



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide

5





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Teacher's Guide

5

Jane Boylan and Claire Medwell

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 5 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 صفي الدين الحلي:

بيضُ صنائعُنا خُضرُ مَربِئُنا
سودُ وقائعُنا حُمرُ مواضينا

يرمز إلى النماء 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 قوة أبناء الدولة ومنعتهم
وشدّتهم، ورفض الظلم والتطّرف.



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتني الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القويّة والحيوية.
- ثقافة غنيّة وناطقة.

2. متحدون في المصير

- المضيّ على خطى الآباء المؤسّسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدوليّة.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشريّ المواطن.
- اقتصاد متنوّع مستدام.
- اقتصاد معرفتيّ عالي الإنتاجية.

4. متحدون في الرخاء

- حياة صحيّة مديدة.
- نظام تعليميّ من الطراز الأوّل.
- أسلوب حياة متكامل.
- حماية البيئة.

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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 Homes Pages 6–20	Types of houses Materials for building <i>It is made of ...</i> Features of a house Preferences: <i>I'd like/prefer to</i> Adjectives to describe places	Modals of probability: <i>must, mustn't, could, can't</i> Question tags Present perfect for life experience	Write labels A description of an Eco-House Factual text: <i>Masdar; Have you been to Fujairah?</i> Advertisements for a day out Poem: <i>The old woman who lived in a shoe</i> Complete a paragraph: multiple choice Read for information Organise information in a chart Make a bar chart Write about a strange building; landmark; your home; your dream home Write questions	Match conversations to pictures Talk about your home Expressing opinions and preferences Ask and answer questions: famous landmarks Speak using target language	Ecology Geography: famous landmarks in many countries Maths: make a bar chart	Intonation: Question tags Rhyming words	Being a caring person Expressing opinions and preferences Conduct research
Unit 2 Getting around Pages 21–36	Types of transport Road safety Ways of travelling Verbs of movement	Zero conditional Past continuous: interrupted actions <i>get + adjective</i>	Factual text: <i>an unusual journey to school; An ambassador for the Arab world in space</i> Story: <i>Lost in the desert</i> Reading comprehension Road safety/ directions: note completion Categorise vocabulary Complete sentence prompts Read for specific information Match headings with paragraphs Write a biography Complete a paragraph Design and describe a vehicle Make a safety poster	Match conversations to pictures Talk about different ways of travelling to school Talk about road safety Listen and complete notes Give directions Plan and present a visit to your town/ city Present a vehicle design	Design: design road safety sign; a vehicle; a safety poster Geography: Map interpretation	<i>-ed</i> endings Prepositions for directions Opposites	Taking advice Understanding road safety issues

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 3 Food and drink Pages 37–50	Food and food groups Recycled materials <i>made of/made from</i> Quantities and containers	Quantifiers: <i>Some, any, much, many, a lot, a little, plenty</i> Present simple passive Linking words: <i>and, but</i>	Monologues: <i>lunches around the world</i> Instructions: <i>recycling packaging</i> Factual text: <i>recycled art; From bean to bar</i> Story: <i>The greedy boy</i> Categorise types of food Describe your lunch Label recycled objects Write about recycling Complete a paragraph (multiple choice) Describe food	Talk about school lunches Organise a party Listen and complete a dialogue Predict a story Choose a menu Listen and record information Compare and contrast Discuss healthy food	Geography: Food in other countries Ecology: recycled materials Art and design: design a sculpture Science: How chocolate is made	Connected speech	Distinguishing between healthy and unhealthy meals Classifying food types Creative thinking: design a sculpture Activating prior knowledge Making predictions
Unit 4 The UAE Pages 51–67	Weather Extreme weather Geographical features	Infinitives of purpose Present perfect: past and present actions	Complete a paragraph Fact file: <i>The UAE</i> Factual text: <i>Endangered animals in the UAE</i> Story: <i>Why ostriches can't fly</i> Reading comprehension Categorise information A blog about a trip to help endangered animals Write a blog Make notes Write a country fact file Write a report about endangered animals	Describe weather conditions Listen to a weather report Listen for specific information Discuss information from a fact file Listen for missing words Listen to categorise information Discuss endangered animals in the UAE Present a report about endangered animals	Geography: The UAE, climate Science: Animals	Pronunciation of numbers Synonyms Deduce the meaning of unfamiliar words from context Words to warn someone	Not being jealous Giving factual examples Conducting research

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 5 The human race Pages 68–84	Facial characteristics	First conditional Indefinite pronouns: <i>somebody, anybody, somewhere</i>	Categorise facial characteristics Factual text: <i>Pearl diving in the UAE</i> Story: <i>The pearl diver and the storm</i> Fact file: <i>Ibn Battula</i> Predict text content from titles and pictures Reading comprehension Write captions to pictures Write a story from notes Read a map Order events from a text Match sentence halves Punctuation: apostrophes Complete a paragraph (multiple choice) Write a book report	Listen and match descriptions Describe people Predict and express opinions Describe a trip Listen to a dialogue Present a book report	History: Ibn Battula	Homophones Deduce the meaning of unfamiliar words from context Time expressions to sequence events Possessive pronouns Apostrophes to show possession	Prediction Giving opinions
Unit 6 Looking backwards and forwards Pages 85–99	Holiday activities Agree/disagree /respond Items for a trip Making suggestions Numbers of people	Future predictions with <i>will</i> <i>Going to</i> for future plans	Advertisements for holiday courses Play script: <i>Back to school</i> Match sentence halves Match questions to comments Make notes from a survey; create a bar chart Reading comprehension An email invitation and reply Match topics to paragraphs Write an email invitation Punctuation : Exclamation marks Plan a school activity Create an advertisement	Talk about school holidays Listen to interviews: match to activities Listen for information Complete a dialogue Compare and agree/ disagree Make suggestions Conduct a survey; present the results Respond to statements about feelings Talk about school Plan and present a school activity Create and present an advertisement	Maths: Make a bar chart	Holiday activities: verb + preposition Pronunciation: stressed and unstressed sounds	Being sympathetic Interpreting advertisements Giving opinions Surveying and classifying information

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 7 Talking about people Pages 100–113	Adjectives to describe personality Favourite things, activities and people	-ed/-ing adjectives	Read for gist A diary page: <i>House rules</i> Factual text: <i>Amazing people</i> Poem: <i>Our teacher's multi-talented</i> Reading comprehension Personality quiz; match questions to options A personal profile: match summary sentences to text Match questions and answers Match text to pictures Write about a special person Design a webpage	Listen to descriptions: personal qualities Listen for specific information Listen an interview: order the topics Complete a dialogue Discuss a poem Make questions from prompts		Rhyming words Antonyms	Thinking and talking about personal qualities Activating prior knowledge Determination in the face of challenges Interpreting attitudes
Unit 8 Staying healthy Pages 114–128	Common illnesses and symptoms Going to the doctor Giving advice Food groups	Quantifiers Should for advice <i>He/ she feels + adjective /has got + noun</i>	Factual texts: <i>Diabetes; Flu; A rainbow a day keeps the doctor away</i> Story: <i>Stone soup</i> Answer a food quiz Make predictions Match a title to a text Complete short texts (multiple choice) Write suggestions to help someone who is unwell Prepare a poster about World Health Day	Listen to conversations about feeling unwell Evaluate information and give advice Listen to a presentation about healthy eating Listen and order food groups Predict what a story will be about Discuss healthy food Carry out a food survey and give a presentation	Maths: Graphs and charts Science: Health and illness	Identify different words and phrases within a text Connected speech	Healthy eating – why is it important? Helping each other Recognising symptoms Analysing ingredients Making predictions

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 9 Where we live Pages 129–144	City, town and country Home appliances Descriptive adjectives Giving opinions	Comparative adjectives Past simple: regular and irregular verbs	Scan a text Factual texts: <i>Facts about our carbon footprint; Plant a tree and change the future!</i> Read a descriptive essay Match headings to paragraphs Story: <i>The Lost City</i> Reading comprehension Categorise vocabulary Complete a paragraph Create a character profile	Describe places Compare living in the country or city Ask and answer Listen and match to an image Listen and identify key words Identify opinions Classify –ed endings Discuss homes and home appliances Express opinion Discuss favourite places Describe a character from a book Make a presentation using a puppet	Science/ Ecology: Climate change, energy efficiency Arts and crafts: make a puppet	Pronunciation: –ed endings Deduce the meaning of unfamiliar words from context	Appreciating the world we live in Advantages/ disadvantages of urban/rural life Activating prior knowledge Identifying and giving opinions Reducing carbon footprint How to make cities cleaner
Unit 10 All about science Pages 145–161	Science Scientific inventions Express opinions	Can for permission, offers, requests Relative clauses and pronouns: <i>who, that, which</i> Adding information: <i>both, and, as well, too, also</i>	Factual texts: Science in history; <i>Ibn Nafis; Different types of science; Great scientists</i> Read for information Follow instructions Write instructions Match sentence halves Match descriptions to pictures Write a letter Find out about a scientist	Listen for information Express opinions Talk about what scientists do Listen to a description of an experiment Do an experiment Make predictions Talk about scientific inventions Listen and classify information Make connections Present a scientific discovery Do a presentation about a scientist	History: Science in history; scientific discoveries Science: experiments	Synonyms	Appreciating scientific discoveries Giving opinions Making predictions about the results of an experiment Working as a team Making connections with our own culture Conducting research

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 11 Famous people Pages 162–176	Jobs and professions Personal qualities	Modals of speculation: <i>could, might</i>	Factual texts: <i>Famous people and their work; A short biography</i> Story: <i>The Ruler and the Gardner</i> Match headings to paragraphs Complete notes Match words and definitions Match paragraphs and summaries Write your own short biography Complete a paragraph Make notes	Listen for specific information Listen and complete notes Predict information Express opinions Give presentations: <i>A famous person; A person I admire</i> Roleplay: An interview with a famous person		Intonation: question tags Linking words: <i>so, and, but, because</i> Reduce the meaning of unfamiliar words from context	Expressing opinions What do we admire in others? Recognising personal qualities Activating prior knowledge
Unit 12 Story time Pages 177–190	Prefixes <i>un-, dis-</i>	Past simple and past continuous	Story: <i>The Treasure; Little by little</i> Stories with morals A postcard Poem: <i>Stars</i> Write story notes Predict story content Understand the message in a story Write an anecdote Write speech bubbles Punctuation: speech marks, question marks, exclamation marks, commas. Complete a short story Reading comprehension Complete a simple rhyming poem Order a story Create a story character Write a short story	Story roleplay Telling a personal story Listen and order pictures Discuss favourite story characters Make predictions using pictures Retell an anecdote using notes Listen and complete a poem		Linking words: <i>if, and, so, when, as</i> Rhyming words	Forming opinions Making predictions Recognising moral messages Being honest
Wordlists Pages 191–204							

Welcome to *Bridge to Success* Grade 5

Bridge to Success is a 12-grade course for learners of English as a Second Language (ESL). The 12 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 5 consists of 12 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 child 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

How to use *Bridge to Success*

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 CDs 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.
- A range of classroom resources, such as:
 - Word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 5 contains 12 units, spread over three terms. Each unit in the Grade 5 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 the 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 CDs. 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 parental/carer support where possible.

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

Before using the Learner's Book

- Use warm-up activities (for example, chants, TPR, vocabulary games, alphabet chant).

- 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: for example, move from whole group response to individual response to pairwork.
- 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 (for example, True/False or matching.) 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 (for example, *Backs to the board*, see *Teaching Strategies*), paper-based tasks (for example, an informal test) or online (for example, a multiple-choice test, with instant feedback). Consideration

needs to be given to the style of question (for example, free response, multiple-choice.) and the breadth of the domain tested (for example, whether the quiz tests a specific language point, the lessons' content, or 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 (for example, correcting common spelling errors, pronunciation issues and grammar misconceptions and during the activity), or include more formally structured teaching of specific points (for example, 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 students 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*) and the silent *e* (for example, *there, before*) 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, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
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*.
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 *a party*, *wedding*, *concert*.
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 students, 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 modeling 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 letters, 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 produce 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 (for example, using words, lines or 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 a larger font and contain

less detail; as learners become older, flashcards may be smaller, use a 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 (for example, '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, 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, which results 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 on and analyse 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 (for example, 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 children 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 (for example, shopping, health care, holidays) or focused on a particular language structure being studied (for example, 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 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', or 'Find someone who can describe the job of a doctor'.
- 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 (for example, inductive reasoning, deductive reasoning, exploring contrary examples) 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 a 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 (for example, 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.

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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 Homes Pages 6–20	Types of houses Materials for building <i>It is made of ...</i> Features of a house Preferences: <i>I'd like/prefer to</i> Adjectives to describe places	Modals of probability: <i>must, mustn't, could, can't</i> Question tags Present perfect for life experience	Write labels A description of an Eco-House Factual text: <i>Masdar; Have you been to Fujairah?</i> Advertisements for a day out Poem: <i>The old woman who lived in a shoe</i> Complete a paragraph: multiple choice Read for information Organise information in a chart Make a bar chart Write about a strange building; landmark; your home; your dream home Write questions	Match conversations to pictures Talk about your home Expressing opinions and preferences Ask and answer questions: famous landmarks Speak using target language	Ecology Geography: famous landmarks in many countries Maths: make a bar chart	Intonation: Question tags Rhyming words	Being a caring person Expressing opinions and preferences Conduct research
Unit 2 Getting around Pages 21–36	Types of transport Road safety Ways of travelling Verbs of movement	Zero conditional Past continuous: interrupted actions <i>get + adjective</i>	Factual text: <i>an unusual journey to school; An ambassador for the Arab world in space</i> Story: <i>Lost in the desert</i> Reading comprehension Road safety/ directions: note completion Categorise vocabulary Complete sentence prompts Read for specific information Match headings with paragraphs Write a biography Complete a paragraph Design and describe a vehicle Make a safety poster	Match conversations to pictures Talk about different ways of travelling to school Talk about road safety Listen and complete notes Give directions Plan and present a visit to your town/ city Present a vehicle design	Design: design road safety sign; a vehicle; a safety poster Geography: Map interpretation	<i>-ed</i> endings Prepositions for directions Opposites	Taking advice Understanding road safety issues

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 3 Food and drink Pages 37–50	Food and food groups Recycled materials <i>made of/made from</i> Quantities and containers	Quantifiers: <i>Some, any, much, many, a lot, a little, plenty</i> Present simple passive Linking words: <i>and, but</i>	Monologues: <i>lunches around the world</i> Instructions: <i>recycling packaging</i> Factual text: <i>recycled art; From bean to bar</i> Story: <i>The greedy boy</i> Categorise types of food Describe your lunch Label recycled objects Write about recycling Complete a paragraph (multiple choice) Describe food	Talk about school lunches Organise a party Listen and complete a dialogue Predict a story Choose a menu Listen and record information Compare and contrast Discuss healthy food	Geography: Food in other countries Ecology: recycled materials Art and design: design a sculpture Science: How chocolate is made	Connected speech	Distinguishing between healthy and unhealthy meals Classifying food types Creative thinking: design a sculpture Activating prior knowledge Making predictions
Unit 4 The UAE Pages 51–67	Weather Extreme weather Geographical features	Infinitives of purpose Present perfect: past and present actions	Complete a paragraph Fact file: <i>The UAE</i> Factual text: <i>Endangered animals in the UAE</i> Story: <i>Why ostriches can't fly</i> Reading comprehension Categorise information A blog about a trip to help endangered animals Write a blog Make notes Write a country fact file Write a report about endangered animals	Describe weather conditions Listen to a weather report Listen for specific information Discuss information from a fact file Listen for missing words Listen to categorise information Discuss endangered animals in the UAE Present a report about endangered animals	Geography: The UAE, climate Science: Animals	Pronunciation of numbers Synonyms Deduce the meaning of unfamiliar words from context Words to warn someone	Not being jealous Giving factual examples Conducting research

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 5 The human race Pages 68–84	Facial characteristics	First conditional Quantitative pronouns: <i>somebody, anybody, somewhere</i>	Categorise facial characteristics Factual text: <i>Pearl diving in the UAE</i> Story: <i>The pearl diver and the storm</i> Fact file: <i>Ibn Battula</i> Predict text content from titles and pictures Reading comprehension Write captions to pictures Write a story from notes Read a map Order events from a text Match sentence halves Punctuation: apostrophes Complete a paragraph (multiple choice) Write a book report	Listen and match descriptions Describe people Predict and express opinions Describe a trip Listen to a dialogue Present a book report	History: Ibn Battula	Homophones Deduce the meaning of unfamiliar words from context Time expressions to sequence events Possessive pronouns Apostrophes to show possession	Prediction Giving opinions
Unit 6 Looking backwards and forwards Pages 85–99	Holiday activities Agree/disagree /respond Items for a trip Making suggestions Numbers of people	Future predictions with <i>will</i> <i>Going to</i> for future plans	Advertisements for holiday courses Play script: <i>Back to school</i> Match sentence halves Match questions to comments Make notes from a survey; create a bar chart Reading comprehension An email invitation and reply Match topics to paragraphs Write an email invitation Punctuation : Exclamation marks Plan a school activity Create an advertisement	Talk about school holidays Listen to interviews: match to activities Listen for information Complete a dialogue Compare and agree/ disagree Make suggestions Conduct a survey; present the results Respond to statements about feelings Talk about school Plan and present a school activity Create and present an advertisement	Maths: Make a bar chart	Holiday activities: verb + preposition Pronunciation: stressed and unstressed sounds	Being sympathetic Interpreting advertisements Giving opinions Surveying and classifying information

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 7 Talking about people Pages 100–113	Adjectives to describe personality Favourite things, activities and people	-ed/-ing adjectives	Read for gist A diary page: <i>House rules</i> Factual text: <i>Amazing people</i> Poem: <i>Our teacher's multi-talented</i> Reading comprehension Personality quiz; match questions to options A personal profile: match summary sentences to text Match questions and answers Match text to pictures Write about a special person Design a webpage	Listen to descriptions: personal qualities Listen for specific information Listen an interview: order the topics Complete a dialogue Discuss a poem Make questions from prompts		Rhyming words Antonyms	Thinking and talking about personal qualities Activating prior knowledge Determination in the face of challenges Interpreting attitudes
Unit 8 Staying healthy Pages 114–128	Common illnesses and symptoms Going to the doctor Giving advice Food groups	Quantifiers Should for advice <i>He/ she feels + adjective /has got + noun</i>	Factual texts: <i>Diabetes; Flu; A rainbow a day keeps the doctor away</i> Story: <i>Stone soup</i> Answer a food quiz Make predictions Match a title to a text Complete short texts (multiple choice) Write suggestions to help someone who is unwell Prepare a poster about World Health Day	Listen to conversations about feeling unwell Evaluate information and give advice Listen to a presentation about healthy eating Listen and order food groups Predict what a story will be about Discuss healthy food Carry out a food survey and give a presentation	Maths: Graphs and charts Science: Health and illness	Identify different words and phrases within a text Connected speech	Healthy eating – why is it important? Helping each other Recognising symptoms Analysing ingredients Making predictions

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 9 Where we live Pages 129–144	City, town and country Home appliances Descriptive adjectives Giving opinions	Comparative adjectives Past simple: regular and irregular verbs	Scan a text Factual texts: <i>Facts about our carbon footprint; Plant a tree and change the future!</i> Read a descriptive essay Match headings to paragraphs Story: <i>The Lost City</i> Reading comprehension Categorise vocabulary Complete a paragraph Create a character profile	Describe places Compare living in the country or city Ask and answer Listen and match to an image Listen and identify key words Identify opinions Classify –ed endings Discuss homes and home appliances Express opinion Discuss favourite places Describe a character from a book Make a presentation using a puppet	Science/ Ecology: Climate change, energy efficiency Arts and crafts: make a puppet	Pronunciation: –ed endings Deduce the meaning of unfamiliar words from context	Appreciating the world we live in Advantages/ disadvantages of urban/rural life Activating prior knowledge Identifying and giving opinions Reducing carbon footprint How to make cities cleaner
Unit 10 All about science Pages 145–161	Science Scientific inventions Express opinions	Can for permission, offers, requests Relative clauses and pronouns: <i>who, that, which</i> Adding information: <i>both, and, as well, too, also</i>	Factual texts: Science in history; <i>Ibn Nafis; Different types of science; Great scientists</i> Read for information Follow instructions Write instructions Match sentence halves Match descriptions to pictures Write a letter Find out about a scientist	Listen for information Express opinions Talk about what scientists do Listen to a description of an experiment Do an experiment Make predictions Talk about scientific inventions Listen and classify information Make connections Present a scientific discovery Do a presentation about a scientist	History: Science in history; scientific discoveries Science: experiments	Synonyms	Appreciating scientific discoveries Giving opinions Making predictions about the results of an experiment Working as a team Making connections with our own culture Conducting research

	Words and expressions	Use of English	Reading/ Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 11 Famous people Pages 162–176	Jobs and professions Personal qualities	Modals of speculation: <i>could, might</i>	Factual texts: <i>Famous people and their work; A short biography</i> Story: <i>The Ruler and the Gardner</i> Match headings to paragraphs Complete notes Match words and definitions Match paragraphs and summaries Write your own short biography Complete a paragraph Make notes	Listen for specific information Listen and complete notes Predict information Express opinions Give presentations: <i>A famous person; A person I admire</i> Roleplay: An interview with a famous person		Intonation: question tags Linking words: <i>so, and, but, because</i> Reduce the meaning of unfamiliar words from context	Expressing opinions What do we admire in others? Recognising personal qualities Activating prior knowledge
Unit 12 Story time Pages 177–190	Prefixes <i>un-, dis-</i>	Past simple and past continuous	Story: <i>The Treasure; Little by little</i> Stories with morals A postcard Poem: <i>Stars</i> Write story notes Predict story content Understand the message in a story Write an anecdote Write speech bubbles Punctuation: speech marks, question marks, exclamation marks, commas. Complete a short story Reading comprehension Complete a simple rhyming poem Order a story Create a story character Write a short story	Story roleplay Telling a personal story Listen and order pictures Discuss favourite story characters Make predictions using pictures Retell an anecdote using notes Listen and complete a poem		Linking words: <i>if, and, so, when, as</i> Rhyming words	Forming opinions Making predictions Recognising moral messages Being honest
Wordlists Pages 191–204							

Welcome to *Bridge to Success Grade 5*

Bridge to Success is a 12-grade course for learners of English as a Second Language (ESL). The 12 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 5 consists of 12 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 child 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

How to use *Bridge to Success*

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 CDs 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.
- A range of classroom resources, such as:
 - Word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 5 contains 12 units, spread over three terms. Each unit in the Grade 5 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 the 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 CDs. 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 parental/carer support where possible.

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

Before using the Learner's Book

- Use warm-up activities (for example, chants, TPR, vocabulary games, alphabet chant).

- 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: for example, move from whole group response to individual response to pairwork.
- 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 (for example, True/False or matching.) 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 (for example, *Backs to the board*, see *Teaching Strategies*), paper-based tasks (for example, an informal test) or online (for example, a multiple-choice test, with instant feedback). Consideration

needs to be given to the style of question (for example, free response, multiple-choice.) and the breadth of the domain tested (for example, whether the quiz tests a specific language point, the lessons' content, or 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 (for example, correcting common spelling errors, pronunciation issues and grammar misconceptions and during the activity), or include more formally structured teaching of specific points (for example, 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 students 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*) and the silent *e* (for example, *there, before*) 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, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
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*.
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 *a party*, *wedding*, *concert*.
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 students, 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 modeling 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 letters, 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 produce 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 (for example, using words, lines or 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 a larger font and contain

less detail; as learners become older, flashcards may be smaller, use a 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 (for example, '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, 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, which results 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 on and analyse 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 (for example, 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 children 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 (for example, shopping, health care, holidays) or focused on a particular language structure being studied (for example, 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 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', or 'Find someone who can describe the job of a doctor'.
- 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 (for example, inductive reasoning, deductive reasoning, exploring contrary examples) 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 a 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 (for example, 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: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand and respond to main ideas and relevant details in audio descriptions. Speaking: To express likes and dislikes. Speaking: To follow agreed upon rules for discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand descriptions of different types of homes • participate in conversations with their peers to describe their homes • express opinions about different types of homes.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings, homes, houses. 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, respectfully 		
Key vocabulary: Types of houses: <i>palace, hut, villa, eco-house, bungalow, high-rise flat</i> Key expressions/structures: <i>I live in/near ... ; He/She lives in/near ... ; I like/love it because ... ; He/She likes/loves it because ... ; What do they like about ... ?; Would you like to live in ... ?; I would/wouldn't like to live in ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not know the features of different types of homes. When discussing key vocabulary, summarise the features of each type of home. 		
Resources/equipment needed: Learner's Book page 6 Activity Book page 6 Audio Tracks LB2 and AB2		

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
	<ol style="list-style-type: none"> 1. Introduce the topic by asking: <i>What different types of homes do people live in?</i> 2. Gather learners' ideas of different types of homes on the board and use this opportunity to introduce the key vocabulary. 3. Check learners' understanding of the features of different types of homes.
Resources	Main activity
Learner's Book page 6	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs to match the words with the pictures. <p>Feedback</p> <p>Call out a number and ask learners to respond with the corresponding letter of the picture.</p> <p>Answers</p> <p>1 f; 2 c; 3 a; 4 e; 5 b; 6 d</p>
Learner's Book page 6 Audio Track 2	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that you are going to play an audio of different children describing their homes. 2. Ask learners: <i>What do you think the descriptions will be like? What key words might you need to listen out for?</i> 3. Play the audio, pausing after each speaker. 4. Learners work in pairs. They take turns to point to the corresponding picture and check if their partner agrees. 5. Ask learners: <i>What does that child like about their home?</i> <p>Feedback</p> <p>Ask learners to rehearse question responses by telling a partner. Then choose individual learners to share their answers with the whole class.</p> <p>Answers</p> <p>1 b A bungalow. He loves it because he doesn't have to walk up and down the stairs. 2 c A hut. She likes it because there are lots of children to play with. 3 e An eco-home. He likes it because it's very modern and comfortable. 4 a A villa. She loves it because there's a park at the back and lots of her friends live in the same street. 5 d A high-rise flat. She likes it because the flat has incredible views of Abu Dhabi and the sea. 6 f A palace. She loves where she lives because it is private and large enough for all the family to stay during times of celebration.</p>
Activity Book page 6	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners circle the correct option to consolidate key words. <p>Answers</p> <p>1 villa; 2 bungalow; 3 hut; 4 eco-house</p>

Activity Book page 6 Audio Track 2	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that you are going to play an audio of a girl named Talya talking about where she lives. 2. Ask learners to listen very carefully and make a note of answers to the questions. <p>Answers</p> <p>Talya lives in Turkey. She lives in an eco-house.</p>
Activity Book page 6 Audio Track 2	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that you are going to play the audio again, and that this time they will need to listen for some more specific information. 2. Ask learners to read the questions so that they know what kind of information they will need to listen for. 3. Play the audio again. 4. Learners complete the activity by circling the correct answers. <p>Feedback</p> <p>Read out each of the statements along with the three answer options, and ask learners to raise their hands when you say the option that they have circled. Ask learners how you describe a house made of wood and explain that the adjective is <i>wooden</i>. Compare this to a house made of brick, which is still described as a <i>brick house</i>.</p> <p>Answers</p> <p>1 b in a big city; 2 b 10 million; 3 b wooden; 4 c modern</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check that learners understand the key vocabulary they might need to listen out for before playing the audio. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask additional questions such as: <i>Whose house does Talya like the most?</i> (Her own.) <i>Why?</i> (Her bedroom is cool and she has a football net in the garden.) <i>Where does she sometimes go to do her homework?</i> (Her friend Nadide's house.)
Learner's Book page 6	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners of the skills required to speak and listen effectively, for example, taking turns and maintaining eye contact. 2. Learners work in pairs and talk to their partner about the type of home they live in and why they like it. <p>Feedback</p> <p>Select learners to tell the class about the home their partner lives in and why their partner likes it. This will demonstrate that they listened carefully to the information given during the discussion activity.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Organise learners into mixed ability pairs. 2. Provide a visual script and access to key vocabulary to support learners, for example, <i>I live in a ... and I like it because ...</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide more than one reason why they like their home, or to provide details about the things they don't like about their home.

Learner's Book page 6	Activity 4 1. Learners work in pairs to discuss the questions.		
	Feedback Select learners to say what they think would be different about living in each type of house.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. Ask learners to raise their hands to vote on their favourite type of home. 2. Record their responses in a simple tally chart on the board. 3. Conclude the lesson by referring to the Learning objectives and asking learners: <i>What did you learn today? Did you achieve the Learning outcomes?</i>		
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: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information, accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.6) 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).			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand short texts. Speaking: To answer questions and discuss opinions. Writing: To write short, simple reports.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand texts about eco-homes • ask and answer questions about eco-homes • write a short, simple report about living in a palace.
Link to prior learning: <ul style="list-style-type: none"> • Passive voice for processes • Expressing likes • Types of building 21st Century Themes: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of society's impact on the natural world (for example, population growth, population development, resource consumption rate) 		
Key vocabulary: <i>solar panels, roof garden, large windows, well, wood, stone, mud, glass, energy, energy-efficient, materials</i> Key expressions/structures: <i>It is made of ... ; It has got ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might struggle with <i>wood</i> (material) and <i>wood</i> (forest). Throughout the lesson, discuss key vocabulary and where possible, show pictures or real samples of materials. 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7 Realia: Pictures of a wood (forest) and something made from wood – an actual object.		

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. Ask learners: <i>What are houses made from? Why do you think those materials are used?</i> 2. Gather answers and record on the board. 3. Use this opportunity to promptly introduce the key vocabulary and check learners' understanding.
Resources	Main activity
Learner's Book page 7	Read: Activity 1 <ol style="list-style-type: none"> 1. Ask learners: <i>What do you think an eco-house is? What materials might you need to build a house like this?</i> 2. Learners read the text about the mushroom eco-house and write labels for the missing words. 3. Point out that they do not need to understand every word in the text and that they should try to pick out the relevant information. 4. Draw attention to the <i>Vocabulary</i> box and explain the terms in Arabic if necessary. Feedback Ask learners to work in pairs to compare their answers.
	Answers a roof garden; b solar panels; c stone; d large windows; e well; f wood
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners could work with a partner for peer support.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to create two questions they would like to ask about eco-homes.
Learner's Book page 7	Word Study: Activity 2 <ol style="list-style-type: none"> 1. Learners find and write down the materials that were used to build the eco-house in Activity 1. Feedback Invite learners to tick against the words on the vocabulary list on the board.
	Answers wood; mud; stone
Learner's Book page 7	Talk: Activity 3 <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> to help them answer the questions. 2. Learners work in pairs to discuss the questions and answers. Feedback Ask learners to raise their hands if they would like to live in the eco-house. Choose one or two learners with raised hands and ask them to give a reason. Do the same for learners who would not like to live in the house.
	Answers Learners' own answers.

Activity Book page 7	Vocabulary: Activity 1 1. Learners solve the anagrams of materials, using the picture cues to help them.		
	Answers 1 stone; 2 glass; 3 wood		
Activity Book page 7	Challenge: Activity 2 1. Ask learners: <i>What do you think it would be like to live in a palace? What materials would it be built from? What would it look like?</i> 2. Learners draw and write about their imaginary palaces.		
	Feedback Select learners to present their completed work to the class.		
	Answers Learners' own answers.		
	Differentiation activities (Support): 1. Sentence starters are provided in the Activity Book for support. Provide further key vocabulary words or phrases as required.		
	Differentiation activities (Stretch): 1. Encourage learners to create their own sentences and/or additional sentences. 2. Ask learners to use conjunctions such as <i>and</i> to add further details to sentences.		
Resources	Plenary		
	1. Conclude the lesson by asking learners: <i>What are the differences between an eco-house and a palace? What did you learn in this lesson? Which parts were easy? Which parts were challenging?</i>		
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: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify and summarise a speaker's points using modal verbs. Reading: To use modal verbs to show understanding of reading. Writing: To apply use of modal verbs in writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen and summarise ideas using modal verbs • read texts and use modal verbs to show understanding • write sentences using modal verbs.
Link to prior learning: <ul style="list-style-type: none"> • Types of houses and building materials • Passive voice for processes 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>school, museum, library, shop, theatre, house, shopping centre, petrol station, theatre, spaceship</i> Key expressions/structures: Modal verbs of probability: <i>It can't be a ... ; It could be a ... ; It might (not) be a ... ; It must be a ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find the subtle distinction in meaning between some modal verbs confusing. Carefully observe learners' understanding through their conversations and written work. Discuss and model the meanings frequently. 		
Resources/equipment needed: Learner's Book pages 8–9 Activity Book pages 8–9 Audio Track LB3		

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"> Recap on the learning from the previous lesson. Ask learners: <i>Can you recall what an eco-home is and why people like them?</i> Tell learners that today they will be learning about strange buildings. Ask learners to tell you about any strange buildings they know of.
Resources	Main activity
Learner's Book page 8	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Learners look at the pictures of strange buildings. Ask learners to work in pairs and talk to their partner briefly about why the buildings are strange and what they think each building is used for. <p>Feedback</p> <p>Learners discuss with partners, then feed back to the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 8 Audio Track 3	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Tell learners that you are going to play some audio clips of people talking about the strange buildings in the pictures. Explain that we use modal verbs of probability when we think about possible situations in the present. Write the modal verbs <i>can't</i>, <i>could</i>, <i>might</i> and <i>must</i> on the board. Point out that learners should listen for sentences where the modal verbs are used. Play the audio, repeating if necessary. Pause after each section to allow learners time to complete each sentence with one of the four modal verbs on the board and to circle the correct building at the end of each sentence. <p>Feedback</p> <p>After learners have recorded their answers, read each sentence aloud and point to each modal verb on the board. Ask learners to hold their hands up when you point to the correct modal verb.</p> <p>Answers</p> <p>a It must be a shopping centre; b It can't be a house; c It could be a museum; d It might be a house; e It could be a library.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Refer learners to look at the board each time you pause, to remind them of the modal verbs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to justify and explain their choices.

Learner's Book page 9	<p>Talk: Activity 3</p> <p>1. Tell the learners to look at the <i>Use of English</i> box and use it to discuss the pictures in pairs.</p> <p>Feedback</p> <p>While learners discuss in pairs, move around the classroom and join their discussions.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 8	<p>Vocabulary: Activity 1</p> <p>1. Learners sort the letters to write the names of different buildings.</p> <p>Feedback</p> <p>Select learners to write their answers on the board.</p> <p>Answers</p> <p>1 school; 2 museum; 3 library; 4 shop; 5 theatre; 6 house</p> <p>Differentiation activities (Support):</p> <p>1. Provide visual support by referring learners to the written words for buildings on page 8 of the Learner's Book.</p> <p>2. You may wish to give learners the initial letter of each word.</p> <p>Differentiation activities (Stretch):</p> <p>1. Extend the task by asking learners to write each unscrambled word in a simple sentence.</p>
Activity Book page 8	<p>Use of English: Activity 2</p> <p>1. Remind learners of the modal verbs recorded on the board, then look at the <i>Use of English</i> box to discuss the meanings further.</p> <p>2. Learners read the statements and circle the most suitable modal verb.</p> <p>Feedback</p> <p>Ask learners to justify their answers by explaining why they circled the modal verbs chosen. This can be done with a partner, a small group or as whole class feedback. Model to the learners how to do this first, for example, <i>Anna might be rich because she lives in a big house.</i></p> <p>Answers</p> <p>1 might; 2 can't; 3 must; 4 could</p> <p>Differentiation activities (Support):</p> <p>1. Demonstrate how to read the sentences using each of the suggested modal verbs in order to work out which is correct.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to create their own similar puzzle sentence with a choice of two modal verbs for a partner to answer.</p>
Activity Book page 9	<p>Activity 3</p> <p>1. Do this as a whole-class activity, referring to the <i>Use of English</i> box on page 8.</p> <p>2. Read out each sentence and ask learners to suggest suitable modal verbs to fill the gaps.</p> <p>Answers</p> <p>1 must; 2 could/might; 3 can't; 4 could/might; 5 might; 6 must</p>

Resources	Plenary		
	<div>1. Choose one of the types of building from the lesson and draw dashes on the board to represent the letters.</div> <div>2. Ask learners to give you one letter at a time. If the letter is in the word, write it in the relevant place. If not, make a mark on the board.</div> <div>3. As more letters are filled in, encourage learners to guess the word, using: <i>It might/ could be ... , It must be ...</i> .</div> <div>4. If learners guess the word before they get three marks on the board, they win. If they get three marks before guessing the word, you win.</div>		
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:			
<div>(G.5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims.</div> <div>(G5.3.4.1.1) 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.</div> <div>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</div>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To demonstrate understanding of the main ideas in a text by answering questions. Reading: To use context clues to understand the meanings of unknown words. Writing: To write simple reports for specific purpose and audience.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text about an eco-city called Masdar and show understanding by answering questions • use the context of a text to understand the content • write a simple report about a building.
Link to prior learning: <ul style="list-style-type: none"> • Modal verbs of probability • Describing strange buildings 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences. 		
Key vocabulary: <i>solar panel, eco-house, wood, stone, glass, mud</i> Key expressions/structures: Describing buildings: <i>This building looks like a ... ; I think it might/ could be a ... ; My building has ... ; It is made of ...</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 describing buildings using full sentences. Provide key expressions to support speech and writing. 		
Resources/equipment needed: Learner's Book page 9 Activity Book page 9 Audio Track LB4		

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. Recap learning from the previous lesson on modal verbs and strange buildings. 2. Ask learners for sentences containing modal verbs. 3. Tell the learners that in this lesson you will look at an eco-city called Masdar. Ask them if they have heard of it. If they have, ask what they know about it. If not, ask what they think an eco-city might be.
Resources	Main activity
Learner's Book page 9 Audio Track 4	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Play the audio of the teacher talking about the pictures in Lesson 3. 2. Learners look at the pictures. 3. Ask learners: <i>What are the buildings? Were you correct?</i> <p>Feedback</p> <p>Select individual learners to feedback to the class.</p> <p>Answers</p> <p>a shopping centre; b petrol station; c museum; d house; e theatre</p>
Learner's Book page 9	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will now learn about some other strange buildings. 2. Learners read the text about Masdar silently to themselves. 3. Learners then work in pairs and re-read the text aloud to a partner to check understanding. 4. Direct learners to respond to the questions. <p>Feedback</p> <p>Learners could answer the questions verbally, by discussing with a partner, or group. Alternatively, learners could write their answers down in their notebooks.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 9	<p>Word Study: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text and add in the missing words. 2. Learners work in pairs and compare their answers with a partner. <p>Feedback</p> <p>Select learners to read sentences from the text to the whole class. Ask other learners to say if they agree with the answer.</p> <p>Answers</p> <p>1 pyramid; 2 shopping centre; 3 2001; 4 300; 5 souk; 6 glass; 7 largest</p>
Learner's Book page 9	<p>Over to you: Activity 3</p> <ol style="list-style-type: none"> 1. Learners draw and write about their own favourite or strange building. 2. Learners work in pairs and describe their buildings to a partner. 3. Draw their attention to the word box and encourage learners to use these words when describing their buildings if appropriate. <p>Feedback</p> <p>After the lesson create a display of learners' work.</p>

	Differentiation activities (Support): 1. Support learners in making notes, using the points suggested in the Learner’s Book, for example, ‘ <i>Describe what it is made of</i> ’. Refer to the <i>Words to remember</i> box in the Learner’s Book.		
	Differentiation activities (Stretch): 1. Tell learners your expectation, for example, to write six sentences in their description.		
Resources	Plenary		
	1. Select learners to read their descriptions to the class without showing their picture and without referring directly to the type of building. Ask other learners: <i>Can you work out what this building is from its description?</i> If time allows, you could encourage another learner to draw a picture based on what they hear and then see if the two pictures match.		
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: (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.1) Use context clues such as words and phrases, and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To demonstrate understanding of texts read by answering questions. Reading: To summarise points made in a text by extracting information. Speaking: To build upon ability to express oneself and check information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • find and understand information in texts read in order to answer questions • summarise information from a text • express oneself and check information.
Link to prior learning: <ul style="list-style-type: none"> • Expressing likes and preferences • Modal verbs of probability • Places activities, time and dates • Present simple and continuous 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English. 		
Key vocabulary: <i>performance, fundraising, sports day, charity, festival, bowling alley, football</i> Key expressions/structures: <i>isn't it?; isn't she?; aren't you?; don't you?; doesn't it?; did you?</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 to pronounce words with the appropriate intonation. Be sure to demonstrate how the voice goes up at the end of the question. 		
Resources/equipment needed: Learner's Book pages 10–11 Activity Book page 10 Audio Tracks LB5–6		

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. Recap on the previous lesson by reminding the learners that you looked at the eco-city Masdar and learners designed their own building.2. Tell learners that in this lesson you will look at going ‘out and about’.3. Ask learners: <i>What do you think it means to go ‘out and about’?</i>																								
Resources	Main activity																								
Learner’s Book page 10	Talk about it: Activity 1 <ol style="list-style-type: none">1. Introduce the lesson by asking learners: <i>Do you go out with your friends/family? Where do you go? What do you do? When do you go?</i> Feedback Collect answers on the board and introduce key vocabulary. Answers Learners’ own answers.																								
Learner’s Book pages 10–11	Read: Activity 2 <ol style="list-style-type: none">1. Tell the learners that they will be using known reading strategies to look for specific information related to the theme of going out. Discuss these strategies and refer to the box in the Learner’s Book.2. Learners read the advertisements and complete the chart. Feedback Ask learners to work in pairs or small groups and compare their charts. While learners are working, move around the classroom and check answers. Answers: <table><tr><th></th><th>Advert a</th><th>Advert b</th><th>Advert c</th></tr><tr><td>What?</td><td>Outdoor spring performance</td><td>Blue Box Sports Day</td><td>Shopping Festival</td></tr><tr><td>Where?</td><td>Al Hisn Palace, Abu Dhabi</td><td>Railey Road Sports Centre Field</td><td>Global Village</td></tr><tr><td>When?</td><td>26th April</td><td>5th July</td><td>10th January</td></tr><tr><td>What time?</td><td>7 pm sing: till late</td><td>11 am</td><td>4 pm</td></tr><tr><td>Other information</td><td>The Yollah group will be performing. There is free parking in the palace grounds. You can buy tickets from 18th April.</td><td>Activities for all the family. Food, drink and fairground rides. All funds raised go to charity.</td><td>Fun and entertainment with musicians and bands.</td></tr></table>		Advert a	Advert b	Advert c	What?	Outdoor spring performance	Blue Box Sports Day	Shopping Festival	Where?	Al Hisn Palace, Abu Dhabi	Railey Road Sports Centre Field	Global Village	When?	26th April	5th July	10th January	What time?	7 pm sing: till late	11 am	4 pm	Other information	The Yollah group will be performing. There is free parking in the palace grounds. You can buy tickets from 18th April.	Activities for all the family. Food, drink and fairground rides. All funds raised go to charity.	Fun and entertainment with musicians and bands.
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Learner’s Book page 11	Talk: Activity 3 <ol style="list-style-type: none">1. Learners work in pairs and talk to their partners about which event they would prefer to go to and why, using the prompts provided. Feedback Monitor and discuss any language issues as a whole class.																								

Learner's Book page 11 Audio Track 5	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that you will play an audio of three children discussing which event they are each going to. 2. Remind learners that they only need to listen to the gist of the conversation and pick out key words. 3. You may wish to pre-teach some of the passive phrases prior to listening, to extend some of the higher-level learners. Ask for suggestions as to what the following phrases might mean and what they might be referring to: <i>getting dressed up; have just been playing; Do you fancy doing ... ?; Your mum won't mind.</i> 4. Play the audio. 5. While listening to the audio, learners note which event each child is going to. <p>Feedback Ask individual learners to share their answers with the class.</p> <p>Answers</p> <p>1 Shopping Festival; 2 Blue Box Sports Day; 3 Outdoor spring performance</p>
Activity Book page 10	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners to read the advertisements and write T (True) or F (False) in the boxes to indicate whether the statements are correct or not. 2. They then correct the false statements by referring back to the posters. <p>Feedback Call out each statement and ask the learners to indicate true by raising their right hand or false by raising their left hand. Ask them to correct the false answers.</p> <p>Answers</p> <p>1 F It is closed on Monday 2 F It costs 35 AED 3 T 4 T 5 F It finishes at 12 pm 6 F He is local 7 T 8 F It is open for 11 hours a day.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of the reading strategy to look for key words in the text that match key words in the statement. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners how they worked out the answer for question 6. Which word gave the answer away? (<i>local</i>) This group should provide written answers for the false sentences.
Learner's Book page 11 Audio Track 6	<p>Pronunciation: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners you are going to play an audio of some sentences, which focus on people who are checking information. Direct them to listen carefully to the intonation. 2. Ask them to describe what happens to the intonation (it goes up at the end of the question). 3. Play the audio, pausing after each sentence to ask learners to repeat it with the correct intonation. <p>Feedback Ask learners to repeat the questions individually, to a partner, and in unison as a whole class.</p>

	Differentiation activities (Support): 1. Provide individual pronunciation support as required.		
	Differentiation activities (Stretch): 1. Ask learners to create their own question to check information.		
Learner’s Book page 11	Talk: Activity 6 1. Learners make sentences to check facts about a partner’s life. 2. Learners work in pairs to ask and answer their questions. Feedback Ask some learners to model their questions and answers to the class.		
Resources	Plenary		
	1. Brainstorm vocabulary from this lesson by asking learners to call out any question they can think of. Write them on the board. 2. Ask one learner to make a question where they are checking information, paying careful attention to pronunciation and intonation. 3. The nominated learner should then nominate another learner to make another question. 4. Continue until most learners have had the opportunity to make a question.		
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: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Listening: To listen and deliver feedback on pronunciation. Speaking: To participate in conversations by following agreed upon rules for discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 1, Lessons 1–5 • revise vocabulary related to homes, buildings, materials, places in town • talk clearly to a partner about a dream home • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 1, Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 1, Lessons 1–5 Key expressions/structures: Expressions and structures from Unit 1, Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–5 		
Resources/equipment needed: Learner's Book page 12 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 what they can remember from Unit 1 and write their answers on the board. 2. Revise words and expressions from the unit by having a team competition. 3. Ask questions linked to: naming and describing types of building and building materials; eco-homes and Masdar; going out and about. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 12	Can you remember? Activity 1 <ol style="list-style-type: none"> 1. Advise learners that this is a quiet time for them to reflect on learning. 2. Ask learners to put their pens down. 3. Tell them to turn to page 12 and to silently read through the questions. Explain that they have five minutes to do this and then they can ask any questions if they don't understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. 5. Advise learners they have ten minutes to complete their reflection. Feedback Learners compare answers in pairs, then small groups and finally as a whole class.
	Answers 1 c; 2 a; 3 c; 4 c; 5 c; 6 b; 7 a; 8 a; 9 a; 10 b
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers, but offer support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Having checked that they have the correct answers, these learners can help their peers in the support group if more help is needed.
Activity Book page 11	Can you remember? Activities 1–4 <ol style="list-style-type: none"> 1. Read through the questions with the class and encourage learners to offer suggestions for each one. 2. Advise learners they have a few minutes to look back through their books to find other examples. 3. Learners complete Activities 1–4 independently. 4. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers. If they have any gaps, encourage them to look back through their books to find additional information.
	Answers Learners' own answers.

Activity Book page 11	Can you remember? Activity 5 1. Advise learners that they are going to work in pairs. 2. One learner will speak and the other will give feedback. 3. Discuss with the class what information learners will need to give their partner to complete the task. Write suggestions on the board. For example: <i>What is your dream home made of? Where is it? What does it look like? What special features does it have?</i> 4. Give learners time to consider their answers to these questions. 5. If your class has room, ask them to sit back-to-back, or, ask the listener to close their eyes if there is not enough room. 6. Learners take it in turns to ask and answer. 7. Monitor for support and guidance when necessary. Feedback Feedback takes place during the activity.
	Differentiation activities (Support): 1. Learners can use their Learner's Books and Activity Books to support their search for information.
	Differentiation activities (Stretch): 1. Learners can develop additional review questions and swap these with a partner.
Activity Book page 11	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place an X in the box. They can then write a short sentence explaining why they can't do the statement. Feedback Self-reflection.
	Differentiation activities (Support): 1. Support by explaining statements more fully if needed.
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in the first part of Unit 1.
Resources	Plenary 1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next 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
Standards/SLOs: (G5.2.1.1.6) 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). (G5.3.4.1.1) 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. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read texts and elicit specific information. Speaking: To use the present perfect tense when asking and answering questions. Writing: To use adjectives when writing descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read texts about famous places and locate the information to answer questions • use the present perfect tense when asking and answering questions about places visited • use adjectives when writing sentences to describe famous places.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe places and position of adjectives • Past participles 21st Century Themes: <ul style="list-style-type: none"> • Global Awareness: Introduce other cultures through the teaching of English. 		
Key vocabulary: <i>historical, surroundings, view</i> Adjectives: <i>lush, amazing, ancient, beautiful, large, long, old, nice</i> Key expressions/structures: present perfect to talk about past experiences: <i>I have been to ... ; I haven't visited ... ; Have you been to ... ; Yes, I have. No, I haven't.</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 to understand when to use the present perfect. Provide plenty of speaking and listening opportunities and adult demonstration. 		
Resources/equipment needed: Learner's Book pages 13–14 Activity Book page 12		

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
	<ol style="list-style-type: none"> 1. Introduce the lesson by asking learners what they think is meant by <i>famous places</i>. 2. Ask learners to give examples of famous landmarks and places they have visited, or would like to visit, and make notes on the board.
Resources	Main activity
Learner's Book page 13	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they recognise the landmark in the photo. If they do, ask them what they know about it and what details they might find in the text. If they don't, ask them what information about the building they think they might find in the text. 2. Learners read the text, either independently or with a partner. 3. Ask learners if there was any vocabulary that they were unsure of in the text – discuss meanings and pronunciation where necessary. 4. Focus on the <i>Vocabulary</i> box and pay particular attention to the word <i>historical</i>. Explain that many famous places have very interesting origins and stories behind them and that the historical facts give us lots of background information. 5. Tell learners to answer the three questions below the text. <p>Feedback</p> <p>While learners are working on the task, move around the classroom to check understanding and progress.</p> <p>Answers</p> <p>1 In Fujairah; 2 stone and mud; 3 tourists</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to refer to the <i>Vocabulary</i> box at the top of the Learner's Book page. 2. These learners may need more support when reading the text. They could either be paired with another learner or have a more teacher led, guided reading experience.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to create two further questions that they could ask a partner about the text.
Learner's Book page 14	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Use the <i>Use of English</i> box to explain to learners about using the present perfect tense. 2. Learners work in pairs, and use the verbs provided to talk about famous landmarks with their partners. <p>Feedback</p> <p>While learners are talking, move around the classroom to observe and support their conversations.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 14	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners if they can think of any more unusual words that mean the same as <i>nice</i>, <i>old</i> or <i>long</i>. Write any suggestions on the board. 2. Explain that they can make their writing more interesting by using a variety of words with similar meanings rather than 'ordinary' words like <i>nice</i>, <i>old</i> and <i>long</i>. 3. Refer to the <i>Writing tip</i> box. 4. Learners use the blue adjectives in the main text to write sentences to describe pictures a–d. <p>Feedback</p> <p>Learners work in pairs and compare their sentences with a partner. Select individual learners to read their sentences aloud to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 12	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity by reading the text about the Pyramids of Giza and matching each paragraph with a heading. 2. Ask them to explain why each heading is appropriate and what kinds of things are mentioned in each paragraph. <p>Feedback</p> <p>While learners work, move around the classroom to observe individual answers.</p> <p>Answers</p> <p>A Location; B Historical facts; C Travel information</p>
Activity Book page 12	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners find the underlined adjectives in the text and replace them with words from the box. <p>Feedback</p> <p>Ask learners to share answers with the whole class. Discuss any other possible words that could be used.</p> <p>Answers</p> <p>1 ancient; 2 beautiful; 3 large; 4 amazing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to discuss thoughts and check understanding. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can generate their own more interesting adjectives using a dictionary or thesaurus for support.
Activity Book page 12	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the text again and answer the questions. <p>Feedback</p> <p>Select learners to present their answers to the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 north-east of Egypt 2 mummies (bodies of Egyptian kings and queens), jewels and treasures 3 pictures of the ruler's life 4 by car, coach or camel

Resources	Plenary		
	<div>1. Write <i>Have you ever ... ?</i> on the board.</div> <div>2. Learners suggest three questions they could make from this stem.</div> <div>3. Ask the questions to the whole class, and ask learners to raise their hands if they have ever done each activity.</div> <div>4. Explain to learners that in the next lesson, they will be learning more about the famous landmarks on page 14 of the Learner’s Book.</div> <div>5. Ask them to research one of landmarks at home and to bring in any information and facts they find.</div>		
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:			
<div>(G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</div> <div>(G5.3.2.1.3) Describe the key features of short informational texts (for example, introduction, details ordered by feature, chronological order, compare and contrast, cause and effect, sequential and description).</div> <div>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</div>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To research and brainstorm information. Writing: To use adjectives and paragraphs when writing. Listening: To listen to information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • research information about a famous landmark • write about a famous landmark using adjectives and paragraphs • show listening skills when listening to a classmate read their work.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe places, and position of adjectives • Past participles 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: Adjectives Key expressions/structures: present perfect, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be unsure how to tackle the process of gathering and then organising information into paragraphs. Support learners by guiding them step-by-step, and provide sentence starters where necessary. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 13 Realia: Facts and information books about The Great Wall of China, The Colosseum, The Taj Mahal, The Prophet's Mosque; access to the Internet		

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
	<ol style="list-style-type: none"> 1. Introduce the lesson by asking learners to recall what a <i>landmark</i> is. Recap learning from previous lesson on famous landmarks. 2. Remind learners about adjectives, and brainstorm by asking them to suggest some that you can write on the board for later reference.
Resources	Main activity
Learner's Book page 14	<p>Over to you: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What is a paragraph? Why should we organise our writing into paragraphs?</i> 2. Establish that organising writing into paragraphs makes it easier to read and understand. 3. Look at the reading text in Lesson 7 of the Learner's Book and identify the headings for each of the paragraphs. 4. Choose one of the landmarks and demonstrate on the board how to plan and structure the paragraphs using the headings from the Lesson 7 reading text. 5. Show learners how to make notes under each heading based on the facts they have researched or can find in the books. 6. As a class, work together and model this activity, writing sentences from the notes. 7. Learners then choose a landmark and work in pairs to complete the activity. 8. Provide adequate time, resources and assistance. <p>Feedback</p> <p>Learners present their work by reading it aloud to the class. You may wish to create a class display to celebrate the work.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Direct learners to choose a landmark that has already been discussed and described in some detail in the previous lesson or at the beginning of this lesson. This will provide them with a deeper knowledge and understanding. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners may wish to choose a landmark not listed in the Learner's Book. They may also wish to extend the quantity of their writing by adding further paragraphs.
Activity Book page 13	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Learners talk about a famous place they have visited, using the cues to help them. Encourage them to write notes in the same way as they did when planning their writing. <p>Feedback</p> <p>Select learners to share their information to the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Enable learners to discuss their ideas with a small group. Assist with structuring their sentences and helping them with tricky words.		
	Differentiation activities (Stretch): 1. Ask learners to present their information to the class. They could write down some of their information in paragraphs if time allows.		
Resources	Plenary		
	1. Select learners to present their work to the class. 2. When a learner is presenting, ask other learners to note down the most interesting fact that they hear. 3. Write the learners’ responses on the board and see how many different facts learners can remember about each presentation.		
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: (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive, suggestions: <i>Let’s, why don’t, should we ...</i> ; possessives: <i>’s</i> and <i>s’</i> ; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand and respond to a poem. Listening: To listen to a text to elicit specific information. Speaking: To explain personal ideas and understanding in the light of the discussion. Writing: To apply the rules of capitalisation in sentence writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and respond to a poem • listen and find information in a poem • discuss the concept of being a caring person, giving their opinions • write sentences using capital letters and full stops.
Link to prior learning: <ul style="list-style-type: none"> • Listening for specific information • Using capital letters and full stops 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>to raise, patience, kindness, gentle, hug</i> Key expressions/structures: <i>I think a caring person ...</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 to remember that capital letters are used at the beginning of a sentence or for proper nouns. When reminding learners to use capital letters in sentences, write an example on the board for reference. 		
Resources/equipment needed: Learner's Book page 15 Activity Book page 13 Audio Track LB7		

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. Tell learners that in this lesson you will look at amusing and unusual places to live and you will also be thinking about the idea of being a caring person. 2. Ask for any ideas about amusing or unusual places to live. These can be fictional or real. Discuss what it would be like to live in one of these places. 3. Refer back to some of the strange buildings in Lesson 3 and focus particularly on picture b from page 8 of the Learner's Book.
Resources	Main activity
Learner's Book page 15	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners will be thinking about more strange buildings (fictional or real) and what it would be like to live in them. 2. Introduce the poem by looking at the picture and asking learners the questions. 3. Encourage learners to imagine what it would be like to live in a shoe and then to suggest other items that would make strange homes. <p>Feedback Class discussion.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 15 Audio Track 7	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that you will play the audio of the poem twice through. The first time, they should simply listen. The second time, you will give them questions to think about and answer. 2. Play the audio once through, uninterrupted and identify any issues with understanding. 3. Learners then look at the three questions. 4. Play the audio again and gather answers. <p>Feedback After playing the Audio Track for a second time, read each question aloud and select learners to give their answers. Ask other learners: <i>Is your classmate correct?</i></p> <p>Answers</p> <ol style="list-style-type: none"> 1 She lives in a shoe. 2 They eat soup and bread. 3 Kindness is important. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Re-read specific verses in the poem slowly to give learners another opportunity to listen for the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two of their own questions about the poem that they could ask their classmates.

Learner's Book page 15	<p>Values: Activity 3</p> <ol style="list-style-type: none"> 1. With books closed, write the word <i>caring</i> on the board. 2. Ask learners: <i>What does being a caring person mean? Do you think the old woman in the poem is a caring person? Why? Why not?</i> 3. Gather learners' answers and create a list on the board. 4. Learners then discuss their ideas and see how many adjectives they can come up with to describe a caring person. <p>Feedback</p> <p>Feed back to the whole class and produce a class list of adjectives.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners discuss ideas in small groups with teacher led questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide examples of behaviour types and activities.
Activity Book page 13	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What makes you a caring person? What evidence do you have?</i> 2. Ask them to think of a time when they did something caring and to tell their partner. 3. Learners then write about their own experience. 4. Remind learners to check their punctuation. Have they used capital letters and full stops? <p>Feedback</p> <p>Select learners to present their ideas to the class. Ask learners how it made them feel to be a caring person.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence starters and useful phrases. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to decide what the most important quality of a caring person is.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Conclude the lesson by asking learners to nominate a classmate that is a caring person and give an example of why that person is caring. 2. Refer to the Learning outcomes and ask learners to reflect on the most successful part of the lesson for them.

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: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.3.1.1) Apply the rules of capitalisation.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To contribute to discussions, ask and answer questions. Writing: To present information in different ways.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their homes and ask others about their homes using personal pronouns • create a bar chart to show information about homes • draw and describe their worst home.
Link to prior learning: <ul style="list-style-type: none"> • Lexis to describe buildings, materials and parts of a house 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English. 		
Key vocabulary: <i>flat, villa, bungalow, palace</i> Personal pronouns: <i>my/your, he/she, his/her, their/theirs</i> Key expressions/structures: <i>Where do you live?; The most/least popular home is a ... ; More people live ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may require further support with using personal pronouns to describe data. Provide a list on the board and model their use in sentences. • Some learners may struggle with the bar chart concept, so if necessary, spend time explaining this in more detail. 		
Resources/equipment needed: Learner's Book pages 16–17 Activity Book page 14 Pre-prepared cards (one per learner) containing the words <i>flat, villa, bungalow</i> and <i>palace</i> . There should be no more than ten of each type, but the numbers of each type of card can vary.		

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
	<ol style="list-style-type: none"> 1. As learners enter the class, give each one a card containing a type of house. 2. Explain that they must not show this to anyone else. 3. Ask learners to recall previous learning related to types of homes and buildings, and to tell you anything they remember. 4. Write a list on the board. 5. Tell learners that in this lesson they will be looking at the learners' 'homes' that they have been allocated, and will be finding out information about their classmates and making comparisons using mathematical information.
Resources	Main activity
Learner's Book page 16	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the questions from the Learner's Book. Ask: <i>What types of buildings have we previously learned about? What places have we discussed?</i> 2. Ask the next two questions: <i>Where do you live? Where do your friends live?</i> 3. Tell learners that initially you want them to answer these questions based on their real homes. 4. Then ask learners to answer the questions based on the cards they were given at the start of the lesson. <p>Feedback Class discussion.</p> <p>Answers Learners' own answers.</p>
Learner's Book page 16	<p>Over to you: Activity 2</p> <ol style="list-style-type: none"> 1. Learners create a simple table, based on the one in the Learner's Book, to collate information about where their classmates live. 2. Explain that they are going to mingle and ask their classmates where they live. They must then tally the results they receive. 3. Explain that when they are asked the question <i>Where do you live?</i>, they must answer the question using the information on their card. 4. Show learners how to approach a person politely and to say <i>Excuse me</i> before asking the question: <i>Where do you live?</i> Remind learners of speaking and listening skills such as making eye contact and not interrupting others. 5. Learners circulate and interview their classmates. 6. They complete the table as they mingle. <p>Feedback While learners are collecting their data, move around the classroom providing language support and help with tallying where required. Collate the information on the board and see if all learners collected the same information. (This will depend on whether they managed to speak to all of their classmates.)</p> <p>Answers Answers will depend on the cards handed out at the beginning of the lesson and the accuracy of the learners' recording skills.</p>

Learner's Book page 16	<p>Over to you: Activity 3</p> <ol style="list-style-type: none"> 1. Learners use their answers from the previous activity to make a bar chart. 2. If learners need support with this, then take time to explain the concept of bar charts and use fictional data to demonstrate the process on the board, before asking learners to produce a bar chart using the data they collected. 3. Explain that learners need to: add numbers to the y axis; types of home to the x axis; include a title; add some colour. 4. Ensure they use a ruler and pencil for neat presentation. <p>Feedback</p> <p>Move around the classroom to observe learners' progress and provide support where necessary.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide prompts to facilitate discussion such as: <i>Which is the most/least popular? How are the charts different/the same?</i> 2. This will improve their understanding of the bar chart concept and help them to analyse the data. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a brief conclusion of their findings.
Learner's Book page 16	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs. They compare their results with a partner and discuss the questions. 2. If their results differ, encourage learners to discuss the reasons for this. 3. Encourage learners to make further comparisons based on the data they have collected. <p>Feedback</p> <p>While learners are discussing, move around the classroom to observe their conversations. A whole-class discussion of the results will follow in Activity 5.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 17	<p>Write: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and to look at their results and make comparisons. Encourage them to write three comparative sentences about the results they gathered in Activity 3. 2. You may wish to remind them of the structures on the board to help them. For example, <i>Most people in our class live in a ... ; More people live in a ... than a ...</i> <p>Feedback</p> <p>Move around the classroom to check learners' sentences as they write.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 14	House of horror! Activity 1 1. Ask learners: <i>What would your worst home be like?</i> 2. Brainstorm ideas and discuss different features and scenarios. 3. Learners draw a picture of their worst home. 4. Remind learners of details to think about, such as materials, features, surroundings and the condition of the building. 5. Encourage them to add labels to their drawings to identify the different features. Feedback Invite learners to present their house of horrors to the class by showing their picture and describing it. <div>Answers</div> Learners' own answers.			
	Differentiation activities (Support): 1. Provide learners with suggestions of features they might wish to include. 2. Assist learners with the labelling of their house by providing text aids, either on the board or as word cards.			
	Differentiation activities (Stretch): 1. Ask learners to add labels and captions to their picture to give further information.			
	Resources	Plenary		
		1. Ask learners to choose a piece of work from the lesson to present to the class and state why they are pleased with it/what they feel they have done well. 2. Conclude the lesson by referring to the Learning outcomes and evaluating whether these were successfully met.		
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:				
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.				
(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.				
(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.				

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To use comparatives in writing. Speaking: To describe. Listening: To listen and understand their peers' descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write comparative sentences • describe their own home • use speaking and listening skills to compare their home with others'.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to types of buildings, describing buildings, famous and strange buildings 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: <i>bedrooms, bathrooms, gate, front door, kitchen, garden, near, closest</i> Key expressions/structures: Comparatives – <i>more than/less than; My house has ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may require further support to use the comparatives <i>more than</i> and <i>less than</i> in context. Monitor understanding and provide models and prompts as necessary. 		
Resources/equipment needed: Learner's Book page 17 Activity Book page 15 A local map, string, pins, art resources for leaflets		

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. Introduce the lesson by asking learners to recap on learning from the previous lesson. 2. Discuss what the bar charts would look like if they used real information.
Resources	Main activity
Learner's Book page 17	<p>Over to you: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What is your home like?</i> 2. Look at the pictures on the page and ask learners to describe what they can see. 3. Explain that they will now make a picture or booklet about their home, which will include features of their home and other important details. 4. Use the picture in the Learner's Book as an example, but explain that they may also use their own ideas. 5. Suggest that they could fold a piece of paper in half and draw the front of their house on the front cover. The details of the inside of their houses could be drawn on the inside of the leaflet. This could be set out as a floor plan or a cross sectional view if desired. 6. Remind learners to include details such as number of bedrooms, number of bathrooms, colours, special features and other important information. <p>Feedback</p> <p>Ask learners to present their ideas to the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide key word banks, sentence starters or question prompts to help learners generate ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage independent work.
Learner's Book page 17	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs and talk to their partners about their pictures. 2. Prompt learners to answer the questions: <i>What is the same about your homes? What is different?</i>
Learner's Book page 17	<p>Map it out: Activity 3</p> <ol style="list-style-type: none"> 1. This activity may need to be started outside of teaching time initially and followed up with learners at the beginning of the next lesson. 2. Create a class display of the learners' work, positioned around a map of the local area. Use string and pins to connect the 'houses' to the map. 3. Invite learners to come and look at the display. Ask: <i>Do you live near your friends? Who lives closest to the school? Where do most people live? How would they get to school?</i> <p>Feedback</p> <p>Ask questions as learners look at the display.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 15	Write: Activity 1 1. Learners write about their homes using their leaflets as a stimulus. 2. Draw learners’ attention to the <i>Writing tip</i> to help them structure their work in an organised manner and remind them of the work done in Lesson 8 on paragraphs. 3. Explain that they could have paragraphs detailing the following: location; size, building materials and features; rooms. 4. Remind learners to use their booklet or picture to help them include as many details as possible in their writing. Feedback While learners are writing, move around the classroom checking the progress of individual learners. Ask questions to prompt learners’ development: <i>What details could you add to that? What features would a visitor see as they enter your home?</i>		
	Answers Learners’ own answers.		
	Differentiation activities (Support): 1. Provide sentence starters or a bank of key words.		
	Differentiation activities (Stretch): 1. Encourage learners to draw on previous knowledge of paragraphs and to manage their time by working independently.		
	Resources		
	Plenary 1. Select learners to share their writing with the whole class. 2. Collect the writing and redistribute to different learners. 3. Ask learners to read aloud the writing they have been given, and encourage the rest of the class to guess whose house is being described.		
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: (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.1.1.1) Produce simple, but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Speaking: To deliver a prepared dialogue clearly and accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 1, Lessons 7–11 • revise vocabulary related to famous places and landmarks, being a responsible person, homes • work with a partner to write and perform a dialogue about going out in their town • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 1, Lessons 7–11 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 1, Lessons 7–11 Key expressions/structures: Expressions and structures from Unit 1, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 7–11 		
Resources/equipment needed: Learner's Book page 18 Activity Book page 16		

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
	<ol style="list-style-type: none"> 1. Ask learners what they can remember from Unit 1 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition. 3. Ask questions linked to: famous places and landmarks, <i>The old woman who lived in a shoe</i> poem, being caring, homes and comparing homes. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 18	Can you remember? Activity 1 <ol style="list-style-type: none"> 1. Advise learners that this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Tell them to turn to page 18 and to silently read through the questions. Explain that they have five minutes to do this and then they can ask any questions if they don't understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. 5. Advise learners they have ten minutes to complete their reflection. Feedback Learners compare answers in pairs, then small groups and finally as a whole class.
	Answers 1 c; 2 a; 3 b; 4 c; 5 b; 6 c; 7 c; 8 b; 9 c; 10 a
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers, but offer support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Having checked that they have the correct answers, these learners can help their peers in the support group if more help is needed.
Activity Book page 16	Can you remember? Activity 1 <ol style="list-style-type: none"> 1. Remind learners that adjectives are describing words. 2. Read out the adjectives and clarify the meanings. 3. Learners complete the activity independently. Feedback Select learners to read out their sentences.
	Answers Learner's own answers.

Activity Book page 16	Activities 2 and 3 1. Read through the questions with the class and encourage learners to offer suggestions for each one. 2. Advise learners that they have a few minutes to look back through their books to find other examples. 3. Learners complete Activities 2 and 3 independently. 4. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers. If they have any gaps, encourage them to look back through their books to find additional information. <div>Answers</div> Learners' own answers.
	Differentiation activities (Support): 1. Learners can use their Learner's Books and Activity Books to support their search for information.
	Differentiation activities (Stretch): 1. Learners work together to create a dialogue about 'Going out in your town'. 2. Remind learners they can use their Learner's Book and Activity Book to find information. 3. Learners practise their dialogue. 4. Monitor for support and guidance when necessary.
	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place an X in the box. They can then write a short sentence explaining why they can't do the statement. Feedback Self-reflection.
Activity Book page 16	Differentiation activities (Support): 1. Support with key vocabulary shown in the Learner's Book or written on the board if needed.
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in the second part of Unit 1.
Resources	Plenary 1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners which part of the unit they enjoyed the most.

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: (G5.2.1.1.6) 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). (G5.3.4.1.1) 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. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To elicit specific information when listening. Reading: To read texts and complete gaps with correct words. Speaking: To ask questions about texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 1 • listen to and elicit words that rhyme • use question tags to ask questions • use question forms to ask questions.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 1 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 1 Key expressions/structures: Expressions and structures from Unit 1		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–5 and 7–11. 		
Resources/equipment needed: Learner's Book page 19 Audio Track LB8		

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
	<ol style="list-style-type: none"> 1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 1. 2. Ask learners to recall themes and vocabulary learned in Unit 1 and brainstorm them on the board.
Resources	Main activity
Learner's Book page 19 Audio Track 8	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to listen to some words that are listed in the Learner's Book, and will then hear a poem, which contains words that rhyme with these. 2. Play the audio and direct learners to write down the rhyming words they hear that match the words in the Learner's Book. <p>Feedback Learners compare their answers with a partner, then the whole class.</p> <p>Answers</p> <p>1 tall-wall; 2 trees-bees; 3 doors-floors; 4 sun-run; 5 bold-cold; 6 said-head; 7 house-mouse; 8 dad-glad</p>
Learner's Book page 19 Audio Track 8	<p>Talk and listen again: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to recall how to use intonation with these types of questions. 2. Practise reading out the questions with the learners and emphasise the intonation at the end of each one. 3. Learners then discuss the questions and answers with a partner and identify what information they need to listen for if they don't know the answer. 4. Play the Audio Track again. 5. Learners work in pairs to check their answers and then ask and answer the questions about the poem again. <p>Feedback Ask pairs of learners to stand in front of the class to ask and answer the questions about the poem, demonstrating intonation when using question tags.</p> <p>Answers</p> <p>1 Yes, it is. 2 No, it isn't. 3 No, it isn't. 4 No, it isn't. 5 No, she doesn't. 6 Yes, there are.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play and pause the audio several times as necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to create two further questions to ask their partner, using the same structure.

Learner's Book page 19	<p>Use of English: Activity 3</p> <p>1. Learners complete the task by reading the text and choosing the correct word to fit the sentence.</p> <p>Feedback</p> <p>Select learners to read parts of the text, including their chosen answers, to the class. Other learners can say if they agree with the answers given.</p> <p>Answers</p> <p>1 In; 2 can; 3 better; 4 have; 5 Have; 6 at; 7 have learned; 8 in; 9 might; 10 more</p> <p>Differentiation activities (Support):</p> <p>1. Learners could work in mixed-ability pairs to provide additional support.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to evaluate and identify which answers were challenging to decide upon.</p>
Learner's Book page 19	<p>Activity 4</p> <p>1. Learners have one minute to write as many questions as possible about the text in Activity 3.</p> <p>2. Remind learners to use question words: <i>Where? When? What time?</i></p> <p>3. Learners work in pairs and ask their partner the questions they have generated.</p> <p>Feedback</p> <p>Move around the class to monitor learners' answers. Pairs could present their favourite question to the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Suggest that learners look at each sentence in the text to consider how it could be rephrased into a question or used as a question answer.</p> <p>Differentiation activities (Stretch):</p> <p>1. Set learners a challenge target of eight questions.</p>
Resources	<p>Plenary</p>
	<p>1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit? Was there anything you disliked or found particularly challenging? Which learning achievement are you most proud of from this unit?</i></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
Standards/SLOs: (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about their project as part of the planning process. Reading: To research a project topic. Writing: To write about a landmark or a dream home.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • organise and manage their time • work independently • create a project for Unit 1.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 1 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: Unit 1 review (buildings, materials, parts of the house) Key expressions/structures: Unit 1 review (adjectives)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Unit 1, Lessons 1–12. 		
Resources/equipment needed: Learner's Book page 20 Access to the Internet (if possible) or books for research, colourful paper and art materials for presentation		

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. Introduce the project preparation lesson by asking learners: <i>Why would I ask you to make a project at the end of a unit?</i> 2. Establish that completing a project helps learners to demonstrate their application of learning throughout the unit. 3. Tell learners that they will be creating a project, from a choice of two topics, to present in the next lesson.
Resources	Main activity
Learner's Book page 20	<p>Choose a project</p> <ol style="list-style-type: none"> 1. Direct learners to look at the two project options. 2. Read through the details for each project and ask learners to think about which project they would prefer to complete. 3. Ask learners some of the questions from the project descriptions to help them think more carefully about their choice. <p>Feedback</p> <p>Make a note of learners' ideas and answers on the board for later reference.</p>
Learner's Book page 20	<p>Creating the project</p> <ol style="list-style-type: none"> 1. Ask learners to choose which project they will create. 2. Learners create their chosen project using the guidance in the Learner's Book. 3. Support learners to think creatively about how they could present their project. They could make a poster, a booklet or a leaflet. 4. Provide learners with appropriate resources to support the creation of their projects, for example, access to the Internet, or books for research, and colourful paper for presentation. <p>Feedback</p> <p>As learners start to work on their projects, move around the classroom checking on progress and offering support where necessary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide word banks and access to lesson materials from earlier in the unit. 2. These learners may benefit from doing the first project as they can base it loosely on the Challenge task they completed in Lesson 2 (Activity Book). This will provide them with a familiar structure to work with. However, encourage them to use their imagination to design a home that may not necessarily be possible, but that would be their dream home. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on the quality of the information in their project.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Conclude the lesson by checking learners' progress and asking them to reflect on the preparation lesson. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? What would you do differently next time?</i>

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: (G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context and culture. (G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To show listening skills by listening appropriately to others' presentations. Speaking: To present clearly to the class.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 1 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, respectfully 		
Key vocabulary: Vocabulary from Unit 1 Key expressions/structures: Expressions and structures from Unit 1		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer to Unit 1, Lessons 1–12 		
Resources/equipment needed: Learner's Book page 20 Learners' projects from Lesson 14		

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. Introduce the lesson by telling learners that today they will take turns to present their project to the class. 2. Remind learners of the behaviour they should demonstrate when listening to others, for example, not interrupting, not calling out and maintaining eye contact.
Resources	Main activity
	<p>Presentation preparations</p> <ol style="list-style-type: none"> 1. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area. 2. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary. 3. Decide on a running order. <p>Presentation</p> <ol style="list-style-type: none"> 1. Select learners to present their projects to the class. 2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain a good posture and speak in a clear manner and with a suitable pace. <p>Feedback</p> <p>Enable listening learners to ask the presenting learner questions about the presentation. Ask them to focus on what worked well and why it worked well.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support individuals as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to speak confidently. <p>Self reflection</p> <ol style="list-style-type: none"> 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: <ul style="list-style-type: none"> • <i>What went well?</i> • <i>What would you change?</i> • <i>What did you like that you have seen in other presentations that you could build into yours?</i> 3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the questions on the board, so learners have a reference point when writing their personal notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Advise learners they can write as much or as little as they like, and that if they prefer to use a mind map or equivalent, then this is acceptable as this information is only for their eyes.

Resources	Plenary		
	1. Conclude the presentations by thanking all the learners and congratulating them. 2. Select learners to reflect and comment upon their learning during Unit 1.		
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:			
(G5.2.2.1.1) Report on a topic or text, tell a story, describe an observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.			
(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			