

PRIMARY
READERS

level

5

teacher's book


publications

Sinbad the Sailor



an Arabic tale

Retold by
H. Q. Mitchell
Marileni Malkogianni

CONTENTS

Part 1.....	4 - 7
Activity Pages.....	8 - 9
Part 2.....	10 - 13
Activity Pages.....	14 - 15
Part 3.....	16 - 19
Activity Pages.....	20 - 21
Part 4.....	22 - 25
Activity Pages.....	26 - 27
Part 5.....	28 - 31
Activity Pages.....	32 - 33
Part 6.....	34 - 37
Activity Pages.....	38 - 39
Part 7.....	40 - 43
Activity Pages.....	44 - 45
Part 8.....	46 - 49
Song.....	50
Activity Pages.....	51 - 52
Word List.....	53 - 56
Teacher's Notes	57
Staging Directions	59 - 71

The Teacher's Book is written in American English. Where appropriate, the British English (**BrE**) equivalent of certain words and phrases appears in brackets.
e.g. colored [^{BrE} coloured]



A long time ago, Sinbad the Sailor lived in a beautiful big house in Baghdad. One day, a man called Hinbad stopped outside. His job was to carry heavy things for rich people and he was tired all the time.

Sinbad: Come inside and rest. You must be thirsty – have some water.

Hinbad: Thank you, kind sir. Can I ask you how you became so rich?

Sinbad: Certainly! Come here every morning, and I will tell you about my adventures. You will get 100 gold coins for every visit.

Hinbad: I can't believe my luck!



The next morning, Sinbad started his story.

Sinbad: After my parents died, I spent all the money they left me. Then I decided to see the world.

Hinbad: Did you miss your friends and family?

Sinbad: Only at first. I loved ships and we visited lots of exotic places.



On his first voyage, there was very little wind so they decided to stop at a small island. It was a strange island because there were no tall trees or mountains.

One of the men: This is a great place for a picnic. Bring the food, and let's sit down. But soon the island began to shake and suddenly it sank into the sea. It was a whale!



The men fell into the sea, and all of them swam back to the ship. All except Sinbad! The ship then left without him.... Luckily, he found a piece of wood. He held onto it for many days. He was hungry and thirsty... he thought it was the end for him.

Activity Page

1 Match the words with the pictures.

1. island

2. tired

3. coin

4. whale

5. wind



2 Complete the sentences with words from the text. Then transfer the letters in the boxes to the spaces below the sentences and spell out the name of the place where Sinbad lived.

1. Hinbad's ___ ___ ☐ made him very tired.

2. Sinbad's ship stopped at a ___ ___ ☐ ___ ___ island to have a picnic.

3. On Sinbad's first ___ ___ ☐ ___, the ship left him in the sea.

4. Hinbad had to carry ☐ ___ ___ things for rich people.

5. Sinbad told Hinbad about his ___ ☐ ___ ___ .

6. Sinbad's ___ ☐ ___ ___ left him some money when they died.

7. Sinbad decided to go and see the ___ ___ ☐ .

1 2 3 4 5 6 7

Activity Page

- 3** Look at the pictures and complete the sentences. Use the correct form of the verbs in the box.

shake carry spend sink hold miss rest

1. Hinbad _____ heavy things for people every day.
2. Hinbad _____ and drank water in Sinbad's house.
3. When Sinbad went away from home, he only _____ his friends in the beginning.
4. Sinbad _____ all his money and then travelled to exotic places.
5. First the island _____ and then it _____ under the sea.
6. After falling into the sea, Sinbad _____ onto a piece of wood for a long time.



- 4** What will happen next? Answer these questions and discuss.

1. What do you think will happen to Sinbad?
2. Will Sinbad ever see the ship again?

TEACHER'S NOTES

Primary Readers are designed to provide young learners at Primary Level with enjoyable reading material. They are carefully graded, and the language has been carefully chosen to ensure that the Ss'* understanding of the text is not impeded by vocabulary and grammatical structures which are too advanced for their level. The story has been divided into eight parts with two Activity Pages at the end of each part. A variety of activities such as comprehension, vocabulary, matching and tracing as well as games are included. The reader can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the reader, including a suggested lesson plan and a number of extra pre-reading and post-reading activities, are presented below. The use of L1 is recommended, whenever necessary, in an EFL (English as a Foreign Language) classroom.

SINBAD THE SAILOR PRIMARY READER LEVEL 5

SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it.

It is also advisable to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the Ss some general questions about the title and encourage them to guess what the story is about.
- Have the Ss look at the cover of the reader and ask them some general questions about it, e.g.
 - Describe what you see.
 - Who do you think the character on the cover is?
 - Where is he?
 - What is he doing?
 - How do you think he feels?
 - What do you think is happening?

It is important to remember that, at this stage, you should not confirm or reject any of the Ss' hypotheses or reveal what actually happens in the story.

SUGGESTED LESSON PLAN

It is suggested that one lesson should be devoted to each part of the story and the corresponding Activity Pages. However, a more flexible approach - determined by the Ss' level and their specific needs can be followed. If time is limited, you can have Ss do some of the activities at home.

Before reading

- 1 At the beginning of each lesson, revise the previous part of the story by asking the Ss questions about the story so far.
- 2 Ask the Ss to guess what will happen in the part they are about to read. Relevant questions are included at the end of the activity pages.
 - Ask the Ss to look at the pictures and describe them. You may also ask them questions in order to help them, e.g.
 - Who is in the picture?
 - Where is he / she?
 - What is he / she doing?
 - How does he / she feel?
 - Afterwards, they should be encouraged to guess what is going to happen next. Remember that all the Ss' answers and predictions should be accepted at this stage, and make sure you don't reveal what actually happens in each part of the story.
- 3 Ask the Ss to keep their books closed and to listen carefully to the recording. Provide them with a reason to listen. For example, tell the Ss to listen out for the name of a character or to focus on an event that takes place in the story. This will help them to concentrate. Play the recording. Then ask the Ss a few general questions about the part of the story that they have just heard, e.g.
 - Who are the characters?
 - Where are they?
 - What are they talking about?
 - What are they doing?
- 4 After the Ss have listened to the story once, refer them to the word list at the end of the book and explain the unknown words.

While reading

Ask the Ss to open their books. Play the recording again and pause at the end of each line to allow them to repeat it. Stop the recording whenever

*Ss = students

SINBAD THE SAILOR - STAGING DIRECTIONS

Once all the lessons in *Sinbad the Sailor* have been completed, the Ss should read the book again and discuss the story, paying attention to the elements of the myth.

The staging of this play calls for the participation of several students. The main part is that of Sinbad, and there are various other parts for Hinbad, Sinbad's men from his various ships, the one-eyed giants, the Maharaja and his men, the captains, Mustafa, the exotic fish in scene 2, the rabbit, the big snake, the king whom Sinbad ran to and the King of Serendib.

In addition, the production offers plenty of opportunity for the inclusion of the whole class as locals in various places of the play. Therefore, the exact casting of the roles will depend on the number of students in the class, as well as the teacher's preferences for staging. For example, a student playing one of the sailors at the beginning can double up for smaller roles as the rabbit, the snake or one of the kings or the Maharaja etc., later in the play. Two students could take turns narrating.

Once all the parts have been cast, the students have to **memorize** [BrE memorise] their lines. Each student should be given photocopies of the scenes and stage directions. The teacher should help the students underline or highlight their parts in order to help them remember their lines. Hours of rehearsal should be avoided; the aim of the task is for the students to have fun, not to produce a professional performance. The Ss can also form a choir in order to sing the song at the end of the play with the rest of the cast.

The students should try to be as confident and expressive as possible as they deliver their lines. They should also be taught that differences in intonation and pitch help to express different emotional states. Their teacher should also point out the difference between the narrator's manner of expression and the different style required for the exchange of dialogue.

Students can also be involved in the play in other ways, for example, making costumes, setting up the stage, collecting all the props and acting as prompters in order to help cast members who may have forgotten their lines.

COSTUMES

The Ss should be encouraged to be as creative as possible when designing their costumes. They should experiment with make-up and try to add authentic touches to their costumes. Attention to detail is necessary. There is plenty of room for experimenting with different possibilities for period costumes and the different local styles (e.g., the costumes worn by the various local people should display a distinctly exotic quality). The following are some suggestions for costumes:

- **Sinbad:** Long, white 'caftan', or long blouse, with white **pants** [BrE trousers] underneath. A long white piece of cloth tied as a turban around the head. Pointy shoes made from felt. A **vest** [BrE waistcoat] and a belt or sash tied around the waist. A long fake white beard for the opening scene.
- **Captains / Sailors / Mustafa:** Baggy **pants** [BrE trousers], large belts or sashes in various **colors** [BrE colours], pointy shoes made from felt. Turbans in various **colors** [BrE colours]. Fake **mustaches** [BrE moustaches] and beards may be worn or drawn on faces with make-up.
- **Hinbad:** Long, white 'caftan', or long blouse, with white **pants** [BrE trousers] underneath (somewhat old/tattered-looking patches could be sewn onto the clothes). A small paper or cardboard hat (in the shape of a small cup) can be worn on the head, attached with string.
- **Maharaja / King of Serendib / other king:** Long tunics in rich **colors** [BrE colours], sashes in contrasting **colors** [BrE colours], **pants** [BrE trousers], headpieces or turbans decorated with various feathers, fake stones or jewels.
- **Locals of Serendib / Maharaja's men:** Long tunics, **pants** [BrE trousers] in various **colors** [BrE colours] and styles, sashes and hats in various styles for the men, long plain dresses for the women.
- **The exotic fish:** Costumes made of cardboard which have been painted to look like exotic fish. These can be made by the students with the help of the Internet; it can be a very creative and fun process to research and make the costumes.
- **One-eyed giants:** A very long brownish T-shirt, torn unevenly at the sleeves and bottom part, to resemble rags. A simple belt or one made of plain cardboard. (Tan, **skin-color** [BrE colour] **tights** [BrE leggings] are optional.) A simple half mask for the upper part of the face, made of cardboard