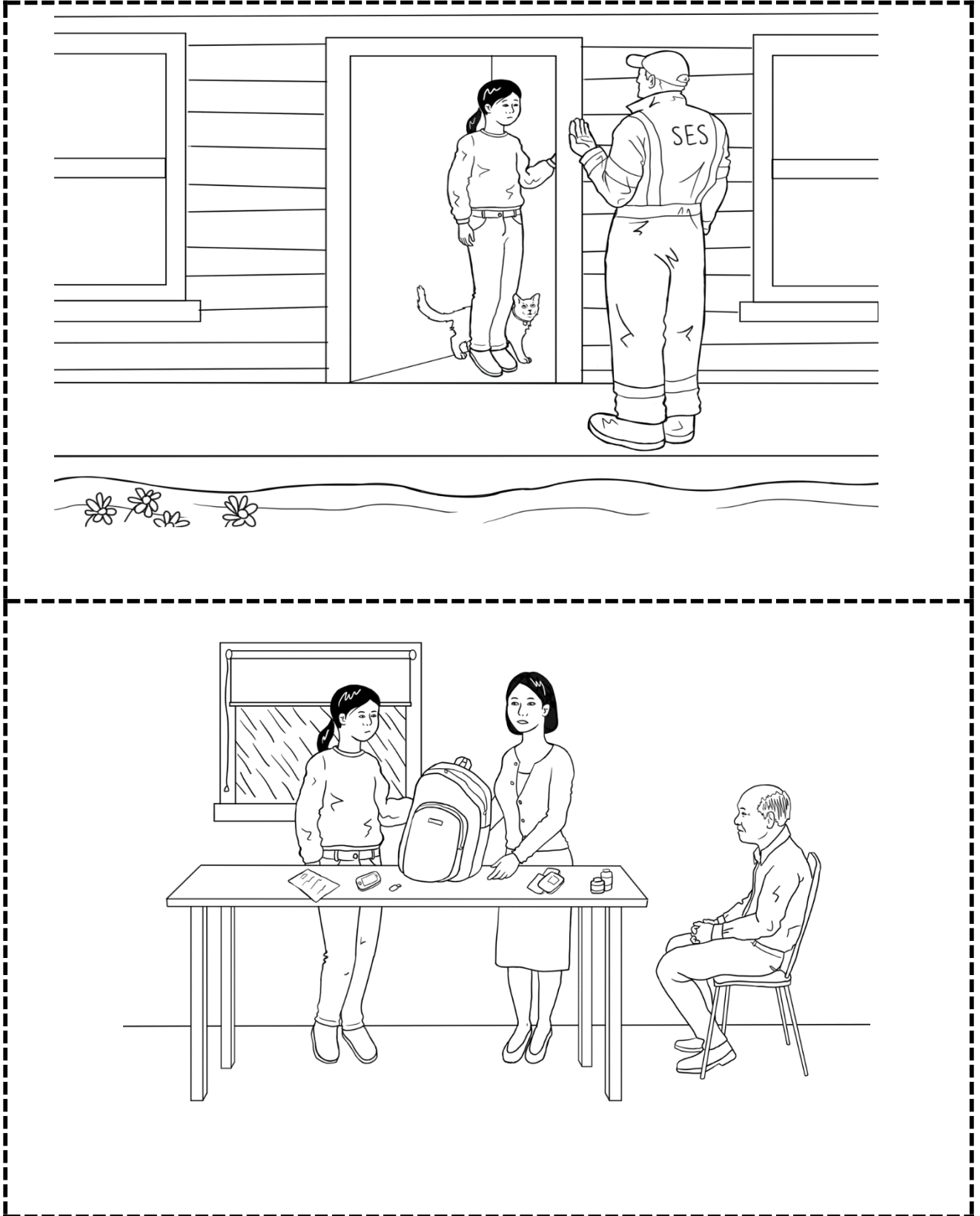
1. Enlarge the following pages, both pictures and text, print, cut up and laminate if possible.
2. Distribute the 10 pictures and ask students to arrange themselves in the story order in front of the class.
3. Distribute the text to 10 students and ask them to match with the corresponding picture.

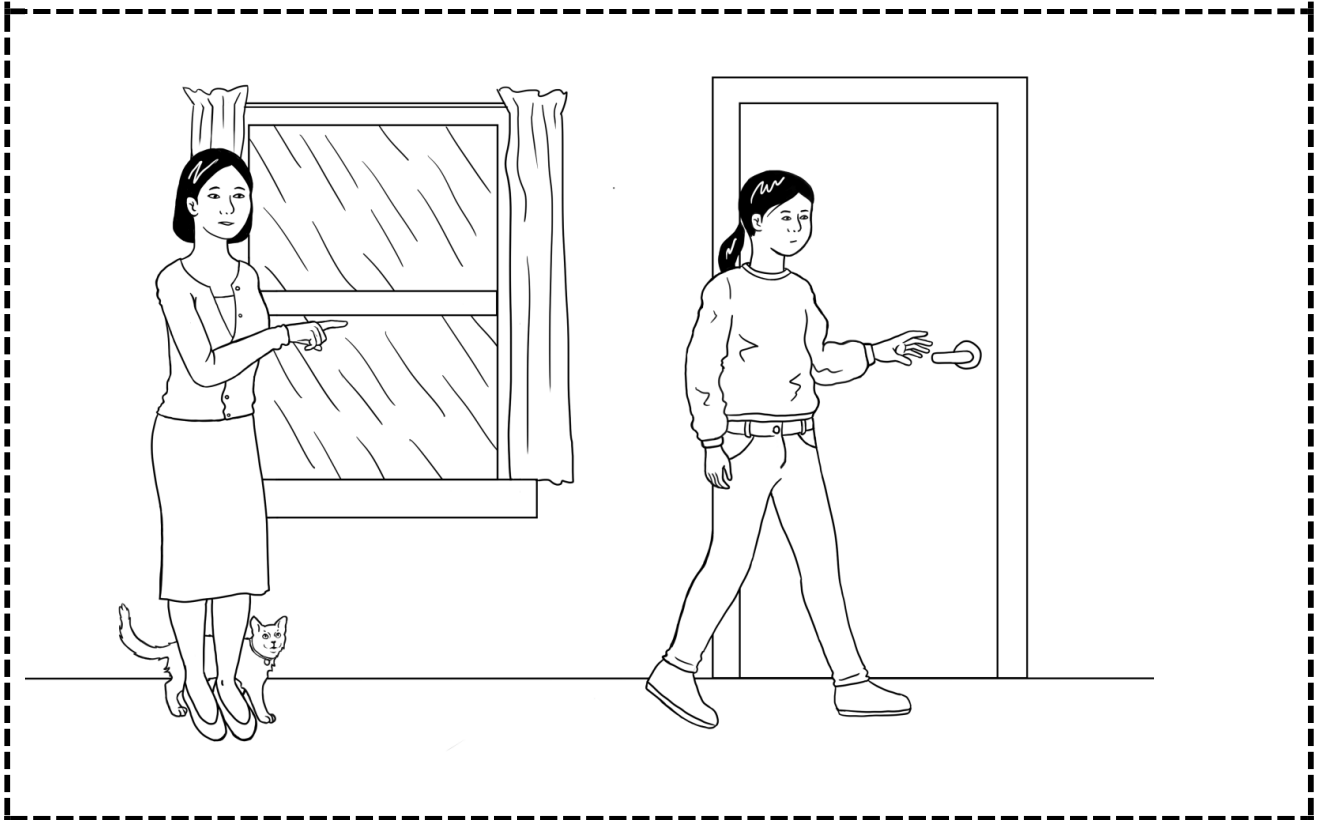
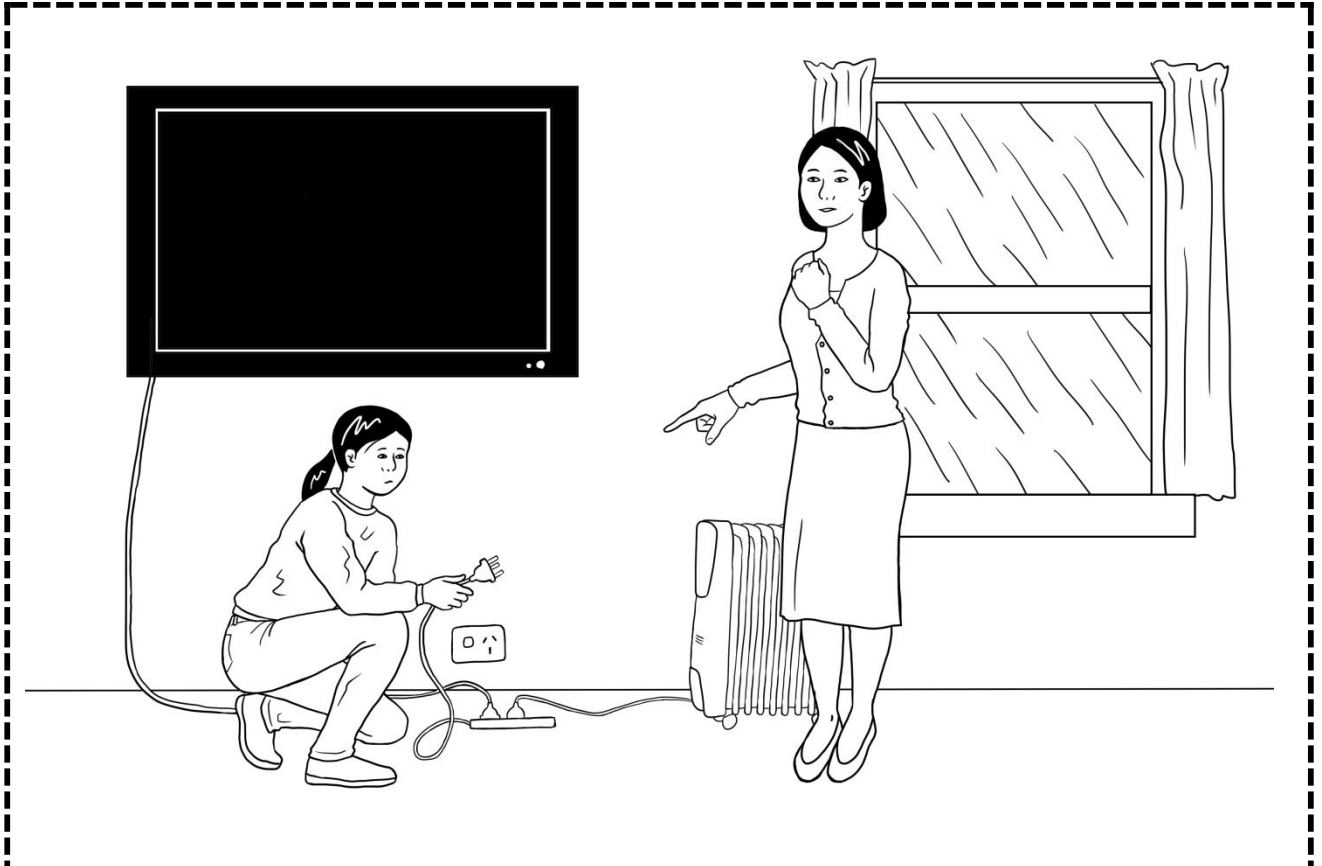
Activity 2 - Matching exercise as a class #2

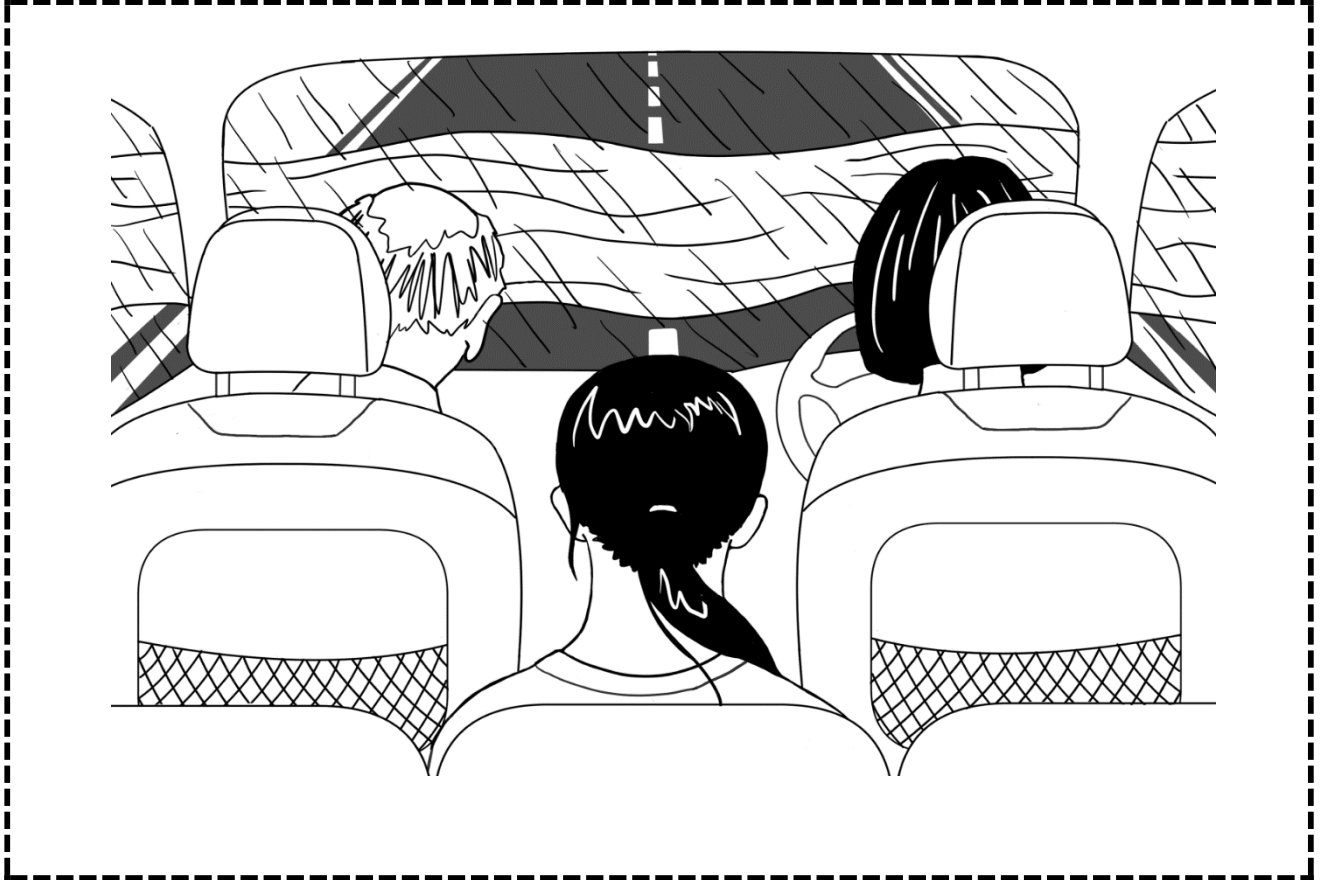
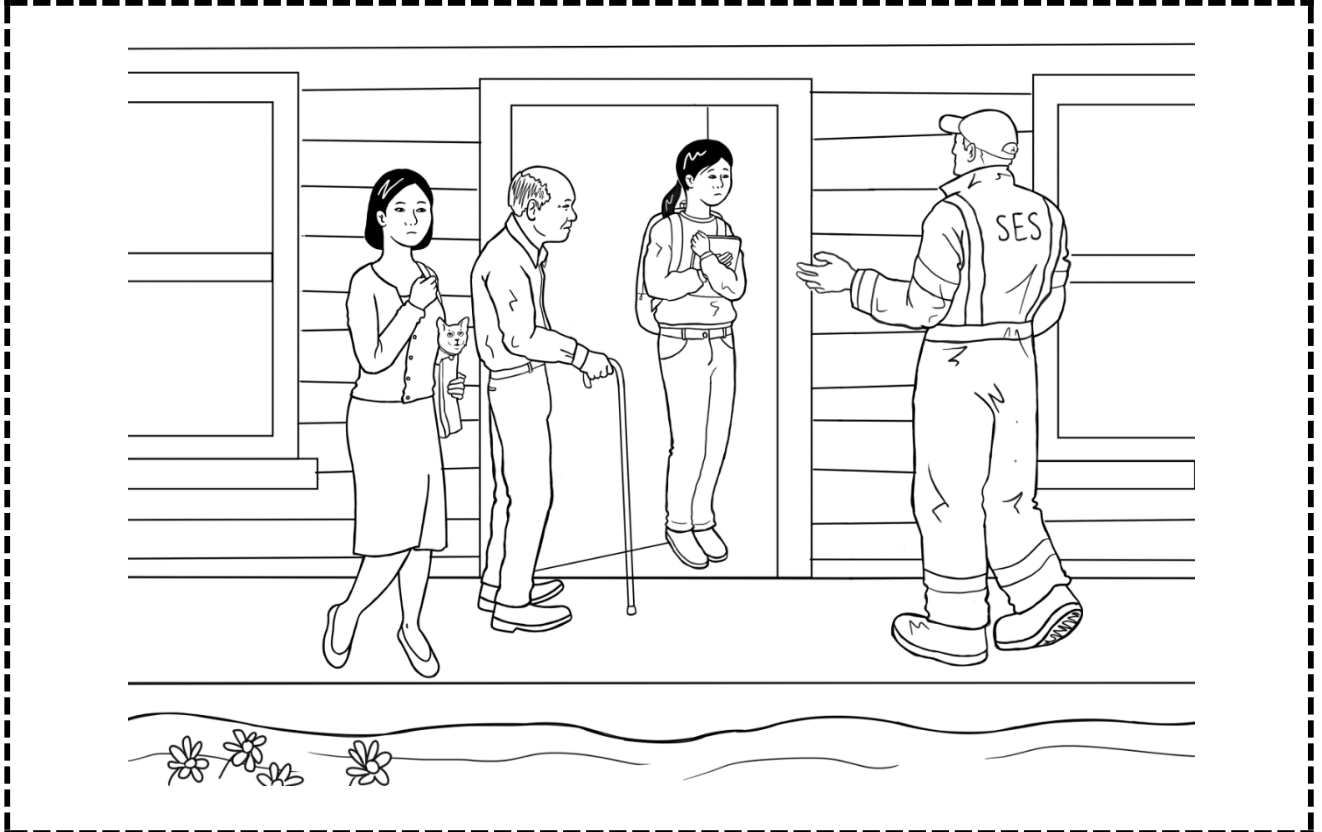
1. Distribute all pictures and text and students move round the class looking for a match. If there are more than 20 students, make duplicate copies so everyone has something to match.
2. Pictures can be stuck on the wall later.

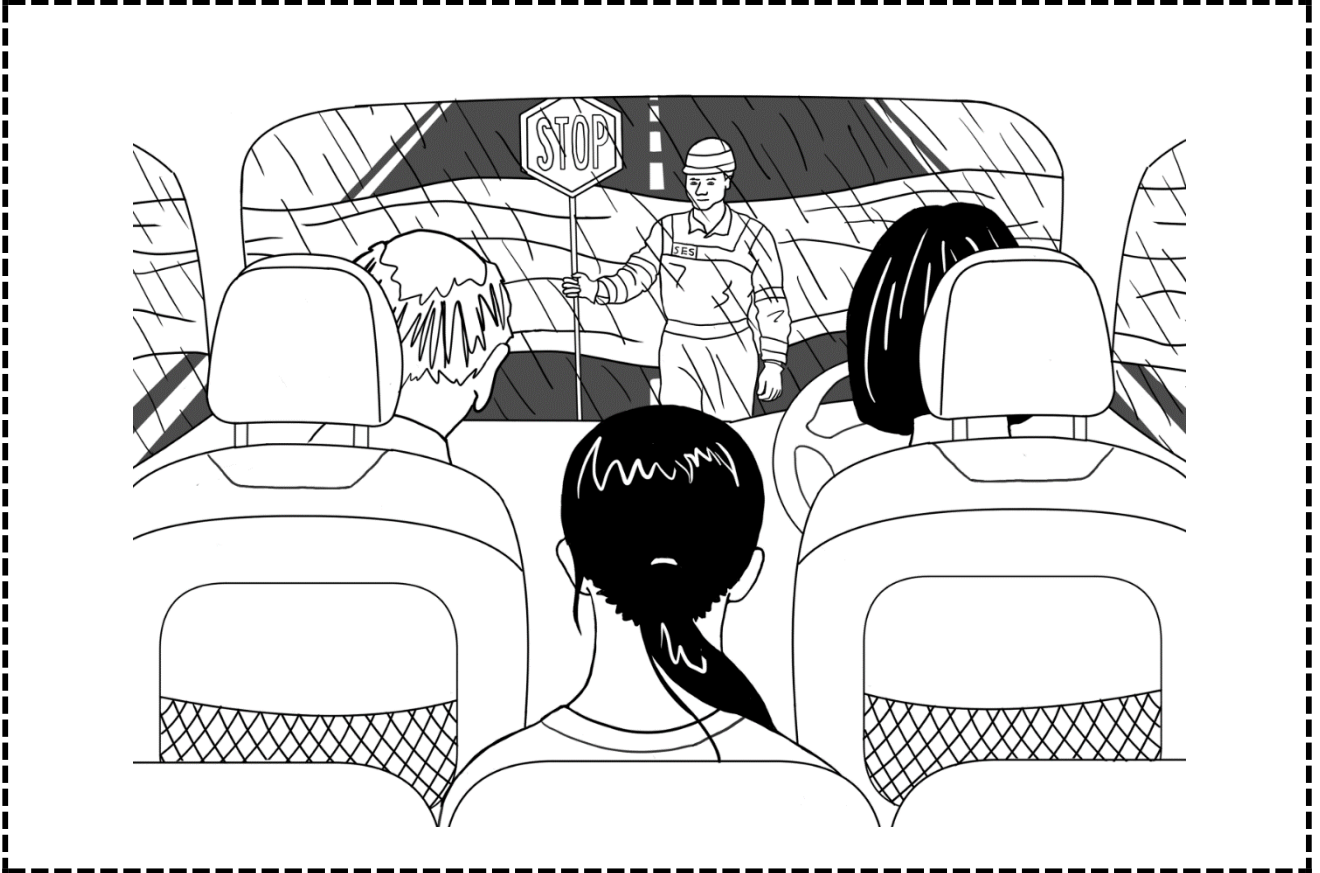
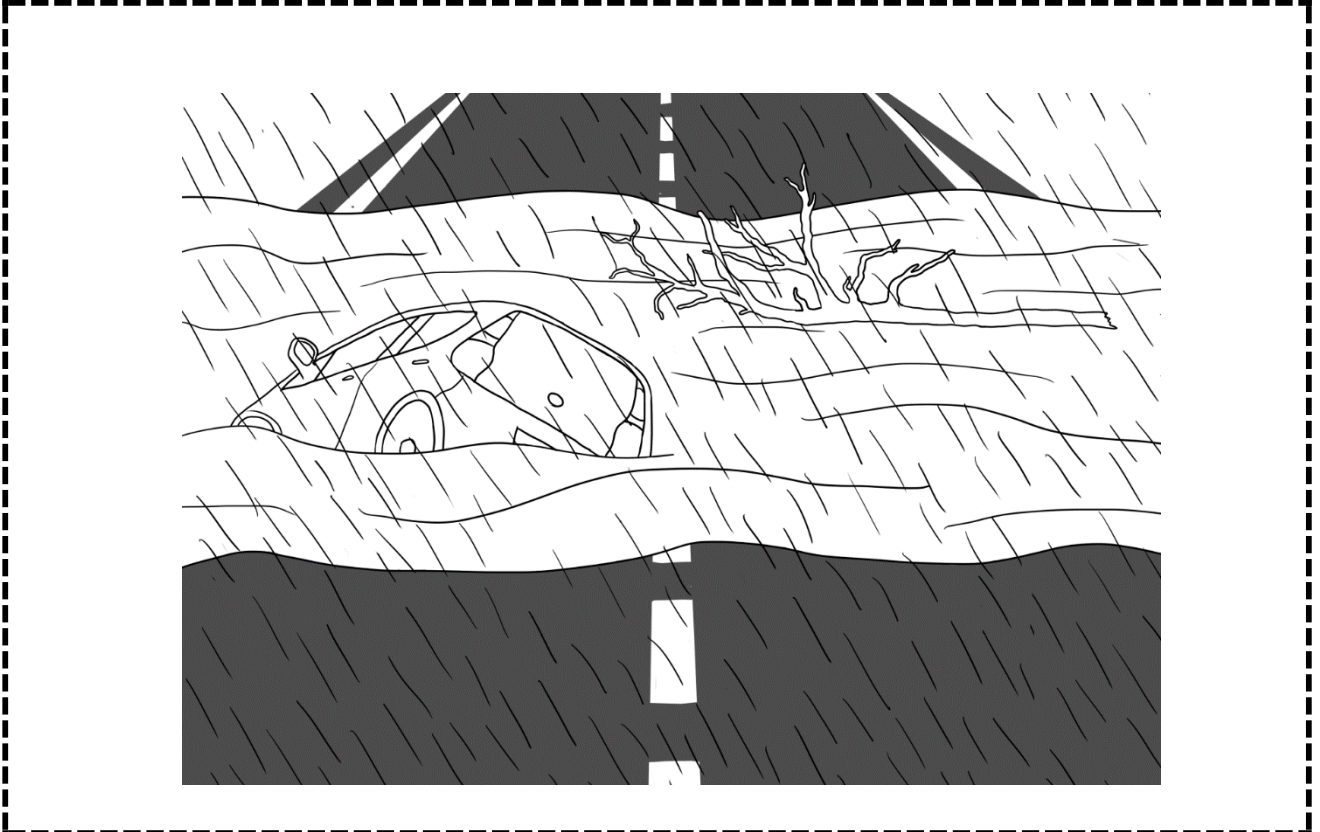
Activity 3 - Matching exercise in pairs

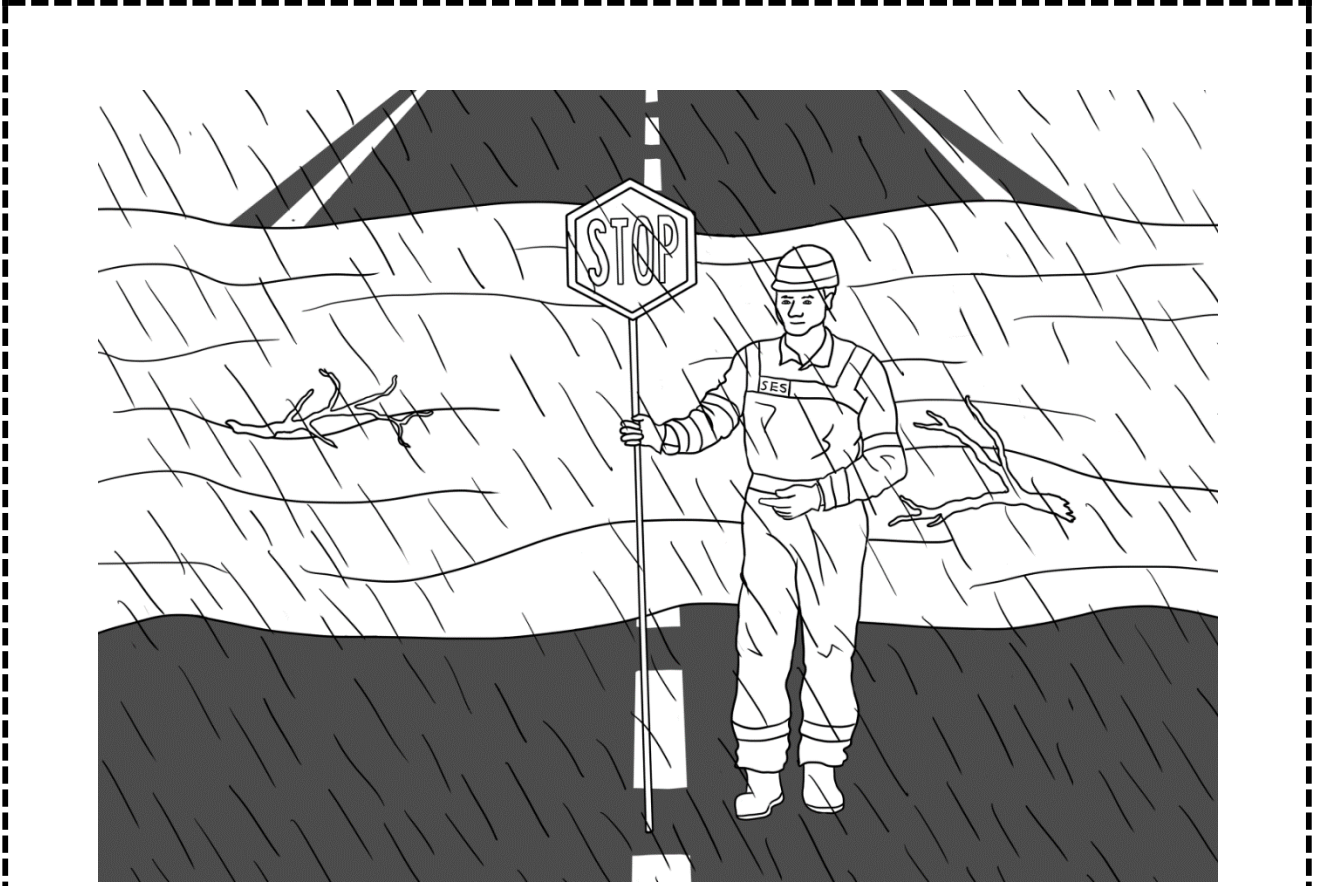
1. Distribute an envelope with the smaller cut-up pictures and the text to each pair of students. (Envelope from previous activity - Listen and order the sentences, page 14)
2. The students match and order the pictures and the text and then read the story. (Make sure you have enough materials so the students can work in pairs).











SPORTS CENTRE



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

Mother says, "Hurry up. Pack the bag."

“Turn off the TV. Now unplug the TV and the heater.”

“Go and get the laptop.”

The SES man says, "Come quickly.
It's dangerous. Leave now.
Hurry."

Mother says, "Is it OK to drive
through the water? Is it safe?"

Mai says, “Oh no, look at that car!”

Grandfather says, “Oh no, look at the tree!”

“Oh no, stop mum!”

The SES man says, "Stop.
The flood water is dangerous.
Drive to the sports centre."

Mai and her family are safe
at the sports centre.

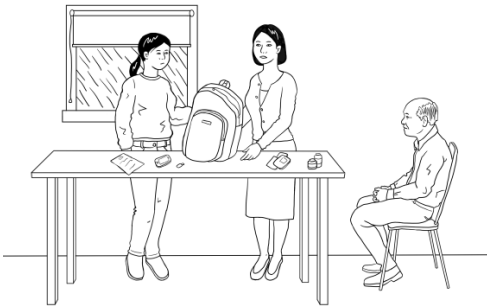
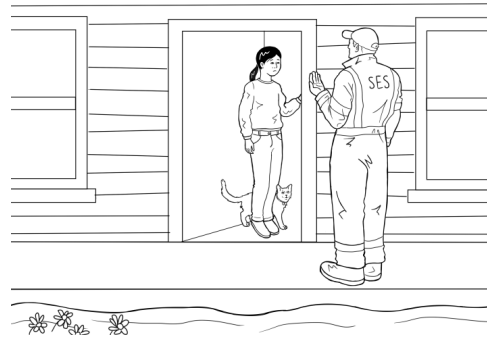
Appendix – The story at Level A

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.

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

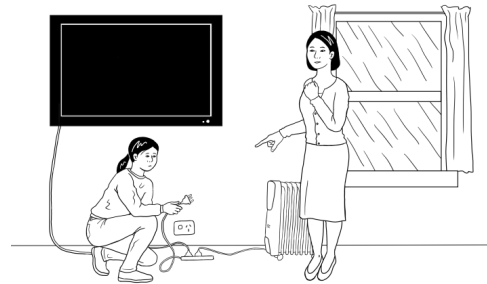
Level A - Leave Now

leave

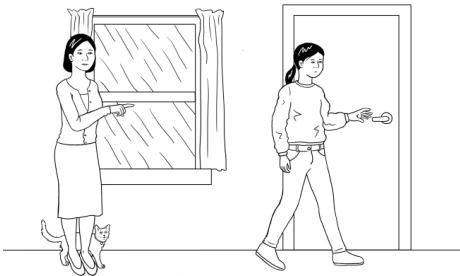


pack

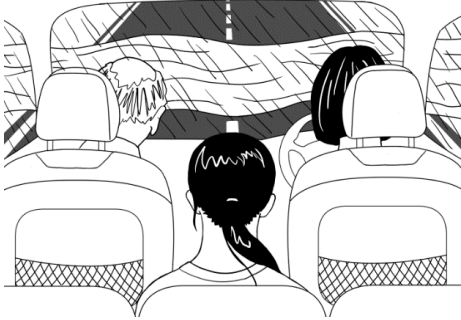
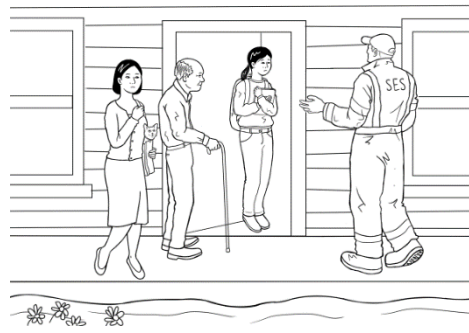
unplug



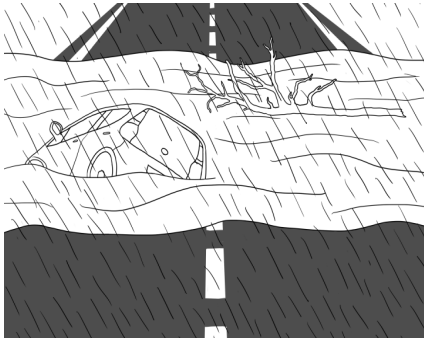
go and get



come



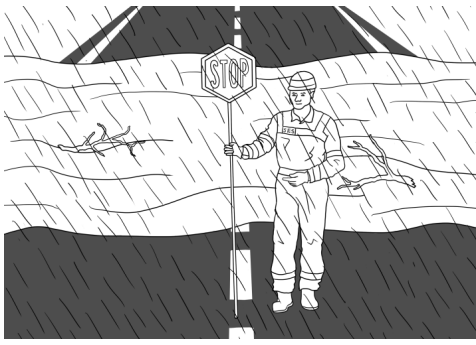
drive



look

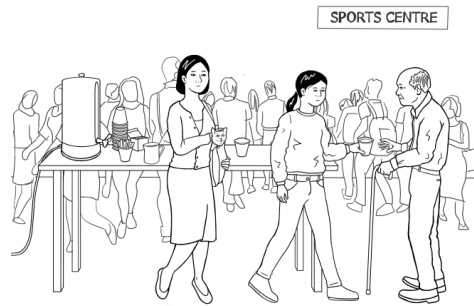
stop





stop

safe



Acknowledgements

Images

Person with Stop sign	This Photo by Unknown Author is licensed under CC BY-NC
Laptop	This Photo by Unknown Author is licensed under CC BY-NC
Sports Centre	This Photo by Unknown Author is licensed under CC BY-SA
Torch	This Photo by Unknown Author is licensed under CC BY-NC
First Aid kit	This Photo by Unknown Author is licensed under CC BY-NC

Project team

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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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