Introduction

Rationale

COOL! is an integrated heterogeneous course for learners of English as a foreign language in the sixth grade at Foundation Level, Stage Three. The course teaches English to Israeli pupils through the integration of the four domains – Social Interaction, Access to Information, Presentation and Appreciation of Literature, Culture and Language – following the benchmarks set out in the Revised English Curriculum. The course incorporates task-based and communicative approaches to language learning, providing pupils with skills for life-long learning.

COOL! offers a motivating, up-to-date framework, in which pupils are introduced to a rich variety of themes. These themes provide pupils with the opportunity to enrich their general knowledge while developing their English language skills. Many opportunities are given for contextualized communication, provoking thought and discussion, and learning more about the world through English. Through a variety of tasks in simulated digital formats, pupils are introduced to the topics, asked to relate to various aspects and share opinions orally or in writing. Exposure to these formats helps develop pupils' digital literacy skills and offers teachers many opportunities to integrate the use of technology into the course.

In *COOL!* great care has been taken to present content-rich material at an appropriate level for the pupils, both conceptually and linguistically. As classes are often large and heterogeneous, the material is organized to cater to a variety of learning styles and levels of ability. (See the section "Heterogeneity" on page 6.)

COOL! has a unique format, catering to the fact that the sixth grade serves as a bridge year between foundation and intermediate levels. The book consists of four main units and two "bridge" units. Each of the main units covers a wide variety of themes, exposing pupils to many topics throughout the book. The bridge units help pupils make the transition from fifth grade to sixth grade, and from sixth grade to seventh grade. The opening bridge unit, "Welcome!", introduces the course and reviews the language and frequent vocabulary that pupils should know from previous years of English instruction before embarking on new material. In addition, it exposes pupils to strategies for learning and reviewing vocabulary, thus facilitating autonomous learning and enabling pupils to acquire and review vocabulary at their own pace. The final bridge unit, "Move On!", exposes pupils to longer reading passages and consolidates the reading strategies taught, thereby giving pupils the opportunity to get ready for junior high school.

COOL! offers a wide variety of stimulating written and spoken texts, in which new language is presented. The range of text types included exposes pupils to the kinds of texts likely to be encountered both in and out of school. The text types included promote traditional literacies as well as digital literacies. These include articles, quizzes, dialogues, blogs, online encyclopedia entries and many more. In addition, pupils are exposed to literary texts, including adapted classics, fables, folktales, poems and songs. These are developed to include the key components set out in the Ministry of Education guidelines.

Developing reading skills is seen as an essential element of English instruction in the course. Pupils are exposed to a large number of reading texts and are also introduced to reading strategies to enhance their reading ability. To ensure that pupils have the opportunity to read on their own, additional thematically-linked texts for independent reading are provided in the Workbook. The level of these readings is slightly lower than the level of the main texts in the Student's Book, thus providing success-oriented reading practice.

The tasks and activities in *COOL!* offer a wide variety of exercise and question types, requiring both lower- and higher-order thinking skills. Several useful higher-order thinking skills are focused on in *COOL!*. These have been selected in accordance with the perceived cognitive and linguistic level of the target population and with the curriculum. They include: Comparing and Contrasting, Making Connections, Predicting, Classifying and Categorizing, Sequencing, Inferring and Integrating. Each thinking skill is defined and practiced, encouraging pupils to move beyond rote learning to active thinking. These skills are re-entered and practiced across all the domains. For a chart showing the higher-order thinking skills taught and re-entered in *COOL!*, see pages 21-22. Because learner performance improves as a result of both direct teaching and

incidental learning of thinking skills, some activites expose pupils to a higher-order thinking skill before it is taught explicitly later in the book.

The Ministry of Education's Revised Curriculum stresses the importance of developing a large lexis based on frequency. In *COOL!* there are well over 400 new words for active mastery, more than half of which are from the Ministry's Foundation Band I list. The others are words for expansion, which were chosen based on their relevance to the pupils' world or are items essential to the topic. In addition, many other words from Band I are recycled – these are words assumed known from the fourth and fifth grades. See the chart on pages 188-195.

All the new lexical items in *COOL!* are recycled and practiced in both the Student's Book and the Workbook to ensure they become part of the learners' active vocabulary. A vocabulary review section is provided at the end of each unit, which includes word lists, exercises, games and a cumulative review of previously taught items.

Grammatical and language structures are introduced in context. After understanding the form and use, pupils are often asked to identify the structures in texts to see how they are used naturally and to translate them in order to contrast them with their own language. Exercises to practice the structures are provided in the Student's Book and reinforced in the Workbook.

Developing pupils' ability to express themselves in writing is a key feature in *COOL!*. The course provides a clear writing program, including writing strategies, model texts, exercises and, finally, scaffolded writing tasks. Pupils are provided with checklists in the Workbook to enable improvement and self-assessment of their writing. The many writing tasks included can also be used for teacher assessment.

Pupils are also encouraged to express themselves orally in a variety of speaking tasks, including expressing and exchanging personal opinions and information, in dialogues, group discussions and presentations. Several performance tasks require oral presentation and can be used for assessment.

In order to ensure the pupils' ability to function in English in the 21st century, Information and Communications Technology (ICT) activities are included throughout the Student's Book. In addition to exposing pupils to digital literacies, tasks are provided which encourage learners to use digital tools and media. For suggestions on how to incorporate ICT in the classroom, see the secion "Using ICT in the Classroom" on page 17 of this Introduction.

Heterogeneity

Heterogeneity has been taken into account in many different ways throughout the course. The following features of *COOL!* will enable learning at different levels:

The Opening Unit

The opening unit, "Welcome!", serves as a bridge between the fifth and sixth grades. It reviews language and vocabulary that pupils should know from previous years of English study, and presents tips that will help pupils review and learn words autonomously.

Instructions

- Instructions are introduced in the opening unit so that pupils become familiar with them.
- In many comprehension, vocabulary and grammar exercises, pupils are instructed to do as many questions or parts as they can. This success-oriented approach allows activities to be done at different levels of achievement and encourages the weaker pupils to do their best.

Reading

Heterogeneity has been catered to in a variety of ways in the reading texts in *COOL!*, allowing pupils to focus on the same material but at a different pace:

- Some texts are divided into parts, and pupils are instructed to read "at least" the first part or parts of the passage. Fast finishers can continue reading the other parts on their own. The reading comprehension questions are organized so that pupils can answer them for the parts they read and then share information in pairs or groups.

- A simplified version of four texts per unit is provided at the back of the book, especially for the less advanced pupils. This enables those pupils to gain the same information as those reading the main text in the Student's Book, only on a less complex level of language. All pupils answer the same reading comprehension questions.

- Challenges, denoted with a "plus" sign (⊥), are provided for stronger pupils who have read the regular text.

Note: We recommend alternative hours for remedial reading for pupils who have difficulties in decoding. The aim is to return the pupils to the mainstream.

Get Ready Words / Get Ready Reading

The "Get Ready" sections in the Workbook prepare the pupils, particularly the less advanced ones, for the new vocabulary and reading texts in the Student's Book. Pupils practice the new words and get ready for the texts through a variety of success-oriented exercises.

Vocabulary

Lexical items are presented in a strip at the bottom of the page in the Student's Book. Words are divided by color: "Remember" words, to help weaker pupils focus on key words assumed known, and "New Words", which include core words, phrases and words for expansion. This division caters to the heterogeneous classroom, allowing for pupils to learn an appropriate number of new words per lesson according to their ability.

Performance Tasks

Two performance tasks are provided at the end of each unit, offering choice and multiple modes of expression, depending on the pupil's level. Each task is scaffolded, providing help for the weaker pupils and additional challenges for the stronger ones.

Workbook

The Workbook provides a wealth of practice. In addition to the unique "Get Ready" vocabulary activities and reading exercises mentioned earlier, the other exercises in the Workbook cater to heterogeneous classes: They include core exercises for all pupils to do as well as challenges for the more advanced pupils. The vocabulary and language sections include a variety of recognition and production exercises, allowing teachers to choose the exercises most suitable to individual pupils. (See the description of the Workbook on page 10.)

Teacher's Guide

The teacher's notes in this Teacher's Guide provide additional suggestions for weaker and stronger pupils. For suggestions on teaching heterogeneous classes, see page 14 of this Teacher's Guide.

Assessment

Assessment is an important part of the teaching-learning process, focusing on the ability of the pupil to apply the knowledge of language learned in meaningful and simulated real-life situations.

In order to achieve the most informative results, a variety of assessment tools, both traditional and alternative, should be used. As each of these methods has its advantages and disadvantages, they should be used together as an integral part of the teaching-learning process.

Each unit in *COOL!* includes two writing tasks and an ICT task, and culminates in a performance task. All these can be assessed. Pupils are provided with guidelines in Hebrew and Arabic as well as checklists. Photocopiable assessment charts for the teacher are provided in this Teacher's Guide.

Reflection

It is important, even at the preliminary stages of learning English, to encourage pupils to think about their learning processes and to be aware of the learning strategies they use. They need to be encouraged to reflect on their performance and to explore new means of achieving the task, thus developing their learning strategies.

The "Reflect on the Unit" section at the end of each unit of the Student's Book encourages pupils to reflect on the material they learned, the process through which they completed exercises and the process through which they learned new material.

The sections are reproduced at the end of the Workbook in the form of charts. They provide pupils with an opportunity to share responses and reactions to activities with their peers.

Course Components

The *COOL!* course of study includes a Student's Book, a Teacher's Guide, a Workbook and Audio CDs.

Student's Book

The Student's Book consists of an opening unit, four theme-based units and a final unit.

The following icons appear throughout the book:

- a higher-order thinking skill, taught or re-entered
- an activity to be done in pairs
- an activity to be done in groups
- an exercise intended for more advanced pupils
- a question intended for more advanced pupils
- a language comparison activity

The opening unit, "Welcome!", is a bridge unit between the fifth grade and the sixth grade. It reviews topic-based vocabulary and functional language that the pupils should know before moving on to new material, along with tips for learning and remembering vocabulary. This unit provides teachers with the opportunity to help pupils review material assumed learned. In addition, there is a section introducing the concept of the book and one which familiarizes the pupils with the themes in the course, as well as a glossary of instructions and an introduction to the computer keyboard.

Each of the four successive units in the Student's Book contains the following:

Opening page

This page presents the overall objectives and tasks of the unit. The theme is introduced through a collage of photographs and illustrations, and pupils are encouraged to think about and predict what they are going to read and learn about in the unit.

Reading

Each unit includes a wide variety of texts, such as articles, an ad, a written interview, brochures, book reviews, diary extracts, a blog, quizzes, online encyclopedia entries, an invitation, timelines and emails. A range of pre- and post-reading comprehension activities (requiring both lower- and higher-order thinking skills) is provided, enabling the pupils to engage with the text to improve their reading comprehension. The higher-order thinking skills which are taught and re-entered include Comparing and Contrasting, Making Connections, Predicting, Classifying and Categorizing, Sequencing, Inferring and Integrating. Additional comprehension exercises are provided in the Workbook.

Reading strategies ("Read Better") are presented throughout the course, enabling pupils to become more skillful readers. They usually precede the texts and allow the pupils to focus on elements of the passages before reading in depth. A chart of the reading strategies (and writing tips) in *COOL!* is provided on page 20.

Literature

The last part of each unit is a literary piece, thematically linked to the content of the unit. The stories have been chosen for their interest level and suitability for pupils in the sixth grade. The activities before and after

the stories include the key components of Pre-Reading, Basic Understanding, Analysis and Interpretation, Bridging Text and Context, Post-Reading and Reflection. Pupils are also introduced to literary terms at a level appropriate to their stage of cognitive and linguistic development. Pupils are encouraged to express their feelings and relate personally to what they have read. Additional questions and post-reading activities appear in the Workbook. An optional literature worksheet for each story appears on pages 260-263 of the Workbook.

Vocabulary

New words for active mastery are listed in a word strip at the bottom of the relevant pages. They are divided into two groups – "Remember" words (on a blue background) and new core and expansion words (on a gray background) – and cater to the heterogeneous classroom. All the vocabulary items are practiced in both the Student's Book and the Workbook. All the lexical items in *COOL!* are recycled throughout the course to ensure mastery.

Grammar

The grammar sections introduce and practice the language structures central to the unit. An explanation of their use and form is provided together with examples. Pupils are referred to the Grammar Help appendix for more information. Focus is placed on identifying the grammar point in context, contrasting it to the pupils' own language and then using it correctly beyond the text. Exercises to practice the grammar points progress from recognition to more open-ended and personalized activities. Pupils are referred to the Workbook for further practice.

Listening

Each unit contains two spoken passages related to the theme of the unit. The texts and activities are varied, and provide practice in accessing the main idea as well as specific details from spoken texts. Some of the listening activities include picture-based exercises to aid listening. A recording of the listening passages is provided on the audio CD. The listening scripts are included in the body of this Teacher's Guide.

Writing

The writing syllabus guides pupils through the basics of writing, from the mechanics of capitalization and punctuation to word order and writing sentences and paragraphs. The writing sections in each unit include a writing task with step-by-step guidance for successful completion. The sections include a model, a writing tip ("Write Better") and practice, and careful scaffolding for the pupils to follow as they produce their own piece of writing. It is recommended that pupils put their writing tasks in a special folder. A checklist is provided in the Workbook for each writing task so that pupils can check their work before it is presented. A chart of the writing tips (and reading strategies) in *COOL!* is provided on page 20.

Speaking

COOL! provides the pupils with many opportunities for social interaction. Pupils talk about the material in the unit and about their personal lives. Many activities encourage the pupils to express their opinions about the material they read or hear, or ask and answer questions in pairs or groups.

Tips

These teaching points expand the pupils' language awareness skills. They focus on areas of first-language interference or on vocabulary expansion.

About you!

Exercises with this label are personalized activities or questions that encourage pupils to apply what they have learned to their own lives.

Words, Words

This section presents all the new vocabulary taught in the unit for consolidation. The word list – divided into Band I words and expansion words – is followed by a variety of activities that review the new words using the tools taught in the opening unit. Cumulative exercises are also included that re-enter and review words from previous units.

Tasks

The tasks at the end of each unit synthesize the learning which has taken place and provide an opportunity to assess that the pupils have met the objectives of the unit. A choice of two tasks is provided to enable different modes of expression. The tasks are linked to the topic of the unit, and require pupils to use the vocabulary and grammar they learned. Pupils are provided with detailed guidelines in Hebrew and Arabic and a checklist for each task. The tasks are open-ended and allow for a variety of outcomes.

Reflect on the Unit

This section allows pupils to see how much they have learned and ensure that they have reached the unit objectives. See page 14 for further reflection suggestions.

The *final unit*, "Move On!", is a bridge unit between the sixth grade and the seventh grade, and prepares pupils for junior high school. It provides an extensive review of the new words learned in the course, followed by additional texts with comprehension questions and writing tasks. In addition, the reading strategies taught are reviewed and consolidated in this section.

A comprehensive English-Hebrew-Arabic *dictionary* of all the words in *COOL!* appears at the back of the Student's Book.

Workbook

COOL! is accompanied by a heterogeneous Workbook, which provides practice and reinforcement of the vocabulary, grammar and writing covered in the Student's Book. More reading comprehension practice of the texts and literary pieces in the Student's Book is also provided in the Workbook.

Get Ready sections are offered throughout the Workbook. These sections prepare pupils for the reading texts throughout the book. They specifically address the needs of the weaker pupils. These sections are shown by a blue strip on the side of the page. After the new words in the Student's Book are taught, pupils are referred to the following sections in the Workbook:

- **Get Ready Words**, where pupils do dictionary activities to practice the new words before reading the text in which they appear
- **Get Ready Reading**, where pupils do activities that will enable them to be better prepared for the reading texts and literary pieces

In addition to these sections, a wide variety of core exercises is provided for all pupils, as well as "**challenges**" for pupils who have the time and interest.

The instructions in the Workbook are heterogeneous in order to challenge all pupils to complete as many questions as they are capable of doing without overwhelming them.

A **vocabulary review** is provided at the end of each part of each unit. The first three exercises in each review cover the core words from the Ministry's Band 1 list that are taught in that part. In addition, a final vocabulary review at the end of each unit reviews both core and expansion vocabulary with words from previous units.

Four **independent reading texts** are provided in the Workbook for each unit. They are intended for pupils to read on their own and are therefore easier than the texts in the Student's Book. They are thematically linked to the topics in the Student's Book. Two of the texts in each unit are on a slightly higher level than the other two in order to cater to heterogeneous classes. Each text includes recycled vocabulary and is accompanied by reading comprehension, vocabulary and writing exercises.

The activities in the Workbook can be done in class or assigned for homework. Pupils should be encouraged to do all the exercises. Weaker pupils should start with the "Get Ready" exercises and be encouraged to progress through as many activities as they can.

Teacher's Guide

The Teacher's Guide includes an introduction, notes for each unit and appendices.

The introduction consists of:

- The rationale on which the course is based
- A description of the course and its components
- Teaching suggestions for vocabulary, reading, listening, speaking, literature and reflection
- Suggestions for teaching in heterogeneous classes
- An explanation of the higher-order thinking skills in *COOL!*
- Suggestions of how to use ICT in the classroom

Notes for each unit include:

- A chart presenting the objectives, domains and benchmarks for the tasks assessed in the unit
- Suggestions and guidelines for the teaching and implementation of the material
- Suggestions for the more-advanced and less-advanced pupils
- Additional ideas for reinforcement of the material
- Answers to the exercises in the Student's Book
- Background information about texts, where relevant
- Listening comprehension scripts
- Suggestions for further reading at the end of each unit

Appendices:

- Assessment charts for the writing and performance tasks
- An assessment rubric for the ICT tasks
- A list of Band I words, showing which are taught in *COOL!*
- Answers to the exercises in the Workbook

Audio CDs

The course includes audio CDs – one with the recordings of the listening passages and others with the recordings of the reading texts and literary pieces. The pupils can also download and listen to the reading texts from the Eric Cohen Books website: www.ecb.co.il.

Teaching Suggestions

Vocabulary

The *COOL!* course presents vocabulary for active mastery and provides activities to practice the new words in addition to reviewing the vocabulary that has been taught previously.

The section "Words, Words" in the opening unit provides pupils with a variety of tips for learning vocabulary. These include:

1. making games
2. drawing pictures or symbols for new words
3. making word maps for target words
4. making word cards with new words on one side and translations on the other
5. categorizing words and learning them in groups
6. writing sentences with the new words
7. using the dictionary to check the meanings of new words and listing them with their meanings

Below are further suggestions you may choose to implement in the classroom for presentation, practice and consolidation:

- Introduce a "word of the day" into your lessons. Write the heading "Word of the Day" on the board and write the chosen word under it. You may want to choose a word connected to the pupils in your class or a topical word. Find out if anyone knows the meaning of the word and, if not, teach it. Leave it on the board for the duration of the lesson. Remind pupils of the word at the end of the lesson and find out who remembers it at the beginning of the next lesson.

- Have the pupils draw or imagine a picture or scene to help them remember a group of words.

- Have the pupils complete stem sentences with a new word or phrase. For example:
  My favorite game is … .

- Have the pupils act out their words while the others guess.

- Play the "Disappearing List" game. Write the new words on the board. Then erase the words one at a time. Each time, have the class recite the list of words, including the missing ones. Then have the pupils write down as many of the words as they can remember from the list of words. Then the pupils get together in groups to share and come up with the most complete list that they can.

- Make a class chain story. Each pupil adds a sentence with one of the new words.

- Play "Charades". Have a pupil select a word from a bag and mime it. The other pupils guess the word.

- Have the pupils prepare puzzles, wordsearches, crossword puzzles and codes.

- Make and play games such as "Bingo", "Hangman" and "Memory".

- Have the pupils give each other short dictations in pairs.

- Encourage the pupils to think of word associations. Ask the pupils what word reminds them of … . They answer by saying a word that comes to mind.

- Compare expressions in English with expressions in the pupils' own language.

Suggestions for a Quick Vocabulary Review

- Write a number of words on the board, ask the pupils to remember as many as they can. Then erase the words and find out how many they remember. Have pupils share their answers.

- Pick words at random and ask pupils to make sentences with the words. Challenge them to use two new words in the same sentence.

- Play Bingo with the new words.

- Make a word map by writing a new word on the board and asking pupils to suggest other words connected to it. Write those words around the selected word.

- Use games such as those above in order to consolidate what the pupils have learned.

Reading

Reading texts can be accessed in a variety of ways. Choose the way that suits the level of your class, the text type and the level of difficulty. The following are suggestions of how to work with the reading passages:

- Brainstorm the topic using the title, accompanying pictures and new words.

- Read the text aloud to pupils or play the recording and have pupils follow in their books. Note: All the texts are recorded on CDs and can also be downloaded from www.ecb.co.il.

- Have pupils read each paragraph separately and answer questions relating to it.

- Use the "jigsaw" method. Divide the class into groups. Each group becomes the "expert" on a specific text or part of a text. Groups are then remixed so that there is one "expert" in each group who presents the information to the rest of the group.

- Use the "paced reading" method. Sit with a group of less advanced pupils and read the text while asking guiding questions. Assign a number of lines to be read and ask a question. The pupils then read silently, find the answer to the question and write it in their notebooks. Ask the question again, elicit the answer from a pupil and then assign the next bit of the text with its question. Continue in this paced manner with short reading sections and questions until the whole text has been covered.

- Alternate the methods you use for answering the questions following the texts. For example, ask the pupils to answer questions in a whole class discussion. Alternatively, have the pupils work individually or in pairs, and then have them discuss their answers. This enables the less advanced pupils to organize their thoughts and participate in class.

How to use the easier texts

Teach the new words and do the "Get Ready" vocabulary and reading exercises with the whole class. Then tell pupils who are doing the easier texts to turn to the appropriate page toward the back of the Student's Book in order to read the simplified text. Do the reading comprehension exercises with the whole class.

Direct all the pupils to the post-reading exercises in the Workbook. Remind pupils who read the easier text to refer to it again for the comprehension exercises.

Listening

The following are suggestions on how to do the listening activities in *COOL!*:

Pre-listening activities

- Talk about the accompanying illustrations or photos, if relevant, to build pupils' background knowledge and schemata.
- Tell pupils to look for names, places and information in the questions or tasks before listening. This provides pupils with a purpose for listening and clues to the content of the listening passage.
- Discuss strategies for listening for / focusing on the relevant information.

While-listening and post-listening activities

- Play the recording at least three times. The first time is for listening only. During the second listening, the pupils should answer the questions or complete the task. During the third listening, pupils should check their answers.
- Break up the recording as necessary in order to enable pupils to successfully complete the exercises or task.
- After checking pupils' answers, ask pupils to talk about the listening text or ask them additional comprehension questions.

Speaking

It is important to focus on stress, rhythm and intonation when learning English. In order for learners to become fluent and natural speakers of English, we suggest doing the following during the lessons:

- Introduce the spoken form of the target language before the written.
- Use natural language in the classroom.
- Teach pupils collocations and contractions wherever possible.
- Encourage pupils to listen to authentic speech.
- Make up short dialogues for pupils to practice, encouraging accurate sentence or question stress patterns.
- Give pupils time to practice reading a text to themselves and then to read it aloud.
- Use songs and chants in the classroom, with special focus on rhythm.
- Use drill and choral repetition to teach and practice accurate intonation and stress.

Literature

The following are suggestions for how to approach the literary pieces in *COOL!*:

- Use the pre-reading exercises to elicit a discussion about the topic. Use the title, pictures and new words to provide background about the story. Have pupils predict what may happen in the story based on this information.
- Have pupils scan the text for keywords and names before reading the text. Write a list of characters and / or places on the board and have pupils do the same in their notebooks.

- Check that pupils understand words that are not for active use but are integral to understanding the story. Presenting pupils with some unknown language will help develop their language fluency. Explain that pupils don't need to understand every word in the story to understand the main idea.
- Read each part of the story from beginning to end, stopping only to ensure understanding or to allow the pupils the opportunity to predict what is going to happen next.
- While reading, dramatize the story as much as possible by miming the actions and using props. Change the tone of your voice when reading the narrative and the characters' roles. Use silence and pauses to add dramatic effect. Alternatively, have pupils read the dialogue of the characters.
- Encourage the pupils to choral read with you the second time you read the story.
- Aim to motivate your pupils and to offer them an enjoyable experience in reading.

Reflection

The following questions might be used after pupils have completed their tasks to encourage reflection on their learning process:
- How did the pupils approach and deal with difficult texts?
- What was easy / difficult and why?
- How did the pupils deal with unfamiliar words?
- What do the pupils remember about the texts?
- Why do they think they remember certain things?
- How did they cope with saying / writing something if they didn't know all the words?
- How did they work with other pupils in pairs or groups?
- What preparation did they do to present their tasks?

Teaching Heterogeneous Classes

Below are some suggestions on how to manage heterogeneous classes:
- Open every lesson with oral activities that all the pupils can do together. These may include warm-up activities (songs, chants and greetings), review tasks and the presentation of new material. Include recognition as well as production activities in the review in order to ensure the participation of the whole class.
- When weak pupils volunteer to answer a question, call on them first, as their repertoire of responses is often more limited than that of stronger pupils. On the other hand, when you present new material, you may want to call on stronger pupils first so that the weaker ones have a chance to hear the language or vocabulary repeated many times before having to produce it.
- Designate a part of the blackboard to write the assignments that are required, and write optional activities for various groups of pupils on a different part of the board. Give the pupils choices whenever possible.
- Establish a procedure that enables pupils to signal you if they need help while working individually. For example, they may write their names on the board, hold up their name cards or raise their hands.
- When pupils are doing individual, pair or group work, walk around the class to provide help or consider meeting with each group on its own.
- Pupils should be rewarded in some way for completing "Extra" activities. For example, introduce a point system where a pupil who has accumulated a certain number of points receives a certificate of praise or a privilege, such as skipping one homework assignment. Tell the pupils that points given for the completion of "challenge" activities are in addition to the marks that they receive by doing the required exercises.

The following are some additional suggestions for dealing with pupils with different learning abilities:

	Less Advanced Pupils	More Advanced Pupils
Written Exercises	Allow the pupils to complete only a part of the exercise or give them extra time. Ask them to copy specific words or phrases from the Student's Book.	Provide additional activities for fast finishers, for example, writing sentences in their notebooks, or making wordsearches or puzzles for the pupils in the class to do. Provide them with extra creative tasks to do, for example, making up new chants, writing their own version of the stories and creating mini-books.
Oral / Aural Activities	Accept answers at word level and help the pupils repeat the words in simple structures. Pair pupils with mixed abilities together so the stronger pupils can help the weaker ones.	Ask the pupils for full answers to questions, including the use of adjectives and more complex structures. Ask the pupils to substitute words within dialogues or to add additional lines to the dialogues.
Learning Vocabulary	Focus on the New Words and Remember words in the word strips, and provide plenty of practice through copying exercises and games. Practice the new words using familiar structures. For example: *I can see ... , There is a ... .* Check the pupils write each new word in the Workbook "Get Ready" exercises next to the translation in their mother tongue.	Give the pupils additional word lists for the topics taught. Have the pupils write words which are used in the class (but which they don't know and are not listed or intended for active recognition) in their notebooks with a translation in their mother tongue.
Performance Tasks	Give extra help where necessary. Give the pupils alternative exercises which can be assessed if the task is too threatening. Give bonuses to pupils who make extra effort.	Give bonuses to pupils who do extra work. Provide them with extra creative tasks to do, for example, making up new chants, writing their own version of the stories and creating mini-books.

Higher-Order Thinking Skills

COOL! includes a structured program for developing higher-order thinking skills (HOTS). The thinking skills have been selected based on the language level and cognitive level of pupils in the sixth grade. HOTS are taught and re-entered throughout the book and in all domains. An icon indicates where each HOTS is first introduced; a smaller version of this icon, with the name of the skill, appears next to each exercise or question where use of the HOTS is required. A chart that shows the units in which each HOTS is first taught and re-entered, by domain, appears on pages 21-22.

When carrying out the activities involving HOTS, the emphasis should be on developing pupils' thinking skills, with English accuracy a secondary aim. Therefore, when working on these tasks, allow pupils to use their own language to express themselves, if necessary. At times, you may want to present and demonstrate a particular structure in English which will help pupils express their ideas, and so help them develop both their cognitive and English language skills at the same time.

The following are the HOTS taught in *COOL!* as well as suggestions on how to use and develop the activities involving these skills to their fullest potential:

Comparing and Contrasting

Definition: finding similarities (comparing) and differences (contrasting) and drawing conclusions

Many exercises in *COOL!* require pupils to find similarities and differences between people, places, food and other topics.

Develop this skill by asking pupils to compare and contrast examples from their own general knowledge and from previous texts in the book where relevant. Encourage pupils to give specific examples to support their views.

Making Connections

Definition: making connections between what is being taught and the learners' prior knowledge; making connections between different ideas, events, etc.

Help pupils to make connections between new facts they are learning about in a topic and facts they knew previously in order to enhance their understanding of the topic.

Brainstorm facts pupils know about the topic of the text before reading it. Then ask guided questions about the text to help pupils link the new information with their prior knowledge.

Predicting

Definition: predicting content or outcome based on available information

Pupils can be guided toward making logical predictions according to the assumed schema of a narrative, or encouraged to use their creativity and imagination to suggest what might happen.

Many pre-reading and reading activities in *COOL!* require pupils to use the skill of predicting to say what they think will happen next in a text.

Ask guided questions to show pupils how to use newly-learned information from a text together with common sense, logic and their own ideas to make predictions of what will happen next in a story.

Classifying and Categorizing

Definition: categorizing information according to criteria

Many exercises in *COOL!* require pupils to classify and categorize information, beginning with basic grouping according to literal meaning and progressing toward classifying and categorizing according to more abstract meanings and concepts.

Begin by asking pupils to group words together according to specific criteria that you name. Then provide pupils with a word bank and have them find the common element in order to categorize the words or concepts. Alternatively, provide groups of words in order for the pupils to find the odd one out.

Note that a classifying and categorizing exercise, requiring pupils to group words from the word list, appears in the vocabulary review section at the end of each unit. Make sure pupils understand that this can be done in a variety of ways, based on different criteria, such as grouping according to topic, parts of speech, synonyms or antonyms, identical first or last letters, etc.

Sequencing

Definition: understanding and identifying the chronological order of events

Understanding the sequence of events in a text helps pupils understand what they have read. Identifying the beginning, middle and end of a text is a requirement for basic understanding.

Encourage pupils to retell events within a given text in the order in which they occurred.

Inferring

Definition: understanding implicit meaning from the text by being able to read between the lines

Although the texts in *COOL!* are relatively simple, they provide pupils with opportunities to develop inference skills. It is important that pupils learn to "read between the lines" and to infer as much information from a text as possible.

Encourage pupils to do more than concentrate on the basic facts in a text. Ask questions based only on the information presented in the text; then encourage pupils to combine the information in the text with prior knowledge to make inferences, where relevant.

Integrating

Definition: accessing information from various parts of the text or from different sources in order to answer a specific question

It is important that pupils learn how to integrate knowledge from different parts of a text.

Encourage pupils to give examples from different sections of a text in order to support their answers to a given question.

Using ICT in the Classroom

Using ICT as a learning tool enables pupils to:
1. access information
2. communicate, share and collaborate
3. be creative
4. present projects and ideas

If your school or class already has an existing forum or website, you may want to open up a forum for English and invite pupils to complete and upload some of their assignments there. Suggestions are provided below for the use of text messaging and the integration of technology into your classroom.

Accessing Information

Pupils can use ICT to access information in order to investigate, solve problems and make decisions. In order for pupils to access information on the Internet easily and successfully, encourage them to use sites that are on their level and are specifically intended for pupils. (see below)

Using the Google support page, pupils can find tips on how to search the Internet more efficiently. http://tinyurl.com/kpvvlcc

Pupils can search Google by reading level – Basic, Intermediate and Advanced.

Pupils simply type in the keywords and when the results come up, they:
1. click on SEARCH TOOLS
2. click ALL RESULTS
3. click READING LEVEL and choose the correct level

Pupils can return to all the results by clicking CLEAR.

Sites that are on pupils' level include:

1. Simple Wikipedia, which allows pupils to search for topics and information in easy English: http://simple.wikipedia.org/wiki/Main_Page

2. Sweetsearch, which searches only credible sites, that is, sites that have been evaluated by researchers and educators: http://www.sweetsearch.com/

Suggestions

• Give tasks for accessing information that discourage pupils from copying and pasting directly from the source.

• Encourage pupils to use more than one site; explain that they will find additional information and will also be able to check the accuracy of the information they found.

• Explain the importance of choosing keywords in a search. Here are some tips to share with pupils:
  1. Find words that have similar meanings, right click on the word.
  2. If search engines produce very few results, check your spelling.
  3. Use quotation marks if you want a specific term to appear in a search.
  4. Use + / - if you want to add specific words or leave out specific words.

- Check sites before giving pupils links to make sure that they are still available and do not have inappropriate advertising.

Communicating, Collaborating and Sharing

Pupils can use ICT to communicate, share and collaborate with peers and teachers locally or globally. The following are some tools to do this:

- Social networking sites allow pupils to communicate and interact with their peers. You may want to open a class Facebook page or a WhatsApp group, where there can be interaction and discussion between all the pupils on topics covered in the classroom.

- Blogs and forums allow pupils to share ideas, develop writing skills and reflect on their work. You may want to create a class forum or blog at the beginning of the year so that you can communicate with the pupils. Pupils can post tasks and comment on their peers' activities. (See "Netiquette / Class Rules" on page 20.)

   Below are suggested links for creating blogs / forums to be used at your own discretion.
   http://kidblog.org/home.php
   http://www.blogger.com
   http://www.webspawner.com/
   http://www.webstarts.com/
   http://www.wix.com/
   http://www.forumotion.com/
   https://sites.google.com/
   http://www.forumotion.com/
   http://www.freeforums.org/

- Video sharing allows pupils to share videos and podcasts with teachers and peers. It also allows pupils to interact with or comment on existing videos. Below are suggested links for creating podcasts or interviews to be used at your own discretion.
   http://voki.com/
   http://audioboo.fm/boos/new
   http://www.podomatic.com/login
   http://mailvu.com/

- Wikis allow pupils to edit a webpage set up either by themselves or with the teacher. You can use wikis to:
   - brainstorm topics
   - organize group work
   - discuss topics or get feedback
   - make class books / stories
   - summarize lessons

- To find out about wikis, watch this simple tutorial:
   http://tinyurl.com/5dreuh
   To set up a wiki in the classroom, you can join http://www.wikispaces.com/

Creativity

Pupils can use ICT to create a wide variety of projects, including comics, book covers, PowerPoint presentations, brochures, posters, ads, picture reports, etc. The Internet offers sites for creative projects with clear templates to ensure success and clarity. Some suggestions include:

- menus, brochures, letters, schedules, timelines, fact files, newspapers, etc.
   http://tinyurl.com/d33rbxd

- comics
   http://www.makebeliefscomix.com/Comix/
   http://www.pimpampum.net/bubblr/
   http://tinyurl.com/kyv6y3c

- picture books, photo albums, scrapbooks
  http://www.pimpampum.net/bookr/index.php
  http://www.ourstory.com/ (for higher levels)
- movies
  http://www.zimmertwins.com/movie/starters
  http://www.dfilm.com/moviemaker/index.html
- walls / noticeboards
  http://popplet.com/
  http://padlet.com/
  http://groupzap.com/
  http://scrumblr.ca/
  https://noteapp.com/
  http://en.linoit.com/
- posters
  http://www.glogster.com/
  https://www.artskills.com/
- book covers
  http://tinyurl.com/26z4bvw
- online diaries / journals
  http://www.my-diary.org/
- news portal
  http://www.congoo.com/circlebuilder

Presentation

Pupils should be encouraged to use ICT to help them create different modes of presentation throughout the year. In addition to the sites mentioned in the "Creativity" section above, pupils' presentations can take the form of PowerPoint presentations, illustrated reports, online glogs, voki recordings, photo albums, signs, posters, ads, online journals, prezi presentations, Google documents, blogs, etc.

Suggestions

In order for pupils to vote, interact, post comments, chat, upload photos or documents, post video clips or podcasts and use other digital literacies teachers can:

set up a class website	http://webstarts.com/ http://www.webspawner.com/
set up a class forum	http://www.freeforums.org/
set up an interactive Google document	http://www.google.com/google-d-s/tour2.html
create a closed Facebook page	https://www.facebook.com/
create a closed WhatsApp group	http://www.whatsapp.com/download/
create a "hangouts" group	http://www.google.com/+/learnmore/hangouts/
set up a class email	https://support.google.com/mail/answer/56256?hl=en
create wikis	http://www.wikispaces.com/
set up a class blog	http://kidblog.org/home/
set up an English page on the school site	

Netiquette / Class Rules

If you create a class forum, blog or webpage, establish class rules and netiquette (etiquette on the Internet) and post them on the class forum / blog / webpage. Suggested rules include:

1. Treat others as you want to be treated. Don't use bad language or hurt someone's feelings by giving derogatory feedback.

2. Behave online as you behave at home. Obey the laws and rules.

3. Be understanding about other people's mistakes.

4. Help friends who may not know as much as you about using a computer or doing a task.

5. Don't post comments using all capital letters even if you want to emphasize something. All capitals on the Internet means you are shouting.

6. Don't use emoticons in class because not everyone knows their meanings and can get the wrong message.

Reading Strategies and Writing Tips in *COOL!*

Units	Read Better	Write Better
1		
2	Identifying text types What to expect in a webpage What to expect in a book review	Adding explicit information – prepositional phrases Accuracy in writing – correct punctuation Correct word order – adjectives
3	Using headings to tell what an article is about Interpreting graphs Understanding the main idea	Writing instructions Using connectors correctly (*and*, *but* and *because*)
4	Scanning for names and numbers Identifying text types: - What to expect in a blog - What to expect in a timeline - What to expect in a brochure - What to expect in a biography	Using connectors of sequence Using dates and time expressions to show sequence
5	Interpreting a map Making use of prior knowledge	Brainstorming – answering Wh- questions in order to write a paragraph Describing accurately by using comparative and superlative adjectives
6	Review of reading strategies	

Higher-Order Thinking Skills in *COOL!*

This chart indicates the higher-order thinking skills taught and re-entered in *COOL!* in the four domains.

UNIT	Access to Information	Social Interaction	Language, Literature and Culture	Presentation
1		**Predicting:** page 8, exercise 2		
2	**Comparing and Contrasting:** page 22, exercise 10d; page 26, exercises 21a and 22; page 35, exercise 12b **Making Connections:** page 24, exercise 15; page 33, exercise 9; page 35, exercise 13 **Integrating:** page 26, exercise 20, question 2 **Predicting:** page 32, exercise 5a; page 42, exercise 6b (listening)	**Comparing and Contrasting:** page 22, exercise 10c; page 30, exercise 1c	**Comparing and Contrasting:** page 45, exercise 3 **Predicting:** page 46, exercise 4 **Inferring:** page 48, exercise 8, question 2 **Making Connections:** page 49, exercise 11b	**Comparing and Contrasting:** Task A, page 53
3	**Comparing and Contrasting:** page 56, exercise 2b (listening) **Making Connections:** page 66, exercise 1b; page 81, exercise 12 **Integrating:** page 67, exercise 4; page 76, exercise 4; page 81, exercise 11c **Classifying and Categorizing:** page 68, exercise 11 **Inferring:** page 68, exercise 12 **Predicting:** page 80, exercise 9	**Comparing and Contrasting:** page 68, exercise 9b **Classifying and Categorizing:** page 81, exercise 15; page 88, exercise 2b	**Comparing and Contrasting:** page 83, exercise 1 **Inferring:** page 86, exercise 7, question 2 **Making Connections:** page 87, exercise 9	**Classifying and Categorizing:** Task A, page 91
4	**Comparing and Contrasting:** page 96, exercise 5b **Inferring:** page 100, exercise 15, question 5; page 102, exercise 18, question 2 **Classifying and Categorizing:** page 102, exercise 16a; page 112, exercise 17 **Sequencing:** page 102, exercise 19; page 115, exercise 1b (listening) **Making Connections:** page 109, exercise 4c **Integrating:** page 111, exercise 11; page 118, exercise 9	**Predicting:** page 109, exercise 6 **Classifying and Categorizing:** page 128, exercise 2b	**Sequencing:** page 126, exercises 4 and 5 **Making Connections:** page 127, exercise 12	**Sequencing:** page 106, exercise 31a; page 111, exercise 10; Task A, page 131; Task B, page 132

UNIT	Access to Information	Social Interaction	Language, Literature and Culture	Presentation
5	**Inferring:** page 137, exercise 9; page 155, exercise 18; page 157, exercise 23, question 7; page 157, exercise 24, question 3 **Making Connections:** page 141, question 4 **Comparing and Contrasting:** page 142, exercise 2a **Integrating:** page 137, exercise 7; page 157, exercise 25 **Predicting:** page 154, exercise 14; page 156, exercise 21 **Sequencing:** page 155, exercise 17	**Comparing and Contrasting:** page 143, exercise 6 **Classifying and Categorizing:** page 165, exercise 2b	**Predicting:** page 161, exercise 5 **Inferring:** page 163, exercise 9, questions 3, 4 and 5; page 164, exercise 13, question 2 **Sequencing:** page 163, exercise 10 **Comparing and Contrasting:** page 164, exercise 12 **Making Connections:** page 164, exercise 15	**Comparing and Contrasting:** Task A, page 169
6	**Inferring:** page 177, exercise 5; page 179, exercise 4; page 181, exercise 4, question 3; page 183, exercise 4, question 1b; page 185, exercise 5; page 187, exercise 5; page 189, exercise 6; page 191, exercise 4 **Sequencing:** page 179, exercise 5; page 185, exercise 4; page 189, exercise 4; page 191, exercise 3 **Integrating:** page 177, exercise 7; page 181, exercise 5, question 3; page 183, exercises 5 and 6; page 189, exercise 7; page 191, exercise 5b **Comparing and Contrasting:** page 173, exercise 5; page 185, exercise 6; page 187 exercise 7; page 189, exercise 5 **Classifying and Categorizing:** page 187, exercise 4	**Classifying and Categorizing:** page 172, exercises 3a and b		**Sequencing:** page 175, exercise 11b