The Effect of using Content-based Instruction on the Achievement of 5th Primary School Pupils in English

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Methodology of Teaching English

A B S T R A C T

The present research aims at investigating the effect of using content- based approach on the achievement of fifth primary schools pupils in English.

The population of the study consists of fifth grade female pupils at (Al-Thaqafa) primary school. The sample consisted of 64 pupils chosen randomly from the pupils of fifth primary school classes. The sample is divided into experimental and control groups. Each has 32 pupils. After achievement co-equivalence between them, an achievement test has been applied on the two groups. Results show the superiority of the experimental group over the control group in its achievement in English.

A R T I C L E   I N F O

أثر استخدام التدريس المستند على المحتوى على تحصيل تلاميذ الصف الخامس الابتدائي في اللغة الانكليزية

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الخلاصة

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ملخص البحث

يهدف البحث الحالي الى معرفة اثر استخدام منهج المعنى على تحصيل تلميذات الصف الخامس الابتدائي في مادة اللغة الانكليزية.

تألف مجتمع البحث من تلميذات الصفوف الخامسة في مدرسة (الثقافة) الابتدائية. واختارت الباحثة المدرسة بصورة قصدية. اشتملت عينة البحث (٦٤) تلميذة اختيروا بصورة عشوائية من بين تلميذات الصف الخامس الابتدائي. ووزعت عينة البحث على مجموعتي البحث التجريبية والضابطة بصورة متساوية. اذ اشتملت كل مجموعة على (٣٢) تلميذة وذلك بعد التكافؤ بين المجموعتين. وقد قامت الباحثة باعداد الاختبار التحصيلي وبعد تطبيق التجربة ثم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار التائي، كشف عن تفوق المجموعة التجريبية على المجموعة الضابطة في

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التحصيل في مادة اللغة الانكليزية.

Section One : Introduction

1.1 Statement of the problem

Language is a means by which human beings communicate with each other. Language learning is a hard work…Effort is required at every moment and must be maintained over a long period of time (Andrew, 1984: 6).

The idea that language is a tool for communication rather than lists of sounds, words and grammar items to be memorized has made an important change in language teaching methodology.Jing (2006: 1) states that in recent years, teachers and researchers have been studying the ways of enabling learners to use English freely, effectively, and as far as possible accurately, in realistic communication, which has become not only the major goal of English language teaching (henceforth ELT), but also the students' main concern when they make their efforts to study English. Thus, in traditional pedagogy, students rarely have opportunities to use the target language (henceforth TL) for real and meaningful communication.

In their English classes, they ordinarily use the TL with the aim to practising language features rather than communicating meanings. Consequently, content-based instruction (henceforth CBI) appeared as a revolution against the traditional pedagogy. CBI refers to an approach to second language teaching in which teaching is organized around the content or information that pupils will acquire, rather than around a linguistic or other type of syllabus. Although content is used with a variety of different meanings in language teaching, it most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it (Richards and Roghers, 2003: 204).

The updated trends in language teaching call for focusing on the learner and giving him an active role in the teaching- learning process through participation in the various class activities, and social communication . Language learning in Iraq is unfortunately still based on using traditional methods focusing on the teacher as the cornerstone of the teaching-learning process whereas the role of the students is listening and imitating the teacher or his classmates without sometimes understanding what he is imitating . Also a major problem for language teachers is to find techniques which will enable and encourage target language in the very limited context of the classroom . The researcher found a decrease in fifth primary grade female pupils achievements in English , such a problem may be due to the pupils lack of desire to learn this language or the lack of using modern teaching methods by teachers instead of the traditional methods .

To identify the problem , the researcher tried using content- based instruction to enhance the achievement of fifth primary pupils in English language . Thus , the researcher narrows the scope of the research with the following question :

" What is the effect of using Content-based Instruction on the Achievement of 5th Primary School Pupils in English? "

1.2.Value of the study:

The Value of the study is dedicated by the following points:

1. This study provides researchers and higher studies students with the results, tools and procedures for future studies.
2. It introduced a modern educational approach in methodology to beautilized in future in teaching English at various stages.
3. The research is a humble effort to open new horizon in this aspect.
4. Finally, by carrying out this study, it is hoped that CBI can receive more attention and enjoy.

1.3.Aim of the Study:

The present research aims at investigating the effect of using CBI on the achievement of fifth primary schools pupils in English.

1.4. Hypothesis of the Study:

This study hypothesizes that there is no statistically significant difference in the mean scores between the experimental group taught by content-based instruction and that of the control group taught by currently used method (traditional method) achievement in English.

1.5.Limits of the Research

The present research is limited to:

1. A sample of fifth primary class (female) pupils in the city centre of Kirkuk, during the second of the academic year 2014-2015.
2. The teaching material is limited to units 12 of student's book of Iraq Opportunities (Book 3)

1.6.Definitions of Basic Terms:

1. Content-based Instruction (C B I) :

Brinton & etal (1989: 2) state that CBI is "the integration of particular content with language teaching aims"

Chaput (1993:150), defines it as "any topic of intellectual substance which contributes to the students' understanding of language in general, and the target language in particular"

2. Achievement

Good (1973:7) defines achievement as knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teaching or by both .

Achievement means something done successfully with efforts and skill (Oxford, 1990: 8).

Operative Definition of Achievement

Achievement is the result of what a pupil learns after learning English, measured by the scores that the pupil gets in the achievement test.

3. Achievement Test

An achievement test is a measuring instrument used to assess the amount or level of learning that a person has acquired (Savage, 1979: 1).

An achievement test is an instrument designed to measure the extent to which a student has attained certain concepts or skills a given content area, usually as a result of specific teaching (Verma & Bearel, 1981: 178).

Operative Definition of Achievement Test :

" Achievement test " is used to refer to the scores gained by the pupils of the experimental and control groups when doing the test prepared by the researcher.

Section Two : The Theoretical Background

Howatt (1984: 130) notes that there are two versions of the communicative approach: a strong version and a weak version. The strong version of the communicative approach goes beyond giving students opportunities to practise communication in the strong-version category. Content-based instruction likewise draws on the principles of communicative language teaching, as these emerged in the 1980s. If, as it was argued, classrooms should focus on real communication and the exchange of information, an ideal situation for second language learning would be one where the subject matter of language teaching was not grammar or function or some other language-based unit of organization, but content, that is, subject matter from outside the domain of language (Richards & Rodgers, 2003: 204-205).

This approach can be viewed as being neither language learning, nor subject learning, but rather an amalgam of both (Marsh, 2008: 223). The special contribution of CBI is that it is not exclusively a language programme, but instead it integrates the learning of language with the learning of some other content. The content can be theme, i.e. Some topic such as popular music or sports in which students are interested. Often, the content is academic subject matter. It has been observed that academic subjects provide natural content for language study (Brinton & et al, 2003: 132).

2.1.Observations Underlined Teaching by using Content-based Instruction:

1. The teacher supplies the missing language when the students have trouble in explaining a concept in the target language.
2. The students call out their answers enthusiastically as the teacher writes them on the blackboard.
3. The students fill in the vocabulary words in the blanks in the modified close passage as they watch the video.

4. Language is learned most effectively when it is used as a medium to convey content of interest to the students.

5. Graphic organizers help students develop the skills that they need to learn academic content.

6. For homework, the students are given a graphic organizer, which they are to label based on a descriptive reading they have been given (Oller, 1993:140-141).

2.2. Principles of Underlining Content-based Instruction:

There are many principles in teaching CBI, as follows:

1. What are the goals of teachers who use CBI?

In a CBI class, teachers want the students to master both language and content. The content can be themes of general interest to students, such as current events or their hobbies, or it can be an academic subject, which provides natural content for the study of language. (freeman : 2000,140)

2. What is the role of the teacher? What is the role of the students?

The teacher needs to set clear learning objectives for both content and language. The students' role is to engage actively with both content and language, using each to learn the other.

3. What are some characteristics of the teaching/ learning process?

Teachers must help learners understand authentic texts. Teachers make meaning clear through the use of visuals, realia, repeating, and by giving a lot of examples, building on students' previous experiences.

4. What is the nature of student – teacher in the interaction? What is the nature of student-student interaction?

The teacher guides student learning. She supports them by having students pay attention to how language is used. Students often work collaboratively to understand content while actively using the language they are staying.

5. How are the feelings of the students dealt with?

It is assumed that learning content and language together keeps students interested and motivated. They understand the relevance of what they are studying and that language is a means to an end.

6. What is the role of the students' native language?

There is no overt role for the students' native language. (Holliday, 1994:134-144)

2.3. Techniques of Content-based Instruction

1. Dictogloss:

In a Dictogloss, students listen twice to a short talk or a reading on appropriate content. The first time through, students listen for the main idea, and then the second time they listen for details. Next students write down what they have remembered from the talk or reading.

2. Graphic Organizers:

Graphic organizers are visual displays that help the students to organize and remember new information. They involve drawing or writing down ideas and making connections. They combine words and phrases, symbols and arrows to map knowledge.

3. Language Experience Approach:

Students take turns dictating a story about their life experiences to the teacher who writes it down in the target language. Each student then practises reading his or her story with the teacher's assistance. (Cameron, 2003, 133)

2.4.Types of Learning and Teaching Activities:

There are a number of descriptions of activity types in CBI. Stoller (1997: 212) provides a list of activities classified according to their instructional focus. The classification categories she proposes are:

- Language skill improvement.
- Vocabulary building.
- Discourse organization.
- Communicative interaction.
- Study skills.
- Synthesis of the content and materials and grammar.
- **Section Three**

Procedures

3.1.The Experimental Design:

Selecting an appropriate design for a research work is one of the most important decisions that researchers should make (Van Dalen, 1979: 232).

Experimental design is the blue print of the procedures that enables the researchers to test the hypotheses by reaching valid conclusion about relationships between independent and dependent variables (Best,1981: 68). The researcher adopted the experimental design known as co-equivalent group, due to its appropriateness for the aims of the research. In the current research, the experimental group was taught by content-based instruction and the control group was taught by current used method (traditional method), as shown in figure (1) below:

Group	Independent variable	Dependent variable
Experimental	Content-based instruction	Achievement test in English
Control	Currently used method (traditional method)	

Figure (1): The Experimental Design

3.2 Population and sample of the study :

The population of the present study consists of fifth primary school female pupils in Kirkuk Governorate during the second term of the academic year 2014-2015 in (14) schools, Each school is containing Two classes. The research excludes Three schools for containing only one

fifth class. So, the final total number of girls is 1729 .

The researcher intentionally selected (16 Ab) primary school for girls for the following reasons:

1. The school administration and English language teacher was ready to cooperate with the researcher in this school.

2. This school adopts the new course, namely (Iraq opportunities) and because pupils have studied the unit regarded as the starting point of the research. The total number of the pupils in this school was (96) and after excluding repeaters which were (32) pupils, the number of the pupils becomes (64) as shown in table (1):

Table (1): Numbers of Pupils in the Experimental and Control

Group

Group	Number of Pupils	Number of repeaters	Number of Pupils under the Experiment
A. Control	32	12	44
B. Experimental	32	20	52
Total	64	32	96

3.3.Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researcher made on equivalence depending upon certain information provided by the pupils or taken from other resources. This included:

1. Pupils' Age:

The researcher used T-test for two independent samples to find out the differences between the groups in the variable of age measured by months at the beginning of the academic year 2015. No statistically significant difference was found at (0.05) level of significance where the calculated t-value was (0.951) which was less than the tabulated (T) value which was (1.999) with (62) degree of freedom , as shown in table (2):

Table (2): T-test Results of Pupils' Age

Groups	NO.	Mean	S.D	T-Value T- Calculated Value	T- Calculated Value	Significant level of 0.05
A. Control	32	139.3125	14.17730	0.951	1.999	No statistically significant difference
B. Experimental	32	136.3750	10.21621			

2. Pupils' Grades in English

The researcher obtained mid-year exams grades for each pupil in the two groups. The results of the T-test for the two independent samples indicate that there is no statistically significant difference between the two groups at (0.05) level of significance where the calculated t-value was (0.544) which is less than the tabulated t-value which was (1.999) under (62) degree of freedom. See table (3) below:Table (3): T-test Results of Pupils' Grades in English

Groups	NO.	Mean	S.D	T-Value		Significant level of 0.05
				T-Calculated Value	T-Calculated Value	
A. Control	32	63.9375	20.87588	0.544	1.999	No statistically significant difference
B. Experimental	32	66.2500	11.92720			

3. Father's Educational Background

The researcher used T-test for two independent samples to measure the level of father's background between two groups. No statistically significant difference was found between two groups at (0.05) level of significance where the calculated t-value was (0.871) which was less than the tabulated t-value which was (1.999) under (62) degree of freedom as shown in table (4):

Table (4): T-test Results of Fathers' Educational Background

4. Mother's Educational Background:

The researcher used T-test for two independent samples to measure the level of mother's background between two groups. No statistically significant difference was found between two

Groups	NO.	Mean	S.D	T-Value		Significant level of 0.05
				T-Calculated Value	T-Calculated Value	
A. Control	32	13.3438	3.50676	0.871	1.999	No statistically significant difference
B. Experimental	32	12.5313	3.94302			

groups at (0.05) level of significance where the calculated t-value was (0.823) which was less than the tabulated t-value which was (1.999) under (62) degree of freedom , as shown in table (5):

| Groups | NO. | Mean | S.D | T-Value | | Significant level of 0.05 |
				T-Calculated Value	T-Calculated Value	
A. Control	32	9.6875	4.04361	1.823	1.999	No statistically significant difference
B. Experimental	32	11.5000	3.91028			

Table (4): T-test Results of Mothers' Educational Background

3.4. Lesson Planning

The lesson plan for each unit has been prepared according to the two methods of teaching, i.e. CBI for the experimental group and currently used method (traditional method) for the control group (see appendix 1) The two plans have been presented to a group of specialists in education and methodology. They have read the plans and put forward some instructions that have been considered by the researcher.

3.5. Instrument of the Study

Achievement Test:

Because of the lack of ready achievement test in English suitable for the curriculum of fifth primary grade pupils, The researcher has constructed an achievement test. In order to verify the validity of the test items, regarding their correctness, generality and achievement and the desired cognitive levels, the researcher presented the test in its original design (see appendix 2) to a number of specialists adopting a rate agreeability of (80%) for the validity of the items.

3.6. Validity and Reliability of the Test:

It is the degree to which the test actually measures what it is intended to measure (Brown, 1981: 212). In the present research, the researcher has used face validity. Hence, the final test of the research was given to a group of experts to check its face validity. The experts approved the items of the test and put forward some suggestions to improve them.

Reliability

To find out the reliability of the tool, the researcher applied it on a pilot sample consisted of sixty females of fifth primary classes of the same society randomly chosen, in 2014. The researcher applied Kudir-Richardson's formula (21) and the reliability was (85%) which is good and acceptable, thus the test is approved in its final form.

The Secondary Scheme:

After conducting the test a scoring scheme was made as follows:

1. Giving one grade for the correct answer.
2. Giving zero for the wrong and blank answer.

3. Regarding the answers containing more than one answer as a false because they indicate that the pupils do not know the correct answer.

4. The researcher then counts the total grade for each pupil through collecting the grades of each correct answer.

3.8.The Statistical Methods:

Two samples T-test of the two tailed type for independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils results in final test was applied (Glass, 1970: 295).

1. The reliability of the final test was estimated by using Kudir-Richardson's formula (21) (Ferguson,1981: 322).

Section Four

Analysis of data, Discussion of the Results, Conclusions, and Recommendations

4.1.Analysis of data and Discussion of the Results:

To verify the null hypothesis of the research, the researcher calculated out the means scores, and standard deviation for both groups in their achievement in English and applied T-test formula for two independent samples , as shown in table (6):

Table (4): Results of T-test for Both Groups in the Achievement Test in English

Groups	NO.	Mean	S.D	T-Value		Significant at level 0.05
				T-Calculated Value	T-Calculated Value	
A. Control	32	10.6875	2.50725	5.319	1.999	There is a statistically significant difference in favour of the experimental group
B. Experimental	32	13.7500	2.07908			

It is clear from table (6) that the calculated t-value is 5.319 which is higher than the tabulated t-value which reads (1.999) at (0.05) level of significance and under (62) degree of freedom. This means that there is a statistically significant difference between the means of two groups and in favour of the experimental group. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. This result may be due to the fact that content-based instruction enables the pupils to react with the environment to learn, to develop their personalities and their behaviours, not to forget to mention activating mental abilities of the pupils and their creative aspects.

4.2.Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1. The possibility of applying CBI to teach English for primary school pupils.
2. The efficiency of CBI to increase the achievement of fifth primary pupils in English.
3. The easiness of understanding English lessons by using CBI.
4. Pupils will not learn effectively without relating their English lessons to their real environment. The exposure of pupils to real environment will broaden their knowledge.

4.3.Recommendations:

The researcher would like to put forward the following recommendations:

1. The necessity for English language teachers to use CBI.
2. The Preparation and Training Unit in the Directorate of Education should train teachers of English to use CBI.
3. The necessity of establishing board of chairman to prepare new curriculums for English Department at the College of Basic Education that includes using CBI.
4. It is preferable that instructors choose the content/topics that are appropriate to the learner's level of proficiency.

Appendix (1)

A MODEL DAILY LESSON PLAN FOR THE CONTROL GROUP

Subject: English

Class: Fifth primary (group A)

Textbook: Iraq opportunities (book 3)

Time allowed: 45 minutes

Unit: 12

The behavioural objectives:

The pupil will be able to:

- Teach the new vocabulary: lemon, ice cream, cherry juice, story.
- Understand the meaning of the vocabulary: lemon, ice cream, cherry juice, story.
- Learn the verb: eat, read, drink.
- Teach wh-question: what are you (eating)
- Revise the present continuous: I am (eating)
- Revise the determiner Yes or No
- Read and match sentences and pictures, and
- Complete sentences.

Teaching aids

1. White board
2. Student's Book
3. Cassette, unit 12, exercise 1, listen and read

4. Coloured pictures
5. Activity Book
6. Colouring pencils (yellow, green, read, and blue)

Preparation

The teacher begins to attract the attention of pupils to the subject and links with the previous subject then the teacher asks pupils to open their books on p.47 and the teacher reads the subject title loudly in clear form and translate it to dissect its meaning. The teacher asks her pupils to look at pictures and asks them where Dan and Dana (basic characters in the fifth primary book).

presentation

The teacher says, our theme for the day is the (juice) and write the title of the lesson on the board. The teacher gives the pupils an information about the topic, play the cassette to pupils and ask them to listen well (re-run cassette for 2 or 3 times) and then the teacher repeats it in front of the pupils and asks them to repeat after her chorally and individually. Then the teacher writes new words on the black board with their meaning in Arabic. The teacher explains the present continuous and writes the rule on the board, which consists of (subject he/she/it + auxiliary verb is/am/are + (main verb+ ing) and gives them an example:

She   is   eating   an apple
(subject) (auxiliary verb)   (V + ing)   (complement)

The teacher reviews the word (Yes or No) to the pupils that they look at previous lessons tells them that the word (Yes or No) is used to determine to answer the question and gives them examples

May I have an orange? Yes here you are.

The teacher chooses two pupils to represent the conversation in front of the rest and one takes the role of Dan the else takes the role of Dana. The teacher asks pupils who can write (lemon) on the board.

Imitation

The teacher will ensure that the pupils understand the subject correctly by asking the following questions:

1. What is the meaning of lemon, story, cherry juice.
2. What's Dana doing in the restaurant?
3. Who can write a present continuous sentence on the board?
4. Who can use (Yes, No) in sentences?

Summary

The teacher gives a summary of the lesson as follows:

We learned today the following new vocabulary lemon, story, ice cream also we learned the present continuous tense (subject + auxiliary verb is/am/are + (V+ ing) and how to use the word

(Yes or No) that we use to determine the answer of the question.

Homework

The teacher recommends her pupils to read the topic at home and complement solving exercises in the activity book.

The teacher asks her pupils to write the following words (lemon, story, ice cream) five times on paper.

A MODEL DAILY LESSON PLAN FOR THE CONTROL GROUP

Subject: English

Class: Fifth primary (group B)

Textbook: Iraq opportunities (book 3)

Time allowed: 45 minutes

Unit: 12

The behavioural objectives:

The pupil will be able to:

- Teach the new vocabulary: lemon, ice cream, cherry juice, story.
- Understand the meaning of the vocabulary: lemon, ice cream, cherry juice, story.
- Learn the verb: eat, read, drink.
- Teach wh-question: what are you (eating)
- Revise the present continuous: I am (eating)
- Revise the determiner Yes or No
- Read and match sentences and pictures, and
- Complete sentences.

Teaching aids

7. White board
8. Student book
9. Cassette, unit 12, exercise 1, listen and read
10. Colour pictures
11. Activity book
12. Colouring pencils (yellow, green, read, and blue)
13. Preparation

The teacher prepares the content that she is going to use in the classroom with the material to be taught and the learner's cognitive abilities.

The teacher begins to attract the attention of pupils to the subject and links with the previous subject then the teacher asks pupils to open their books on p.36 and read the subject name and translate it to clarify its meaning. The teacher asks her pupils to look at pictures and asks them where Dan and Dana and what they do (basic characters in the fifth primary book).

Presentation

(15 minutes)

The special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content .

The teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand content instructions and prepare. Learners may hear according others doing a similar content, or read part of a text.

- Teacher: our topic for today is (juice) and writes the name of the subject on the board.
- The teacher asks her pupils to look at the pictures in the book carefully.
- The teacher reads the subject and writes new vocabulary on the board pronouncing the letters carefully and showing pupils how to form the letters and give the meaning of each word.
- The teacher operates the cassette and asks pupils to listen well (re-run several times), he reads the subject once again and asks pupils to repeat after her collectively many times. The teacher chooses one pupil to repeat after her individually then chooses another pupil, and so on.
- Play the cassette again and the teacher asks her pupils to raise their hands when they hear the words lemon, story, ice cream.
- The teacher reminds the pupils with present continuous and writes the base on the board (present continuous = subject + auxiliary verb (is/am/are) + (V+ ing) + complement) and gives them an example (she is eating an apple)

She   is   eating   an apple
(subject) (auxiliary verb)   (V + ing)   (complement)

- The teacher reminds the pupils with the word (Yes or No) and gives them some examples such as:

(may I have an orange? Yes here you are.

Re-presentation   (20 minutes)

At this stage, the pupils will begin the representation of a conversation and the teacher's role here is to monitor and encourage, assist when the pupils need her.

- The pupils used the new vocabulary they learned: lemon, story, cherry juice.
- The teacher now tells them to work in pairs using the speech bubble text, the pupils represent the conversation in front of the class and one takes the role of Dan the else takes the role of Dana, the teacher allows to the rest of the pupils with the help of Dan and Dana if they forget a word (this process is repeated two to four times).
- The first pupil (Dan) begins the conversation:

Hello how are you?

- The second pupil (Waleed)

Fine, thank you.

- What are you eating, Waleed? (Dan)

I am eating lemon, ice cream.

- What are you drinking Hassan? (Dana)

I am drinking cherry juice.

- What are you reading Dan? (Dana)

I am reading a story.

- The teacher chooses a pupil to get to the board and read new vocabulary with referring to it. If the pupil missed to read the words, her teacher corrects.
- The teacher asks pupils to write the word (lemon, story) on the board
- The teacher asks the pupils to open the activity book and complement the sentences with new vocabulary.
- The pupils use the word (Yes or No) and write it and understand its meaning.
- The teacher asks the pupils who can give her an example on the word (Yes or No).
- The teacher asks the pupils to coulour the pictures of lemon, orange, apple in yellow, red, green.
- The teacher asks the pupils to match sentences with appropriate pictures.
- The teacher will take into account to re-explain the vocabulary or the difficulties faced by pupils.

Imitation   (4 minutes)

At this stage, the teacher will ensure that the pupils understand the subject correctly by asking the following questions:

5. What is the meaning of lemon, story, cherry juice.
6. What's Dana doing in the restaurant?
7. Who can write a present continuous sentence on the board?
8. Who can use (Yes, No) in sentences?

Summary

The teacher told her pupils we learned today the following new vocabulary lemon, story, ice cream and we learned the present continuous tense (subject + auxiliary verb is/am/are + (V+ ing) and how to use the word (Yes or No).

Homework

The teacher recommends her pupils to read the topic at home and complement solving exercises in the activity book.

The teacher asks her pupils to write the following words (lemon, story, ice cream) five times on paper.**Appendix (2)**
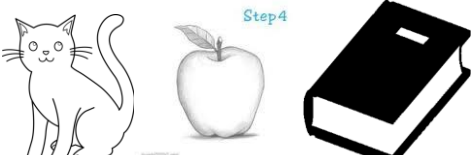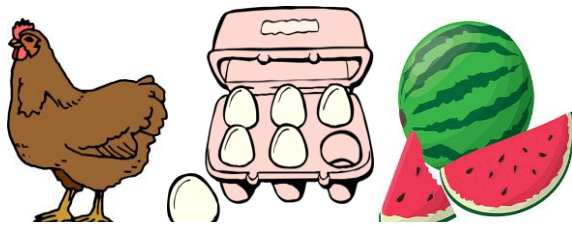
Final Test

The Iraq opportunities (books 3) fifth class

Items	Fit	Unfit	Notes
Q1– Read and Match 1. Ball 2. Tree 3. Leg 4. Umbrella			
Q2– Write a–e–i–o–u 1. M…p 2. P…n 3. F…sh 4. …range 5. B…tterfly			
Items	Fit	Unfit	Notes
Q3– Read and Match			
15 sixteen			
16 seventeen			
17 eighteen			
18 fifteen			

Q4– Write:				
M__n				
C__t				

Q4– Write the days:			
S___d__y			
M___d__y			
T___sda__			
W__dn___day			
T___rsd___			
Fr_d___			
S__t___d___			

Items	Fit	Unfit	Notes
Q6– Read and Colour Colour the tree green Colour the book blue Colour the apple red Colour the cat black			
Q7– Tick (√) or cross (X) Dan reads a story. Dan drinks orange juice.			
Q8– Find and Write			

Z	Z	Z	C	H	I	C	K	E	N
Z	Z	Z	H	Z	Z	Z	Z	Z	Z
Z	Z	E	G	G	S	Z	Z	Z	Z
Z	B	R	E	A	D	Z	Z	Z	Z
W	A	T	E	R	M	E	L	O	N

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