

A Toolkit for English

The must-have resource
for EAL/ESL teachers

UWEM MBOT UMANA

Illustration by Muhanna Mahrouk

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Foreword

This resource draws on the writer's international experiences and expertise in the field of English Language Teaching (ELT). Its biggest strength lies in the writer's understanding of the educational and cultural landscape in the Middle East, particularly the United Arab Emirates (UAE).

This resource will probably be most useful at middle and upper intermediate levels. It has diverse roles: immediate consolidation of a range of English language skills, revision or remedial work and practising new vocabulary items, grammar and fluency. It will certainly stretch less confident students and give advanced students opportunities to hone and establish their language skills.

This resource is conspicuous by its commitment to education's ethics and duty of care. For instance, it embeds the following key themes:

- **Health and wellbeing** – students are encouraged to reflect on health issues that are prevalent in their country and/or region.
- **The Environment** – students will not only identify forms of pollution but suggest amelioration strategies.
- **Employability** – increasingly, all curriculum providers are under pressure to embed employability in order to facilitate the churning out of candidates with competencies that are required in the world of work.
- **Cultural awareness** – students are encouraged and challenged to stand back from themselves and become aware of their cultural values, beliefs and perceptions and reflect on their merits.
- **Globalisation** – the resource opens a window through which students can see beyond their own country or region and also reflect on the progress that their country has made over the years.

Finally, it is apparent that this resource is not driven by a mass marketing principle where the aim is to produce something generic to reach almost everyone. This resource is underpinned by educational principles of contextual relevance in order to appeal to the students' schematic knowledge – general knowledge of the world that they inhabit.

Dr. Thanda Mhlana, Twyford, Berkshire, UK

Preface

This is a delightful selection of short stories featuring characters mostly from the UAE, Africa and Europe. As well as entertaining, readers can identify with not only the types of characters, but the locations, making it compelling reading. The tasks which follow are sufficiently differentiated and varied for all abilities, with extension tasks for the more able. These tasks lend themselves to discussion, some of which is built-in and provide opportunities for self-discovery and curiosity about lands afar. EAL/ESL students both young and mature would enjoy this collection of stories for years to come. The author Uwem Umana shows a great understanding of the needs of these students and what is necessary to keep them motivated.

Kay Johnston

Founder, Enterprise Diamond School

London, UK.

Introductory remarks

In his *Toolkit for English*, Uwem Umana has created an essential resource for anyone teaching ESL to males in the Middle East. As an experienced teacher of secondary students in the MENA region, Mr. Umana knows both what these students need to know and how to teach them. The teacher will find this work of use because Mr. Umana has thought of everything; it is designed to allow the teacher to focus on the students and not to have to worry about curriculum development.

In *Toolkit for English*, the teacher leads students on a trip around Abu Dhabi in English, meeting a delightful cast of characters such as Dr. Ibrahim the physician and Omar the fisherman. What really sets Mr. Umana's work apart are the delightful illustrations that fill the pages. Any Arab boy using this text will be charmed to see his familiar landscape and environment presented in such a sensitive and attractive way.

Toolkit for English will help students develop English skills in all important areas of the secondary ESOL curriculum. It is sure to become an essential resource for teachers and students alike. I highly recommend this work.

Sheldon S. Kohn, Ph.D.

International Educator and Consultant

Abdulaziz's friend

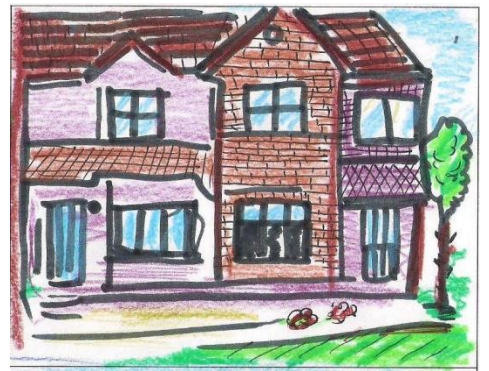
By Uwem Umana

Illustration by Muhanna

I am twelve years old and I go to Al Falahiyya School. I live in Al Shahama in a very big house with my father, mother, two sisters, two older brothers and my grandmother. We have two maids and a driver who takes us to school and back. I do not help with any house chores except to bathe myself, wear my clothes, play my games and go to sleep.



Last year we went on holidays to the United Kingdom and I made a good friend at the hotel we were staying - Hilton Hotel in Edgware Road, central London. His name is William and he is from Germany. He told me that he lives in a terraced house with his father, mother and one brother in the city of Munich. He told me that he helps out with house chores like *hoovering* his room, making his bed and helping his father to do the garden. He also said that he helps his mum to make dinner and wash the dishes. I was very *shocked*. I asked him 'don't you have a maid?'



He said 'No! People do not have maids in Germany, everybody 'DIYs'

'DIYs, what's that' I asked?

'Oh DIY, it means Do It Yourself'.



William has a BMX bike. He can *dismantle* and *assemble* his bike. He can *skate board* and do some *stunts* as well. William is very *swift* and can do almost anything. We used to play together and he was always *quicker* than me.



When we got back home to Abu Dhabi, I told my parents that I wanted to be making my bed and helping out with the house chores. My parents were very *surprised* at this. I wish I could be like William.





Abdulaziz in his big house in AD with maids and driver and cars parked at the garage/front of the house



Abdulaziz and William in Hilton hotel, London



William in a terraced house in Munich, Germany



William helping out with house chores



William working on his bike



Abdulaziz making his bed in AD

Teacher reads text with students - shared/independent/guided

Students learn the meaning of new words.

Vocabulary work /dictionary work - look up the dictionary for the meaning of the following words (group/paired/independent)

Word	Meaning	Use the word in a sentence
<i>chores</i>	A routine task especially household one	I did the house chores today.
<i>except</i>		
<i>terraced</i>		
<i>hoovering</i>		
<i>shocked.</i>		
<i>DIY</i>		
<i>dismantle</i>		
<i>assemble</i>		
<i>skate board</i>		
<i>stunts</i>		

<i>swift</i>		
<i>quicker</i>		
<i>surprised</i>		

How many paragraphs does this text have?

(Group work)

Paragraph	What is this paragraph about?
1.	The writer is talking about himself.
2.	
3.	
4.	

Give two sentences written in the present tense

1.
2.

Give two sentences written in the past tense

1.
2.

Give four examples of proper nouns from the text

Proper nouns	Use it in a sentence
Al Fahahiyya School	My brother goes to Al Fahahiyya School.

Give six other examples of proper nouns - vary it.

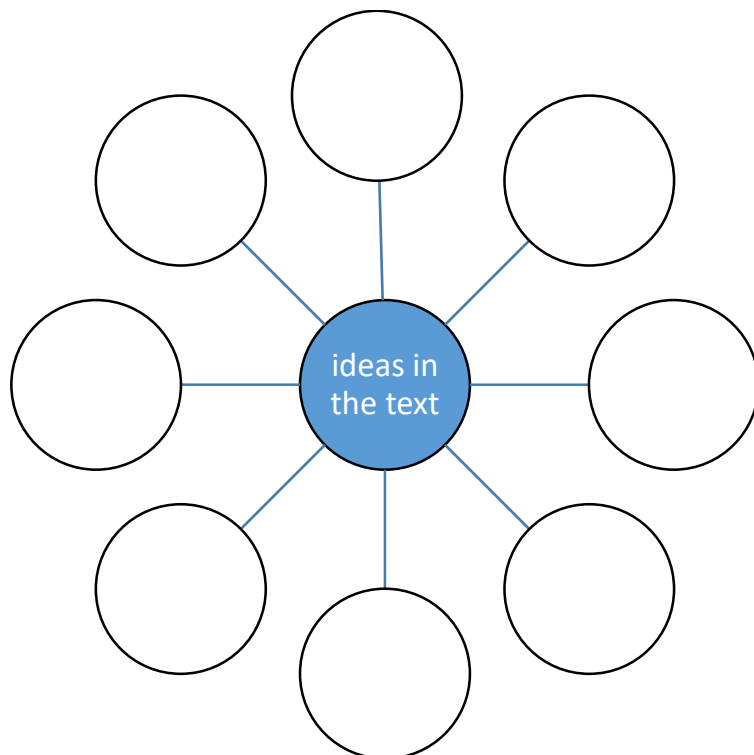
Give six examples of verbs from the text

1. live	

Who is the central character in this narrative?

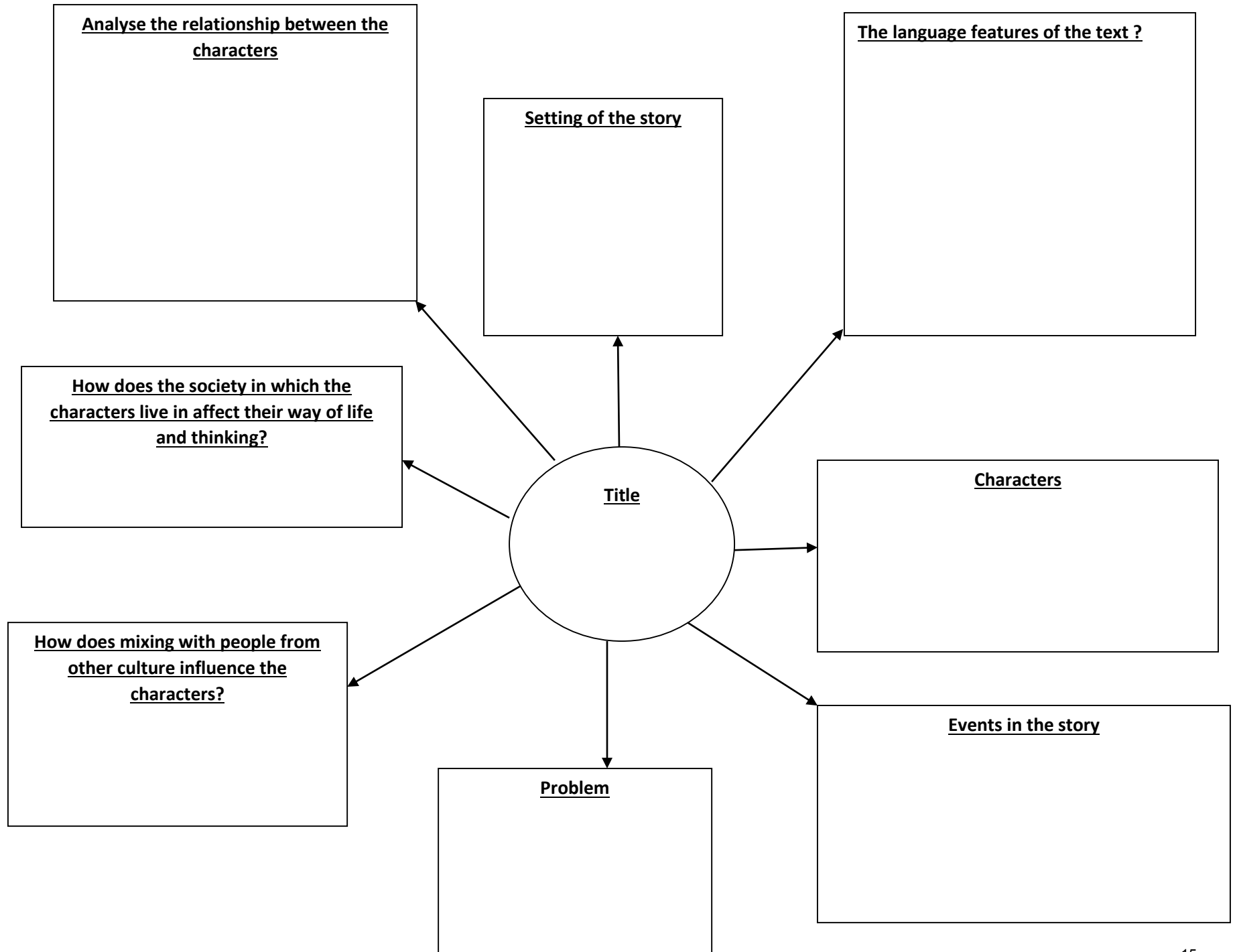
What do you like about him?

What are the ideas you can identify in this text



What are the events in the story?

Where is the turning point in this story?



Influence

characters meet and interact and they both influence each other's thinking. How does this happen and how does the writer show this?

sometimes living in a different period of time affect the way we think, how does the writer show this?

How is the text written?

Is it written in the first person, second or third person?

Is the text written in paragraphs?

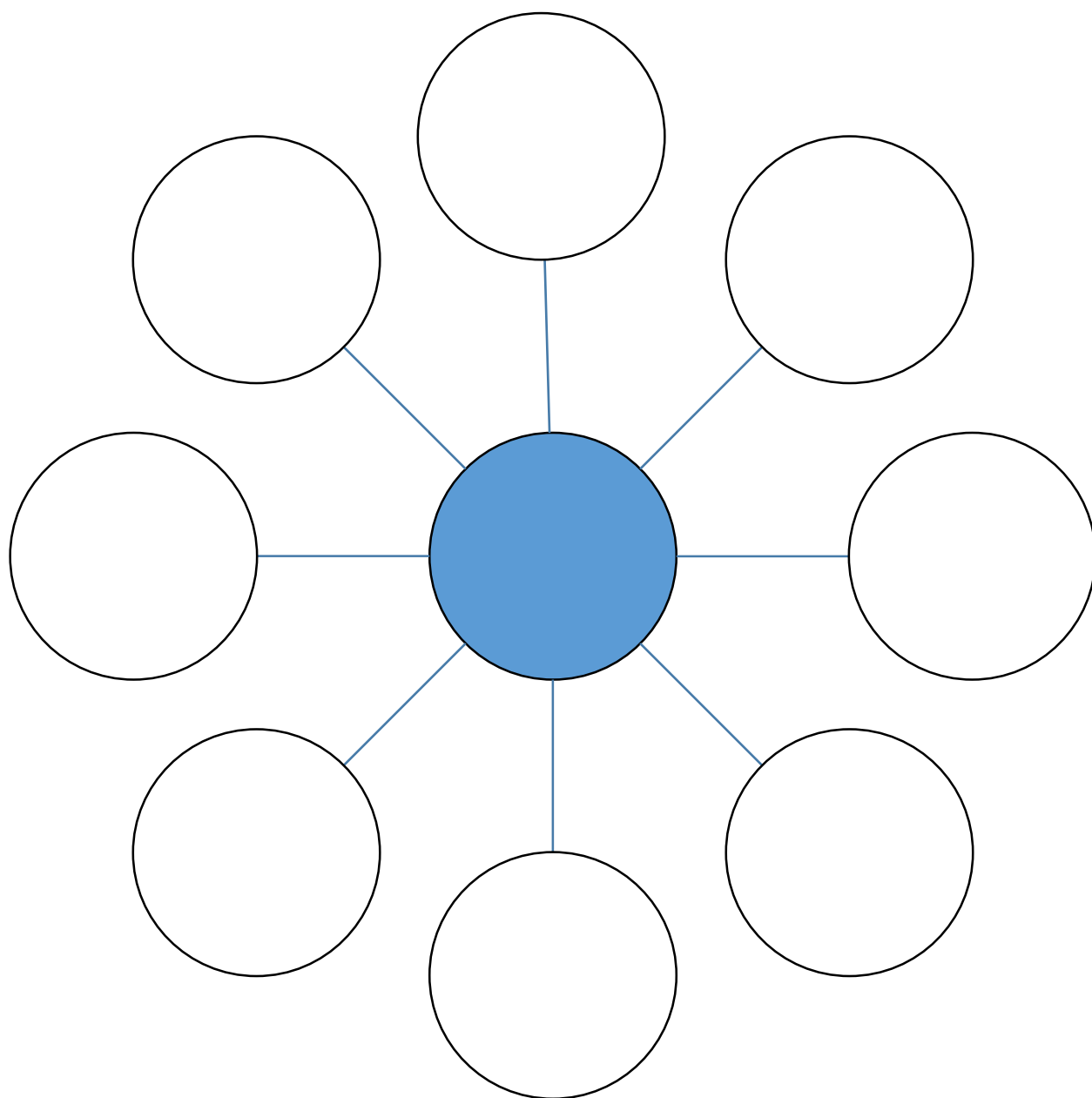
Is it written in the past tense or present tense?

Are the sentences long or short?

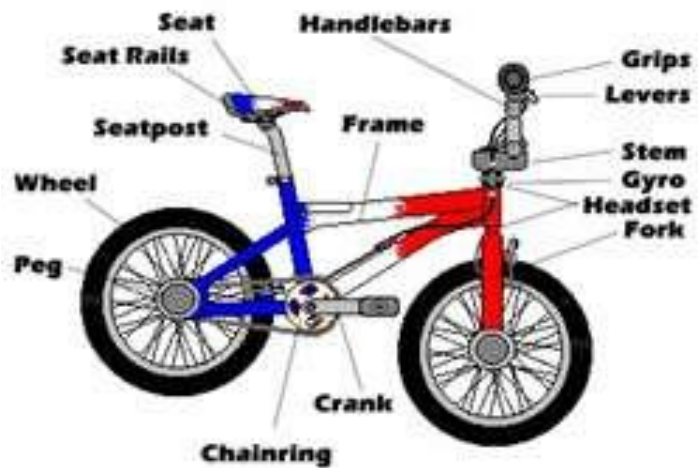
Are the words used difficult, technical or easy to understand?

We are affected by the society we live in. In the U.A.E, people live and act a certain way. This is because of the nature of that society. How is this shown in the text? How do the societies, they come from influence the characters'way of thinking and life?

What link does this text have with other areas of learning?

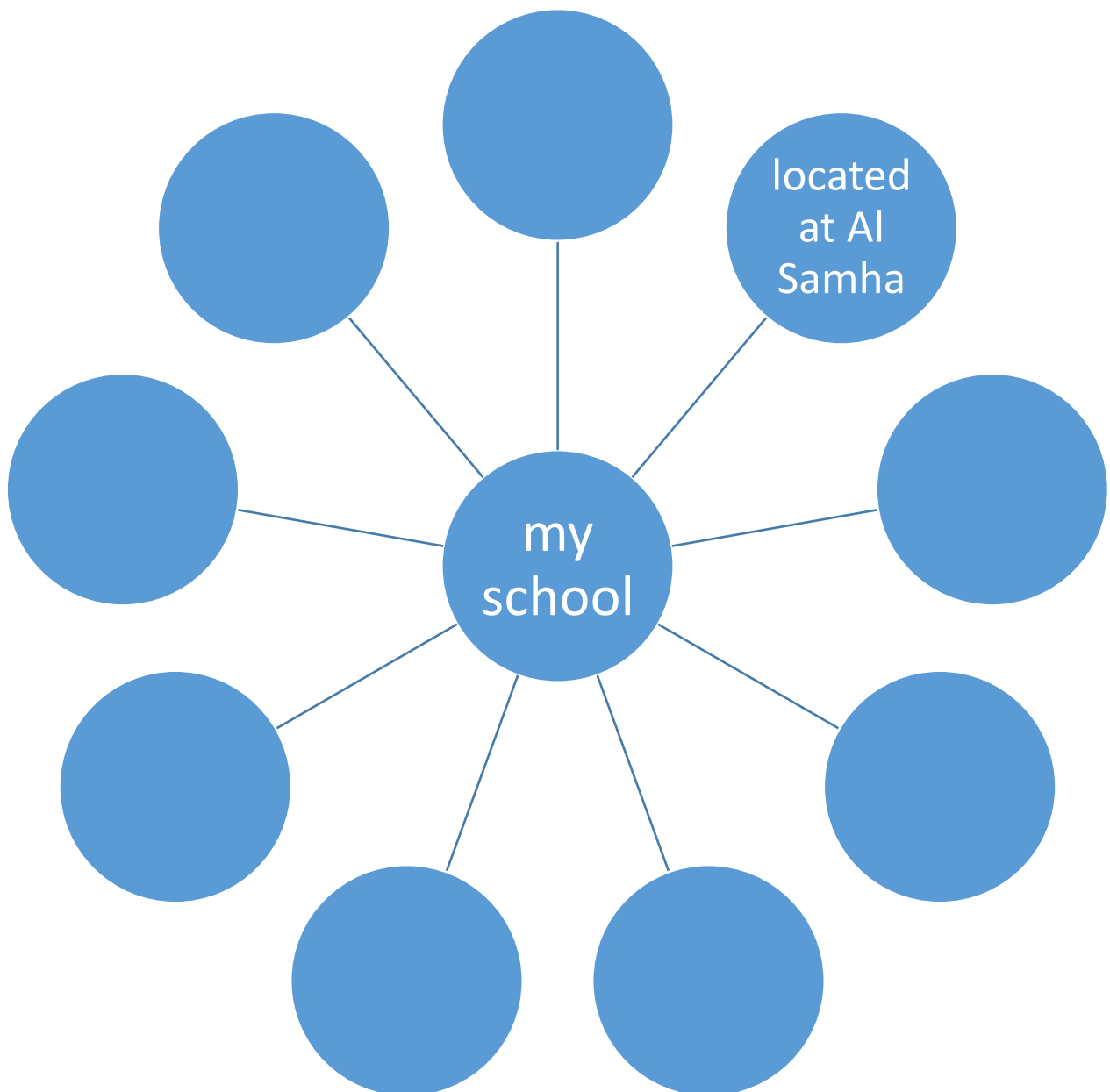


BMX bike - display a large image of a BMX bike to the students, label the drawing and let the students learn the name of the parts in English like pedal, chain, handlebars, gears, seat, tyres, wheel, brakes, helmet, saddle height.



Write a letter to William in Germany telling him about your school in the UAE.

Planning



[illegible]

Writing feelings/thoughts

Imagine you are Abdulaziz, write a diary entry showing your feelings after your encounter with William (supply the students with a word bank)

Date and date.

Dear Diary,

I am very sad right now. Last holiday I went to London and met a boy called_____.

Paired work

Students write down five questions they would ask their partners about the story (encourage students to use ‘wh’ questions and avoid yes/no questions)

- 1.**
- 2.**
- 3.**
- 4.**

Students ask their partners the questions and receive answers (speaking and listening)

Students ask their partners to write and answer to the questions (writing)

Student 1: _____

Student 2: _____

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Research/presentation of information.

Students in their groups will do a research about a particular topic and present their information to the class. They will also support their research topic with evidence like images, facts, what experts say, audios.

Suggested topics

1. The importance of water in the U.A.E.
2. The importance of keeping our community green.
3. How can we reduce traffic congestion on our roads?
4. The importance of saving electricity in our homes.
5. Leaving our car engines running destroys our community. How?
6. How can we stop 'Littering in Al Falahiya'?

Teacher needs to support students to carry out this research – by providing a structure and guide.

Reflection

Did you enjoy working on the story 'Abdulaziz's friend'?

What did you enjoy most about this text?

What challenges did you face when doing these activities?

How did you overcome these challenges?

Al Mamsa School by Uwem Umana

8am, Al Mamsa school

It is a Tuesday morning and Mr. Mousa, who is dressed in a bow tie and jacket has walked into the classroom.

“Good morning boys!”

“Good morning teacher, the students all chorus”.

“Today we will be looking at verbs, how to use verbs in the present tense...”

Mr. Mousa droned on and on for about fifteen minutes non stop. Kareem was already snoring loudly and the students were giggling at the bits of saliva drooping from his lips.

Jamal was struggling to stay awake. He kept seeing himself nodding away.

Eissa was thinking about the football game. He has never really bothered himself with English as he never understands anything in the lesson.

Before you knew, it’s like a spell has been cast on the whole class. The class was dead and Mr. Mousa was yelling at the top of his voice.

“You Abdurrahman, stand up”, Mr. Mousa yelled. Abdurrahman struggled up to his feet.

“Answer the question”.

“What question teacher?”

The whole class erupted into a roar of laughter. Mr. Mousa went madder.

He brought out his megaphone and screamed even more and the whole class jeered. This was a good source of entertainment to the class as they were bored stiff.

Mr. Mousa decided to send for administration to come while the students wound him up the more.

1. Give a suitable caption to this picture

2. List all the nouns in the picture



3. What do you think is happening in this picture?

4. Give the characters names.

5. Describe the man holding the megaphone – his physical appearance, his actions and what sort of a person you think he is.

Dr. Ibrahim

Ibrahim is a doctor at Al Rahba General hospital. He is from Jordan, so he is a Jordanian. Ibrahim is thirty eight years old but looks like someone who is in his forties. This is because he is **overweight**. He is of medium height and round. He is bald at the front and has a lot of hair at the back of his head. He loves wearing a tie, suit and his white doctor's overcoat.



Every morning when he wakes up, he drinks 1.5 litres of water. After that he goes for a forty minutes brisk walk with his **Alsatian dog**. He loves to throw his soft white ball for the dog to go fetch and bring it back to him. Everybody around the neighbourhood knows Dr. Ibrahim and his dog. He is always **bellowing** to people- 'Salla ma leikum' as he walks past them.

He loves to eat toasted bread and butter with a hot cup of coffee without sugar and then he will have a glass of freshly **squeezed** orange juice. His popular phrase is "A glass of orange juice is good for the body".

Dr. Ibrahim's wife is Egyptian and she is a **physiotherapist**. She works at Al Mafrac Hospital. They both have two children - a boy, Saeed and a girl Hafsa. The boy is ten years old and the girl is 12 years old.

Dr. Ibrahim loves his work. He leaves for work at 8am **prompt** and does not get back home till about 6.30pm.

At work he examines a lot of patients, carries out operations, **prescribes** medicine and talks to patients and nurses.



Today he has his regular patient, Zayed, who used to be overweight and has diabetes. Zayed used to love eating burgers and fries. He ate all kinds of unhealthy food. He is seventeen years old and used to weigh 95kg.

Zayed comes into Dr.Ibrahim's office with a big fat smile on his face.

"Good morning doctor".

"Good morning Zayed, please take a seat".

"How are you today?"

"I feel good".

"Let's have a look at your weight"

"Ok doctor."

Zayed climbs the **scale** and watches as the **dial** moves and settles at 62kg.

"Excellent" says Dr. Ibrahim.

"You have now attained your **target** weight of 60 - 65kg and what you need to do is keep it up".

"Thank you doctor, it is through your help."

"I will not go back to all those unhealthy food anymore like fries and burgers and oily food. I will keep on with my exercises of walking to school and back, swimming every weekend, riding my bicycle and playing at the park with my friends."

"Excellent - keep it up son" says Dr. Ibrahim.

This is best part of his job - when a patient gets better.
Sometimes patients come back to say 'thank you doctor',
sometimes they don't.



At the end of the day, Dr. Ibrahim is happy to be back with
his family where he will relax with his wife and children doing
fun things.



Vocabulary activities

New words	Meaning	Picture hint

Response to text character based

In correct sentences write ten facts about Dr. Ibrahim.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What is your first impression of Dr. Ibrahim?

What were Zayed's problems the first time he went to see Dr. Ibrahim?

How did he overcome these problems?

What is your first impression of Zayed?

Draw an imaginative picture of Zayed when he was overweight and Zayed after he lost weight

Find out the different foods available in Abu Dhabi that can make you healthy

Where would you make the findings?

Why there?

What activities can you do in Abu Dhabi to stay healthy and fit?

[illegible]

Healthy tips poster

Design a poster that will show young people what to do to stay healthy

Use a combination of images

Commands

Make it catchy

Use facts and figures

The guidelines in the next page could help you. A sample of a poster is included as well.

Powerful image or images I could use

Questions

Slogan

Features I want to highlight

Adjectives I could use

What other methods can you use to persuade your reader?

Use of font size/Use of colour

Review - How well did you stick to this plan?

Unhealthy lifestyle poster

Design a poster that shows the danger of staying unhealthy

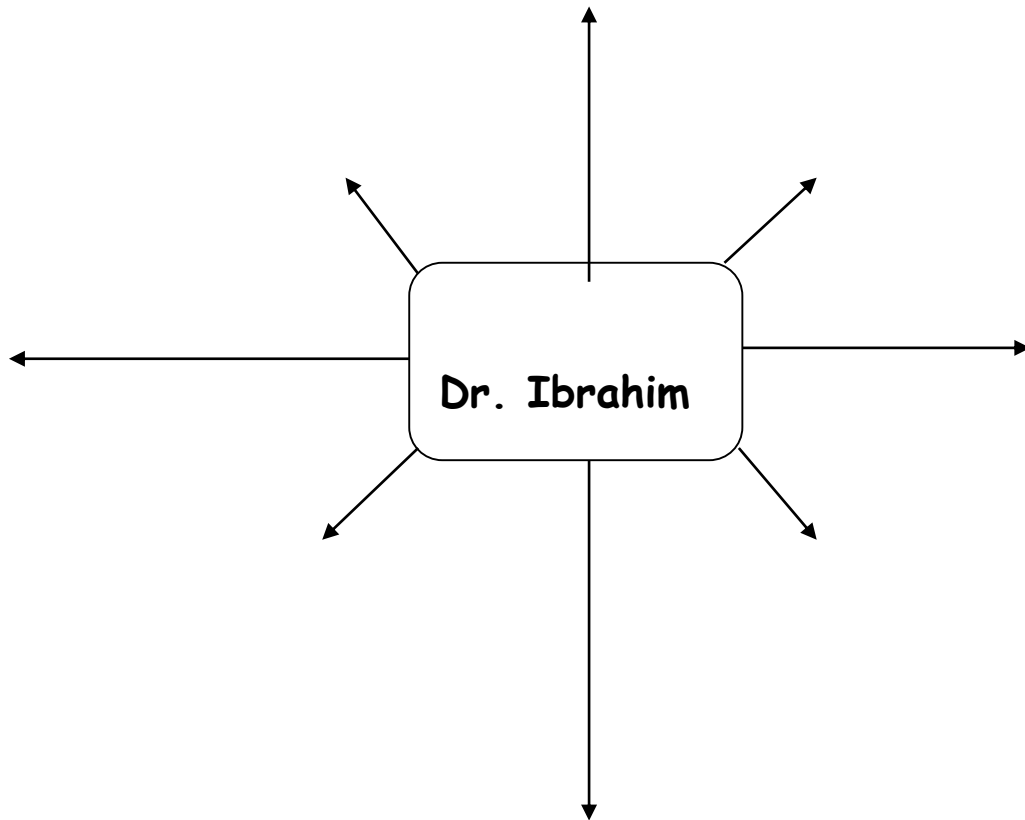
Use image(s)

Command and catchy phrases

Facts and figures

You will be given the opportunity to talk about your two posters

What links does this story have with other areas of learning?



Reflection

Did you enjoy working on the story 'Dr Ibrahim'?

What did you enjoy most about this text?

What challenges did you face when doing these activities?

How did you overcome these challenges?






























Evaluation/Reflection

What did you enjoy most about this project?

What challenges did you face?

How did you overcome the challenges?

What skills did you learn during the process of the project?

    Modern Traditional	    Tourist attractions
 watch the sun set	    Dubai life
    schools	    Infrastructures
    desert safaris	    global village/kidzania

Why you must visit Dubai!

Is Dubai Another city?

YES!

But a city with a difference!

Dubai was designed to attract you.

Is there something for you?

Yes!

City life!

Modernity!

Sophistication!

21st century life!

Nature!

Wild life!

Safety!

Friendly!

Name it!

Give yourself a treat!

Visit Dubai.

In the advert above, so many devices have been used to make it effective, can you identify some of them?

Images

Different images

Images that match the theme of what you are trying to say

Captions to the images

Grid

Heading

Question(s)?

Different font sizes

Imperatives (commands)

Exclamations

Phrases

Slogan

Electra street

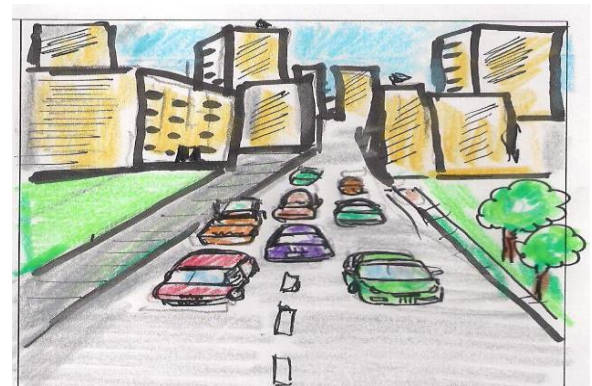
by Uwem Umana

Illustration by Muhanna

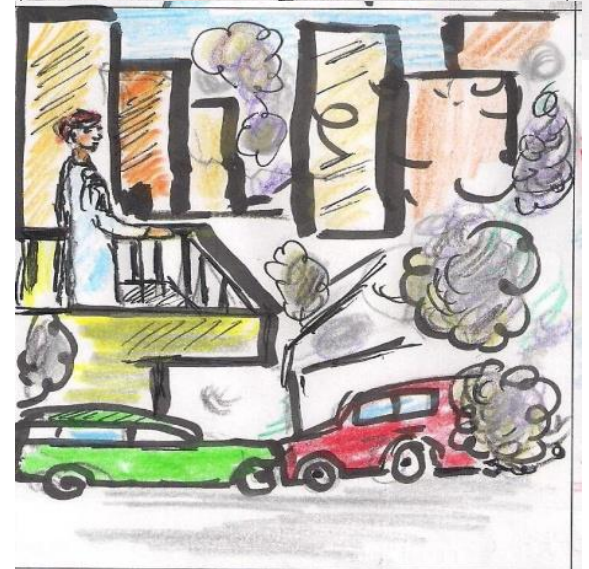
My name is Hamood and I am 14 years old. I am quite tall and slender. I have lots of hair on my head and I have a moustache and beard. I love to wear my kandora and guttoura. My favourite footwear is a pair of brown leather slippers.



I live in the city of Abu Dhabi with my parents on Electra Street and I am very concerned about what Abu Dhabi is turning into now. Before now Abu Dhabi used to be a very quiet place to live in with fewer cars on the road. The air used to be clear and clean. However, the story is so different now.



There seems to be so many people now in Abu Dhabi and almost everybody is driving a car. Sometimes when I stand on the front balcony of our apartment to watch the road, I see nothing but cars and cars and cars. Big cars and small cars with windows all rolled up and the air-conditioning turned on.



Parking is a problem. People do not seem to find places to park their cars. The air is not clean anymore; it is filled with smoke and carbon emission from cars. This has impacted the environment very negatively. My dad and I used to enjoy our

evening walks until he became ill and could not stand the polluted air anymore.

Imagine when the temperature is 44 degrees Celsius and humidity about eighty percent with a traffic jam on Electra street, the bus stop is so uncomfortably hot and people are sweating heavily while waiting for a bus to come on, it can drive you really crazy.

Now the biggest question on my mind is what can we do to stop destroying our environment?



Suggested pre-reading activities

Give a map of Abu Dhabi to the students

Let them locate Electra Street on the map

Get them locate other streets close to Electra Street

Students locate other places of interest on the map

Let them brainstorm what sort of things happen downtown

Students compare/contrast downtown Electra Street with
Al Samha community

Story board for Electra Street



Hamood



The quiet streets of Abu Dhabi before the car 'explosion'



Electra street congested with cars and fumes; and Hamood watching from the balcony of his house



People at the bus stop sweating and waiting for a bus to arrive

Write down five questions that you would ask the main character Hamood.

- 1.
- 2.
- 3.
- 4.
- 5.

What is your first impression of the main character Hamood?

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Names.....

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List out all the new words and phrases you have learnt in this passage.

New word/phrase	Picture hint	Meaning	Arabic meaning

List all the problems that have an impact on the environment from the passage above.

Environment problems	Picture hint

Draw a picture of Hamood on his balcony in Electra Street looking down at the traffic jam and all the pollution in Electra Street.

Find out about three other problems in Abu Dhabi that have an impact on our environment. List them below and say how they impact the environment (sources could be from observation, parents, media, school, etc)

Environmental Problem	Picture hint	How it affects the environment.

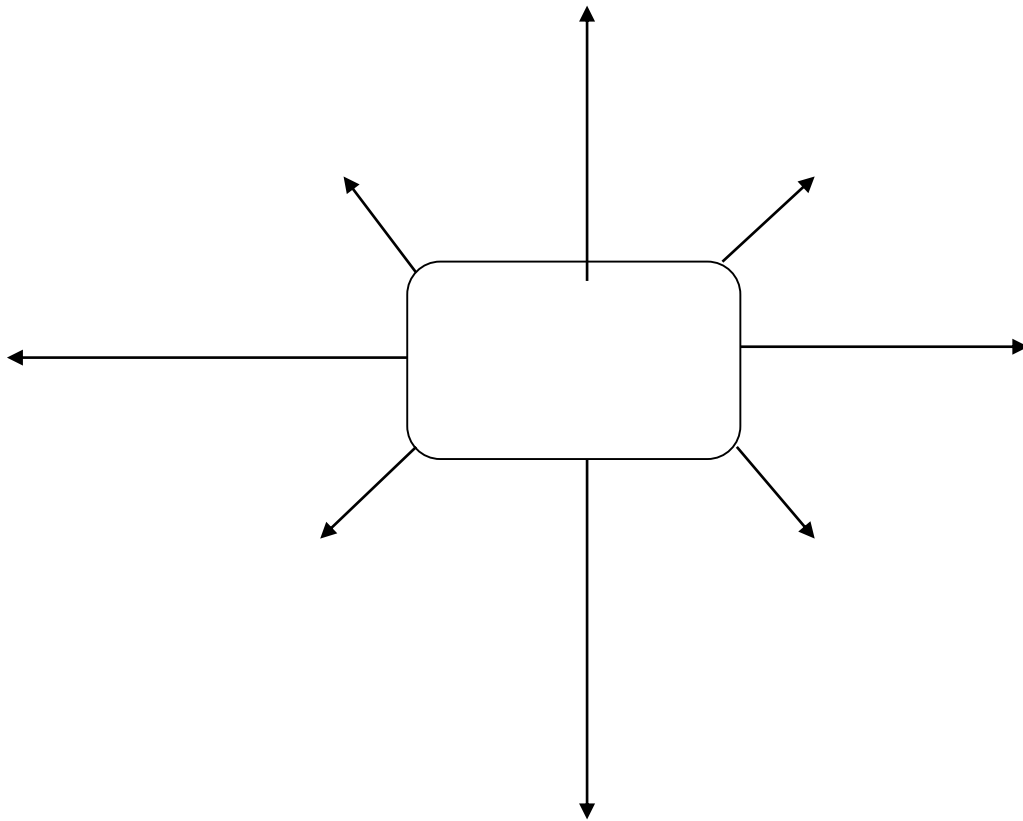
Choose three of these problems and offer solutions to these problems.

Problem number	Problem	Solutions to this problem
1.		
2.		
3.		

Design a poster to educate people on how too many cars are helping to destroy our environment.

Design a poster that says 'save our environment - avoid driving'.

What links does the work you have been doing have with other areas of learning.



Write in the boxes below the keywords and new words you have learnt this trimester in very good handwriting.

Reflection

What have you enjoyed most about your Electra Street project?

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What new skills have you learnt during the process of doing your project?

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Etimbuk

by Uwem Umana

Illustration by Muhanna

Etimbuk

Chapter 1



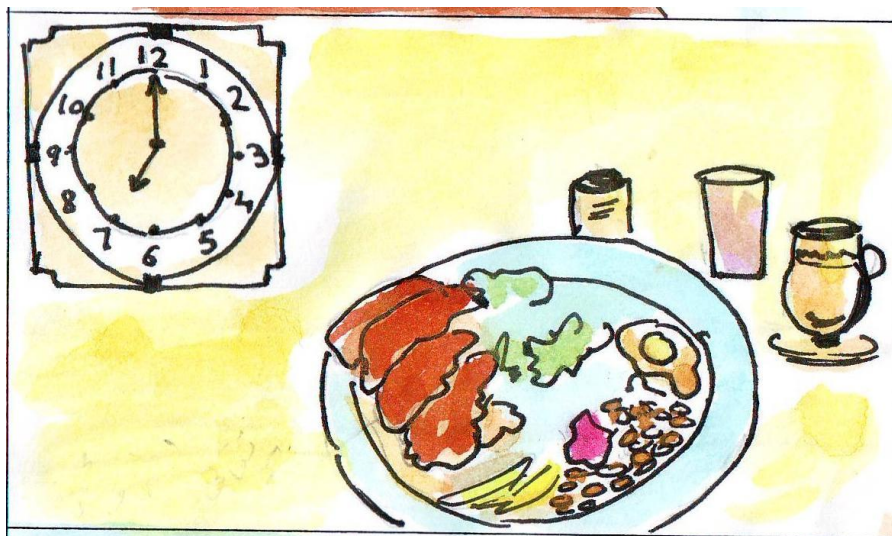
My name is Etimbuk Edet and I am a Nigerian. I come from a town in the south eastern part of Nigeria called Uyo but we all live in a big city called Abuja. My father is a doctor and works in a hospital and my mother is a teacher, she works in the Ministry of Education. I have one brother and two sisters. I am fifteen years old and my little brother is twelve years old. My older sister is nineteen years old and my second sister is seventeen years old. Sometimes relatives come to visit and stay with us. Sometimes they stay for too long and we have to all squeeze in our four bedroom detached house.

Chapter 2



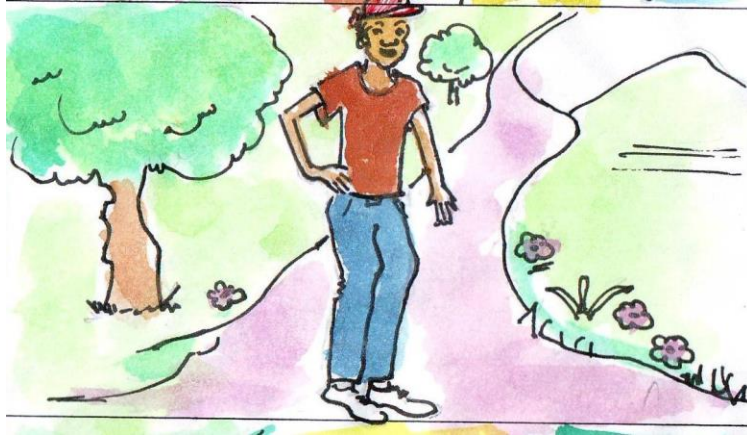
I am about five feet eleven inches tall. I have thick black and curly hair. I have a pointed nose. My head is quite large and I have bulgy eyes. I am very slender with large feet. I like to wear a blue pair of jeans, black trainers, brown tee shirt and a red face cap.

Chapter 3



I am from a Christian home. My father is a Christian and my mother is a Christian as well. We wake up in the morning at 5am to pray before we start the day. We eat our breakfast at about 7am. Our breakfast is usually either fried plantain with fried eggs or bean cakes called 'akara' with local corn porridge called 'ogi'. It is always very delicious.

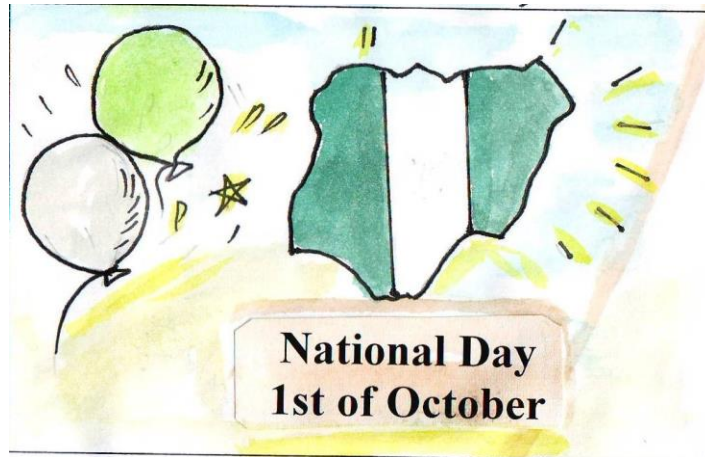
Chapter 4



During the weekdays my siblings and I all go to school while my parents go to work but on weekends, we spend time together as a family. We eat breakfast together, go out to our farm together to see the fish farm and end up in the Hilton hotel for a meal or game of squash with my father. Sometimes we go for a picnic at the local park called 'Monument'.



Chapter 5



We love to celebrate a lot in Nigeria. We celebrate marriages, birth^s, birthdays, weddings and religious holidays. We love to eat a lot of fried meat and dance a lot too, especially to our local music. We wear our local costumes on special days like the Independence Day on October the first.

Look for the political map of Nigeria and post it here

Look for the map of Africa and post it here.

Look for nine images of Nigeria from the internet that tells us about Nigeria and post it here. Use a grid to post your images, feel free to use captions.

Names (Group work)

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What are the new words you have learnt from the story above?

New word	Picture hint	Arabic meaning

Names (Group work)

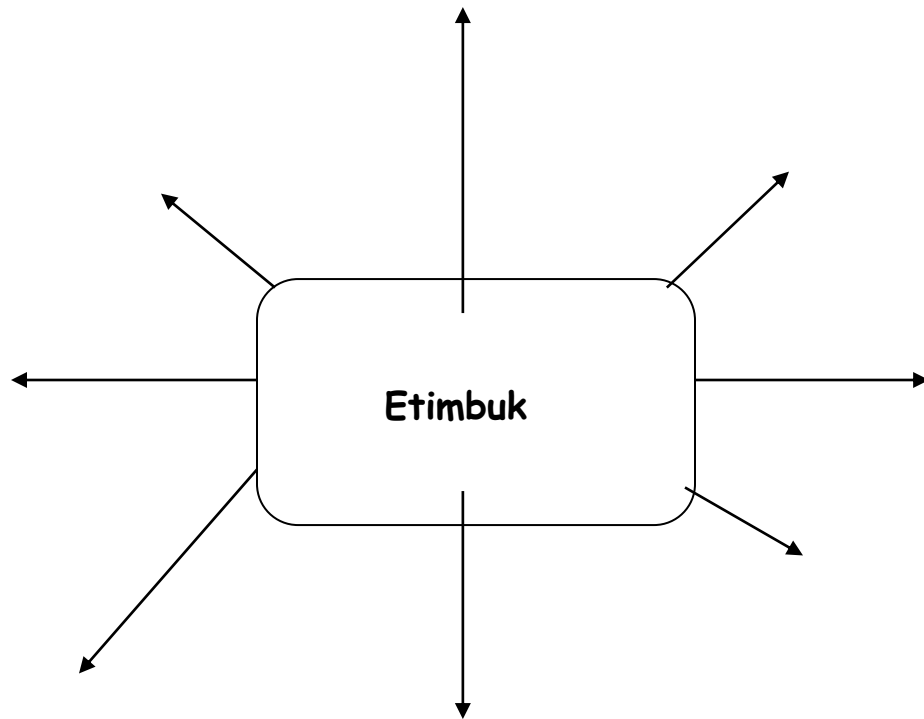
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List three cities from northern Nigeria	List the countries that border Nigeria	List seven countries in Africa
List three cities from southern Nigeria	List the different oceans that border Africa	

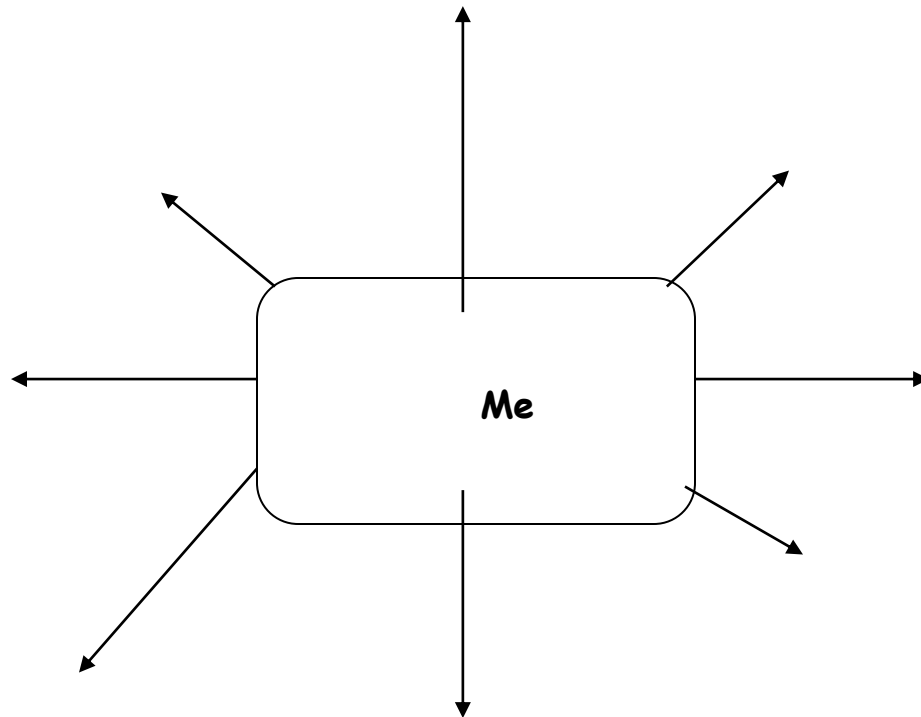
Describe the character Etimbuk using the diagram below



[illegible]

Write about your physical appearance as Etimbuk did about himself in chapter
2

Use this organizer to plan your write up.



[illegible]

My weekly activity schedule

	Morning	Afternoon	Evening
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

From the story above, what do you like about Nigeria?

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Ask your friend: From the story you have read, what do you like best about Nigeria? **(Paired work)**

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What is your impression about Nigeria ?

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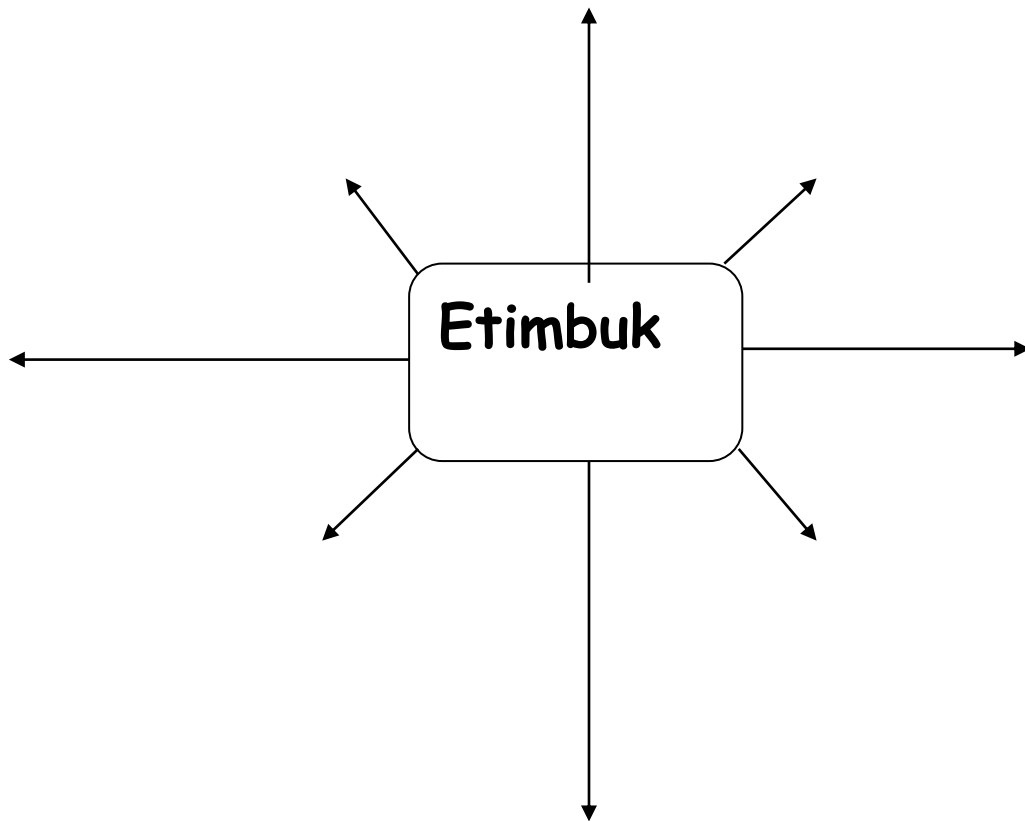
Homework: Find out eight other facts about Nigeria.

1	
2	
3	
4	
5	
6	
7	
8	

Task: Prepare a poster that says 'Visit Nigeria'. Use the guideline below to help you.

Powerful image or images I could use	Questions
	Slogan
	Features I want to highlight
Adjectives I could use	
What other methods can you use to persuade your reader?	
Use of font size/Use of colour	Review - How well did you stick to this plan?

What links does this story have with other areas of learning?



What were the sources of your information?

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Looking back at the work you have done in your Ecart, what have you enjoyed the most?

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What new skills have you learnt?

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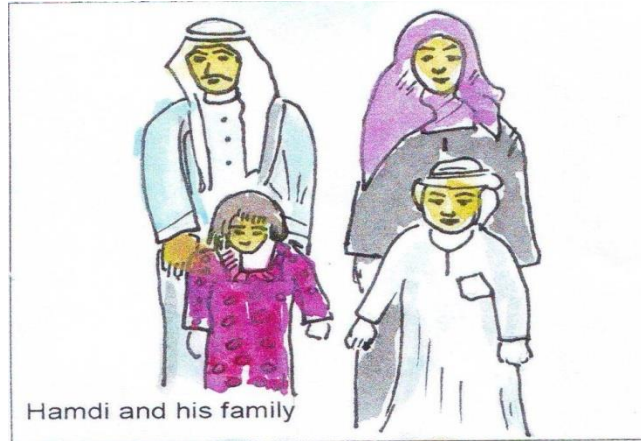
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Hamdi

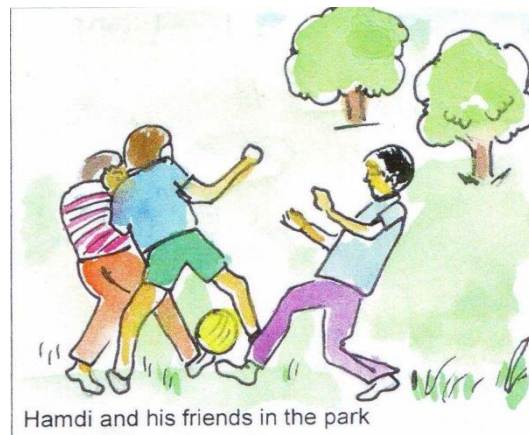
By Uwem Umana

illustration by Muhanna

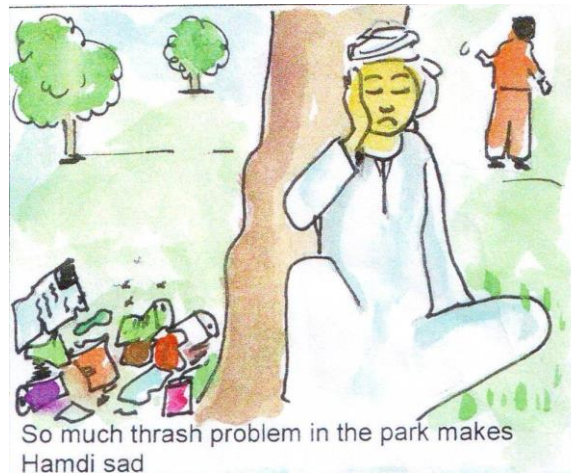
Chapter 1



Hamdi is a twelve years old boy who lives in Khalifa City near the park. His father is a policeman and his mother is a teacher. Hamdi goes to Al Zohour School and is in grade 6. He loves going to the park to spend his evenings with his friends Mousa, Abdullah and Hamza. He goes to the park sometimes with his family for picnics and relaxation. Anytime he goes to the park, he has real fun. He enjoys playing football in the park, riding his bike and also the greenery of the park.



Chapter 2



Hamdi always goes back home sad most days because of the trash in the park. Even though there are so many bins around the park, most people do not put their trash in the bin. They drop their trash everywhere. They drop empty bottles of juice, empty cans of drink, magazines, newspapers, plastic bags and glass bottles, straws, empty cartons of juices, cigarette packs and butts, tissues, empty plastic bottles, leftover food, plastic bags, food containers, banana peels, empty crates of eggs, bread wrappers, empty pens, egg shells, rags, party and picnic 'stuff', etc. This spoils the beauty of the park. This can also harm the birds and other creatures in the environment. It can also damage plant life. Hamdi keeps wondering why some people cannot put their trash in the bins provided.

Chapter 3

Hamdi has formed a local team called 'Operation Rescue Our Park' (*OROP*). Just like the Islamic faith teaches cleanliness, Hamdi wants the park to be clean. Members of *OROP* go to the park three times a week to help clean up the park.

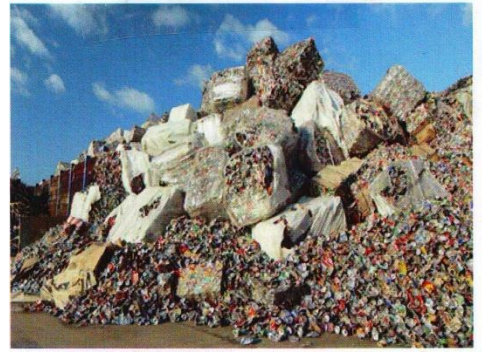
They have also provided different containers for the different materials that can be recycled so that everything is not just thrown away. Some trash is not just trash, it is in fact treasure.

Some of this trash can be reused again so, they are treasures. *OROP* has put out in the park one big container for old papers and cardboards, one container for plastic bottles and glass bottles; one container for empty cans and one container for old clothes.



These are collected once a month and taken to the recycling yard where it is turned to good use again.

The park is now in such a clean state.



Names

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What are the new words you have learnt from the story above you have read?

New word	Picture hint	Arabic meaning

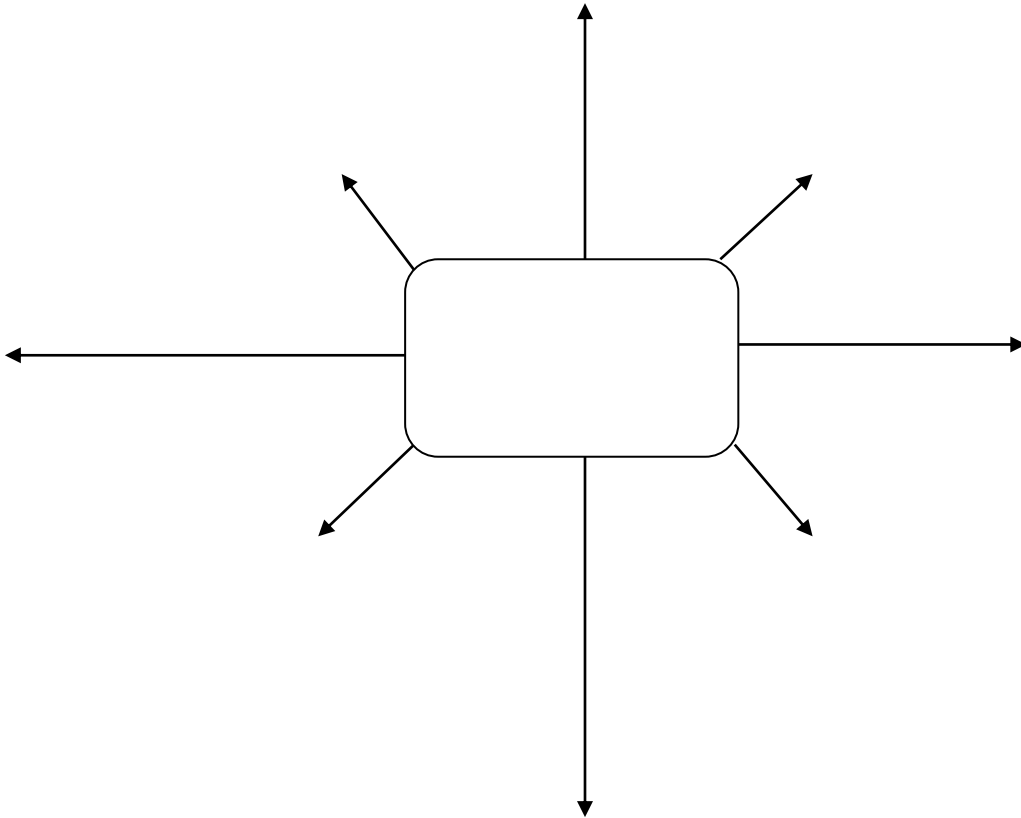
Names

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In your groups write down nine things about Hamdi based on chapter one.

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2.
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9.
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What links does this story have with other areas of learning?



Draw a picture of the part of chapter one that you like

Task 1.

Hot seating – group work.

In groups students write down at least five questions they would ask Hamdi.

A character in each group pretends to be Hamdi and the group will ask him questions.

The teacher would then call on each group to present a Hamdi who will sit in front of the class and receive questions from the class.

Task 2.

Acting out chapter 1

Each group would act out chapter 1 of the story - central character being Hamdi and his friends. Each character would have to talk to the class as that character from the story – Hamdi, Mousa, Abdullah, Hamza, Hamdi's father, Hamdi's mother, etc.

Example.

I am Hamdi. I am 12 years old and I live in Khalifa city. I go to Al Zohour school and I am in grade 6.

I am Mustafa and I am Hamdi's father. I am a policeman.

List all the new words you have learnt in chapter 2 of the text.

New word	Picture hint	Arabic

Paired work - Questioning your friend about the text. Write down 4 questions you want to ask your friend about the text. Ask him and let him write the answers.

Student 1: _____

Student 2: _____

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

In your groups, draw a picture of a littered park with the items in chapter 2 of text and also a clean park.

The students will have to talk about each picture to the rest of the class and which one they prefer.

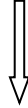
Littered park

Clean park

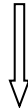
Task 1.

Use a flow chart to show chapter 3 of the story.

Hamdi forms OROP with his friends



OROP goes to the park 3x a week to clear the park



Task 2.

Design a poster

That says stop destroying our park

Save our environment

A clean park is a clean people

Don't kill our birds.

Presentation of work

Students present their work

Reflection and review

What did you enjoy the most about the Ecart project?

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What do you like about the story Hamdi?

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What new skills have you learnt during this project?

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Marzouqi

By Uwem Umana

Wednesday 27.10.2010

9am

As I was going to see the doctor my heart was beating because I did not know what the test results would show. Last week I had some very serious headaches. I took some Panadol and the pains went away for a short while and then came back again. My whole body has been hurting and the doctor said I must do some blood and urine test. So I went to the laboratory to do the test and last night (Tuesday) we got a call from the doctor that we should come in at 10am the next day(Wednesday) for a discussion.

10am: Inside the doctors office

My mother, father and I are sitting opposite Dr Ibrahim.

Doctor: Good morning all and thank you for coming. I am afraid I have some bad news for you. The test results show that your son Marzouqi has diabetes, high blood pressure and high cholesterol.

For a fifteen years old, you are obese with a weight of 85kg and your height is only 1.4 metres. That is why you have been having the constant headaches, getting easily tired and running out of breath too quickly.

Marzouqi: So what must I do?

Doctor: Well there is no cure for High Blood Pressure but it can be controlled. You have to change your lifestyle and habits.

Marzouqi: Tell me doctor what I have to do please?

Doctor: Tell me what do you eat for breakfast, lunch and dinner?

Marzouqi:

For breakfast I eat	At school I eat	During dinner I eat
Milk bread and fried eggs; sometimes I eat cereal with whole milk and fried sausages or chicken.	Hotdog or chicken sandwich, drink whole milk and drink Pepsi. On my way home from school, I stop by KFC to eat burger, fries and coke.	Lamb bryani rice and Arabic bread with my Pepsi.

Doctor: Do you exercise and what type of exercise do you do?

Marzouqi: I do not exercise doctor because I am not good at anything and my friends always laugh at me, so I stopped doing P.E.

Doctor: Well you have to start eating well and eating the right portion. You have to start exercising and living a healthy lifestyle.

Names.....
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.....

Act out the conversation in this story in your groups.

Who are the characters in this story?
.....

Who is the main character in this story?
.....

What are the main health problems that this character is facing?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

What new words have you learnt in this story?

New word	Picture hint	Arabic meaning

Draw a picture of Marzouqi and his parents in Dr Ibrahim's office.

Draw a picture of Marzouqi as seen in the story above

Investigate about all the healthy food that is available in the UAE and write the results of your findings here.

Investigate about all the activities you can do in Abu Dhabi to stay fit and healthy as a student.

Using the chart below make a diet plan for Marzouqi to make him lose some weight.

Day	Breakfast	Lunch	Dinner
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

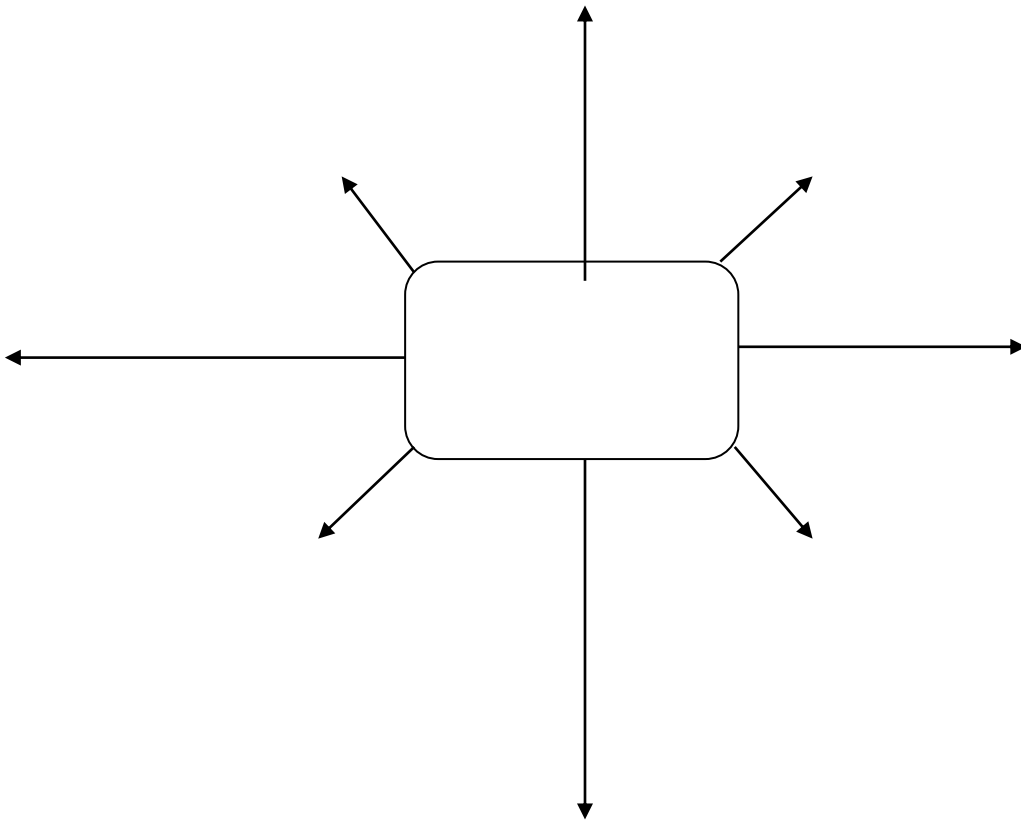
Make a weekly exercise plan for Marzouqi using the chart below.

Day	Morning	Afternoon	Evening
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Design a poster that informs students of the health risks of being obese and overweight.

Design a poster that tells the elderly what sort of activities they can do to stay fit and healthy.

What links does healthy lifestyle have with other areas of learning?



Reflection:

What did you enjoy most in your project?

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What were your sources of information?

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What skills did you learn while doing the project?

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Mustapha.

Written by Uwem Umana

Illustrated by Muhanna

In groups let the students discuss what the story might be about based on the title

What do you think this story is going to be about based on the title?

Mustafa the fisherman.

Mustafa is a tall and big man. He is about 45 years old. He likes to wear a brown hat, *checked* shirt and green trousers with a pair of lovely boots. You can always see him with his fishing rod. He loves to fish for fun.

He likes to go fishing on his yellow yacht. He likes to fish when the day is bright and clear.

Today Mustafa has caught a very *unusual* fish. A fish with a very big head, small and sharp eyes; long and *thin* tail, and *spikes* all over the body.

Mustafa is very *excited* about this fish. He has never seen any fish like this. The fish looks very *terrified*.



Teacher reads the text with students – shared/independent/guided

Vocabulary work – dictionary work

New word	Meaning	Another word for it	Arabic meaning

How many paragraphs does this story have?

List at least five verbs and five nouns in the story.

Verbs	Nouns	Pronouns

Is this text written in the present tense or past tense?

Give five examples:

1. Mustapha is a tall and big man.

2. _____

3. _____

4. _____

5. _____

6. _____

Change these sentences into the past tense

Example:

1. Mustapha was a tall and big man.

2. _____

3. _____

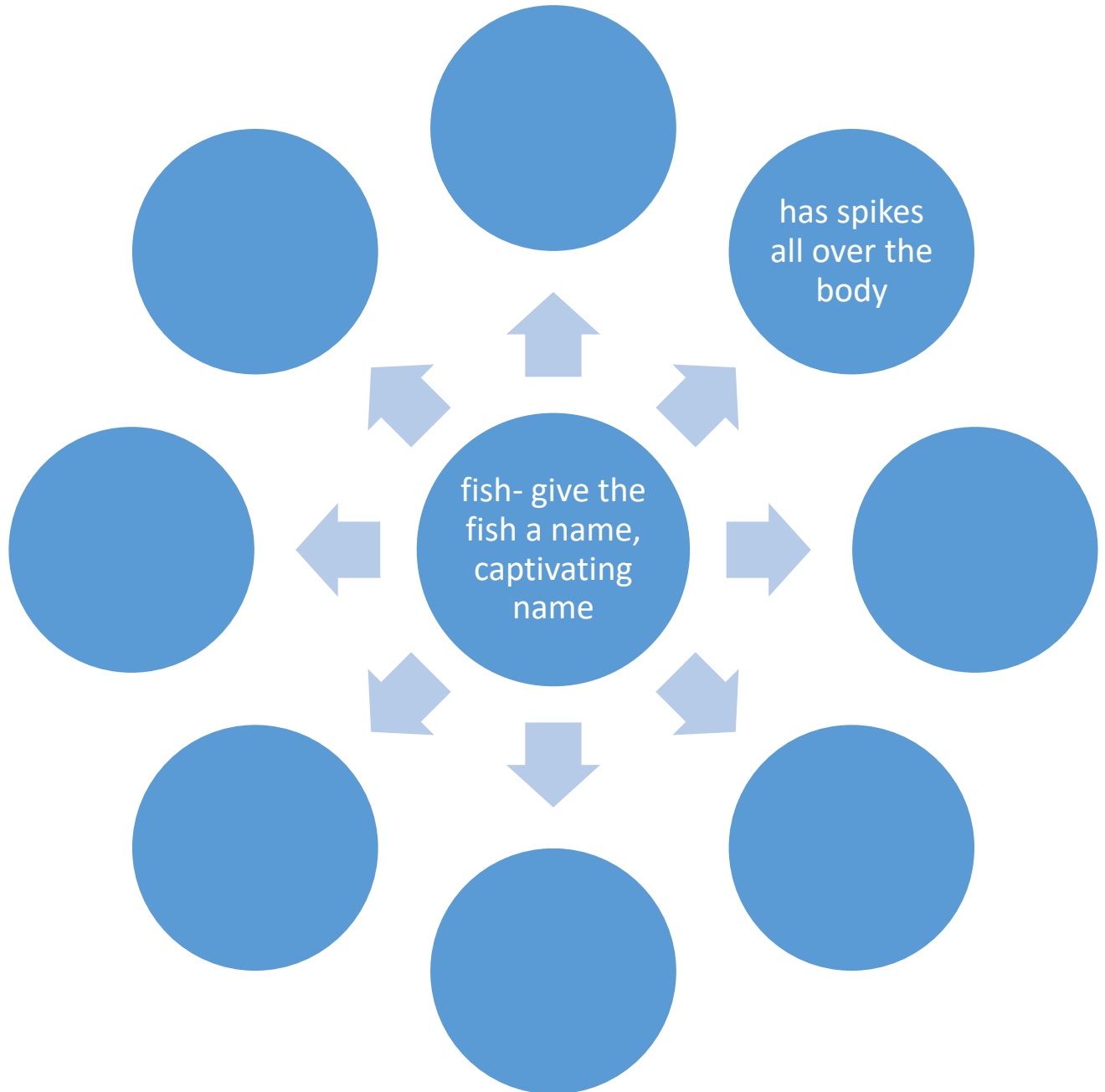
4. _____

5. _____

6. _____

Descriptive writing

Look at the fish in the picture and describe it here.



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write a letter to your friend describing the character Mustapha/or telling him about the story 'Mustapha' you have just read.

.....

Date

Salutation:

Dear _____,

Paragraph 1- exchange of greetings.

How are you? I am doing well and enjoying school. I am writing to tell you about a story I have just finished reading.

Paragraph 2 - main body, write about 'Mustapha'.

Mustapha is a fisherman who.....

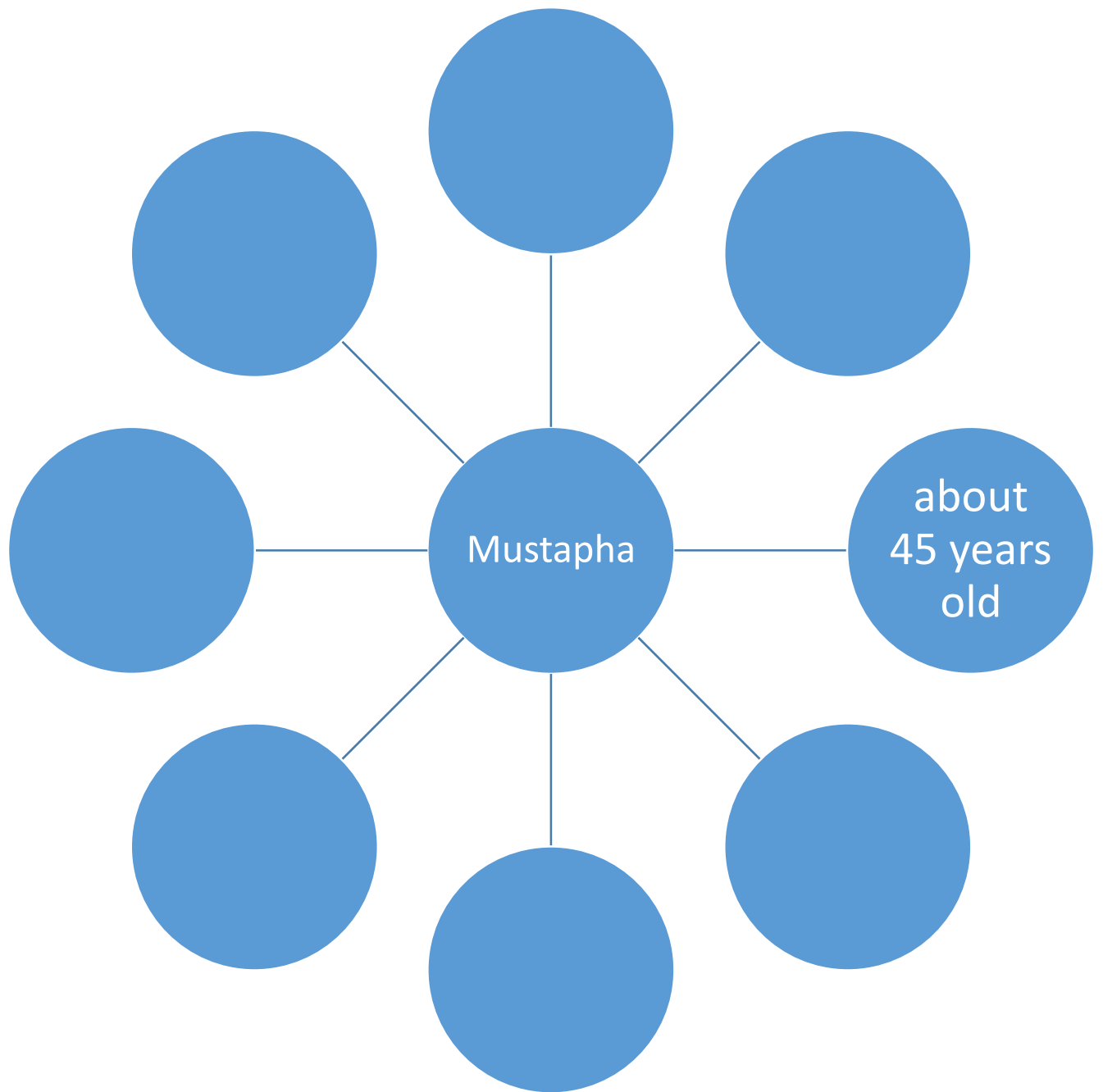
Paragraph 3: conclusion

I hope you enjoy reading my letter. Please do write back and tell me about a book/story you have just read.

Sign off:

Your friend,
Abdulaziz

Using a spider diagram, describe the character Mustapha (blow this sheet up to A3, put the children into groups/pairs to do this task)



How many paragraphs does this story have?

Summarise each paragraph in your own words

Paragraph	Paraphrase – in your own words what is this paragraph about?
1	
2	
3	
4	

Compare this character to something else - metaphors and similes

Write a poem about Mustapha or another imaginary character and do some illustration to fit the theme of your poem. Let the poem follow a particular beat pattern.

Write a shape poem about fish or boat.

Performing poems that have been written could be either in pairs or groups or individually.

Teacher could show videos of poems being performed or read out, etc. the idea is for the kids to have as much fun as possible.

Discussion and writing - students could discuss on the advantages of being fisherman and the disadvantages of being a fisherman - the students should come up with different points.

Researching/presentation of information

Split the class into different groups to do a research on the following suggested topics and do a presentation after some time - the students will need support on how to go about it:

1. Different fishing tools used here in the UAE - fishing rods, fishing boats, trawlers, fishing nets, etc.
2. Water sports in the UAE
3. Different fish in the UAE (this could involve a trip to lulu hypermarket fish section or the fish market to look at the different fish that you could find in the UAE)
4. The nutritional benefits of fish
5. Modern ways of fishing compared to the old ways - using venn diagrams as a means of comparison.

Any other ideas on topic to be researched on, please feel free to add.

The products could be brochures, pamphlets, leaflets, venn diagrams, clip footage of a fish market and the different fish, a grid/table that presents the different types of fish, montage, collage, (refer to the list supplied by Terry)

Do some work with the students about locating/searching for information in a text with evidence from the text to support your point using speech marks.

Use key phrases like 'list, explain, identify'.

Paired work: Talking to your friend about this text.

Write down five questions you would like to ask your friend about Mustapha.

- 1.
- 2.
- 3.
- 4.
- 5.

Part 1: Ask your friend these questions orally and give him a chance to respond.

Part 2: Let your friend write down the answers in writing for example:

Uwem: What is the title of the story we have just read?

Joe: _____

Uwem: when does Mustapha like to go swimming?

Joe: _____

Reflection

Did you enjoy working on the story 'Mustapha'?

What did you enjoy most about this text?

What challenges did you face when doing these activities?

How did you overcome these challenges?

Omar the fisherman

Written by Uwem Umana

Illustrated by Muhanna

Omar the fisherman.

Omar is a tall and big fisherman. He is about 45 years old. He likes to wear a brown hat, red shirt and blue trousers with a pair of old boots. You can always see him with his fishing rod. His face is marked with **wrinkles** and **burrows**. This has been due to years and years of toiling and toiling as a fisherman. His brown hat was a gift from a white man who came to visit Abu Dhabi in 1972. He was **navigating** the white man in his canoe around the **mangroves** of Abu Dhabi.



His shirt has three pockets and his pair of blue trousers is old and faded. This is his fishing uniform. He believes that he will catch a lot of fish when he wears this '**special outfit**'. However the story is always the same. Only a few **catch** to feed his family and a spare to sell. He does not make much money and he lives in **penury**. He has lived in the same accommodation for the past twenty five years without any **upgrade**. He just barely survives.

He likes to go fishing in his orange canoe. He likes to fish when the day is bright and clear. He has two oars, one for himself and one for his son Mahmoud. Mahmoud does not like fishing, he would rather play football with his friends and study the Koran.

Today Omar is in the waters of Abu Dhabi, his fishing rod seems a bit heavy, and a little smile **creeps** across his face. He thinks to himself, if only I could get two big fish, then I am done. Khalas! As he tries to lift his fishing rod, it seems heavier than usual. Hmmn! He thinks to himself. This is a bit strange. He pulls harder and the fish begins to spring forth. The first part that appears is a very **massive** head, two very **bulgy** eyes and a wide smile from the fish. What! This scares the **wits** out of him. He has never seen anything like this in all his years of fishing. The full length of the fish comes into view and Omar is absolutely **terrified**. The fish says 'hello' to Omar and the fishing rod drops out of Omar's hand.



Suggested activities - diary entry of Omar's day - encounter with fish

Writing a conversation between the fish and Omar

Writing an end to the story

Word	Meaning	Another word for it

Response to text character based

Write ten facts about Omar.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What is your first impression of Omar?

[illegible]

[illegible]

Write a dialogue between Omar and the fish.

Fish: Hello Mr. fisherman!

Omar: Huh, what?

Fish: You look scared.

[illegible]

Find out about the different kinds of fish that we have in Abu Dhabi, record your findings below.

What places could someone fish in Abu Dhabi?

What things do you need when you want to go fishing? List them below.

What were the sources of your information?

Do you think that people should fish for a living?

Why? (Give at least five reasons)

[illegible]

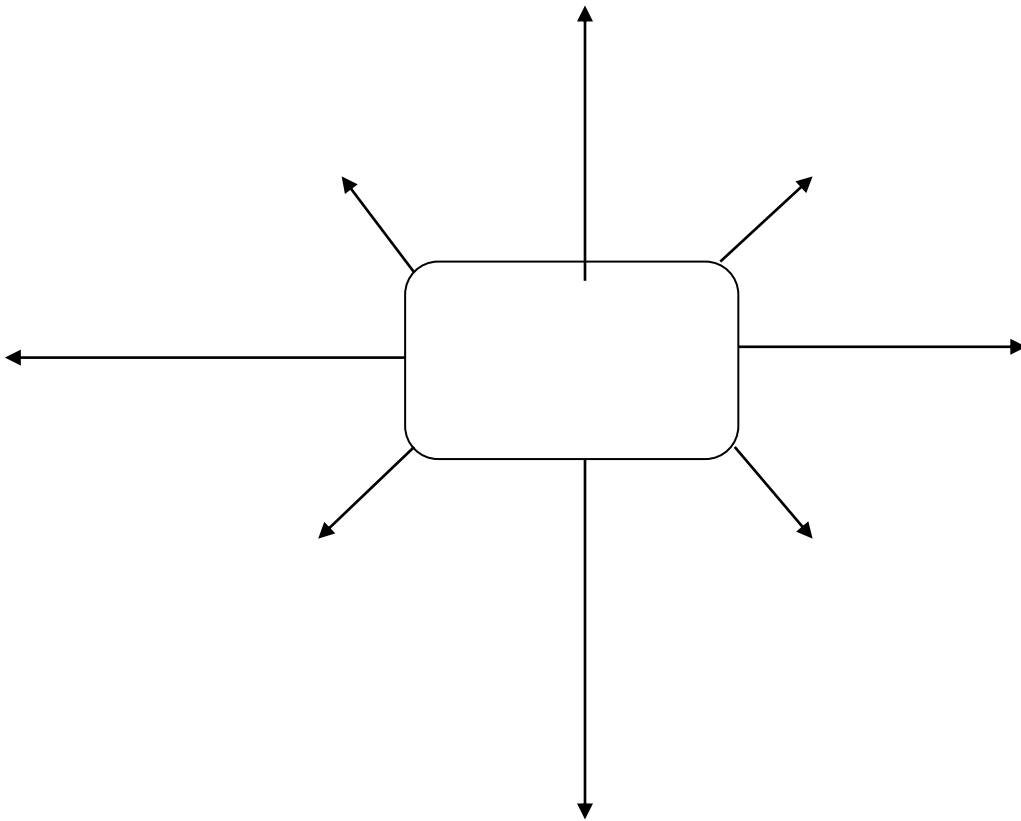
Design a poster that says '*fishing is not good for our environment*'.

Use the planning guideline below to help you.

Powerful image or images I could use	Questions
	Slogan
	Features I want to highlight
Adjectives/phrases I could use	
What other methods can you use to persuade your reader?	
Use of font size/Use of colour	Review - How well did you stick to this plan?

You will be given a chance to talk about this poster with the rest of your class.

What links does this story have with other areas of learning?



Evaluation/Reflection

What did you enjoy most about this project?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

What challenges did you face?

How did you overcome the challenges?

What skills did you learn during the process of the project?

Omar the fisherman

1



Omar the fisherman

2



Omar in his fishing boat on a clear and sunny day

3



Salem - a very unusual fish

4



Omar is very scared of this fish he has caught.

'Our life in Abu Dhabi' by Uwem/Muhanna

1.

A. My name is Ahmed Monsouri and I am seventeen years old. I live in Abu Dhabi with my parents. My father work at Al Ain Airport and my mother works in the National Cultural Foundation, Abu Dhabi. I have three brothers and two sisters. We live in a big villa in Al Mushrif. We have two maids and one driver.

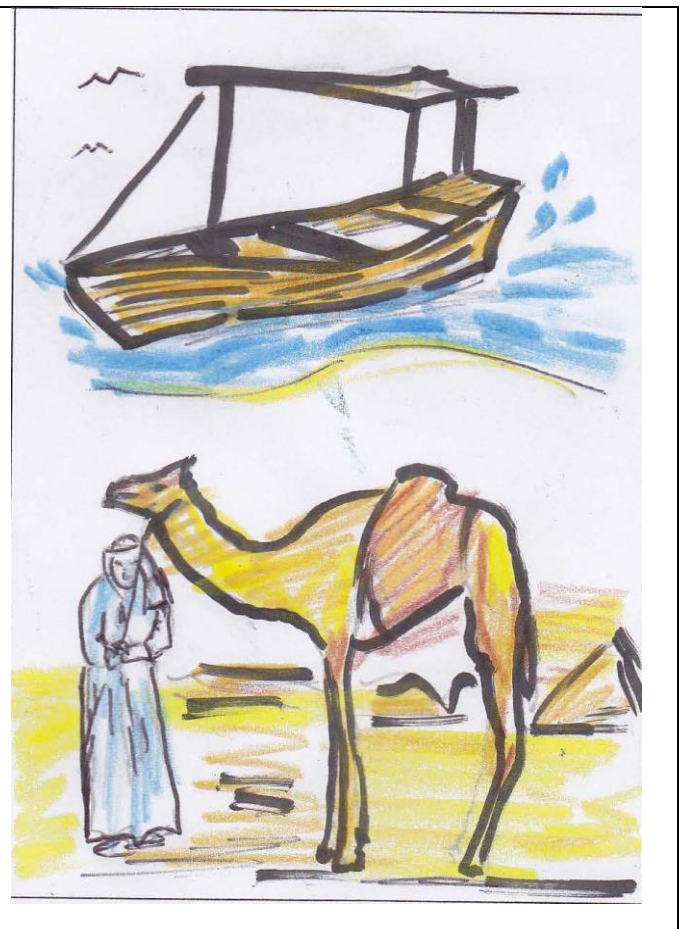
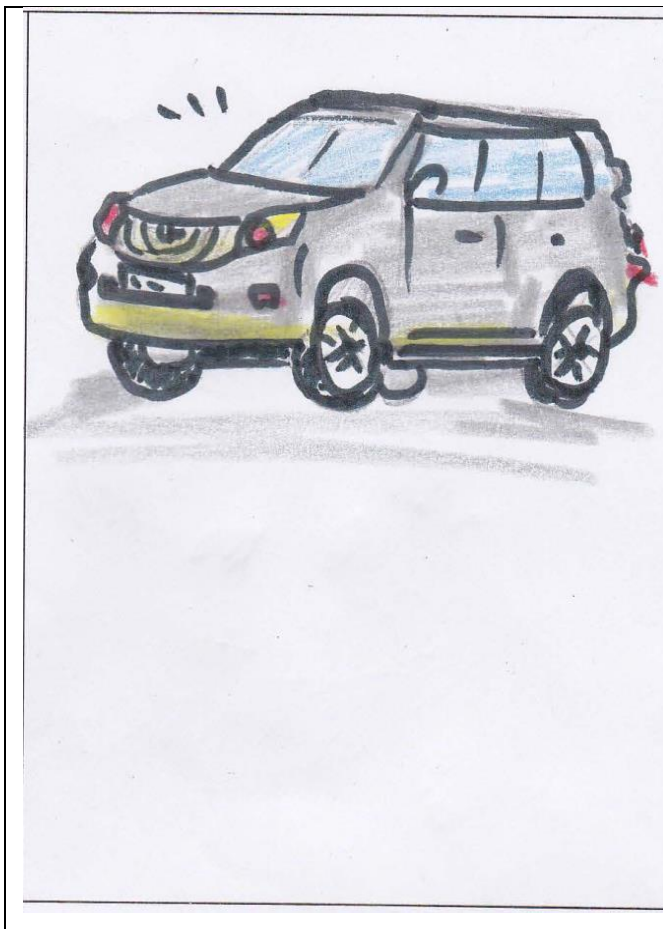
B. My name is Mahmoud Mohammed and I am sixty five years old. I am going to tell you about life in Abu Dhabi when I was seventeen years old. When I was seventeen years old, I lived in a tent and mud baked house with my parents. My father was a fisherman and my mother used to knit and make clothes. I have three brothers and two sisters.



2.

A. My father drives a big Land cruiser Jeep and my mother drives a Lexus 2010 model sedan car. I drive a PJ cruiser. We all love nice, big and expensive cars in the U.A.E of today. Maybe that is why most of the local folks in the U.A.E are *obese* or *overweight* because they hardly walk to burn off the calories.

B. **My father owned a dhow - a local fishing boat and my mother walked daily to the market. We also owned a few camels. We used to take the camels for walks and we also used to ride the camels. We were very fit and healthy because of trekking under the hot sun and burning the calories.**



3.

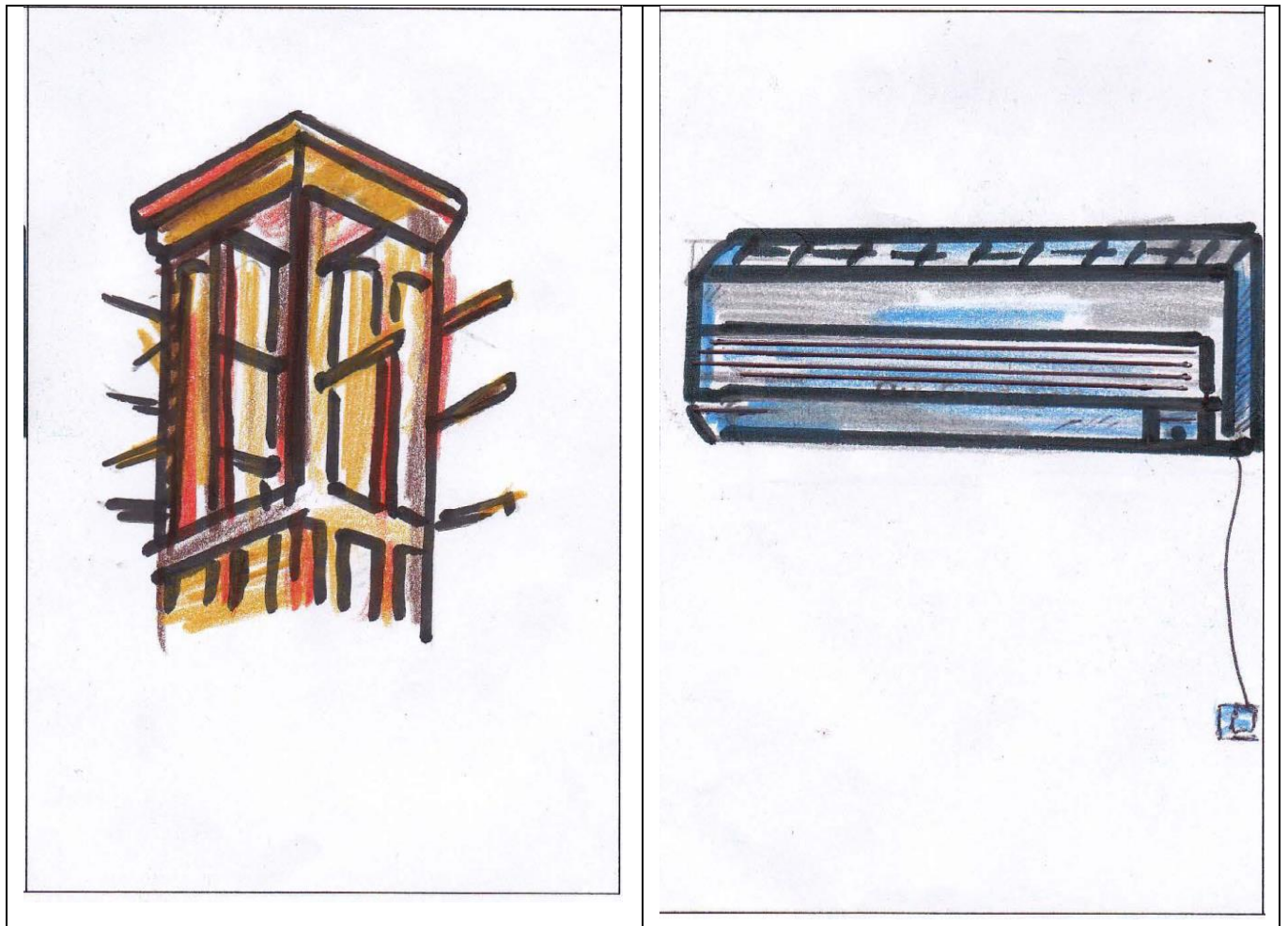
- A. We have a very big and fully *equipped* kitchen with items like big fridge/freezer, toasters, gas ovens, microwaves, kettles, crockery, cutlery, blenders, coffee machines and big extractor fans. We can now buy, cook and store food from all around the world using the latest technology. We also have a utility room fitted with big washing machines and tumble dryers. All our washing and ironing (laundry) is done by machines and maids.
- B. *We cooked with firewood in big earthenware and metal pots. It used to take a lot of time for the food to cook and the kitchen was always very hot. We cooked food and ate the cooked meal at one go. We used the sun to dry camel meat, tan hides and dry dates. We ate mostly local foods. We washed our clothes by the river and afterwards put them out in the open to dry.*



4.

A. Everywhere in our house is *air conditioned* just like any other *accommodation* in Abu Dhabi. The rooms are big and *spacious*. We have living rooms, bathrooms, *utility room*, courtyards, *Majlis'* and rooms for maids.

B. During my days as a teenager we never had air conditioners or fans; we used to wear clothing that naturally kept us cool. We relied on nature, traditional architecture and timings of the sun to stay cool and comfortable. We all shared facilities in the house and lived a very *communal* life.



5.

A. Just near where we live is a big *ultra modern* hospital - 'Gulf Diagnostics' and it has a well stocked pharmacy. *Specialists* in all areas of medicine work in this hospital and we have health insurance that takes care of our bills when we visit the hospital.

B. **We did not have any modern hospital. Anytime people were ill, family members would take them to the local medicine man who would use *herbs* on them and say some prayers for them to get well and most times it worked.**



6.

A. I attend Al Falahiya Boys' School. We learn a lot of things at school like English, science, ICT, math, Islamic Studies, physical education (P.E), geography, history and music. We have science labs, ICT labs, library, Heritage and Culture centre, modern classrooms, data show, white boards in our school. We also have teachers from all over the world in our school.

B. *We never really had any formal education apart from learning how to read and recite the Koran, learning how to write Arabic, learning some form of trade by being an apprentice to a skilled person. Take for example if you wanted to be a boat builder, you would work in a boat yard with a skilled person and learn on the job how a boat is built. If you wanted to be a medicine man, you would be attached to a practicing medicine man who would train you on the job till you learnt how to be a medicine man.*



7.

A. I have a big *plasma* screen in my room, internet, play station, Apple computer and all sorts of games. I have a cable TV in my room so I can sit in my room and watch channels from all over the world. I now know a lot about other cultures and ways of life because of improved communications and media. I also go to the cinema with my friends and family to watch movies.

B. *We did not have technology like they do today. We did not know a lot about the outside world. We relied on travelers and traders to tell us about the outside world. We relaxed by playing local games and music, hunting, camel racing, shooting, falconry, horse racing and dhow racing. We gazed at the stars and told seasons, we listened to stories from the people who travelled to buy and sell; we used to enjoy the challenge of discovering new oases. We recited poems and we really enjoyed local life then.*



Vocabulary work

Word	Meaning	Arabic meaning

Response to text - character based

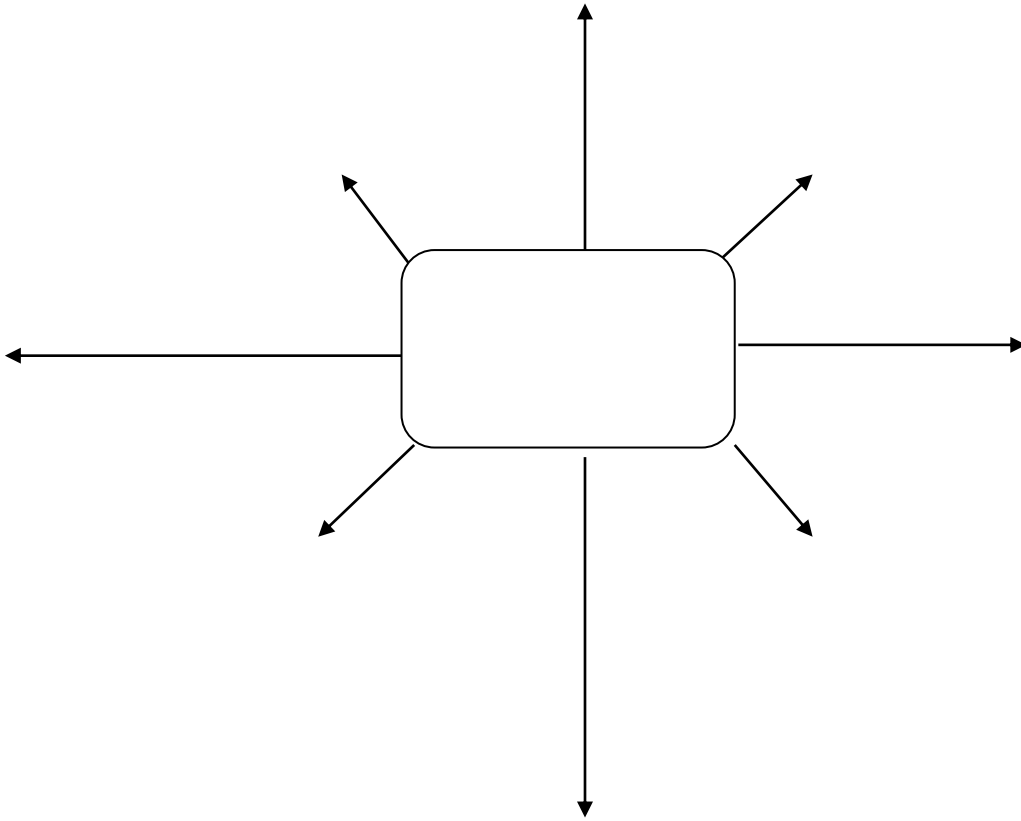
What is your impression of Ahmed Monsouri?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What is your impression of Mahmoud Mohammed?

[illegible]

What links does this story have with other areas of learning?



Group work

Similarities and differences: each group chooses any one strip from 1 to 7(either 1A/1B or 2A/2B all the way to 7A/7B) and do a comparison.

Differences between A and B

Strip 7A	Strip 7B

Similarities

Summarizing

Summarise what each strip is about

1A

1B

2A

2B

3A

3B

4A

4B

5A

5B

6A

6B

7A

7B

Paired work- Imagine you are Ahmed Monsouri, write down at least five questions you would ask Mahmoud Mohammed

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Group work - research/presentation

Split the class into 4/5/6 groups, give each group a strip. They have to represent life in the past and present about that strip. They have to look for images to support that and they have to design a template to use to present the two lives.

Group 1 - accommodation in the past and now in U.A.E

Group 2 - transportation in the past and present day U.A.E

Group 3 - schooling in the past and schooling now in the U.A.E

Group 4 - health care in the past and present day U.A.E

Group 5 - entertainment/relaxation in the past and present day U.A.E

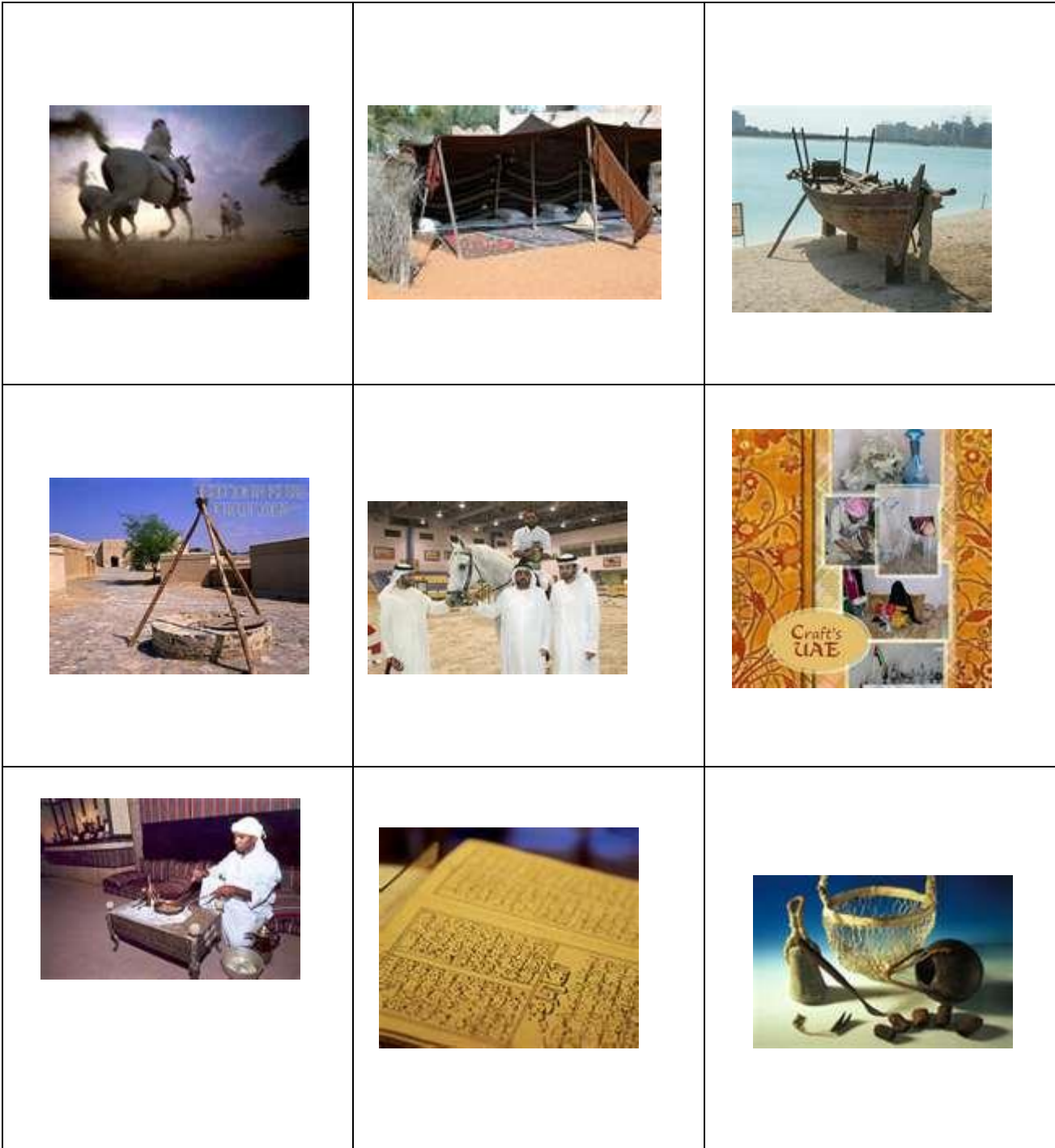
Reflection

Did you enjoy working on the narrative "Abu Dhabi -past and present"?

What did you enjoy most about this narrative?

What challenges did you face when doing these activities?

How did you overcome these challenges?



(images taken from yahoo.co.uk)

The reflections of Sultan Ibrahim by Uwem Umana

I recently *graduated* from a secondary school in Abu Dhabi and while waiting to go to the university in September, my father arranged for me to work in one of his friend's offices in Dubai, a *media firm* that deals with *advertising* and *image building* for companies.

I was *initially* very excited because this means I would not be bored at home and also I would earn some money and most importantly learn some useful *skills*.

My *line manager* at work is a very nice lady from England called Sophie. She must be about twenty five years old. She types at the *speed of lightning* on the computer and can talk over the phone and type at the same time. She seems to be able to do so many things at one go. I don't understand how she does it.

That morning I was *introduced* to her remains very *memorable* in my mind. She said to me, "you are going to have so much fun working with us". I never understood what she meant by that or rather my idea of fun was so different. My idea of fun was to stay on chat with my friends over the internet, drink coffee, go for nice lunches, maybe chat with Sophie and chill.

I was posted to the *Human Resources Department* of the company. Shafiq was asked to be my *mentor*. Any questions I had about anything I was supposed to do which I did not understand was to be directed to Shafiq at *first instance*. If Shafiq could not help me then Sophie would come in.

"This is a bit of a busy time for us in the Human Resources Department" said Shafiq as we are in the process of *hiring* new members of staff who want a *career* with us, so your primary *responsibility* will be to:

1. Look at all the *application forms* sent in by email
2. Select all the job application forms that have been completed correctly by *applicants*.

3. *Cross check* that all the *documents* attached are the correct documents for that *particular* candidate and *post* – *qualifications, references, resumes or CVs, cover letters*.
4. *Download* all the *submitted* forms and documents
5. Keep a *log* of the documents sent in by the applicants using the *excel spreadsheet*.
6. Send out *acknowledgements* to the *candidates* who have submitted the correct forms and documents.
7. You shall also deal with letter of *inquiry* coming in from *potential applicants*.

After about two hours on the job, I found out that I had called Shafiq a *dozen times*. My ICT skills *were not up to scratch*. I did not know how to send out an acknowledgement letter. I did not know how to organize a letter using the company's *headed letter paper*. I was really, really struggling. I could not work without constant supervision.

This made me *realize* that the *skills set* we are receiving in our *state education system* is *inadequate* and needs *upgrading*.

My *confidence* has never been this *shattered* in my life. I have *seized* on this *valuable opportunity* to improve my knowledge and skills set. I now see myself as an *apprentice* on the job. By the time I finish my work placement I will be more *competent* and confident to do tasks associated with selecting applicants for posts.

Vocabulary work

Word	Meaning in English	Meaning in Arabic
<i>graduated</i>		
<i>media firm</i>		
<i>advertising</i>		
<i>image building</i>		
<i>initially</i>		
<i>skills</i>		
<i>line manager</i>		
<i>speed of lightning</i>		
<i>introduced</i>		
<i>memorable</i>		
<i>Human Resources Department</i>		

Word	Meaning
<i>mentor</i>	
<i>first instance</i>	
<i>hiring</i>	
<i>career</i>	
<i>responsibility</i>	
<i>application forms</i>	
<i>applicants</i>	
<i>cross check</i>	
<i>documents</i>	
<i>particular</i>	
<i>qualifications</i>	

Word	Meaning
<i>cover letters</i>	
<i>CVs</i>	
<i>resumes</i>	
<i>references</i>	
<i>download</i>	
<i>submitted</i>	
<i>log</i>	
<i>excel spreadsheet</i>	
<i>acknowledgements</i>	
<i>candidates</i>	
<i>potential applicants</i>	

Word	Meaning
<i>inquiry</i>	
<i>dozen times</i>	
<i>not up to scratch</i>	
<i>headed letter paper</i>	
<i>skills set</i>	
<i>inadequate</i>	
<i>upgrading</i>	
<i>state education system</i>	
<i>confidence</i>	
<i>seized</i>	
<i>shattered</i>	

Word	Meaning
<i>valuable opportunity</i>	
<i>apprentice</i>	
<i>competent</i>	

Response to character

How does Sultan feel about the school system in the U.A.E?

State five facts about Sultan

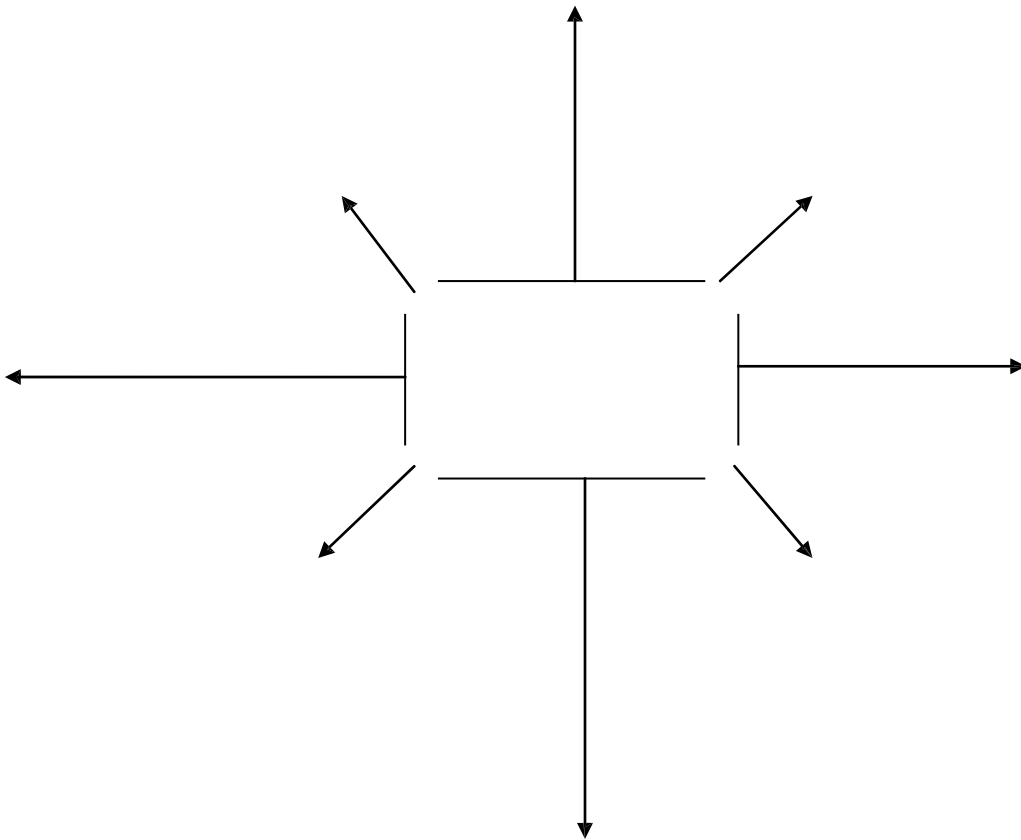
What does Sophie mean by “you are going to have so much fun...”?

Features of the text with examples

Feature	Examples
Narrative voice used in the text	
Tense	
Number of paragraphs	
Paragraph	Summary of what the paragraph is about
1	
2	
3	

4	
5	
6	
7	
8	
9	

What links does this narrative have with other areas of learning?



Paired work – write down four questions about the text that you would like to ask your partner. Ask these questions. Let your partners write down their responses.

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Areas of research/presentation (teacher to provide structure for students)

Group 1- resumes/cover letter

Group 2 – application letters

Group 3 – job adverts (what is a job advert, where can you find the adverts, what does it look like, what is the format – analyse it)

Group 4 – the different skills set you need for a job

Group 5 – preparing for an interview – tips

Reflection

Did you enjoy working on the story 'The reflections of Sultan Ibrahim'?

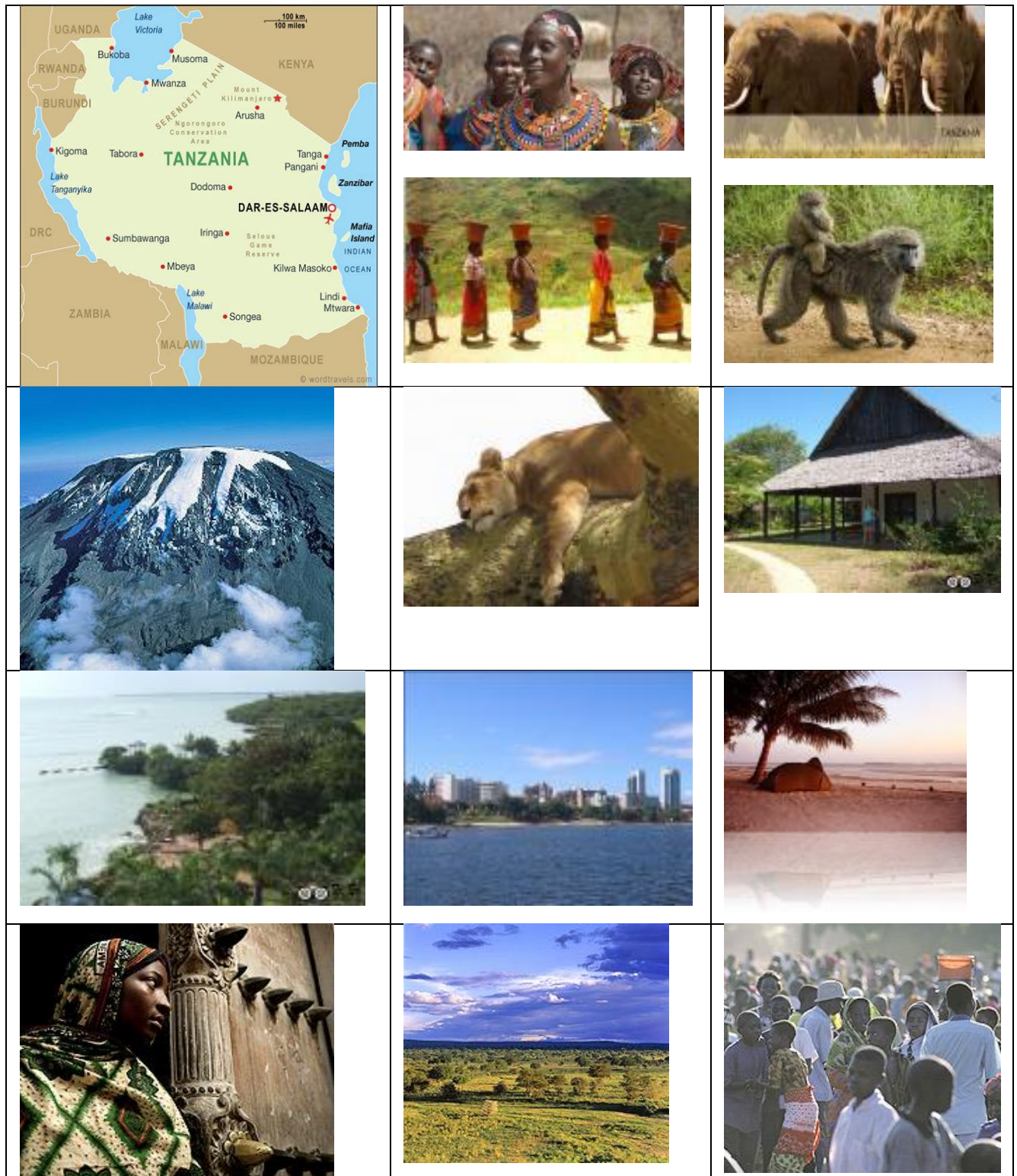
What did you enjoy most about this text?

What challenges did you face when doing these activities?

How did you overcome these challenges?

Beautiful Tanzania

- From the eyes of a twelve year old by Uwem Umana



(images taken from www.yahoo.co.uk)

From the eyes of a twelve years old

My name is Tarzen and I am twelve years old. I am from Songea in the southern part of Tanzania. I am going to tell you about my beautiful country – Tanzania.

Tanzania is *surrounded* by the following countries – Uganda, Kenya, Rwanda, Burundi, Democratic Republic of Congo, Zambia, Malawi, and Mozambique. See! So we have many *neighbours* and plenty friends as well.



The capital city of my country is Dodoma. Dar Es Salam used to be the capital before and *lies* in the *heart* of Tanzania. Dar Es Salam means ‘House of peace’.

My country is a very rich with nature and minerals. People travel from all over the world to come and visit my country.

Probably the one and only thing that everybody knows about Tanzania is ‘Mount Kilimanjaro’. However there are so many other things about Tanzania that you should know about and these are beautiful things.



Tanzania is also rich in lakes and water. We have Lake Tanganyika, Lake Victoria, Lake Malawi and the Indian Ocean.

We have three rainy seasons a year in my country and the weather is always very good. We have 45 million people in my country and we have Christians, Muslims and other local religions in my country living *together* in peace.



The main languages spoken in my country are English, Swahili, Arabic and other local ones.

We have a lot of livestock, sugarcane, forestry and *game reserves* in my lovely country. We *manufacture* and *produce* things like cotton, cement, drugs, minerals, cashew nuts, fish, and coffee beans.

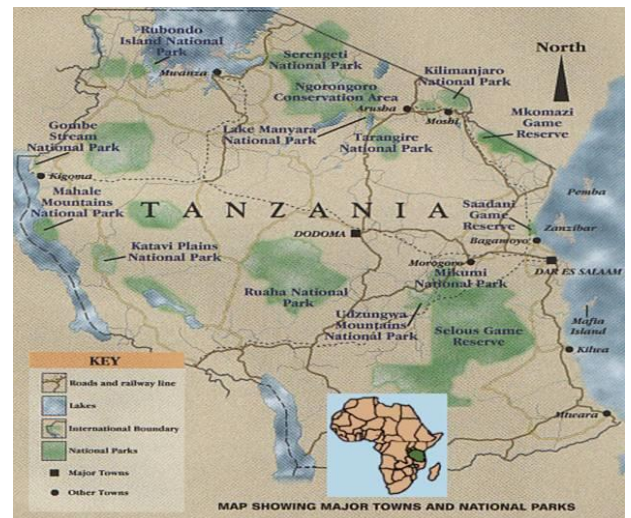


My country has twelve *national parks* and more than thirty game reserves. We have 12 seaports and 63 airports. We have *rail links* that connects all parts of the country and even the *neighbouring* countries like Kenya, Burundi, Rwanda, Congo and Zambia.

I can speak Swahili, Arabic and of course English. I can fish, *hunt* a game and take care of livestock. When I am 18 years old I will be *initiated* into *manhood*.



To me the *greatest asset* in my country is *abundance* of nature's reserves like the parks and game reserves.



Come and visit me someday!!

Read the story above and write your own story about your country with images

Pre- reading activity.



List all the countries that border Tanzania

List all the waters that are in Tanzania or border on Tanzania

List 10 cities in Tanzania

Vocabulary work

Word	Meaning	Arabic	Word	Meaning	Arabic

How many paragraphs are there in this text?

How many images can you spot in this text?

What tense is this text written in?

Give three examples

1. _____

2. _____

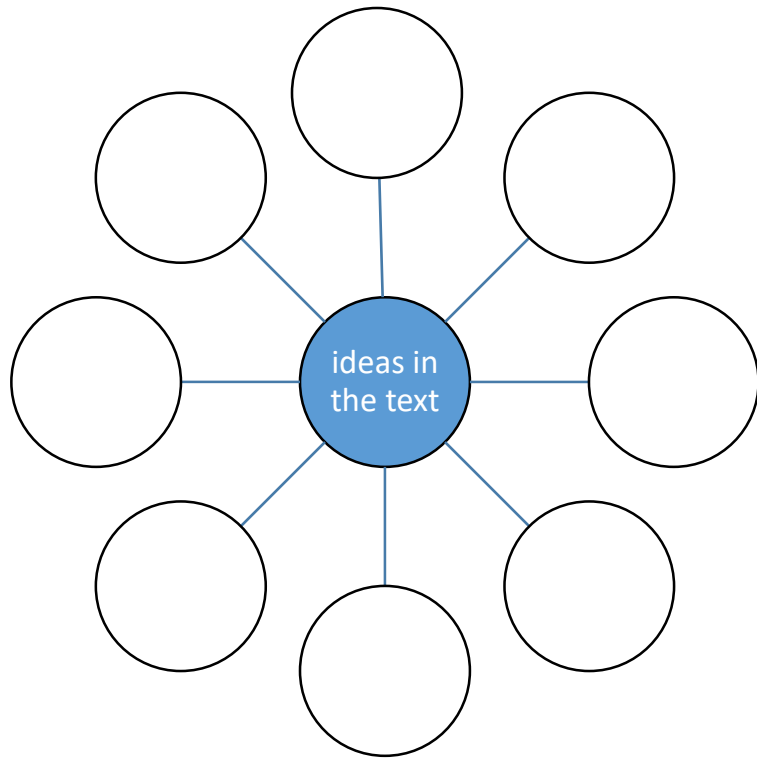
3. _____

List seven facts about Tanzania

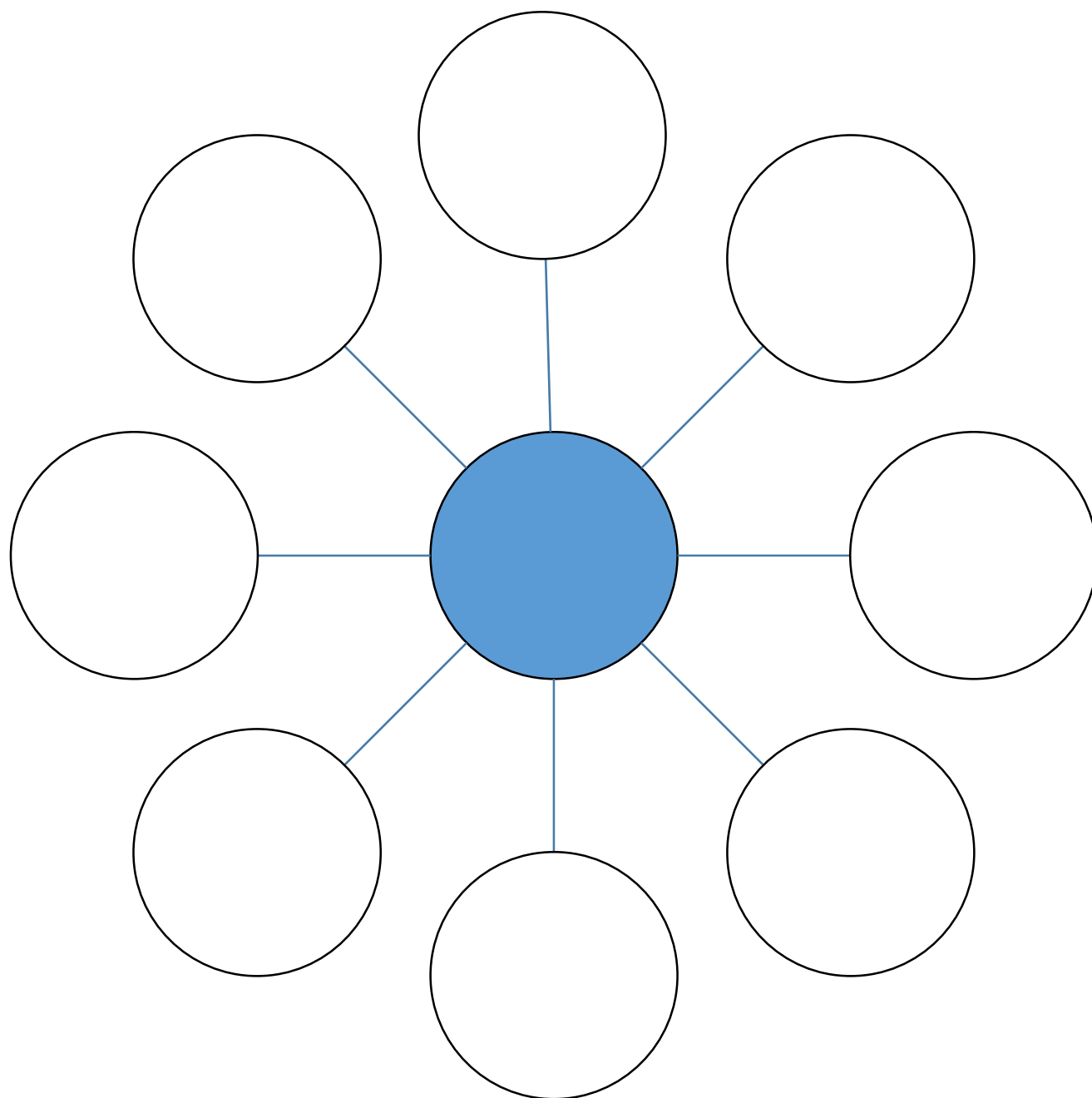
Who is the central character in this narrative?

What do you like about him?

What are the ideas you can identify in this text



What link does this text have with other areas of learning?



Paired work - Questioning your friend about the text. Write down 4 questions you want to ask your friend about the text. Ask him and let him write the answers.

Student 1: _____

Student 2: _____

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Speaking and listening activity

In groups – each group selects from the appendix of pictures three images and each group will have to prepare a presentation about the images and talk about the images to their classmates.

Writing activity- students write about their own country as well.

Paragraph 1 – students introduce themselves

Paragraph 2 – students introduce their country and the countries bordering on their country

Paragraph 3 – students write about the capital city of their country and what is special about the capital

Paragraph 4 – students write about the weather/climate in their country

Paragraph 5 – students write about the landmarks and what is special about their country

Paragraph 6 – conclusion – students conclude with a catch phrase/slogan.

Students will read out their work and the images associated with their work.

Comparing lives between two countries (group work)

Students compare the lives between Tanzania and their country.

Differences

Tanzania	

Similarities

Reflection

Did you enjoy working on the story 'From the eyes of a twelve years old' ?

What did you enjoy most about this text?

What challenges did you face when doing these activities?

How did you overcome these challenges?
