



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide

4





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Teacher's Guide

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Jane Boylan, Caroline Linse, Claire Medwell and Elly Schottman

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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Grade 4 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates



دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير
للشاعر صفّي الدين الحلبي:

بيضُ صنائِعنا خُضرُ مَرابِعنا
سودُ وقائِعنا حُمُرُ مواضينا

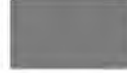
يرمز إلى النُماء والازدهار والبيئة الخضراء، والنهضة
الحضارية في الدولة.



يرمز إلى عمل الخير والعطاء، ومنهج
الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد،
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوّة أبناء الدولة ومنعتهم
وشذتهم، ورفض الظلم والتطرف.



رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.

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Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 1 Working together Pages 6–21	Action verbs Ways of moving Expressions of encouragement Classroom language: What does ... mean? <i>want to</i>	Present continuous to describe events Question words: <i>where, what, how, who</i> Gerund as a noun. <i>be good at + noun + -ing</i>	Follow instructions Write instructions. Information text: <i>The Al Ayyalah Routine</i> Poem: <i>Rope Rhyme</i> Play script: <i>Share my scissors!</i> Match questions and answers. Complete sentence frames. Complete a paragraph. Write compound sentences using <i>but</i> Write a letter of thanks. Write a simple description.	Listen for information. Give instructions. Give opinions: <i>easy or difficult; likes and dislikes</i> Describe what people are doing Ask and answer questions to find out information. Give Encouragement.	PE: Learn a dance Maths: Simple bar chart and counting in 5s and 10s	Contractions: <i>I'm. she's</i> Common homonyms Spelling rules for words ending in <i>-ing</i>	Working as a team: Encouraging others Sharing things Finding out information. Completing and interpreting charts. Identifying differences. Giving opinions.
Unit 2 Family and memories Pages 22–39	Family celebrations Family members Months of the year Dates Title (Mr, Mrs, Miss, Ms), first name, surname	Adverbs of sequence: <i>first, next, then.</i> Past simple statements and <i>yes/no</i> questions with <i>was/were</i> ; question tags. Past simple: <i>could/couldn't</i>	Follow instructions Information text: <i>Eid Al Fitr traditions</i> Poem: <i>The End</i> Personal recounts: <i>Memories</i> Scan text for information. Reading comprehension. Combine sentences with <i>and</i> Write about a memory	Personal recount (memories of family events). Describe a picture Listen for information. Give opinions Ask past simple <i>yes/no</i> questions with <i>was/were</i> . Ask and answer. Listen and discuss and discuss an extended narrative. Listen for key words. Talk about personal memories. Describe a picture.	Arts and crafts: making a mobile. Maths: Ordinal numbers Geography: Countries around the world. Arts and crafts: make a scrapbook or card	Rhyming words Borrowed words. Long and short vowel sounds. Deduce word meanings from context.	Celebrating Islamic traditions. Comparing and contrasting customs in different countries. Giving opinions. Polite language: How to address adults

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 3 The UAE desert Pages 40–57	Desert: landscape, weather, animals, plants. Adjectives describing personal qualities	Comparative and superlative adjectives Understand subject pronouns <i>it</i> and <i>they</i> within texts. Past simple: regular and irregular forms <i>Why? Because ... If ... will</i>	Information texts: <i>Desert animals; The ghaf tree; Arabian wolves</i> Poem: <i>The desert</i> Stories: <i>Two friends; The Boy and the Wolf</i> Reading comprehension. Read to extract information to make a chart. Guided writing Write questions with question frames. Write <i>wh</i> -questions. Complete a paragraph. Matching questions and answers. Turn notes into full sentences Punctuation: speech marks	Listen for information Ask <i>Why</i> questions Discuss and ask questions about a story. Retelling a story. Perform dialogue Give opinions	Geography: Identify deserts on UAE map. Maths/Science: Understand temperature Science: How living things adapt to their habitat Arts and crafts: make a mural	Spelling rules for comparative and superlative adjectives. Deduce word meanings from context. Opposites	Extracting key information for a chart Comparing and contrasting Understanding the difference between fiction and non-fiction Discussing deception and what is fair. Discussing the qualities of a good friend. Give opinions Conduct research. Collate information on a chart
Unit 4 Look again Pages 58–75	Shapes Parts of the body: <i>finger, eye, Brain</i> Verbs for instructions.	Adverbs of frequency; word order with verb <i>to be</i> Prepositions of location. Object pronouns: <i>him, her, it, them, me</i>	Follow instructions Information texts: <i>Hidden animals</i> Poem: <i>Owl see you</i> Reading comprehension. Write sentences to answer questions. Write a description of a picture Complete a paragraph. Write sentences in the past simple tense. Write a simple poem.	Responding to information texts, poems, Follow aural instructions Describe where things and people are. Discuss results of experiments Predict what a text is about Give instructions	Maths: measure length. Science: How our eyes and brain work together Science: How/why animals use camouflage	Prefixes <i>un-</i> and <i>im-</i> Deduce word meanings from context. Words with the same vowel sound. Homophones.	Conducting experiments and discussing results. Solving puzzles Considering if something is possible or impossible. Prediction Recognising text types from layout.

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 5 Inventors and Inventions Pages 76–93	Word families: (<i>inventor, invent, Invention</i>). Opinions: <i>a good/bad idea, useful, silly, fun</i> Types of containers. Inventions. Describe a room in a dream house.	<i>used to</i> : to say how things have changed <i>How to say years</i> (for example, 2013, 1986). <i>have to</i> : to express obligation	Information texts: <i>A history of inventions; Problems and solutions</i> Poems: <i>The straw-1888; Jack's Dream Home</i> Rhyming story. Reading comprehension. Write about your own invention Complete a paragraph. Matching titles to texts. Complete a chart. Matching sentence halves. Write about daily habits Write a fact file Revision: Final punctuation marks	Listen for information Give opinions Use prior knowledge to talk about information texts. Recalling information from reading texts. Talk about what is inferred in a story.	History: important inventions Art/Technology: Design a room in a dream house	Word families Rhyming words Use context clues to guess meaning of unfamiliar words	Considering problems and solutions (through inventions). Creative thinking: <i>creating an invention; imagining a dream home</i> . Giving opinions. Activating prior knowledge. Understanding inference in a story. Conduct research.
Unit 6 Dinosaurs Pages 94–111	Language to describe dinosaurs Long numbers ... years ago	Compare things using <i>as</i> [adjective] <i>as</i> ... Relative clauses with <i>who</i> and <i>which</i>	Information text: <i>Dinosaur Q and A</i> Poem: <i>Unfortunately</i> Short story: <i>Dinosaur games</i> Complete a paragraph Match paragraphs with statements. Create similes with <i>as ... as</i> Write facts from given information. Complete sentence frames. Ordering story events. Writing questions. Write a mini-report.	Listen for information Talk about prior knowledge of dinosaurs and ask questions Comparing and contrasting.	Science: learn about dinosaurs Maths: calculate how long ago things happened; years; understand numbers in thousands/ millions. History: understand how a time line works Art: make a mural	Contractions: <i>can't; couldn't</i> . Similes for comparison. Use context clues to guess meaning of unfamiliar words	Giving opinions Conducting research. Considering scientific discoveries.

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 7 Puzzles and codes Pages 112–129	Colour, pattern and size Crockery and cutlery Polite requests	Word order with adjectives (<i>two big yellow stars</i>) Indirect object pronouns Past simple negative Irregular past simple forms Present perfect for experiences Irregular past participles	Follow instructions Information text: <i>Secret codes</i> Poem: <i>Have you ever done that?</i> Traditional story: <i>A fair solution</i> Story puzzle: <i>Matar's barbecue</i> Reading comprehension Read clues to solve a puzzle. Complete a paragraph. Complete a chart. Write sentences from interviews. Write activity instructions Create a code Write a questionnaire	Describe and compare colour, pattern and size Asking <i>yes/no</i> questions Role-play asking for things at lunch Discussing information from reading texts. Noticing features of a poem. Interview a partner about experiences. Conduct a survey.	Maths: Use coordinates to make a number code; create a bar chart.	Contractions: <i>I've; she's; they've</i> Rhyming words Synonyms for nice Use context clues to guess meaning of unfamiliar words	Using logic to solve puzzles Finding fair solutions to problems Writing and deciphering secret code messages Taking turns to speak and listening to others.
Unit 8 Our amazing body Pages 130–147	Parts of the body Healthy habits: Exercise and nutrition <i>What's the matter?</i> Minor injury and illness <i>Shall I ... ?</i> Verbs to describe senses	Offer to help (<i>Shall I ... ?</i>) Present continuous for future arrangements	Follow instructions Information texts: <i>Brilliant bones and marvellous muscles</i> <i>How can we stay healthy?</i> <i>Amazing facts quiz</i> Poem: <i>The horse rider</i> Reading comprehension Complete a paragraph; dialogue Matching text to pictures Make and interpret charts Match captions to text Write a quiz Create a book	Follow aural instructions Listen for information Role play: Accident/illness; making plans Making sentences from given information. Listen and complete a paragraph. Give opinions	Science: The human body Maths: Create and discuss a voting chart	Words with the same vowel sound	Activating prior knowledge Give opinions

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 9 Big and small Pages 148–164	Phrases for expressing likes and dislikes. Robots and what they do Describing size and weight Adjectives to describe character	<i>Some ... Other ... more than and less than</i> with numbers Revision of comparative and superlative adjectives <i>the most/the least</i> + noun	Information text: <i>All kinds of robots</i> Traditional tall tale: <i>The story of Paul Bunyan</i> Reading comprehension Write questions about a text Write sentences using target language Write instructions for an experiment Write a story	Listen and recognise the speaker's opinion Make predictions and express preferences. Ask and answer questions Listen for key words Listen and order sentences Describe an image	Science: Advances in technology – robots; make predictions about container capacity and conduct an experiment Maths: Compare height and weight	Synonyms for <i>big</i> and <i>small</i>	Giving opinions and supporting reasons Making predictions Creative thinking: imagining what a robot can do Conducting an experiment and discussing results
Unit 10 Family circles Pages 165–180	Families, sports and hobbies Informal phrases in written correspondence Household chores Adjectives and opposites	Present simple 3rd person s Adverbs of frequency Phrasal verbs Similarities and differences: <i>both/too/whereas</i>	Factual text: <i>Omar Abdulrahman</i> Postcards Story: <i>Helping others</i> Match headings to text Read for specific information Categorise family members Complete a fact file Complete a paragraph Matching questions and answers Read and order sentences Make a board game	Listen for specific information Ask and answer questions Compare and contrast Predict text content from pictures Talk about families and activities	Physical education	Verb + noun patterns: <i>play, go, do</i> + noun Use context clues to guess meaning of unfamiliar words Adjective prefixes	Comparing and contrasting different lives Being kind and helpful
Unit 11 Stories Pages 181–196	Adjectives: personal qualities Reading material and ways of reading <i>What's he/she like?</i> Describe likes and dislikes	<i>may/might</i> to express possibility Past simple: Regular/irregular verbs Present perfect with <i>for</i>	Factual text: <i>Being brave; Heroes from the UAE</i> Story: <i>Teamwork</i> Reading comprehension Write about a hero Answer questions about a dialogue Sort words to make sentences Make sentences from prompts Complete a fact file	Make predictions from pictures Express opinions Comprehension questions Describe people Discuss how to keep the environment clean Role play: interview	Science: keeping the environment clean	Long vowel sounds	Activating prior knowledge and experience Being brave, honourable and kind Giving opinions Keeping the environment clean

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 12 Day and night Pages 197–214	Natural places Adjectives to describe landscapes Expressing time: <i>in, at on</i> Telling the time Parts of animals The solar system Nocturnal animals Animal sounds	Comparatives Superlatives Adjective order	Compare landscapes Reading comprehension Factual text: <i>The highest mountain in the world</i> Poem: <i>Scary things</i> Write sentences using target language Text types: blogs, emails Complete a fact file Create a fact file Scan for key words and read in detail Write a quiz Write a poem	Listen for comparisons Express opinions Discuss timetables Listen for specific information Listen for specific information (multiple choice) Describe animals	Geography: landscapes Science: planets, animal fact files	Diphthongs Words that begin <i>cr-</i> and <i>sl-</i> Word families Rhyming words	Expressing opinions Activating prior knowledge
Wordlists pages 215–230							

Welcome to *Bridge to Success Grade 4*

Bridge to Success is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 4 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each learner and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

- The **Learner's Book** provides the core input of the course and consists of 12 thematic units of study. Each unit contains 15 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as poems and read-along stories. We recommend that learners are encouraged to use the Audio CDs at home to practise the poems and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

B Unit structure

Bridge to Success Grade 4 contains 12 units, spread over three terms. Each unit in the Grade 4 Learner's Book is structured as follows:

- A central topic or theme is developed over 15 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- *My Learning* lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A *Review* lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book:

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or to provide scaffolding and reinforcement where required.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple dictionary definition to help learners understand new vocabulary within an activity.
- **Amazing Fact:** An engaging fact to inspire learners, which can be used to prompt discussion.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.

- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.

D Lesson Plans

The lesson plans include all you need to know in order to successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs:

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes:

- Monitor your learners. If they need additional support for some elements, tailor the material to their needs.

- Bring as much 'real' material into the classroom as possible in order to create more interest for the lessons.
- Encourage learning/teaching/showing between classes, even of different age groups.
- Don't forget to draw on parent support where possible.

When using the book, the following guidelines might be useful.

Before using the Learner's Book

- Use warm up activities (chants, TPR, vocabulary games, alphabet chant, etc.).
- Pre-teach and practise key language that learners will encounter in the Learner's Book and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Learner's Book

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to name everything they see; play *I Spy*, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the *Teaching Strategies* section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a Wrap up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the *My Learning* lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners

have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques:

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
- **Written work** may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. *Backs to the board*, see *Teaching Strategies*), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or is broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (for example, *should, which*, etc.) and the silent *e* (*there, before*, etc.) also appear in the list of frequently misspelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, tomorrow, tomorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*:

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and I are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners. Examples include:

- *It was full of flowers and green trees, and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - *I liked the competition because it was very interesting.*
 - *I will be very happy if you come.*
 - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
 - *My house is next to the bus station, opposite the bank.*
 - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*:

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*
- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university* etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert* etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- *Day*, *birthday*, *holiday*.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below:

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news!*
Or *I'm writing to tell you my news!*
- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*

- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive s with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses:

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 4–9

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practise, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words, and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g., using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

Organised grouping strategies (cooperative)

Jigsaw

The jigsaw strategy uses the gradual culmination of smaller learner groups into larger groups to piece together information for a task.

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.
- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

Mentoring

Learners are supported by an experienced or knowledgeable person who acts as a mentor. The term 'mentor' may refer to teacher-advisors, peer tutors, and community mentors in a variety of settings.

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner's needs and the task requirements.
- The mentor provides one-on-one advice or training to support the learner in exploring ideas, taking risks, testing conclusions, and obtaining feedback.

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill, and rehearse to check knowledge, deepen understanding, and develop skills.

Peer teaching

Learners (individuals or small groups) who are competent in a skill, or knowledgeable in a topic, act as 'experts' to teach what they know to their peers.

Round table

Learners write factual answers to a posed question (e.g., 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

Interview

A person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience, and advice. The person interviewed is often an expert or a person in the role of an expert. The person being

interviewed could be a teacher or learner in role, or an external expert.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g., listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help learners learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

Games

A game may be played using print, digital media, simulation, or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Reading diary

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities, and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting, and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Projects

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge, or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or

scenarios. The project may be set by the teacher or may have initial input from the learners.

- The teacher should support the project by providing success criteria and access to resources that the learners may need to facilitate and develop their project.
- Projects may be presented to the class and learners may be asked to explain the process and outcome of their project.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

Hot seating

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Learner's Book unit (e.g., shopping, health care, holidays) or focused on a particular language structure being studied (e.g., the past tense, conditionals, or descriptive vocabulary).

- One learner volunteers or is selected by the teacher to sit in the 'hot seat' chair at the front of the room.
- While in the hot seat, the learner has control of the class. They are responsible for selecting learners who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
- The audience is responsible for listening to one another's questions and helping one another to ask appropriate questions, to incorporate pre-determined themes, vocabulary, or grammar structures as much as possible, and to avoid repetition of questions.
- The teacher acts as a facilitator and support to provide prompts, model dialogue and encourage the progression of the session.

Reading race

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both before learners read a text and as a review activity when learners have finished the reading.

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run with their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

Running dictations

Through this activity learners practice reading, speaking, listening and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

Find someone 'who'

The teacher tells the learners that they will ask each other questions. The goal is to ask everyone in class until the learners find someone who does that activity, has that characteristic, or can answer the question.

- The teacher prepares a selection of 'find someone who...' statements using vocabulary or concepts that relate to the current unit of study. For example, if you are teaching a unit on jobs: 'Find someone who can list tasks a farmer might have', 'Find someone who can describe the job of a doctor', etc.
- The teacher creates a variety of statements so that it will be easy to find a person with some characteristics, but not so easy to find others.

Strategies to promote thinking and problem solving (analysis)

Brainstorming

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic, or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Problem solving

Learners use a variety of reasoning skills (inductive reasoning, deductive reasoning and exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other

of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g., in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

Problem Based Learning (PBL)

- The teacher sets the learners a problem-based task.
- The learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they don't know, but must learn, in order to solve the problem.
- Learners then develop an action plan for research, and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge Based Learning (CBL)

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

Task Based Learning (TBL)

In a task based learning scenario the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- The learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- The learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a description of a traditional UAE routine; to listen for specific information. Speaking: To describe a traditional routine; to practise topic vocabulary. Reading: To read about the Al Ayyalah routine and answer true/false questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about what people are doing • listen to a description of a routine • read a description of a routine • form questions using the present simple more confidently • discuss how easy or difficult activities are.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team and individual sports • Local festivals and celebrations, clothes and decorations • <i>Wh-</i> question structures • Practice in present simple question forms • The present continuous for actions happening now 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: introduce the concept of working in teams, with a common goal, to solve problems. 		
Key vocabulary: <i>up, down, left, right, slowly, quickly, twist, turn, dance, easy, difficult, traditional, practise, stick, movement, routine</i> Key expressions/structure: Review subject and object questions; Review <i>wh-</i> questions: <i>Where ... ? What ... ? How ... ? Who ... ; -ing after practise</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with writing the Roman alphabet. You will need to watch carefully to see how they hold their pen, then give guidance as to how to form the letters. • Some learners, particularly near the beginning of term, might find the audio sections quite challenging. Watch their body language to assess their level of understanding and then pause the audio at key points if necessary. • Some learners may struggle with forming present simple questions as it is traditionally a very tricky area involving the use of <i>Wh-</i> words, inversion of words and the insertion of auxiliary verbs. You will need to provide constant consolidation and further practice in this aspect of learning English. 		
Resources/equipment needed: Learner's Book pages 6–7 Activity Book page 6 Audio Tracks 2 and 3		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 6	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to talk in pairs or small groups about festivals they celebrate in their country or region. Ask if they wear special clothes, make special decorations or have special routines.2. Learners describe the picture in pairs and say what everyone is doing. <p>Feedback</p> <p>Hold feedback as a class discussion, with learners contributing as they feel confident.</p> <p>Answers</p> <p>The boys are holding sticks and dancing, a male teacher is playing the drum and three of the boys are playing smaller drums.</p>
Resources	Main activity
Learner's Book page 7 Audio Track 2	<p>Listen: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to listen and answer the questions.2. Play the audio a few times.3. Give the learners time to write the question. Input further vocabulary and drill pronunciation as necessary. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 They move from side to side.; 2 He's playing a small drum.; 3 Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Ask these learners to focus on the last question as it's the easiest. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask these learners to focus on two of the questions and extend their answers as much as possible.

<p>Learner's Book page 7</p> <p>Audio Track 3</p>	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the photo. Ask learners to describe the photo. 2. Play the audio a few times. 3. Input further vocabulary and drill pronunciation as necessary. <p>Feedback</p> <p>Nominate learners to give their answers. Prompt them to produce subject questions (<i>Who does the routine?</i>) and object questions (<i>What do they hold?</i>).</p> <p>Possible answers:</p> <p>Where do they do the Al Ayyalah?; What do the men hold?; How do the men move?; Who hits the drums?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners need extra support during the question-writing process. 2. Consider pairing them with a more able learner, and move around the classroom, checking their work and giving further guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write two questions about the text. They can then ask other learners to answer their questions.
<p>Activity Book page 6</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to work in pairs and read the sentences carefully. 2. They should decide together if the answers to the questions are yes or no. 3. Check as a class briefly and ask learners to correct the wrong statements. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 yes; 2 no; 3 no; 4 no; 5 yes; 6 yes; 7 yes; 8 no</p> <p><i>Explanations for false answers</i></p> <ol style="list-style-type: none"> 2 The teacher is standing. 3 There are 15 children. 4 The teacher is playing the big drum. 8 There are four drums. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners need extra support during the comprehension process so you might need to point to the picture and check lexis to clarify. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to write more yes/no statements for the others.
<p>Resources</p>	<p>Plenary</p>
<p>Learner's Book page 6</p>	<ol style="list-style-type: none"> 1. Give the learners one minute to look at the main picture on Learner's Book page 6 again. 2. Ask them to turn the books over once the minute is up. 3. With you at the board, the learners say as many things as they can remember about the picture in three minutes. You write as many key words and phrases as possible on the board to quickly review together at the end.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.
- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.
- (G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.
- (G4.3.2.1.1) Build on and continue applying previously learned print concepts.
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.
- (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G4.3.6.1.3) Connect the information and events in a text or story to life experiences.
- (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.
- (G4.4.3.1.1) Build on and continue applying concepts learned previously.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow teacher instructions. Speaking: To practise topic vocabulary; to talk about easy/difficult activities. Reading: To read and respond to instructions. Writing: To write a chant.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to your instructions for a routine • read and respond to step instructions • discuss how easy or difficult activities are • write a chant using the present continuous; write sentences about themselves using <i>-ing</i> after <i>practise</i>.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team and individual sports • Local traditional routines and celebrations, clothes and decorations • <i>Wh-</i> question structures • The imperative 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>up, down, left, right, slowly, quickly, twist, turn, move, easy, difficult, practise, stick, movement, routine</i> Key expressions/structure: Review questions: <i>Where ... ? What ... ? How ... ? Who ... ; -ing</i> after <i>practise</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be unused to learning a routine in class and might be unwilling to engage in physical activity; they will need to be coaxed and persuaded. • Reassure learners that for all writing activities in the Activity Book they can use print rather than cursive script, so that they don't become over-anxious regarding this issue. 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Quickly review some of the movement words from last class by miming the words and eliciting from the learners: <i>up, down, left, right, twist, turn, slowly, quickly.</i>
Resources	Main activity
Learner's Book page 7	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the Word box. Read the instructions and ask the class to act out the words in the box as a whole class. 2. You may wish to play a round of <i>Simon Says</i> to practise the words. Tell the class to listen to your instructions. Everybody stands up first and you clear a space in the classroom together for the activity. 3. Demonstrate this carefully. If you say <i>Simon says</i>, for example, <i>Simon says dance slowly</i>, learners do as they are told. If you don't say <i>Simon says ...</i>, they don't move. When a learner makes a mistake, he/she must sit out until the next round. <p>Feedback</p> <p>Watch the learners' body language to work out level of understanding and give further input as necessary.</p>
Learner's Book page 7	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to demonstrate a simple routine in their lives by miming it; for example, you could ask them to demonstrate their getting-ready-for-school routine: miming getting dressed, having breakfast, brushing their teeth, getting their backpack ready and leaving the house. 2. Tell the class they are going to learn a new routine and they should stand in a line. 3. Give the instructions and ask the class to act out your instructions. 4. Demonstrate as you describe the actions and clarify any difficult vocabulary. <p>Feedback</p> <p>Ask learners for feedback: <i>Is it easy or difficult?</i> Have a class discussion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to physically show the learners exactly where they should stand. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. To make it a bit more fun in terms of organising the line, you could ask the learners to get in the line in order of youngest to oldest.
Learner's Book page 7	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and say if the activities are easy or difficult for them. 2. Ask them what they need to do if they find an activity difficult. <p>Feedback</p> <p>This is an excellent opportunity for some informal feedback: while you are circulating and listening to learners, make a note of any wrong forms or consistently wrongly-pronounced words for further remedial work on the board at the end of class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to help these learners express themselves better. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to vary their language by saying what else they can do.

Activity Book page 7	Write: Activity 1		
	<ol style="list-style-type: none"> Learners pretend they are doing the Al Ayyalah routine. Ask them to think about and answer the questions before they write their chant. Circulate and help with vocabulary and expression. It is important that you stress to the learners that for this and all writing activities they do not have to use cursive script and can print their answers if they prefer. This is true of any writing activity in the Activity Book. Ask them to give their chants a title. 		
	Feedback Ask them to write neatly so that their chants can be displayed on the wall and they can enjoy each other's work.		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> These learners could be put into small groups to work on chants together. 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> These learners could add further lines to the chant, including information about clothes, how they feel, etc. 		
Activity Book page 7	Challenge: Activity 2		
	<ol style="list-style-type: none"> Learners personalise their knowledge of <i>-ing</i> after <i>practise</i>. Ask learners to reflect on what they practise, for example, playing football or speaking English. Learners write another sentence about what they don't practise and draw a picture. 		
Resources	Plenary		
	<ol style="list-style-type: none"> As a final activity, ask learners to give you some examples of sentences with <i>practise</i>, to check their understanding and round off the class. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.			
(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.			
(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.			
(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.			
(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.			
(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.			
(G4.3.2.1.1) Build on and continue applying previously learned print concepts.			
(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts.			
(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To discuss things to do with friends. Reading: To read instructions for games; to follow instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow stepped game instructions • listen to your instructions for playing games and for specific information • ask and answer questions about activities they find easy or challenging.
Link to prior learning: <ul style="list-style-type: none"> • Link back to language in previous lesson • Lexis of sports, activities and games • Recognition and practice of imperative forms • Practice of language used for obligation: <i>must</i> and <i>need</i> 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities, such as brainstorming, to learn to share and respect all ideas. 		
Key vocabulary: <i>back-to-back, link, together, elbow, cross, step, hold out, add up</i> Key expressions/structure: Imperatives: <i>Sit on the floor, Don't step on the floor, Don't give up!, Let's try again; That's good, We've done it.</i> Modals: <i>must, need</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some shy learners might feel a little uncomfortable about playing the games and will need further encouragement from you. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 8 Pieces of string to tie bows Pieces of paper for learners to stand on		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the class the things they find easy and difficult to do. 2. Elicit last class's vocabulary, for example, <i>twist</i>, <i>turn</i>, and ask learners to get up and do the actions as you say them. 3. Encourage them to think of other things they would like to do. Are they difficult or easy?
Resources	Main activity
Learner's Book page 8	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the things they and their friends like doing together. Are these things easy or difficult? 2. Circulate, supplying additional vocabulary and help if necessary, for example, names of sports or games. <p>Feedback</p> <p>Nominate some pairs to share their ideas with the class.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more support than others to understand procedure and new language. Make sure you are aware of their particular needs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could also circulate and help their classmates. This helps to increase bonding and cooperation within the classroom.
Learner's Book page 8	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the pictures and ask learners what the children are doing in each picture. Elicit some descriptions. As learners discuss the actions shown in the pictures, introduce vocabulary as needed, for example, <i>tie a bow</i>, <i>back-to-back</i>, <i>elbow</i>, <i>step</i>. 2. Repeat the procedure with the other games. Provide the learners with the equipment for the games. <p>Feedback</p> <p>Ask different learners to demonstrate their actions to the others.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might need further demonstration and explanation.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to serve as a model for the others.
Activity Book page 8	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and put them in the correct order. 2. When they have finished, they should look at Learner's Book page 8 to check the answers. 3. If time, ask the learners to act out the instructions. <p>Feedback</p> <p>Direct your questioning so that different learners give answers.</p>
	<p>Answers</p> <p>2 Link your elbows together.; 4 Then sit down again.; 1 Sit on the floor, back-to-back with your partner.; 3 Try to stand up!</p>

Activity Book page 8	<p>Read: Activity 2</p> <p>1. Ask learners to complete the text in pairs. 2. Check with the class.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 circle; 2 say; 3 hold; 4 hand; 5 many; 6 win</p>		
<p>Plenary</p>			
<p>1. Play the most popular game again with the class (perhaps by holding a class vote) and encourage them to use the appropriate key expressions. 2. Ask learners to teach the game to their family when they get home.</p>			
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.2.1.1) Build on and continue applying previously learned print concepts.</p> <p>(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G4.4.3.1.1) Build on and continue applying concepts learned previously.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To discuss activities with friends; to use encouraging expressions when playing games; to ask and answer questions in a class survey.</p> <p>Listening: To discern general meaning.</p> <p>Reading: To follow processes and work out results.</p> <p>Writing: To re-order words to make phrases; to write sentences to describe a playground.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand processes and results • listen for gist • talk about their favourite game in a class survey • design and write about a playground.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Link back to language from previous lesson: games and instructions • Lexis of sports, activities and games • Recognition and understanding of imperative forms <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles 		
<p>Key vocabulary: <i>circle, say, hold, hand, many</i></p> <p>Key expressions/structure: Imperatives: <i>Don't give up, Let's try again, Don't step on the floor, Try to stand up; That's good; We've done it; There is/There are; Present continuous</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners at this age may not be very familiar with completing grids. While they are mingling, check if this is the case, and if necessary, give further help. • Some learners may struggle with saying numbers in English. If this is the case, pause the class and do some drilling of numbers chorally and individually. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 9</p> <p>Activity Book page 9</p> <p>Audio Track 4</p> <p>White drawing paper</p> <p>Colouring pencils</p>		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to think about the games from the last lesson (<i>Up and down, Two can tie a bow</i> and <i>Don't step on the floor.</i>). 2. Ask learners to choose one of the games and act it out in pairs. 3. Learners then demonstrate this for the other learners and they have to guess which game it is.
Resources	Main activity
Learner's Book page 9	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners about the games from the last class. 2. Review the vocabulary. 3. Push back the furniture so the learners can play the games again.
Learner's Book page 9	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. Show the learners the expressions in the speech bubbles. 2. Ask them to play one game again using the expressions in the speech bubbles. <p>Feedback</p> <p>Hold feedback as a class discussion and encourage learners to spontaneously contribute.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may struggle with expressing what they would like to say so they will need further support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might well have further expressions they can suggest.
Learner's Book page 9 Audio Track 4	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio. They decide which game the children are playing. 2. They also clap when they hear one of the expressions from Activity 2. 3. Play the audio at least twice. 4. Elicit the answer from the class. 5. When learners have given you the correct answer, ask them to justify it. <p>Feedback</p> <p>Ask learners to raise their hands to give their answers.</p> <p>Answers</p> <p>Two children are playing <i>Two can tie a bow</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to pause the audio at key places to help these learners understand the audio better. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to summarise what they've heard.

Learner's Book page 9	<p>Let's find out!: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. 2. Discuss the questions as a class. 3. Ask them to copy the chart, then mingle in the classroom and complete it with other learners' answers. <p>Feedback</p> <p>Nominate learners to give their answers.</p>																												
Activity Book page 9	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the chart and add up the numbers to answer the questions. 2. Go through the answers as a group. <p>Feedback</p> <p>Draw the chart on the board and complete it together with the learners.</p> <p>Answers</p> <table border="1" data-bbox="426 728 1366 1022"> <thead> <tr> <th></th> <th>Jamal</th> <th>Nabil</th> <th>Tarik</th> <th>How many fingers?</th> <th colspan="2">Did they win?</th> </tr> </thead> <tbody> <tr> <td>Game 1</td> <td>2</td> <td>4</td> <td>3</td> <td>9</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Game 2</td> <td>1</td> <td>4</td> <td>5</td> <td>10</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Game 3</td> <td>5</td> <td>2</td> <td>4</td> <td>11</td> <td>Y</td> <td>N</td> </tr> </tbody> </table> <p>Game 1: No Game 2: No Game 3: Yes</p>		Jamal	Nabil	Tarik	How many fingers?	Did they win?		Game 1	2	4	3	9	Y	N	Game 2	1	4	5	10	Y	N	Game 3	5	2	4	11	Y	N
	Jamal	Nabil	Tarik	How many fingers?	Did they win?																								
Game 1	2	4	3	9	Y	N																							
Game 2	1	4	5	10	Y	N																							
Game 3	5	2	4	11	Y	N																							
Activity Book page 9	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to put the words in the correct order to make sentences. Remind learners to put a full stop or exclamation mark at the end of the sentence. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Don't give up! 2 Don't step on the floor! 3 Let's try again! 4 We've done it. 5 Try to stand up. 6 That's good. 																												
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. This exercise reviews the structures <i>There is</i> and <i>There are</i> and starts to prepare learners for talking about a playground in the next class. 2. Give out white paper and ask learners to draw a playground. 3. Where appropriate, you can input words such as <i>tree, swing, bench, table</i> and <i>chairs</i>, which they may remember and will need for next class. 4. They then write sentences about the things in their playground. 																												

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.
- (G4.3.2.1.1) Build on and continue applying previously learned print concepts.
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.
- (G4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multisyllable words.

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read, understand and implement instructions. Listening: To listen for specific understanding. Speaking: To ask and answer questions. Writing: To write sentences based on a picture.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about what people are doing • listen for general meaning • ask and answer questions using the present continuous • read for detail and complete tasks • extend their knowledge of action verbs • develop written accuracy of the present continuous.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team activities and games • Recognition and understanding of imperative forms • General revision of numbers • Words that rhyme 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>push, pull, climb, tie, carry, pass, stand, rope, through</i> , numbers to 100 (on children's shirts) Key expressions/structure: Present continuous; Action verbs; <i>What is/are ... doing?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might be more used to reading texts than interpreting visual information, so provide prompt questions for them to fully exploit the picture. 		
Resources/equipment needed: Learner's Book page 10 Activity Book page 10		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Focus learners on team activities and ask what activities they do in teams at school. 2. Elicit the meaning of <i>team</i> and ask: <i>How many children are there in a football team? And in a basketball team? What other sports do we play in teams?</i>
Resources Learner's Book page 10	<p>Main activity</p> <p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture and describe any of the activities the children are doing. 2. Elicit a few answers, input vocabulary and drill pronunciation. 3. Ask the learners to match the instructions to the correct activity. <p>Feedback</p> <p>Ask the learners to raise their hands to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Tie two ropes around the tree. Yellow; Pass a glass of water through the ring. Purple; Climb to the top of the wall. Red; Carry the boxes to the table. Green</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need particular help with key vocabulary and pronunciation so prepare to do further reinforcement. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could extend the description to bring in further vocabulary.
Learner's Book page 10	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Point at different children in the picture and ask a few questions, for example: <i>What's boy 16 doing? What's boy 11 doing?</i> 2. Ask the learners to work in pairs to look at and match the activities. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 b; 2 d; 3 a; 4 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners just to focus on the first two or three questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write one further question for the other learners.
Learner's Book page 10	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture again and take turns asking a partner what the children are doing, using the present continuous. <p>Feedback</p> <p>This activity is excellent as an informal assessment opportunity, so circulate and check learners are structuring the questions correctly. If they are not, do some remedial work at the end of class.</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask these learners to ask just two more questions.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to write the questions they asked.</p>
<p>Activity Book page 10</p>	<p>Write: Activity 1</p> <p>1. Ask learners to look at the picture and answer questions 1–3 using the phrases in the box, then write the questions 4–6. They should start each answer 1–3 with <i>He is</i> or <i>They are</i> and each question 4–6 with <i>What is</i> or <i>What are</i>.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 He is/He’s climbing the wall.; 2 They are/They’re helping Bader.; 3 He is/He’s standing on a ladder.; 4 What are Mohammad and Naser doing?; 5 What is Marwan doing?; 6 What is Walid doing?</p>
<p>Learner’s Book page 10</p>	<p>Word Study: Activity 4</p> <p>1. Focus on the first question and ask the learners to write down their answers.</p> <p>2. As a group, ask learners to read out their suggestions.</p> <p>3. Proceed in the same way with the other questions.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p><i>What can you push?</i> Example answers: You can push a door, a swing or a baby’s pushchair.</p> <p><i>What can you climb?</i> Example answers: You can climb a tree, a wall or a mountain.</p> <p><i>What can you carry?</i> Example answers: You can carry a bag, some books or a baby.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Ask the learners to look at the picture on page 10 again and ask them again what the children are doing, to consolidate the class input.</p> <p>2. This will round off the language point of the present continuous and conclude the class effectively and in an engaging way.</p>

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.
- (G4.3.2.1.1) Build on and continue applying previously learned print concepts.
- (G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.
- (G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To describe actions for peers to follow. Writing: To complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use and do some of the action verbs in the unit • give instructions for other learners to do the action verbs • discuss their preferences • assess their progress so far in the unit.
Link to prior learning: <ul style="list-style-type: none"> • Prepositions • The imperative • Action verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>right, left, stand, sit, go to ... , up, around, quickly, slowly, turn</i> Key expressions/structure: Imperatives: <i>stand, twist, turn, sit down, walk around</i> ; Discussing preferences; Describing location		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might be less inclined to get out of their chairs to do more physical activities, so they will need to be encouraged further. 		
Resources/equipment needed: Learner's Book page 11 Activity Book page 11		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to get up and do some actions according to your instructions. 2. Say <i>Stand up! Sit down! Go to the left! Go to the right!</i> 3. They can then give each other instructions to do the actions in pairs.
Resources	Main activity
Learner's Book page 11	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. The learners are still standing up from the Starter Activity above, so continue with Activity 1. 2. Give the instructions slowly and carefully and wait for the learners to do the actions. 3. As they become more familiar with the instructions, you can add further ones and speed up what you say. 4. They then work in pairs or in groups to give instructions to each other. <p>Feedback</p> <p>Nominate individual learners to do the actions.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further support and repetition.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may know further vocabulary they can add to the activity.
Learner's Book page 11	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs and look at the pictures. 2. One learner describes two pictures for the other to copy the actions, and vice versa. <p>Feedback</p> <p>Nominate learners to give answers.</p>
	<p>Answers</p>
	<p>1 Stand up; 2 Turn left; 3 Turn right; 4 Sit down.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help these learners to describe the pictures.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could serve as a model for the others.
Learner's Book page 11	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to stand up and clear the furniture. 2. They should stand in a circle and start to move. 3. Say <i>Stop!</i>, and the learners tell the person next to them what they think about playing outside. 4. Do the same for the other activities. <p>Feedback</p> <p>As a round-up, you could mime the activities and elicit the expressions from the learners.</p>

Activity Book page 11	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Encourage the learners to talk about the different games in the unit and the actions involved. 2. Ask the learners to complete the sentences. <p>Feedback</p> <p>Nominate different learners to give their answers.</p> <p>Answers</p> <p>a on; b to; c top; d up/together; e up</p>		
Activity Book page 11	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to draw and talk about their favourite game. 2. Now ask them to go to the assessment box and complete it. 		
Activity Book page 11	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the statements in the box and tick for them. 2. Do any remedial work necessary as a result of their feedback. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, ask learners if there are any particular language points in the course so far that they find tricky. Review the structure of questions and the present continuous by running quick checks on the board and eliciting their answers. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see/ sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand rhyming words in a poem; to read and identify numbers. Listening: To listen to a poem; to listen to instructions; to listen to and identify rhyming words; to listen and order sentences. Speaking: To play a counting skipping game. Writing: To write labels under pictures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and read a poem • focus on pronunciation through rhyming words in a poem • read numbers • extend their knowledge of action verbs.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of action verbs • The present continuous • Numbers 1–100 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>tie, pass, climb, carry, stand, push, laugh, turn, round, spin, bounce, kick, hit, listen, count, jump, giggle, bounce, numbers 1–100</i> Key expressions/structure: Action verbs; <i>What am/is/are ... doing?</i> ; Use of contractions; Present continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not have studied many poems in L1 so they might need encouragement to enjoy this one. 		
Resources/equipment needed: Learner's Book pages 12 and 13 Activity Book page 12 Audio Track 5		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 12 Audio Track 5	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the title of the poem and the picture, and elicit vocabulary and ideas from the learners. 2. Play the audio at least twice. Learners read to check their predictions. 3. Focus on the first set of words and ask the class to read them aloud. Check and drill pronunciation. Play the audio again. Learners find words that rhyme. 4. Focus on the second set of words. Learners find the words that mean the same in the poem. <p>Feedback</p> <p>Hold feedback as a class discussion, inviting learners to contribute spontaneously.</p> <p>Answers</p> <p>Rhyming words: in = spin; ground = sound; to = do; ten = again; about = out</p> <p>Synonyms: laugh = giggle; turn round = spin; begin = start</p>
Resources	Main activity
Learner's Book page 12	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Review the numbers the class has learned so far. 2. Elicit <i>skipping</i> using the picture. 3. Focus on the activity and explain the rules. Play the game as a class. Encourage accurate pronunciation of the numbers. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more scaffolding to understand all the steps in this activity. Watch their body language to gain insights into how well they understand the process and respond accordingly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may act as a model for the others.
Learner's Book page 13	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit what action verbs are: action verbs show some kind of action, they express something that a person, animal or object can do, for example, <i>run, walk, shout, jump</i>. Ask the class for one or two examples and then to find more of these words on page 10. 2. Tell the class to begin a list of 'Action verbs' in their notebooks. Tell them to start a section in their notebooks and record new words they learn. They can add to the list as they progress through this unit and beyond. <p>Feedback</p> <p>Direct questioning to check learners' understanding of the activity.</p> <p>Answers</p> <p>tie; pass; climb; carry; stand; push; laugh; turn round; spin; bounce; kick; hit; listen</p>
Activity Book page 12	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the number words and the number pictures. 2. Tell them to draw a line from the number word to the letter. Check as a class. <p>Feedback</p> <p>Nominate learners to give their responses.</p>

	Answers		
	1 e; 2 a; 3 f; 4 g; 5 d; 6 c; 7 b		
	Differentiation activities (Support):		
	1. These learners might need help to understand they have to draw a line from the numbers to the letters.		
	Differentiation activities (Stretch):		
	1. These learners can be called upon to help their peers.		
Learner's Book page 13	Read: Activity 4		
	1. Ask the class if they like acting. Have they ever taken part in a school play? What was it like? Did they dress up?		
	2. Focus on the picture. Encourage learners to describe it. Tell learners that these children are going to act in a play and they are making signs for the animal characters in the play.		
	3. Ask the class to read the text about the animals. Discuss the meaning of the new words using the photo for <i>bat</i> . Encourage learners to discover the other meanings by themselves.		
Activity Book page 12	Word study: Activity 2		
	1. Ask learners to look at the pictures and write the correct name below each bird and mammal.		
	Feedback		
	Hold a class discussion and ask learners to contribute answers.		
	Answers		
	Birds: a owl, b penguin		
	Mammals: c kangaroo, d bear, e tiger		
Resources	Plenary		
	1. To round off the class, do a quick revision of the animals and birds in the previous activity with a Hangman exercise.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			
(G4.3.1.1.2) Know the vowel phonemes /eə/ /ɪə/ /ə/ and their corresponding common spellings.			
(G4.3.2.1.1) Build on and continue applying previously learned print concepts.			
(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).			
(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			
(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To say what part you want to act in a play; to talk about what you are good or not good at.</p> <p>Listening: To understand general meaning.</p> <p>Writing: To write the names of animals; to write sentences in the present continuous.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • extend their knowledge of language to describe animals • listen for gist • extend and further consolidate the present continuous • listen to things others are good or not good at.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis of animals and language to describe animals • The present continuous for actions happening 'now' • Letter names and spelling <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
<p>Key vocabulary: <i>mammal, fur, lay eggs, wings, feathers, skip</i></p> <p>Key expressions/structure: <i>good at + -ing; spelling</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may find it difficult to use the <i>-ing</i> form of the verbs and may not hear it; this will need reinforcing. • Some learners may struggle with the concept of what a mammal is and may need further explanation and more examples. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 14</p> <p>Activity Book page 13</p> <p>Audio Track 6</p>		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter 1. Take this opportunity to review some of the language in the unit up to this point - you could for example mime and elicit some action verbs, the use of the present continuous or the games in Lesson 3.
Resources Learner's Book page 14	Main activity Talk: Activity 1 1. Prepare for this activity by brainstorming mammal and bird words that the learners know. 2. Make a list on the board. Learners may choose from this list. 3. Tell the class to imagine that they are going to act in a play. They have to decide if they want to be a mammal or a bird. 4. Then they ask three friends about this. 5. Direct their attention to the questions in the speech bubbles and tell them to use these to ask their friends.
Learner's Book page 14 Audio Track 6	Listen: Activity 2 1. Focus on the picture. Ask the class what Nabeel is doing and ask who he is talking to. 2. Direct learners' attention to the questions. Read them and tell them to listen to the audio to find the answers. 3. Play the audio at least twice. Learners answer the questions and then check in pairs. Check as a class. 4. Elicit that we use the <i>-ing</i> form after <i>good at</i> . Direct their attention to the <i>Language detective</i> and how the spellings of some verbs change with the addition of <i>-ing</i> . Feedback Ask learners to raise their hands to give answers. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 He's good at drawing.; 2 He's not good at spelling.; 3 mammal Differentiation activities (Support): 1. These learners will probably need help using the <i>-ing</i> form on the verbs. Differentiation activities (Stretch): 1. These learners may be able to describe the picture in more detail.
Activity Book page 13	Use of English: Activity 1 1. Ask the class to read the sentences. Then they write the missing words. 2. They use <i>is</i> or <i>are</i> and the <i>-ing</i> form of each verb. 3. Check the answers as a class. Feedback Nominate learners to give answers. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 The girls are skipping and giggling.; 2 The stick is moving up and down.; 3 We are clapping our hands.

Activity Book Page 13	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to write sentences to match each picture. 2. Remind them to use the <i>-ing</i> form of the verb. 3. Check the answers as a class. <p>Feedback</p> <p>Circulate and give help to those learners who need extra help.</p> <p>Answers</p> <p>a He is playing football.; b He is riding a horse.</p>
Learner's Book page 14	<p>Over to you: Activity 3</p> <ol style="list-style-type: none"> 1. Encourage the learners to talk in pairs about what they are good at and what they are not good at. 2. Ask learners to write a sentence about their partner. Ask some learners to share their sentences with the class.
Activity Book page 13	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write one sentence about what they are good at, and one sentence about what they are not good at. 2. Remind learners to use capitalisation and full stops. Circulate and monitor to check they understand. 3. Note: As all learners will have different answers, you might need to take this in to mark rather than check in class. Therefore you will need to instruct learners to write on a separate piece of paper in neat handwriting. <p>Feedback</p> <p>Circulate and give support to those learners who need extra help. Note down a few points for general remedial work later, for example, the use of capital letters, commas and full stops.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use full sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of two more example sentences of what they are/aren't good at doing.
Learner's Book page 14	<p>Let's do it!: Activity 4</p> <ol style="list-style-type: none"> 1. Drill the pronunciation of letters with the learners. 2. Tell learners to work in pairs. They should draw an animal then ask their partner to name it. 3. Both learners then write the name of the animal and compare their spellings.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. As a final check and consolidation of letters, ask learners to work in pairs and spell their dad's name and their mum's name for their partner, who should write the names and then say them. They check by showing each other the names. Continue with further names if time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.
- (G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes.
- (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.
- (G4.4.3.1.4) Use coordinating conjunctions (for example, *and*, *but*).
- (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words *yes* and *no* from the rest of the sentence.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the first part of a play. Speaking: To discuss the first part of a play. Reading: To read along as you listen to a play; to understand stage directions. Writing: To complete a paragraph.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read, listen to and discuss the themes and central ideas of the first part of a play • extend their knowledge of lexis and use context to help them understand meaning.
Link to prior learning: <ul style="list-style-type: none"> • Action words and vocabulary related to playing games • Lexis of animals 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, with respect. 		
Key vocabulary: <i>share, stick, glue, project, tidy up, happy</i> Key expressions/structure: Present continuous; Adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might need help to understand why the main protagonists in the story are animals and what the moral is behind the story. 		
Resources/equipment needed: Learner's Book page 15 Activity Book page 14 Audio Track 7 Writing supplies, pieces of paper for the writing task Classroom stationery, for example, coloured pencils Board markers		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter <ol style="list-style-type: none"> 1. Revise action words and vocabulary related to playing games from previous lessons. 2. Have a competition between groups of learners to see who can come up with the most words and expressions in one minute.
Resources Learner's Book page 15	Main activity Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at the text and decide what kind of text it is: a story, a play or a poem. Why? Encourage them to give reasons for their answers. 2. Elicit that it is a play because the different characters are set out on the page, together with what they should say. 3. Tell learners to look at the picture and read the two questions. Give them a few moments to think, and then tell them to talk about their answers in pairs. Feedback Ask learners to raise their hands to give answers. Ask them to read the title (<i>Share my scissors!</i>) and predict what happens in the play. Answers Characters: Bat, Bear, Kangaroo and Owl (and in Part 2, Duck); What happens: Learners' own answers
Learner's Book page 15 Audio Track 7	Read and listen: Activity 2 <ol style="list-style-type: none"> 1. Tell the class they are going to listen to Part 1 of the play. While they listen, they read the words in their books. 2. Play the audio at least twice. Ask the class if their predictions from Activity 1 were correct. 3. Read the questions. Play the audio again. Learners answer the questions. Feedback Nominate learners to give answers. Answers 1 The animals are in a classroom.; 2 Owl is the teacher.; 3 The animals are colouring and cutting out pictures and sticking them on a poster.
Activity Book page 14	Read: Activity 1 <ol style="list-style-type: none"> 1. Learners re-read Part 1 of the play on page 15 of the Learner's Book. 2. Help them with any difficult words or expressions. 3. Then, they read the sentences and write T (true) or F (false). They will need to look at the picture to answer question 2. 4. Ask learners to correct the false answers. Feedback Nominate learners to give answers. Answers 1 F They are working on a project in the classroom.; 2 F Duck isn't happy.; 3 T; 4 F Bear is cutting out his picture.; 5 T

	<p>Differentiation activities (Support):</p> <p>1. These learners will need extra help with vocabulary input.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners can help their peers with any challenging sections of the text.</p>
<p>Activity Book page 14</p>	<p>Write: Activity 2</p> <p>1. Pre-teach <i>fur</i>, <i>feathers</i> and <i>wings</i> before learners start this task.</p> <p>2. Ask learners to read the information in the two charts carefully. Then they complete the sentences. Check as a class.</p> <p>Feedback</p> <p>Circulate and help learners with their writing skills, either with the completion of the sentences or how to hold their pencil more efficiently for writing Roman letters. Ask them to raise their hands to give responses.</p> <p>Answers</p> <p>Mammals have <i>teeth</i> and <i>fur</i>, and they usually have <i>four legs</i>. Bats have <i>teeth</i> and <i>fur</i>, but they don't have <i>four legs</i>.</p> <p>Bats have <i>wings</i> and <i>two legs</i>, but they don't have <i>feathers</i>.</p> <p>Birds have <i>wings</i>, <i>two legs</i> and <i>feathers</i>.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. As learners have been writing in the previous activity, invite them to come to the board and write some new words they've learned in today's class. Hand out board markers so multiple learners can be writing at the board at the same time. This is a fun and energising activity for the end of class, and it has the added benefit of allowing you to see how well the learners are spelling the new words.</p>

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.
- (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, *see/sea*), homographs (for example, *lead* – to go first with followers behind/a type of metal), and multiple or nuanced meanings.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.
- (G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.
- (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words *yes* and *no* from the rest of the sentence.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss values in the classroom; to rehearse and perform a short play using correct pronunciation. Listening: To listen for general gist and main ideas. Reading: To read and discuss a play. Writing: To write a short formal letter of apology.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about values and the importance of sharing in the classroom • understand the general gist of a play • act out a role in a play and focus on pronunciation • discuss and devise rules for their own classroom.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals • Recognition and understanding of adjectives and adverbs of manner 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>project, share, cut out, glue, sad, coloured pencils, happy</i> Key expressions/structure: Present continuous; Adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think they need to perform a fully rehearsed play but should be reassured this is more of a read-through, with the emphasis on pronunciation and intonation, rather than acting. 		
Resources/equipment needed: Learner's Book pages 16 and 17 Activity Book page 15 Audio Track 8 Poster paper and markers		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Review some of the stationery vocabulary from the previous class by miming and eliciting <i>cut, stick, glue</i> and <i>colour</i> .
Resources	Main activity
Learner's Book page 16	<p>Talk: Activity 1</p> <p>1. Ask the learners to work in pairs and re-tell the beginning of the play from the previous lesson. Take this opportunity to recycle and clarify vocabulary from the last lesson.</p>
Learner's Book page 16 Audio Track 8	<p>Read and listen: Activity 2</p> <p>1. Prepare learners to read and listen to the second part of the play. 2. Play the audio. Clarify any difficult vocabulary. 3. Draw learners' attention to the questions and elicit answers.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 Duck is sad at the start of the play as he doesn't have the equipment to do his work. 2 He is happy at the end because his friends lend him everything he needs.</p>
Learner's Book page 17	<p>Values: Activity 3</p> <p>1. Ask the learners to look at the list of rules and talk about which ones they think are important. Why do they think that? 2. They should then match the pictures with the rules. Tell the learners that there is more than one possible answer.</p> <p>Feedback</p> <p>Discuss the rules as a class and ask learners to say which they think are the most important. Encourage them to give their opinions freely and help them with key phrases, for example, <i>I think ...</i> or <i>In my opinion ...</i>.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 b or c; 2 c or b; 3 e; 4 a; 5 d</p>
Activity Book page 15	<p>Write: Activity 1</p> <p>1. Tell learners to complete Bat's letter, using the suggestions and language given in the instructions. 2. Collect in the letters for marking/assessment and/or ask learners to read their letters to each other in a later lesson.</p> <p>Feedback</p> <p>Ask learners to have a look at each other's work while they are writing. Circulate and give further ideas.</p> <p style="background-color: #e0e0e0; padding: 2px;">Example answer</p> <p>Dear Duck, I am sorry that I didn't know you were sad. I want to share my things with you in the classroom. I want to work as a team. I want to help you and I want to say 'please' and 'thank you'. Your friend, Bat</p>

Activity Book page 15	Word study: Activity 2 1. Read through the rules with the learners. 2. Clarify any tricky vocabulary. 3. Learners circle the rules they have in their class. Feedback Hold a class discussion to elicit and discuss feedback. Answers Learners' own answers		
Resources	Plenary 1. As a final activity, hand out poster paper and markers, one set to each group of four learners, and ask them to write one rule each for their classroom. 2. At the end compare together and discuss.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text. (G4.4.2.1.4) Write short personal letters, postcards and emails to friends. (G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To understand general vocabulary and structures from the unit; to understand general gist in different situations.</p> <p>Speaking: To work in pairs to discern meaning and distinguish between homonyms.</p> <p>Reading: To read for the meaning of words.</p> <p>Writing: To write a thank-you letter.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • revise vocabulary from previous lessons • work out the meaning of words from context • identify homonyms • write an informal thank-you letter • listen for gist and general ideas.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Revision of letter-writing • Revision of stationery lexis <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>tidy up, stick, coloured pencils, cut, glue, scissors, bat, letter, play</i></p> <p>Key expressions/structure: Homonyms; Expressions for informal letter Writing: <i>Dear ... , Thank you for ... , Best wishes</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might not realise that words can have different meanings in different contexts so they will need guided support on this. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 18</p> <p>Activity Book page 16</p> <p>Audio Track 2 (Activity Book)</p>		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise action words and vocabulary related to playing games and plays from previous lessons. 2. Have a competition between groups of learners to see who can come up with the most words and expressions in one minute. 3. Choose a game from the Teaching Strategies and play with the whole group, revising previous lexis from the unit.
Resources	Main activity
Learner's Book page 18	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the play on pages 15 and 16 again. 2. Ask learners to identify the words in blue and working in pairs to work out the meaning of the words and phrases. For example, one of the learners can ask <i>What does tidying up mean?</i>, and the other learner can reply to this question. 3. Circulate and offer help as necessary. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers</p>
Learner's Book page 18	<p>Words with more than one meaning: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Explain that in English words sometimes look the same but have different meanings. 3. You could exploit this activity further by bringing in other homonyms, for example, <i>match, can</i> and <i>bank</i>. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 bat 2 letter 3 play</p>
Learner's Book page 18	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to look back at the letter they wrote on page 15 of the Activity Book. 2. Ask them now to change roles and say they should pretend they are Duck and write a thank-you letter to Bat. 3. Remind them of key phrases for writing a letter, for example, <i>Dear ... , Thank you for ... , Best wishes ...</i> <p>Feedback</p> <p><i>Example letter</i></p> <p>Dear Bat,</p> <p>Thank you very much for your letter. I was sad in the class when I didn't have scissors or glue or coloured pencils to do my project. But everyone was very kind and shared their things so in the end I made a beautiful picture.</p> <p>Thank you very much for your help.</p> <p>Best wishes,</p> <p>Duck</p>

	<p>Differentiation activities (Support):</p> <p>1. These learners will need help with extra vocabulary and sentence structure. If these learners struggle with the activity they could be given the example letter as a gapped text to complete.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. These learners could be asked to circulate and help other learners.</p>		
<p>Activity Book page 16 Audio Track 2</p>	<p>Listen: Activity 1</p> <p>1. This is the beginning of the review of the unit so ask learners to read through the pages in Unit 1 in the Learner's Book first.</p> <p>2. Tell the learners they will be listening to some sentences and should tick the picture which matches what they hear.</p> <p>3. To help learners predict what might be on the audio you could exploit each picture with them first and elicit what they can see.</p> <p>4. Play the audio and allow the learners to compare their answers, then check with the class.</p> <p>Feedback</p> <p>Hold feedback as a class discussion, with learners contributing freely.</p> <p>Answers</p> <p>1 b; 2 c; 3 b; 4 b; 5 tiger, a</p>		
Resources	Plenary		
	<p>1. To continue the review of the unit, ask learners to work in pairs to go through the pages in Unit 1 and prepare four questions for other learners.</p> <p>2. They work together and you circulate, checking vocabulary and question structure. Give remedial help as necessary.</p> <p>3. They get up and ask each other the questions. They could award points for correct answers if you feel that is appropriate.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.4.1.8) Read and respond to informal letters, postcards and emails.</p> <p>(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To act out an imagined dialogue. Writing: To complete sentences with <i>good at + -ing</i> ; to check the spelling of animal names and <i>-ing</i> forms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the differences between birds and bats • act out an imagined dialogue • check the spelling of animal names • check and consolidate the spelling of <i>-ing</i> forms • assess their progress so far.
Link to prior learning: <ul style="list-style-type: none"> • Animal vocabulary • Structuring dialogues 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing. 		
Key vocabulary: <i>owl, penguin, kangaroo, bear, tiger, bat</i> Key expressions/structure: <i>good at + -ing</i> ; present simple; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might struggle with adding <i>-ing</i> to verbs after <i>I'm good at ...</i> so this will need continual reinforcement. 		
Resources/equipment needed: Learner's Book page 19 Activity Book page 17		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 19	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they can remember about the difference between a bird and a bat. 2. Ask the learners to draw a bat or a bird and give it a name. 3. Learners show a partner their animal and say what it eats and where it lives. Go round helping with vocabulary. 4. They can then act out a short dialogue between their animals.
Learner's Book page 19	<p>Main activity</p> <p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to complete the sentences. 2. Remind them of the spelling rules on page 14 if necessary. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p><i>Possible answers:</i></p> <p>1 writing; 2 skipping; 3 swimming; 4 running; 5 drawing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further support with spelling here. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may be able to come up with more sentences using <i>good at</i>.
Learner's Book page 19	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to ask and answer in pairs, then tell the class what their partner is good at. <p>Feedback</p> <p>Have an informal discussion with the class about what people are good at.</p>
Activity Book page 17	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work individually to rearrange the letters to make the names of animals. 2. They then write whether they are mammals or birds. 3. They check in pairs and with the class. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 owl - bird; 2 penguin - bird; 3 kangaroo - mammal; 4 bear - mammal; 5 tiger - mammal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You may need to circulate to give further support to these learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can be paired with other learners to help them.

Resources	Plenary		
Activity Book page 17	Assessment box: Activity 2 1. Ask learners to complete the assessment box to show their progress. 2. Do any remedial teaching as necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal) and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Writing: To write instructions about what they can do with a ball; to write about preferences.</p> <p>Listening: To listen and respond to others' opinions; to listen and write a dictated text.</p> <p>Speaking: To ask and answer questions; to ask for clarification; to express likes, dislikes and preferences.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • reflect on their recent learning experiences • review action words.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Action words and vocabulary related to playing games • Lexis of animals and how to describe animals • Imperatives used in writing and understanding instructions • <i>be good at + -ing</i> form <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing 		
<p>Key vocabulary: All action verbs, animal vocabulary and stationery vocabulary from unit</p> <p>Key expressions/structure: Expressing preferences</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • When doing the dictation, learners may think they have to write whole sentences, so give careful instructions to reassure them that they don't, and that they are in fact completing a partly-written paragraph. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 20</p> <p>Audio Track 9</p>		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 20	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look back through the unit and choose a picture they liked. Ask learners to work with a partner and, where appropriate, describe what is happening in the picture. 2. Ask the second learner to then tell you what the first learner said about the picture.
Resources	Main activity
Learner's Book page 20	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about things they can do and games they can play with a ball. 2. Ask them to write sentences as imperatives, for example, <i>Put the ball on the table.</i> 3. They then read out their sentences and their partner does the actions. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to look at the list of action verbs they made earlier in the unit. 2. Ask them to write one sentence about something they like doing and one about something they don't like doing. 3. They read their sentences to a partner to find out if they like or dislike the same things. <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 20 Audio Track 9	<p>Listen and write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to re-read the text about mammals and birds on page 13. 2. Tell them they will listen to the text but they must complete it with the missing words they hear. 3. Play the audio, then ask the learners to check in pairs. <p>Feedback</p> <p>Play the audio again and check as a class.</p> <p>Answers</p> <p>1 drawing; 2 animal; 3 legs; 4 wings; 5 fly; 6 bat</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It might be advisable to pause the audio for these learners to listen more slowly and catch every word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. You might like to give the audioscript to these learners so that they can read out loud to each other, rather than listen to the audio.
Resources	Plenary
Learner's Book page 20	<p>Talk and write: Activity 4</p> <ol style="list-style-type: none"> 1. For the final part of the class, ask the learners to talk about which activity they liked best and why. Then ask them to say what they didn't like so much. 2. In terms of checking CLIL, ask learners to say what they learned about the outside world in this unit.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read step-by-step instructions and descriptions. Speaking: To ask and answer questions; to ask for clarification; to ask each other's opinions. Listening: To listen and follow directions. Writing: To write instructions and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • discuss their preferences and make decisions in groups • use imperatives and descriptive language more effectively.
Link to prior learning: <ul style="list-style-type: none"> • The present simple to describe pictures • Descriptive language • Imperatives 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: Lexis of animal names; Lexis of parts of the body; Lexis of games: for example, <i>count, stand on one leg, twist</i> . Key expressions/structure: Imperatives; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unused to preparing and presenting a picture or cards for others to see, so it would be useful to show them how to write and draw clearly and even help them prepare their work. • Learners may need help with what sort of animal to draw. 		
Resources/equipment needed: Learner's Book page 21 Card, paper, writing and colouring materials, possibly scissors and glue		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall some of the activities they did in the previous lesson. 2. Learners work in pairs to discuss which activities they were good at. 3. Learners then write their answers, using correct punctuation and spelling.
Resources	Main activity
Learner's Book page 21	<p>Project work</p> <ol style="list-style-type: none"> 1. Learners will choose an end-of-unit project to work on. 2. Ask learners to look at Learner's Book page 21 and read through the instructions for both projects. 3. Ask learners to discuss with a partner which project they will choose. 4. Ask learners who have chosen Project 1 to raise their hands and then move those learners to work together either in pairs or small groups (depending on the number of learners). 5. Repeat this for learners who have chosen Project 2. 6. It is vital at this stage to focus learners on the future presentation of their projects, for example, to elicit ideas about legible writing, punctuation and colourful drawings. Write some of these ideas up on the board so that they can be used as a checklist at a later stage. You could alternatively put the ideas on a flip chart or similar so that they can be brought out and learners can be reminded of them in the next class. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more help and guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could perhaps be allowed to work quickly so that other learners can follow their lead.
Learner's Book page 21	<p>Make a 'Follow the instructions' game</p> <ol style="list-style-type: none"> 1. Read and explain the directions in the Learner's Book. Give out drawing and writing materials. 2. Help the learners to measure and cut out equal-sized cards for them to write the instructions on. 3. Learners write the instructions on their cards, adding pictures where necessary. <p>Make a 'Find the animal' game</p> <ol style="list-style-type: none"> 1. Read and explain the instructions. 2. Learners draw and colour their funny animal. 3. They write a description of their animal on another sheet. Encourage them to use dictionaries to look up any words they need for their writing. <p>Take in all the projects at the end and store them in a safe place.</p>
Resources	Plenary
Learner's Book page 21	<ol style="list-style-type: none"> 1. Round off the class by bringing together any final feedback on language or picture presentation to consider for next class.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.
- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.4) Give and explain instructions or directions of four or more steps.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on a grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.
- (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).
- (G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.
- (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.
- (G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read step-by-step instructions and descriptions. Speaking: To ask and answer questions; to ask for clarification; to ask each other's opinions. Listening: To listen and follow directions. Writing: To write instructions and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • use present tenses • use the imperative.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals • Imperatives • The present simple 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: Lexis of animal names; Lexis of parts of animals' and birds' bodies; Lexis of games: for example, <i>count</i> , <i>stand on one leg</i> , <i>twist</i> , etc. Key expressions/structure: Imperative; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel a little nervous about presenting their work to others, so reassure them that as long as the material is well-presented and they've done their best, they will feel more confident. 		
Resources/equipment needed: Learner's Book page 21 Card, paper, writing and colouring materials, possibly scissors and glue Drawing pins or Blu-Tack for sticking up the animal pictures		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none">1. Give out the projects and ask learners to finish them in their groups.2. Give out further stationery as necessary.3. Circulate, giving help with lexis and expression.4. Advise learners on how the material should look when it's presented.
Resources	Main activity
Learner's Book page 21	<p>Finishing a 'Follow the instructions' game</p> <ol style="list-style-type: none">1. Check that the groups understand all the cards should be sturdy and of the same size.2. Ask them to proofread and check their writing is neat and legible. Help as necessary. <p>Finishing a 'Find the animal' game</p> <ol style="list-style-type: none">1. Check the groups are producing interesting and colourful material.2. Check use of the present simple and descriptive language in their paragraphs.
Resources	Plenary
Learner's Book page 21	<p>Presentation phase</p> <p>Make sure there is space on the floor or on the tables for the learners to play the card games easily.</p> <p>Make sure there is space on the main notice board or the wall for the animal pictures.</p> <ol style="list-style-type: none">1. Begin with the 'Follow the instructions' game.2. Ask the learners to get into different groups and play each game. Ask the presenting groups to give any final instructions as to how each game should be played.3. At the end of each game the learners can give feedback to the makers of the game.4. Continue with the 'Find the animal' game.5. Stick the animal pictures on the wall and place the description sheets randomly on your desk.6. Learners should take a description sheet and stick it to the matching animal using drawing pins or Blu-Tack provided by you.7. Check all answers at the end. <p>Feedback</p> <p>Give praise and feedback. Ask learners to reflect on how they felt about presenting, and how it went.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
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Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

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- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.4) Give and explain instructions or directions of four or more steps.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.
- (G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.
- (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions. etc.).
- (G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.
- (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.
- (G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.
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