



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



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 صنائِعُنَا خُضرُ مَربَعُنَا
سودُ وقائِعُنَا حُمُرُ مَوَاضِينَا

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



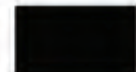
يرمز إلى عمل الخير والعطاء، ومنهج
الدولة لدعم الأمن والسلام في العالم.



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



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



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتني الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القوية والحيوية.
- ثقافة غنية ونابضة.

2. متحدون في المصير

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

3. متحدون في المعرفة

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

4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- 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	-ed 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> Going to 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</i> + adjective <i>/has got</i> + noun	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 ... • 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: • Lexis related to buildings, homes, houses. 21st Century Skills: • 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: • 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
	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	Talk about it: Activity 1 1. Learners work in pairs to match the words with the pictures. Feedback Call out a number and ask learners to respond with the corresponding letter of the picture. Answers 1 f; 2 c; 3 a; 4 e; 5 b; 6 d
Learner's Book page 6 Audio Track 2	Listen: Activity 2 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> Feedback Ask learners to rehearse question responses by telling a partner. Then choose individual learners to share their answers with the whole class. Answers 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.
Activity Book page 6	Vocabulary: Activity 1 1. Learners circle the correct option to consolidate key words. Answers 1 villa; 2 bungalow; 3 hut; 4 eco-house

Activity Book page 6 Audio Track 2	Listen: Activity 2 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. Answers Talya lives in Turkey. She lives in an eco-house.
Activity Book page 6 Audio Track 2	Listen: Activity 3 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. Feedback 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>. Answers 1 b in a big city; 2 b 10 million; 3 b wooden; 4 c modern Differentiation activities (Support): 1. Check that learners understand the key vocabulary they might need to listen out for before playing the audio. Differentiation activities (Stretch): 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	Talk: Activity 3 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. Feedback 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. Answers Learners' own answers. Differentiation activities (Support): 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>. Differentiation activities (Stretch): 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 ... • 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: • Passive voice for processes • Expressing likes • Types of building 21st Century Themes: • 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: • 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
	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 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): 1. Learners could work with a partner for peer support. Differentiation activities (Stretch): 1. Ask learners to create two questions they would like to ask about eco-homes.
Learner's Book page 7	Word Study: Activity 2 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 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 ... • 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: • Types of houses and building materials • Passive voice for processes 21st Century Skills: • 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: • 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
	1. 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> 2. Tell learners that today they will be learning about strange buildings. 3. Ask learners to tell you about any strange buildings they know of.
Resources	Main activity
Learner's Book page 8	Talk about it: Activity 1 1. Learners look at the pictures of strange buildings. 2. 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. Feedback Learners discuss with partners, then feed back to the whole class. Answers Learners' own answers.
Learner's Book page 8 Audio Track 3	Listen: Activity 2 1. Tell learners that you are going to play some audio clips of people talking about the strange buildings in the pictures. 2. 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. 3. Point out that learners should listen for sentences where the modal verbs are used. 4. 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. Feedback 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. Answers 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. Differentiation activities (Support): 1. Refer learners to look at the board each time you pause, to remind them of the modal verbs. Differentiation activities (Stretch): 1. Ask learners to justify and explain their choices.

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

Resources	Plenary		
	1. Choose one of the types of building from the lesson and draw dashes on the board to represent the letters. 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. 3. As more letters are filled in, encourage learners to guess the word, using: <i>It might/ could be ... , It must be ...</i> . 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.		
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: (G.5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (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: 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 ... • 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: • Modal verbs of probability • Describing strange buildings 21st Century Skills: • 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: • 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
	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	Listen: Activity 1 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> Feedback Select individual learners to feedback to the class. Answers a shopping centre; b petrol station; c museum; d house; e theatre
Learner's Book page 9	Read: Activity 2 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. Feedback Learners could answer the questions verbally, by discussing with a partner, or group. Alternatively, learners could write their answers down in their notebooks. Answers Learners' own answers.
Activity Book page 9	Word Study: Activity 1 1. Learners read the text and add in the missing words. 2. Learners work in pairs and compare their answers with a partner. Feedback Select learners to read sentences from the text to the whole class. Ask other learners to say if they agree with the answer. Answers 1 pyramid; 2 shopping centre; 3 2001; 4 300; 5 souk; 6 glass; 7 largest
Learner's Book page 9	Over to you: Activity 3 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. Feedback After the lesson create a display of learners' work.

	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 ... • 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: • Expressing likes and preferences • Modal verbs of probability • Places activities, time and dates • Present simple and continuous 21st Century Skills: • 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: • 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																							
	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 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 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><td></td><td>Advert a</td><td>Advert b</td><td>Advert c</td></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.
	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.																					
Learner’s Book page 11	Talk: Activity 3 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	Listen: Activity 4 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. Feedback Ask individual learners to share their answers with the class. Answers 1 Shopping Festival; 2 Blue Box Sports Day; 3 Outdoor spring performance
Activity Book page 10	Read: Activity 1 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. 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. Answers 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. Differentiation activities (Support): 1. Remind learners of the reading strategy to look for key words in the text that match key words in the statement. Differentiation activities (Stretch): 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	Pronunciation: Activity 5 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. Feedback Ask learners to repeat the questions individually, to a partner, and in unison as a whole class.

	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 ... • 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: • Review of Unit 1, Lessons 1–5 21st Century Skills: • 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: • 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
	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 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): 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): 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 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 ... • 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: • Adjectives to describe places and position of adjectives • Past participles 21st Century Themes: • 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: • 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
	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	Read: Activity 1 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. Feedback While learners are working on the task, move around the classroom to check understanding and progress. Answers 1 In Fujairah; 2 stone and mud; 3 tourists Differentiation activities (Support): 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. Differentiation activities (Stretch): 1. Ask learners to create two further questions that they could ask a partner about the text.
Learner's Book page 14	Talk: Activity 2 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. Feedback While learners are talking, move around the classroom to observe and support their conversations. Answers Learners' own answers.

Learner's Book page 14	Word study: Activity 3 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. Feedback Learners work in pairs and compare their sentences with a partner. Select individual learners to read their sentences aloud to the class. Answers Learners' own answers.
Activity Book page 12	Read: Activity 1 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. Feedback While learners work, move around the classroom to observe individual answers. Answers A Location; B Historical facts; C Travel information
Activity Book page 12	Vocabulary: Activity 2 1. Learners find the underlined adjectives in the text and replace them with words from the box. Feedback Ask learners to share answers with the whole class. Discuss any other possible words that could be used. Answers 1 ancient; 2 beautiful; 3 large; 4 amazing Differentiation activities (Support): 1. Learners work in pairs to discuss thoughts and check understanding. Differentiation activities (Stretch): 1. Ask learners if they can generate their own more interesting adjectives using a dictionary or thesaurus for support.
Activity Book page 12	Read: Activity 3 1. Learners read the text again and answer the questions. Feedback Select learners to present their answers to the class. Answers 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		
	1. Write <i>Have you ever ... ?</i> on the board. 2. Learners suggest three questions they could make from this stem. 3. Ask the questions to the whole class, and ask learners to raise their hands if they have ever done each activity. 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. 5. Ask them to research one of landmarks at home and to bring in any information and facts they find.		
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: (G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information. (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). (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

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 ... • 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: • Adjectives to describe places, and position of adjectives • Past participles 21st Century Skills: • 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: • 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
	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	Over to you: Activity 1 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. Feedback Learners present their work by reading it aloud to the class. You may wish to create a class display to celebrate the work. Answers Learners' own answers. Differentiation activities (Support): 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. Differentiation activities (Stretch): 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	Talk: Activity 1 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. Feedback Select learners to share their information to the whole class. Answers Learners' own answers.

	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 ... • 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: • Listening for specific information • Using capital letters and full stops 21st Century Skills: • 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: • 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
	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	Talk about it: Activity 1 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. Feedback Class discussion. Answers Learners' own answers.
Learner's Book page 15 Audio Track 7	Read and listen: Activity 2 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. 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> Answers 1 She lives in a shoe. 2 They eat soup and bread. 3 Kindness is important. Differentiation activities (Support): 1. Re-read specific verses in the poem slowly to give learners another opportunity to listen for the answers. Differentiation activities (Stretch): 1. Ask learners to write two of their own questions about the poem that they could ask their classmates.

Learner's Book page 15	Values: Activity 3 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. Feedback Feed back to the whole class and produce a class list of adjectives. Answers Learners' own answers. Differentiation activities (Support): 1. Learners discuss ideas in small groups with teacher led questions. Differentiation activities (Stretch): 1. Ask learners to provide examples of behaviour types and activities.
Activity Book page 13	Write: Activity 1 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? Feedback Select learners to present their ideas to the class. Ask learners how it made them feel to be a caring person. Answers Learners' own answers. Differentiation activities (Support): 1. Provide sentence starters and useful phrases. Differentiation activities (Stretch): 1. Ask learners to decide what the most important quality of a caring person is.
Resources	Plenary 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 ... • 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: • Lexis to describe buildings, materials and parts of a house 21st Century Skills: • 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: • 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
	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	Talk about it: Activity 1 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. Feedback Class discussion. Answers Learners' own answers.
Learner's Book page 16	Over to you: Activity 2 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. 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.) Answers Answers will depend on the cards handed out at the beginning of the lesson and the accuracy of the learners' recording skills.

Learner's Book page 16	Over to you: Activity 3 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 <i>y</i> axis; types of home to the <i>x</i> axis; include a title; add some colour. 4. Ensure they use a ruler and pencil for neat presentation. Feedback Move around the classroom to observe learners' progress and provide support where necessary. Answers Learners' own answers. Differentiation activities (Support): 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. Differentiation activities (Stretch): 1. Ask learners to write a brief conclusion of their findings.
Learner's Book page 16	Talk: Activity 4 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. Feedback While learners are discussing, move around the classroom to observe their conversations. A whole-class discussion of the results will follow in Activity 5. Answers Learners' own answers.
Learner's Book page 17	Write: Activity 5 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> Feedback Move around the classroom to check learners' sentences as they write. Answers Learners' own answers.

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.		
	Answers 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 ... • write comparative sentences • describe their own home • use speaking and listening skills to compare their home with others'.
Link to prior learning: • Lexis related to types of buildings, describing buildings, famous and strange buildings 21st Century Skills: • 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: • 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
	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	Over to you: Activity 1 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. Feedback Ask learners to present their ideas to the whole class. Answers Learners' own answers. Differentiation activities (Support): 1. Provide key word banks, sentence starters or question prompts to help learners generate ideas. Differentiation activities (Stretch): 1. Encourage independent work.
Learner's Book page 17	Talk about it: Activity 2 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	Map it out: Activity 3 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> Feedback Ask questions as learners look at the display. Answers Learners' own answers.

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 ... • 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: • Review of Unit 1, Lessons 7–11 21st Century Skills: • 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: • 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
	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 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): 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): 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 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. Answers 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 ... • 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: • Review of Unit 1 21st Century Skills: • 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: • 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
	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	Listen: Activity 1 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. Feedback Learners compare their answers with a partner, then the whole class. Answers 1 tall-wall; 2 trees-bees; 3 doors-floors; 4 sun-run; 5 bold-cold; 6 said-head; 7 house-mouse; 8 dad-glad
Learner's Book page 19 Audio Track 8	Talk and listen again: Activity 2 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. 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. Answers 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. Differentiation activities (Support): 1. Play and pause the audio several times as necessary. Differentiation activities (Stretch): 1. Ask learners to create two further questions to ask their partner, using the same structure.

Learner's Book page 19	Use of English: Activity 3 1. Learners complete the task by reading the text and choosing the correct word to fit the sentence. Feedback 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. Answers 1 In; 2 can; 3 better; 4 have; 5 Have; 6 at; 7 have learned; 8 in; 9 might; 10 more Differentiation activities (Support): 1. Learners could work in mixed-ability pairs to provide additional support. Differentiation activities (Stretch): 1. Ask learners to evaluate and identify which answers were challenging to decide upon.
Learner's Book page 19	Activity 4 1. Learners have one minute to write as many questions as possible about the text in Activity 3. 2. Remind learners to use question words: <i>Where? When? What time?</i> 3. Learners work in pairs and ask their partner the questions they have generated. Feedback Move around the class to monitor learners' answers. Pairs could present their favourite question to the whole class. Answers Learners' own answers. Differentiation activities (Support): 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. Differentiation activities (Stretch): 1. Set learners a challenge target of eight questions.
Resources	Plenary
	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>

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 ... • organise and manage their time • work independently • create a project for Unit 1.
Link to prior learning: • Review of Unit 1 21st Century Skills: • 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: • 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
	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	Choose a project 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. Feedback Make a note of learners' ideas and answers on the board for later reference.
Learner's Book page 20	Creating the project 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. Feedback As learners start to work on their projects, move around the classroom checking on progress and offering support where necessary. Differentiation activities (Support): 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. Differentiation activities (Stretch): 1. Encourage learners to focus on the quality of the information in their project.
Resources	Plenary
	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 ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 1 21st Century Skills: • 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: • 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
	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
	Presentation preparations 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. Presentation 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. Feedback 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. Differentiation activities (Support): 1. Support individuals as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support. Differentiation activities (Stretch): 1. Encourage learners to speak confidently. Self reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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. Differentiation activities (Support): 1. Write the questions on the board, so learners have a reference point when writing their personal notes. Differentiation activities (Stretch): 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for meaning and specific information. Speaking: To discuss advantages and disadvantages of different forms of transport. Writing: To write new vocabulary words and match them to pictures. Reading: To read an article about an unusual journey to school and find specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to, identify and summarise information • talk about methods of transport • match vocabulary words to pictures • read to find specific information.
Link to prior learning: • Lexis related to local transport • Present simple tense for daily routines 21st Century Themes: • Global Awareness: Understand other nations, languages and cultures.		
Key vocabulary: <i>car, tuk tuk, jeepney, motorbike, ferry, tram, rickshaw, sky train, bus</i> Key expressions/structures: Uses of <i>get</i> : <i>get to + place; I like ... ; The only problem is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be familiar with some modes of transport, as they do not exist in their local context. Use the pictures to reinforce key vocabulary and understanding.		
Resources/equipment needed: Learner's Book page 21 Activity Book pages 17–18 Audio Track LB9		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter																	
	1. Discuss how learners got to school this morning. Ask: <i>How did you get to school? Did you walk? Did you go on the bus? Did you go by car? What is the most popular form of transport in the class?</i>																	
Resources	Main activity																	
Learner's Book page 21	Talk about it: Activity 1 1. Direct learners to look at the pictures of types of transport and answer the questions. 2. Ask learners if they can name the types of transport. Feedback Use learners' answers to write key vocabulary on the board for later reference.																	
	Answers a jeepney; b tram; c sky train; d rickshaw; e ferry; f bus; g car; h tuk tuk																	
Learner's Book page 21 Audio Track 9	Listen: Activity 2 1. Tell learners that they will hear some children talking about how they get to school every day. 2. Learners must match the speakers to the pictures and write the answers in their notebooks. Feedback Ask learners to compare their answers with a partner.																	
	Answers 1 h; 2 a; 3 d; 4 e; 5 b																	
Learner's Book page 21 Audio Track 9	Activity 3 1. Explain that they now need to listen for more detail and make notes on the good and bad points of each type of transport. 2. Play the audio again pausing as required. Feedback Draw a table on the board and fill it in by asking learners to provide answers.																	
	Answers																	
	<table><tr><th>Type of transport</th><th>Good points</th><th>Bad points</th></tr><tr><td>tuk tuk</td><td>It's faster than walking. You don't get stuck in traffic jams. You don't have to wait behind cars.</td><td>Open on both sides, so you breathe in exhaust fumes.</td></tr><tr><td>jeepney</td><td>A lot of kids can travel at once. Good fun.</td><td>Often very bumpy. A bit of a squash.</td></tr><tr><td>rickshaw</td><td>Gets to spend time alone with his dad.</td><td>You can get very wet when it rains in the monsoon.</td></tr><tr><td>ferry</td><td>Can look at the lovely views.</td><td>Very cold in winter.</td></tr><tr><td>tram</td><td>Quite fast. Stops right outside school.</td><td>Often very crowded. Sometimes you don't get a seat. Can fall over if you don't hold on tight.</td></tr></table>	Type of transport	Good points	Bad points	tuk tuk	It's faster than walking. You don't get stuck in traffic jams. You don't have to wait behind cars.	Open on both sides, so you breathe in exhaust fumes.	jeepney	A lot of kids can travel at once. Good fun.	Often very bumpy. A bit of a squash.	rickshaw	Gets to spend time alone with his dad.	You can get very wet when it rains in the monsoon.	ferry	Can look at the lovely views.	Very cold in winter.	tram	Quite fast. Stops right outside school.
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ferry	Can look at the lovely views.	Very cold in winter.																
tram	Quite fast. Stops right outside school.	Often very crowded. Sometimes you don't get a seat. Can fall over if you don't hold on tight.																

	Differentiation activities (Support): 1. Allocate just two or three of the methods of transport to focus on when listening.
	Differentiation activities (Stretch): 1. Ask confident learners to confirm whether other learners' answers are correct.
Learner's Book page 21	Talk: Activity 4 1. Ask learners to think about how they get to school. Ask: <i>Do you like your journey to school? Why? Why not?</i> 2. Prompt learners to use the example sentence starters in the Learner's Book when answering the questions. Feedback Class discussion. Answers Learners' own answers.
Activity Book page 17	Vocabulary: Activity 1 1. Direct learners to match the words with the pictures. Feedback Ask learners to compare their answers with a partner. Answers 1 sky train; 2 ferry; 3 rickshaw; 4 jeepney; 5 tram; 6 motorbike; 7 tuk tuk; 8 car
Activity Book page 18	Vocabulary: Activity 2 1. Learners complete the activity by referring back to the picture from Activity Book, Lesson 1 to describe how the people get to work and school. 2. They must match the sentence number with the numbers in the artwork to determine who is who. Feedback Learners compare their answers with a partner. Select learners to share their answers with the whole class. Complete the feedback by asking learners to complete a sentence about themselves to say how they get to school. Answers 1 Mr Patel gets to work by sky train. 2 Sam and Bo get to school by ferry. 3 My best friend gets to school by rickshaw. 4 Lucia and her sisters get to school by jeepney. 5 Mr Diaz gets to work by tram.
Resources	Plenary
	1. Ask learners to self-evaluate what they have learned in this lesson. 2. Write some anagrams of the transport words on the board and ask learners to rearrange the letters. 3. You could then ask for good and bad points about each form of transport.

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: (G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read for specific information. Writing: To complete sentences using <i>get</i> . Speaking: To ask questions using <i>get</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • understand descriptions of journeys to school • identify examples of <i>get</i> + adjective • answer questions using <i>get</i>.
Link to prior learning: • Present simple for daily routines • Giving reasons with <i>because</i> 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: <i>get + bored, sick, nervous, worried, excited</i> Key expressions/structures: Uses of <i>get</i> : travel/a change in something/someone. <i>I get ... He/She gets ... They get ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have some difficulty with different concepts of <i>get</i> + adjective. Follow the <i>Use of English</i> activity and ask concept questions to consolidate understanding.		
Resources/equipment needed: Learner's Book page 22 Activity Book page 18		

UNIT 2 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 22	1. Introduce the lesson by asking learners to recall the content and focus of the previous lesson. 2. See how many transport words they can remember. 3. Remind learners of the different uses of the word <i>get</i>. Refer to the <i>Word study</i> box on page 22 of the Learner's Book and ask learners to make sentences that follow these rules.
Resources	Main activity
Learner's Book page 22	Read: Activity 1 1. Focus learners on the picture and pre-teach the lexis <i>zipwire</i> and <i>jungle</i> from the <i>Vocabulary</i> box. 2. Check that learners remember strategies for reading specific information, for example looking for key vocabulary. 3. Ask learners: <i>How does Daisy get to school? How does Daisy feel when she rides to school?</i> 4. Learners complete the task by reading the article and answering the questions. Feedback Discuss the text with the whole class. Learners contribute their answers and opinions about Daisy's journey to school. Answers She takes a ride on a zipwire. It takes one minute. Differentiation activities (Support): 1. Discuss with learners the specific words they could look for before they read the text, by referring to the questions. Differentiation activities (Stretch): 1. Ask learners to create two further questions that a classmate could answer using the information in the text.
Learner's Book page 22	Activity 2 1. If learners made up extra questions for the text in the previous activity, write these on the board. 2. Look at the additional questions in Activity 2. Were any of the learners' questions similar to these? 3. Direct learners to read the article about how Daisy travels to school again and then answer the questions from Activity 2. Feedback Ask learners to make a written note of their answers and then check with a partner. Select individual learners to answer each question in front of the class. Answers 1 She could take a two-hour walk through the jungle. 2 She fixes them onto the zipwire and sends them down. 3 She gets nervous.

	Differentiation activities (Support): 1. Organise the class so that more confident readers are partnered with less confident readers.
	Differentiation activities (Stretch): 1. Ask learners to provide their answers as full sentences and to answer any additional questions that were written on the board during Activity 1.
Learner's Book page 22	Use of English: Activity 3 1. Direct learners to complete the task by underlining the examples of <i>get</i> + adjective. 2. Remind learners to tick the comments that are true for them too. Feedback Invite learners to write examples of <i>get</i> + adjective on the board. Answers get bored; get travel sick; get nervous; get worried; get stuck
Activity Book page 18	Read: Activity 1 1. Read the questions. 2. Ask learners to underline examples of <i>get</i> + adjective. 3. Check understanding and discuss possible answers. Learners then answer the questions. Feedback Select learners and ask them to choose which question to answer in front of the class. Answers Learners' own answers.
	Differentiation activities (Support): 1. Learners could answer the questions verbally, with the support of the teacher, using words and phrases rather than full sentences or by answering three questions rather than five.
	Differentiation activities (Stretch): 1. Encourage learners to answer in full sentences and include full details.
Activity Book page 18	Talk: Activity 2 1. Learners complete the activity by asking and answering the questions from Activity 1. They can use the examples in the speech bubbles to help formulate their sentences.
Resources	Plenary
	1. Conclude the lesson by referring to the Learning outcomes. 2. Ask learners: <i>What did you learn in the lesson? What was challenging for you in this lesson?</i> 3. Ask each learner for a sentence using <i>get</i> before they leave the class.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about road safety. Reading: To read about road safety. Writing: To write notes from a reading text and the words for the key vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... • read about and discuss road safety • read by scanning the text for key words • summarise the main points in a text.
Link to prior learning: • Lexis related to transport • Present simple for routines 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: <i>helmet, reflective armband, pedestrian crossing, seatbelt, reverse</i> Key expressions/structures: <i>What keeps you safe? A ... keeps you safe when you ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to read and understand every word in the reading the texts at the gist stage. Advise them that when reading for gist they should read quickly and they will be provided with further opportunity to read at a deeper level in the next task.		
Resources/equipment needed: Learner's Book page 23 Activity Book page 19		

UNIT 2 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter														
	1. Have a competition between groups of learners. 2. Allow one minute to write down all the forms of transport they can remember from the previous lesson. 3. Write a list on the board.														
Resources	Main activity														
Learner's Book page 23	Talk about it: Activity 1 1. Ask learners to look at the questions and use these to stimulate a class discussion. 2. Gather learners' responses and write them on the board. 3. Use this opportunity to talk about the key vocabulary shown and labelled in the artwork.														
Learner's Book page 23	Read: Activity 2 1. Learners read the texts about how to stay safe when travelling. 2. Explain that at this point they are checking their ideas from Activity 1 and do not need to understand every word. Feedback Ask learners: <i>Are there any ideas in the texts that are missing from our ideas on the board?</i> Select learners to write their answers on the board. Differentiation activities (Support): 1. Remind learners how to read quickly by looking for key vocabulary. 2. Give guidance about what key words they might need to look for. 3. Reassure learners that they will be able to re-read the text more thoroughly at a later stage. Differentiation activities (Stretch): 1. Enable learners to work alongside a partner or small group to share ideas.														
Learner's Book page 23	Activity 3 1. Learners re-read the texts more carefully and find the information they need to complete the table. 2. Remind them to use a ruler and pencil when drawing out the table. Feedback Select learners to complete the table on the board while others check their answers. Ask how many of the learners use these things/ideas to keep them safe. <table border="1"> <thead> <tr> <th colspan="2">Answers</th></tr> <tr> <th>What keeps you safe?</th><th>When?</th></tr> </thead> <tbody> <tr> <td>a helmet</td><td>when you ride your bike</td></tr> <tr> <td>reflective armbands</td><td>at night</td></tr> <tr> <td>not going near lorries</td><td>at any time</td></tr> <tr> <td>use pedestrian crossings</td><td>when crossing busy roads</td></tr> <tr> <td>wear a seatbelt</td><td>in the car</td></tr> </tbody> </table> Differentiation activities (Support): 1. Prompt learners to use the pictures and text in the Learner's Book to support their ideas.	Answers		What keeps you safe?	When?	a helmet	when you ride your bike	reflective armbands	at night	not going near lorries	at any time	use pedestrian crossings	when crossing busy roads	wear a seatbelt	in the car
Answers															
What keeps you safe?	When?														
a helmet	when you ride your bike														
reflective armbands	at night														
not going near lorries	at any time														
use pedestrian crossings	when crossing busy roads														
wear a seatbelt	in the car														

	Differentiation activities (Stretch): 1. Ask learners to explain why people should take the safety measures suggested in the table.
Learner's Book page 23	Activity 4 1. Learners find or think of two more examples of safe behaviour and add these to their table. Feedback Add new examples to the board. Answers Learners' own answers.
Activity Book page 19	Vocabulary: Activity 1 1. Learners read the definitions of safety items and decide what the definition is referring to. They write the words, ensuring that their spelling is accurate. 2. Provide access to the spellings of the key vocabulary words by reminding learners to refer to the Learner's Book. Feedback Draw dashes on the board to represent the dashes in the Activity Book. Invite learners to come to the board and fill in the letters to show their answers. Answers 1 helmet; 2 reflective armbands; 3 pedestrian crossing; 4 seatbelt Differentiation activities (Support): 1. Provide the first letter and last letter of each mystery word. Differentiation activities (Stretch): 1. Challenge learners to create a similar puzzle, writing a description for a mystery safety item, for a partner to complete.
Resources	Plenary
	1. Choose one of the safety items and draw dashes on the board to represent each of the letters in the chosen word. 2. Ask learners to give you a letter at a time to fill in the dashes. If they give you a letter that does not appear in the word, they get a mark on the board. 3. If learners get three marks, you have won. If they guess all the letters before they get three marks, then they have won.

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: (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence. (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. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write about road safety using the zero conditional. Reading: To read about road safety advice. Speaking: To talk about road safety. Listening: To listen to peers talking about road safety.		Learning outcomes: By the end of the lesson, learners will be able to ... • discuss road safety • use the zero conditional structure for giving advice about safety issues • design a road safety sign and present this to peers.
Link to prior learning: • Lexis related to road safety • Present simple for routines 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Safe behaviour: <i>main road, helmet, reflective armbands, see clearly, reverse into, pedestrian crossing, cross busy roads, corners, wear/put on a seatbelt</i> Key expressions/structures: Zero conditional: clauses with <i>If ...</i> and <i>When ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The zero conditional may be a new structure for the learners and they may have problems with form and usage. During Activity 1 in the Learner's Book, ensure that concepts are checked and highlight the form clearly on the board.		
Resources/equipment needed: Learner's Book page 24 Activity Book page 19		

UNIT 2 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by asking learners to recall learning from the previous lesson. 2. Ask for safety advice. 3. Refer to the <i>Amazing fact</i> box and ask if learners know any other facts that would keep them safe.
Resources	Main activity
Learner's Book page 24	Activity 1 1. Refer learners to the <i>Use of English</i> box and use the Guided discovery strategy to explain when we use the zero conditional. 2. Ask learners for additional examples to ensure they understand. 3. Direct learners to complete the task by re-reading the texts on page 23 and then complete the sentences. Feedback Ask learners to compare answers with a partner and then select individual learners to read their completed sentences to the class.
	Answers 1 I ride; 2 I walk home from school; 3 I cross a busy road; 4 we are in the car
	Differentiation activities (Support): 1. Provide vocabulary to select from: <i>car, walk, cross</i> .
	Differentiation activities (Stretch): 1. Ask learners to write two of their own sentences using the zero conditional.
Activity Book page 19	Word study: Activity 1 1. Introduce the <i>Language tip</i> and refer back to the <i>Use of English</i> box in the Learner's Book if more revision is needed. 2. This activity can either be completed independently or as a whole class. 3. If you choose to complete this as a whole class, read out the first part of each sentence and ask for learners to raise their hands to suggest the matching second half. 4. If learners are completing this independently, they can record the answers in their notebooks and then check their answers in pairs, before feeding back to the whole class.
	Answers 1 g; 2 e; 3 d; 4 b; 5 a; 6 c; 7 f

Learner's Book page 24	Talk: Activity 2 1. Direct learners to look at the three signs. 2. Tell learners that these three signs help to keep people safe when they are walking, cycling or driving. 3. Ask: <i>What does each sign mean? Do you know any other signs that help to keep us safe?</i> Feedback Learners should discuss their answers to the first question with a partner before feeding back to the class and then discussing the second question. Answers a It is safe to cross the road. b Drive carefully as children may be crossing. c You must not drive at over 40 mph.
Learner's Book page 24	Over to you: Activity 3 1. Discuss the dangers with the class and ask for ideas about possible signs that may be needed to prevent an accident. 2. Give learners time to brainstorm some ideas for possible signs. 3. They then complete the activity by designing their own sign to warn people of a danger. Feedback Learners can draw simplistic versions of their signs on the board to present them to the class or hold up the ones they have drawn in their books. Ask: <i>What danger does this sign warn about? Is it for children or adults?</i> Answers Learners' own answers. Differentiation activities (Support): 1. Learners could work in pairs to share ideas and create one sign together. Differentiation activities (Stretch): 1. Ask learners to add written labels or captions to their design.
Resources	Plenary 1. Call out sentence starters for learners to complete with safety advice. For example: <i>When you are at school ... ; When you are crossing the road ... ; If you are on a boat ...</i> 2. Choose individuals to complete these. How many different pieces of advice can they give for each one?

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 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. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To classify methods of transport. Listening: To note specific information from a conversation. Writing: To take notes from a listening text. Reading: To read and follow directions.		Learning outcomes: By the end of the lesson, learners will be able to ... • classify forms of transport • listen and note specific information about two different cities • read and follow directions.
Link to prior learning: • Lexis related to transport • Imperatives 21st Century Themes: • Global Awareness: Introduce other cultures through the teaching of English.		
Key vocabulary: <i>car, bike, bus, taxi, tram, ferry, plane, boat, underground, motorbike, helicopter</i> Key expressions/structures: <i>by land, by air, by water, on foot</i> ; language for directions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulties with writing answers to questions after listening to the audio. Advise them that they do not have to write in full sentences but just note key words.		
Resources/equipment needed: Learner's Book page 25 Activity Book page 20 Audio Track LB10		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners: <i>How do you travel? Is it fast? Slow? Cheap? Expensive?</i> 2. Build up a list on the board. 3. Learners organise the ways of travelling according to which is the cheapest/most expensive and fastest/slowest.
Resources	Main activity
Learner's Book page 25	Talk about it: Activity 1 1. Learners discuss the questions in pairs and then as a whole class. 2. Encourage them to refer to the words on the board if necessary. Feedback Whole class feedback on opinions. Answers Learners' own answers.
Learner's Book page 25	Word study: Activities 2 and 3 1. Direct learners' attention to the words in the box and answer the question for Activity 2. 2. Note any extra words and add these to your list on the board. 3. Write the following headings on the board: <i>by land, by air, by water.</i> 4. Ask learners to come to the board individually and write the transport words under the correct headings. Feedback Tick the words off the list on the board as you allocate them to a heading. Answers by land: car, bike, bus, on foot, tram, underground, motorbike, taxi by air: plane, helicopter by water: ferry, boat
Learner's Book page 25 Audio Track 10	Listen: Activity 4 1. Tell the learners that they will hear a conversation played twice through. 2. The first time they should just listen to the main ideas and the second time they should listen more closely to enable them to answer the questions. 3. Read through the questions before playing the audio to give learners an idea of the things they will need to listen out for. 4. Play the audio and pause as required. Feedback Ask learners to raise their hand to contribute their answers. Answers 1 London 2 underground, on foot Differentiation activities (Support): 1. Pause or replay the audio as required. 2. Give learners a signal when key words to listen out for are mentioned.

	Differentiation activities (Stretch): 1. Ask learners to note down any other information gleaned from the audio conversations.
Learner's Book page 25 Audio Track 10	Read and listen: Activity 5 1. Explain that these are notes from the conversation learners heard previously. 2. Learners read the text and guess the missing words. 3. Play the audio and pause at regular intervals to check learners' answers. Feedback Ask learners to make notes, as required, during the activity then ask them to share their answers in pairs before feeding back to the whole class. Answers 1 History; 2 garden; 3 walk; 4 five; 5 left; 6 underground station Differentiation activities (Support): 1. Before playing the audio, talk with learners about what they think the answers might be. Ask: <i>What key words will you listen out for to answer the questions?</i> Differentiation activities (Stretch): 1. When reporting answers, learners should use full sentences.
Activity Book page 20	Vocabulary: Activity 1 1. If learners are not familiar with this type of puzzle, explain that all the words are hidden in the grid and that they are looking for transport words that they have learned in the previous activities. 2. When they find a transport word, they need to write it in the correct place on the left of the grid, depending on their experiences. Feedback Encourage learners to compare answers with a partner. Initiate a whole-class discussion based on the learners' experience of the different forms of transport. Answers car, ferry, tram, underground, bus, plane, bike, boat, taxi, motorbike Differentiation activities (Support): 1. Remind learners to refer to their Learner's Book to provide support. Differentiation activities (Stretch): 1. Learners could create their own wordsearch for a partner to solve.
Activity Book page 20	Read: Activity 2 1. Recap instructions vocabulary from previous learning and look at the map together. 2. Learners complete the activity by reading the instructions and drawing the route on the map to work out which building is the swimming pool. Feedback Read out the possible answers: <i>A, B, C</i> and <i>D</i>. Learners raise their hands to show which answer they agree with. Answers Swimming pool = B

Resources	Plenary		
	1. Conclude the lesson by drawing a very simple map on the board and asking learners to give you directions to different points. 2. Deliberately make mistakes when following the instructions and encourage the class to correct you.		
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:			
(G5.1.1.1.2) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions and intentions expressing different levels of possibility.			
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.			
(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.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and give directions. To present a visitor's itinerary. Listening: To listen and follow directions. Reading: To read directions and fill in the key words. Writing: To complete written directions.		Learning outcomes: By the end of the lesson, learners will be able to ... • give directions to places of interest using a local map • complete written directions using prepositions of direction • plan and present an itinerary for visitors.
Link to prior learning: • Lexis related to transport • Imperatives 21st Century Skills: • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results.		
Key vocabulary: Directions: <i>on the left, across, right, to, left, from, towards, up, go out</i> Key expressions/structures: Prepositions of direction		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may lapse into their mother tongue during the presentation stage of the itinerary task. Ensure that they are provided with some useful language to help them make suggestions, for example: <i>How about ... ?; We could ... ; It would be nice to ...</i>		
Resources/equipment needed: Learner's Book page 26 Activity Book page 21		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	- Briefly review the content of the previous lesson by asking the learners what they remember about the city in the listening task. - Ask them what language they know for giving directions and write this on the board.
Resources	Main activity
Learner's Book page 26	Talk: Activity 1 - Discuss the map and look at all the features together. Identify the places on the map and ask learners to demonstrate giving directions to a place of their choice. - The other learners see if they can identify where the directions would lead them. - Learners continue this in pairs. - Remind learners to speak clearly and slowly when giving directions. Feedback Ask pairs of learners to present their conversation to the whole class.
	Answers Learners' own answers.
	Differentiation activities (Support): Encourage learners to refer to the <i>Use of English</i> box in the Activity Book for support.
	Differentiation activities (Stretch): Ask learners to join with other pairs to perform their conversations within a small group.
Activity Book page 21	Use of English: Activity 1 Learners look at the map and complete the instructions for getting to the library. Point out that they need to use the words in the box to help them. Feedback Select learners to read completed sentences from the instructions to the whole class.
	Answers 1 right; 2 From; 3 towards; 4 right; 5 up; 6 left; 7 to; 8 on the right
	Differentiation activities (Support): Group learners together so that they can discuss the directions. Ensure they cross out the words already used.
	Differentiation activities (Stretch): Ask learners to work with a partner to create another route across the map to a different location. Ensure they use the language from the <i>Use of English</i> feature.
Learner's Book page 26	Over to you: Activity 2 - Learners work in small groups to plan the visit. Encourage them to refer back to their books for vocabulary and ideas. - Discuss possible activities and places to stay before asking them to work in pairs. Feedback Learners present their ideas to the class. Ask peers to discuss which parts of the visit they would enjoy the most. Remind learners to give positive feedback.

	Answers		
	Learners' own answers.		
	Differentiation activities (Support): 1. Learners could work in pairs or small groups with more confident learners who will be able to support them.		
	Differentiation activities (Stretch): 1. Learners could present their ideas as a dialogue between two characters.		
Resources	Plenary		
	1. Conclude the lesson by discussing which visits would: use the easiest methods of transport, be the most exciting, be the most tiring and be the most affordable. 2. If time allows, you could ask learners to score the different visits based on the factors above and carry out an accurate evaluation of the visits. 3. Discuss which was the most popular visit and why.		
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. (G5.3.4.1.1) 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. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 2	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 2, Lessons 1–6 • revise vocabulary related to cities, directions, getting to school and road safety • reflect on their own learning.
Link to prior learning: • Review of Unit 2, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 2, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 2, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6.		
Resources/equipment needed: Learner's Book page 27 Activity Book page 22		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 2, Lessons 1–6 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: transport, road safety, big cities and giving directions. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 27	Can you remember? Activity 1 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 27 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 the questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers 1 rickshaw; 2 tram; 3 ferry; 4 motorbike; 5 sky train
Learner's Book page 27	Over to you: Activity 2 1. Learners work independently to complete the sentences using their own ideas and the zero conditional. Feedback While learners work, move around the classroom to observe answers and offer support when necessary. Answers Learners' own answers.
Learner's Book page 27	Directions: Activity 3 1. Learners choose the correct words to complete the sentences. Feedback Select learners to tell their answers to the whole class. Answers 1 b; 2 b; 3 b Differentiation activities (Support): 1. Monitor 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): 1. Learners can develop their own additional questions and swap them with a partner.

Activity Book page 22	Can you remember? Activities 1–2 1. Read through the activities 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 information to help them. 3. Learners complete Activities 1 and 2 independently. 4. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers. Select individual learners to suggest answers to the class. Ask other learners if they agree or not. Answers Learners' own answers.
Activity Book page 22	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. Provide sentence starters or key words. 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 2.
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:	
(G5.3.4.1.1) 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.	
(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single- and multi-syllable words.	

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give personal opinions. Listening: To listen to a partner's personal opinion. Reading: To read a description of a famous person. Writing: To make notes from reading a text.		Learning outcomes: By the end of the lesson, learners will be able to ... • summarise information within a paragraph • use reference words to avoid repetition • understand a text about a famous person.
Link to prior learning: • Dates • Pronouns/reference words • Adjectives to describe people • Past simple tense 21st Century Themes: • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about what it is like to be a citizen of another country, and share them with classmates and other language learners.		
Key vocabulary: Reference words Key expressions/structures: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle to understand and use reference words. Provide examples and model frequently and as necessary.		
Resources/equipment needed: Learner's Book page 28 Activity Book page 23		

UNIT 2 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by asking questions to open a discussion about space travel. 2. Ask: <i>What is an astronaut? Would you like to be an astronaut? Why?/Why not? Do you think it is an easy job? Do you think it is a challenging job? Why?</i>
Resources	Main activity
Learner's Book page 28	Talk about it: Activity 1 1. Introduce the text by looking at the pictures and discussing the questions in Activity 1. 2. Ask: <i>Why do you think people want to travel in space? What qualities and skills do you think astronauts need?</i> Feedback Class discussion. Answers Learners' own answers.
Learner's Book page 28	Read: Activity 2 1. Focus on the picture of Prince Sultan bin Salman bin Abdullah on page 29 and ask if learners know who he is. Can they guess how long ago he was in outer space? 2. Before learners read the text, pre-teach the words <i>achievement</i>, <i>space</i> and <i>shuttle</i>. 3. Allow learners time to read the text quickly and check their ideas from Activity 1. Then ask them to find out what Prince Sultan bin Salman bin Abdullah's biggest achievement was. Feedback Whole class feedback. Answers Prince Sultan bin Salman bin Abdullah was the first Arab, the first Muslim, the first royal and the youngest person to fly on a space shuttle.
Learner's Book page 28	Activity 3 1. Learners read the text again and answer the questions. 2. Discuss the best strategy for looking for the information about the dates and allow learners just enough time to scan the text for dates and note relevant information. Feedback Check in pairs before whole class feedback. Answers 1 Prince Sultan bin Salman bin Abdullah went to outer space. 2 Prince Sultan bin Salman bin Abdullah was born.

Learner's Book page 28	Activity 4 1. Tell learners they are going to look more closely at the content of each paragraph. 2. Learners match the headings with the paragraphs in the text on page 29. 3. You may wish to use the Jigsaw strategy here and ask each group to focus on one paragraph. Feedback Select learners to share their answers with the class. Ask other learners if they agree. Answers 1C; 2D; 3A; 4B
Activity Book page 23	Read: Activity 1 1. Learners complete Activity 1 by making notes on each paragraph of the reading text in the Learner's Book. 2. Demonstrate the activity by reading the first paragraph again together and asking learners for the key points which you can then note on the board under the headings: <i>What happened? When did it happen? Where did it happen?</i> 3. Show learners how this information has been filled in in the Activity Book. 4. Learners then work in pairs to complete this for the remaining paragraphs. Feedback Discuss the information as a whole class. Talk about what Prince Sultan bin Salman bin Abdullah achieved and why it was important. What do the learners think about space travel now? Have their ideas changed from the beginning of the lesson? Answers Learners' own answers.
Learner's Book page 28	Activity 5 1. Read out the sentences from the <i>Writing tip</i>. Emphasise the point by reading them again, but this time substitute the pronouns with the nouns they represent. This will make the sentences sound very repetitive. Ask which version learners would prefer to read. 2. Read the text again and look for the first underlined word <i>he</i>. Discuss what <i>he</i> refers to. 3. Complete the exercise as a whole class. Feedback When discussing the answers, substitute the pronouns with nouns to emphasise the difference. Answers 1 Prince Sultan bin Salman bin Abdullah 2 Riyadh 3 Prince Sultan bin Salman bin Abdullah Differentiation activities (Support): 1. Provide support by pairing learners with a more confident partner. Differentiation activities (Stretch): 1. Set learners a challenge to count how many reference words they can find in the text.

Resources	Plenary		
	1. Conclude the lesson by asking for learners’ personal opinions about Prince Sultan bin Salman bin Abdullah. What words would they use to describe him? How does he inspire young people? 2. Encourage learners to find out about another famous person before the next lesson and to bring in any information they find.		
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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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: 9
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To plan and write a description of a famous person. To use reference words and adjectives. Reading: To read a description of a famous person and answer questions.		Learning outcomes: By the end of the lesson, learners will be able to ... • use reference words • write a description of a famous person.
Link to prior learning: • Dates • Pronouns/reference words • Adjectives to describe people • Past simple tense 21st Century Skills: • 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: Adjectives, reference words Key expressions/structures: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle to understand and use reference words. Monitor understanding closely and provide plenty of examples.		
Resources/equipment needed: Learner's Book page 28–29 Activity Book page 24 Realia: Pictures of famous historical figures, access to the Internet, reference books containing information on famous historical figures, learners' own research.		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall what they learned in the previous lesson. 2. Ask: <i>Do you remember Prince Sultan bin Salman bin Abdullah? What was special about him?</i> 3. Discuss as a class and brainstorm any facts they remember.
Resources	Main activity
Learner's Book page 28–29 Activity Book page 24	Write: Activity 1 1. Explain that learners will now write their own biography of a famous person in history. Show some pictures or discuss familiar famous historical figures and ask learners who they are and why they are famous. Encourage them to add names of more historical figures they have studied in history lessons. 2. On the board, build up a list of adjectives to describe these people. 3. Revise the use of reference words and encourage learners to use these where appropriate. 4. Direct learners to the Activity Book. Choose a famous person and work through the planning process with the class. 5. Start by reading out a paragraph about a famous person and then asking learners to recall the important facts. These can then be written on the board in a 'Notes' section. Repeat this until you have enough information for three paragraphs. 6. Once the notes have been made, ask learners to separate these into three groups, each with a relevant heading for the text, for example: <i>Biggest achievement, Early life, What happened to them in the end?</i> 7. Explain that once this process has been completed, learners would then be ready to write out their complete biography. 8. Encourage learners to work together, using their own information and to complete the planning stages (as you demonstrated on the board) for their own famous person. 9. They will then be ready to write up their biographies, which they can decorate with pictures. 10. Remind learners to refer back to the <i>Writing tip</i> to ensure they have followed all the instructions. Feedback Create a class display with learners' descriptions and ask for volunteers to share what they have written. Answers Learners' own answers. Differentiation activities (Support): 1. Provide sentence starters and vocabulary banks. 2. Offer the option of using the text on page 29 of the Learner's Book as a source of information, or the example that you have given on the board. Differentiation activities (Stretch): 1. Encourage learners to choose their own famous historical person.
Resources	Plenary
	1. Conclude the lesson by asking learners to present their writing from the lesson. 2. Ask learners to recall a fact from each biography and to identify the reference words that were used.

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: (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (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.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to words and sounds. Speaking: To pronounce <i>-ed</i> endings. Reading: To develop learners' ability to read and understand a longer piece of text. Writing: To write the sounds for verb endings.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify verbs of movement • identify <i>-ed</i> endings and classify the different sounds • read, discuss and understand a story.
Link to prior learning: • Past simple tense for narratives • Inferring meaning from context 21st Century Skills: • 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: Verbs of movement: <i>jump over, jump into, walk along, run away, jump off</i> Key expressions/structures: Past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • It can be difficult for learners to differentiate between the different verbs of movement. Try teaching actions alongside the vocabulary to make the differences clearer.		
Resources/equipment needed: Learner's Book pages 30–32 Activity Book page 25 Audio Track LB11–12		

UNIT 2 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Check learners understand the expression <i>to get lost</i>. 2. Have a competition in groups. Allow one minute to think of as many places as possible where you could get lost. 3. Write the list of places on the board. 4. Think about ways of finding your way again, for example, asking a police officer, calling parents, using a map.
Resources	Main activity
Learner's Book page 30	Talk about it: Activity 1 1. Introduce the story by discussing the questions. 2. Ask learners: <i>Have you ever got lost somewhere away from home? What did you do to find your way home?</i> Feedback Class discussion. Answers Learners' own answers.
Learner's Book page 30	Read: Activity 2 1. Tell learners they are going to read about a girl who gets lost. 2. Ask them what they can see in the pictures. Allow learners time in pairs to discuss ideas and make predictions. 3. Ask learners: <i>How do you think Noora gets lost in the desert?</i> Feedback Class discussion. Answers Learners' own answers.
Learner's Book page 30 Audio Track 11	Read and listen: Activity 3 1. Direct learners to complete Learner's Book Activity 3 by reading and listening to the story. 2. Tell learners that you will pause the audio after each section to ask questions and check understanding. 3. Play the audio and pause after each section to ask the questions detailed in the Learner's Book. Feedback Select different learners each time to answer the questions. Ask other learners if they agree with the answers given, and if not, why not.

	Answers 1 She lived in a small village in the desert, southwest of Cairo. 2 She lived in a tent. 3 She wanted to follow a rabbit. 4 No, they didn't. 5 No, she didn't. 6 She heard and saw a lot of bees. 7 She jumped up and ran as fast as she could./She ran into the bushes and realised she was lost./She sat down on a rock and began to cry. 8 She saw a big snake. 9 She was very frightened. 10 She jumped up on top of a rock and watched it until it moved away. 11 She felt tired, hungry and afraid. 12 It was evening and the sun was setting. 13 She sat down, lay her head on her hands and fell asleep. 14 The rabbit. 15 Her father. 16 That she should take notice of her parents' advice. Differentiation activities (Support): 1. Prompt learners to the location of key words in the text. Differentiation activities (Stretch): 1. Ask learners to respond with full sentence answers.
Learner's Book page 32	Word study: Activity 4 1. Guide learners to find the blue verbs in the story. 2. Write them on the board. Discuss their meanings. 3. Remind learners how to use a dictionary to find definitions. Feedback Whole class feedback. You may wish to get the learners to make up actions for each phrase to aid understanding.
Activity Book page 25	Vocabulary: Activity 1 1. Focus on the <i>Use of English</i> box and the different prepositions which change the meaning of the verbs. 2. Learners match the verbs of movement with the pictures. 3. Remind learners to read through the story again to check. Feedback Ask learners to compare their answers before selecting learners to share with the class. Demonstrate the differences in meaning by asking learners to act out the different phrases. Answers 1 a; 2 e; 3 b; 4 d; 5 c

Learner's Book page 32 Audio Track 12	Pronunciation: Activity 5 1. Draw learners' attention the pronunciation box. Explain the different pronunciations of the <i>-ed</i> endings and give examples. 2. Learners copy the table into their books and then listen to the audio. They then sort the <i>-ed</i> ending verbs into the correct pronunciation column. Feedback Ask learners to read out the verbs in each pronunciation column, taking care to pronounce the end sound clearly. Answers /t/ stopped, looked, walked, jumped, watched /d/ lived, played, tried, followed /ɪd/ wanted, started
Activity Book page 25	Pronunciation: Activity 2 1. Learners read the sentences and underline the verbs. They then say the verbs aloud and listen to the endings. 2. Learners fill in the boxes at the end of each sentence with the correct sound, /t/, /d/ or /ɪd/, according to the pronunciation of <i>-ed</i>. Feedback Select learners to read a sentence and ask other learners to say the ending sound. Answers 1 /d/; 2 /t/; 3 /ɪd/; 4 /t/; 5 /t/ Differentiation activities (Support): 1. Model the pronunciation frequently and as clearly as you can. Repeat as required throughout. Differentiation activities (Stretch): 1. Challenge learners to find other words that can be added to their table in Learner's Book Activity 5.
Resources	Plenary 1. Conclude the lesson by calling out verbs of movement and asking learners to act them out. 2. You could extend this by asking learners to listen carefully to the verb used. 3. Assign a different signal to each of the verb ending sounds and ask learners to indicate which sound they hear.

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. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words. (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 ...</i> , <i>Why don't ... ?</i> , <i>Should we ... ?</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a story. Speaking: To to talk about a story. Reading: To read and understand a story. Writing: To write using the past continuous tense.		Learning outcomes: By the end of the lesson, learners will be able to ... • use the past continuous • discuss advice.
Link to prior learning: • Past simple tense for narratives • Inferring meaning from context • Giving and accepting advice 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Verbs of movement Key expressions/structures: Past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find the past continuous difficult to understand and use. Provide lots of examples and model as necessary.		
Resources/equipment needed: Learner's Book page 33 Activity Book page 26		

UNIT 2 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Recap the story from the last lesson. 2. Ask learners: <i>What was the story, 'Lost in the desert' about?</i> 3. Encourage learners to take turns at retelling parts of the story. 4. A learner can start retelling the story and then another learner carries on from where the previous learner left off.
Resources	Main activity
Learner's Book page 33	Use of English: Activity 1 1. Before learners begin, draw their attention to the <i>Use of English</i> box and talk about the past continuous. Give some examples and ask learners to make up some more. 2. Direct the learners to complete Learner's Book Activity 1 by matching the sentence parts together and checking them in the story text. Feedback Read out the first half of each sentence and ask learners to share their answers for the second half. Ask other learners if they agree with the answer given, and if not, which answer they think is correct. Answers: 1 b; 2 a; 3 d; 4 c
	Differentiation activities (Support): 1. Enable learners to work in mixed ability pairs or support them by re-reading relevant parts of the story text.
	Differentiation activities (Stretch): 1. Ask learners to underline examples of the past continuous in the sentences they have created.
Activity Book page 26	Use of English: Activity 1 1. Draw learners' attention to the <i>Use of English</i> box and explain that we use the past continuous – interrupted actions to talk about something happening at the same time as another action in the past. 2. Work through the examples and check understanding. 3. Learners complete the summary with a verb in the past simple or the past continuous. Feedback Select learners to share their answers with the class. Ask other learners if they agree. Answers 1 setting; 2 woke up; 3 standing; 4 following; 5 saw; 6 ran off

Learner’s Book page 33	Values: Activity 2 1. Check learners understand <i>advice</i> by asking what sort of advice their teacher gives them at school. Ask why they give this advice and if learners follow it. 2. Learners complete the activity by answering the questions. Feedback Discuss the answers to the questions as a class. Answers 1 Her mother told her not to leave the path because it was very dangerous. 2 She got lost and met dangerous animals. 3 She felt tired, hungry and afraid. 4 That she was sorry and would not do it again.		
Learner’s Book page 33	Talk: Activity 3 1. Learners discuss the questions as a whole class.		
Resources	Plenary		
	1. Talk through and list the types of advice that learners’ parents or family members give them. Discuss why they give the advice and why it should be followed.		
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. (G5.3.4.1.1) 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. (G5.4.2.1.2) 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: 12
Teacher:		Subject: English
Grade: 5	Unit: 2	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 show an understanding of <i>-ed</i> endings.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 2, Lessons 7–11 • revise vocabulary related to phrasal verbs of movement and reference words • reflect on their own learning.
Link to prior learning: • Review of Unit 2, Lessons 7–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 2, Lessons 7–11 Key expressions/structures: Expressions and structures from Unit 2, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 7–11.		
Resources/equipment needed: Learner's Book page 34 Activity Book page 27		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the learners to recall what they have learned so far in the second part of Unit 2 and write their answers on the board. 2. Revise words and expressions by having a team competition. 3. Ask questions linked to: famous people, <i>Lost in the desert</i>, verbs of movement, past continuous verbs, giving and receiving advice. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 34	Can you remember? Activity 1 1. Explain that this is a quiet time for learners to reflect on their learning. 2. Ask learners to put their pens down. 3. Tell them to turn to page 34 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 the questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers 1 b; 2 c; 3 a; 4 a; 5 c
Learner's Book page 34	Vocabulary: Activity 2 1. Learners complete the sentences with a phrasal verb of movement. Feedback Select individual learners to share their answers with the class. Answers 1 walked along; 2 ran away; 3 jumped over; 4 jumped up; 5 jumped into
Learner's Book page 34	Use of English: Activity 3 1. Learners complete the mini-story, adding in the verbs and changing them to use past continuous or past simple. Feedback Select learners to read out all or part of the text giving their answers. Ask other learners if they agree. Answers 1 was walking; 2 saw; 3 was crossing; 4 was riding; 5 changed; 6 was calling; 7 were helping; 8 arrived Differentiation activities (Support): 1. Monitor for non-understanding of the questions. 2. Do not give the answers but offer support with understanding the questions. 3. Support with key vocabulary on the board if needed. 4. Allow learners to refer to their books for the work they have completed.

	Differentiation activities (Stretch): 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 27	Can you remember? Activities 1–4 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 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. Differentiation activities (Support): 1. Learners can use their Learner's Book and Activity Book 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 27	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 with key vocabulary and phrases from Unit 2 if needed to make the link between lexis and content. 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 2.
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: (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>Why don't ... ?</i> , <i>Should we ... ?</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> . (G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To elicit specific information when listening. Speaking: To ask and answer questions about travelling. Reading: To extend vocabulary by using antonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... • complete a review of Unit 2 • reflect on the knowledge they have gained.
Link to prior learning: • Review of Unit 2 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 2 Key expressions/structures: Expressions and structures from Unit 2		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1-6 and 8-11 for guidance.		
Resources/equipment needed: Learner's Book page 35 Audio Track LB13		

UNIT 2 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by telling learners that this is a review lesson and provides opportunities to apply their learning from the previous lessons. 2. Ask learners: <i>What skills and topics have we been learning about?</i> 3. Brainstorm ideas on the board.
Resources	Main activity
Learner's Book page 35 Audio Track 13	Listen: Activity 1 1. Learners listen to the audio and say where the people are going. 2. Pause and repeat as required. Feedback Select a range of learners to give their answers about where the people are going. Ask other learners if they agree with the answers.
	Answers The girl is going to the pizza restaurant. The boy is going to the snack bar. Granny is going to the ferry port.
	Differentiation activities (Support): 1. Remind learners about the vocabulary involved in giving directions. Note key words on the board or rehearse them orally before playing the audio.
	Differentiation activities (Stretch): 1. Ask learners to explain how they know where the people are going. Can they repeat the phrases or sentences that gave them the answer?
Learner's Book page 35	Talk: Activity 2 1. Direct learners to work with a partner to ask and answer the questions about the picture. 2. Encourage learners to put their answers into sentences. 3. Once they have completed the questions, learners can ask and answer their own questions using the map. 4. Tell them to decide on a start point and to give their partner directions to one of the places. 5. Encourage them to use the vocabulary from the unit. Feedback While learners are talking, move around the classroom to observe and support individuals.
	Answers 1 The granny travels by motorbike. 2 The boy travels in a tuk tuk. 3 The girl travels on a scooter. 4 The sign near the bookshop means that pedestrians can cross here. 5 The sign near the train station means that the speed limit is 30 mph. 6 The sign near the school means that pedestrians can cross here.
	Differentiation activities (Support): 1. Provide sentence starters or key vocabulary to support learners' answers.

	Differentiation activities (Stretch): 1. Ask learners to create two of their own questions then ask and answer them with a partner. 2. Learners can then write directions to one of the places on the map. Explain that they must start from where the policeman is standing.		
Learner’s Book page 35	Vocabulary: Activity 3 1. Tell learners that <i>antonym</i> means a word that is the opposite of another word. 2. Give examples such as <i>hot</i> and <i>cold</i> , <i>on</i> and <i>off</i> , <i>wet</i> and <i>dry</i> . 3. Direct learners to complete the activity by thinking of antonyms for the words provided. Feedback Ask learners to call out the antonyms for simple words.		
	Answers 1 always – never; 2 dangerous – safe; 3 left – right; 4 stand up – sit down; 5 quickly - slowly		
	Differentiation activities (Support): 1. Enable learners to work with a partner. 2. They can take turns to call out a word and see if their partner can reply with an antonym. 3. This can be a game of speed and can also be played in a group, where learners score points for correctly providing an antonym for the original word.		
	Differentiation activities (Stretch): 1. Ask learners to think of three more antonym pairs independently. 2. Then ask learners to put each word into a sentence to demonstrate their understanding.		
Resources	Plenary		
	1. Conclude the lesson by referring to the Learning objectives and asking learners to reflect on their achievements during this lesson and during Unit 2. 2. Ask: <i>Which areas of learning do you feel most/least confident about?</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. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea</i> , <i>ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 2	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 design for a vehicle or a safety poster.		Learning outcomes: By the end of the lesson, learners will be able to ... • organise and manage their time • work independently • create a project for Unit 2.
Link to prior learning: • Unit 2 (all lessons) 21st Century Skills: • Life and Career Skills: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Vocabulary from Unit 2 Key expressions/structures: Expressions and structures from Unit 2		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 36 Paper, pens, coloured paper and card Internet access		

UNIT 2 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	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. 4. Recall vocabulary linked to safety and vehicles, and explain that learners will be focusing on one of these areas.
Resources	Main activity
Learner's Book page 36	Creating a project 1. Direct the learners to look at the 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. 4. Direct learners to create their chosen project using the guidance in the Learner's Book. 5. Support learners to think creatively about how they could present their project. They could make a poster, a booklet or a leaflet. 6. 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.
	Feedback As learners start to work on their projects, move around the classroom checking on learners' progress and offering support where necessary.
	Differentiation activities (Support): 1. Provide word banks and access to lesson materials from earlier in the unit.
	Differentiation activities (Stretch): 1. Encourage learners to focus on the quality of the information in their project.
Resources	Plenary
	1. Conclude the lesson by checking on learners' progress. 2. Ask learners to reflect on the preparation lesson. 3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? Is there anything you want to change?</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: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 2 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully.		
Key vocabulary: Vocabulary from Unit 2 Key expressions/structures: Expressions and structures from Unit 2		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 2, Lessons 1–12		
Resources/equipment needed: Learner's book page 36		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	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
	Presentation preparations 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. Presentation 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. Feedback 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. Differentiation activities (Support): 1. Support individuals as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support. Differentiation activities (Stretch): 1. Encourage learners to speak confidently. Self reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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. Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. Differentiation activities (Stretch): 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 2.		
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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about healthy and unhealthy food. Reading: To read about school lunches. Writing: To write words related to food. Listening: To listen to a conversation in a restaurant.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and talk about school lunches around the world • listen and summarise information about what someone chooses for lunch.
Link to prior learning: • Lexis of food and adjectives to describe food • Comparative adjectives • Present simple 21st Century Themes: • Global Awareness: Introduce other cultures through the teaching of English.		
Key vocabulary: Food: <i>vegetables, fruit, dairy products, grains, protein, sandwich, meat, salad, carrot, onion, dates, apple, orange juice, cheese, coconut, black beans, rice, chopsticks</i> Key expressions/structures: <i>some ... and any ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with the concept that food groups should be eaten in balance. When discussing the concepts of healthy and unhealthy, reaffirm that learners do need to eat some of every food group.		
Resources/equipment needed: Learner's Book pages 37–38 Activity Book page 28 Audio Track AB3 Images of food from the key vocabulary list		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by holding up images of different foods and asking learners what they think this unit is about. 2. Ask them to name any that they can and express whether they like or dislike a particular item. 3. Ask learners what their favourite lunch consists of. 4. Build up a list of useful vocabulary on the board and stick the pictures up for later reference.
Resources	Main activity
Learner's Book page 37	Talk about it: Activity 1 1. Focus on the food pictures on the board and discuss the meaning of the words <i>healthy</i> and <i>unhealthy</i>. 2. Write <i>healthy</i> and <i>unhealthy – too much fat/sugar/salt</i> on the board and ask for suggestions about what <i>healthy</i> means and what foods could be considered healthy and unhealthy. 3. Ask learners to identify which group the food pictures on the board would fit into. 4. Discuss the questions in the Learner's Book. Feedback Gather learners' answers and record on the board. Answers Learners' own answers.
Learner's Book page 37	Read: Activity 2 1. Learners read about school lunches around the globe. 2. Ask learners to recall the content of the paragraphs. 3. Ask learners if any of the content of the text surprised them. 4. Discuss any new vocabulary and extract learners' opinions on the different lunches around the globe. Feedback Open class discussion. Answers Learners' own answers.
Learner's Book page 38	Activity 3 1. Divide learners into three groups and explain that each group will now focus on one of the children from the reading text. 2. Explain that they must copy the table into their notebooks and then read their allocated text to identify the different foods mentioned. 3. Revise the different food groups and what types of food would belong in each category, before asking learners to read the text and fill in the table with the foods mentioned in the text. 4. Once they have done this for their own part of the text, learners then split up so that they are with learners from the other two groups, who then exchange information and complete the table accordingly.

	Feedback Draw the table on the board and ask learners to take turns to come up and add a food item to one of the columns. Answers <table><tr><th>Vegetables</th><th>Fruit</th><th>Dairy products</th><th>Grains</th><th>Protein</th></tr><tr><td>salad</td><td>coconut</td><td>cheese</td><td>rice</td><td>meat</td></tr><tr><td>carrots</td><td>banana</td><td></td><td></td><td>fish</td></tr><tr><td>onions</td><td>orange</td><td></td><td></td><td>chicken</td></tr><tr><td>beans</td><td>apple</td><td></td><td></td><td></td></tr><tr><td>soya beans</td><td>dates</td><td></td><td></td><td></td></tr><tr><td>black beans</td><td></td><td></td><td></td><td></td></tr></table>	Vegetables	Fruit	Dairy products	Grains	Protein	salad	coconut	cheese	rice	meat	carrots	banana			fish	onions	orange			chicken	beans	apple				soya beans	dates				black beans				
Vegetables	Fruit	Dairy products	Grains	Protein																																
salad	coconut	cheese	rice	meat																																
carrots	banana			fish																																
onions	orange			chicken																																
beans	apple																																			
soya beans	dates																																			
black beans																																				
	Differentiation activities (Support): 1. Use pictures from the Internet to show learners the foods they are not familiar with. Differentiation activities (Stretch): 1. Ask learners to add their own additional ideas to the table.																																			
Activity Book page 28	Vocabulary: Activity 1 1. Learners find and circle ten food words in the grid. 2. Learners list the words they have found. Feedback Ask learners to check their words with a partner. They can swap books to ensure they have spelled the words correctly and compare their partner’s book to their own. Answers cheese; fruit; chicken; onions; olives; banana; salad; carrots; rice; meat																																			
Activity Book page 28	Activity 2 1. Learners use the food word list from Activity 1 to complete the sentences. Feedback Learners compare answers with a partner. Answers 1 cheese; 2 banana; 3 carrots, onions; 4 chicken; 5 rice; 6 fruit																																			
Activity Book page 28 Audio Track 3	Listen: Activity 3 1. Learners listen to the audio and write or draw what Pablo chooses for lunch. Feedback Learners compare answers with a partner, before open class feedback. Answers starter: pasta; main course: fish and chips; dessert: apple pie Differentiation activities (Support): 1. Provide visual reference to key food words by providing a list on the board. 2. Repeat the audio by speaking slowly and clearly for learners to hear key words and to have a better understanding of the text. Differentiation activities (Stretch): 1. Learners write complete sentences with as many details as possible to explain what Pablo chose for lunch.																																			

Resources	Plenary		
	1. Discuss Pablo’s choice of food. Ask learners if they would choose the same. Why? Why not? 2. Ask learners to describe what they would choose and share their opinions with the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.1.1) 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.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for details in a conversation about food. Speaking: To compare and describe lunches using <i>some</i> and <i>any</i> . Writing: To write sentences describing a lunch. Reading: To read and complete a dialogue.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen and talk about school lunches around the world • describe their own lunch • read/act out a dialogue.
Link to prior learning: • Lexis of food and adjectives to describe food • Comparative adjectives • Present simple 21st Century Skills: • 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: Food and drink Key expressions/structures: <i>some ...</i> and <i>any ...</i> with <i>There is ...</i> and <i>There are ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with the concept of positive/negative use of <i>some</i> and <i>any</i> in sentences and questions. Use frequent modelling and examples.		
Resources/equipment needed: Learner's Book page 38 Activity Book page 29 Audio Track AB4		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide learners into two groups. 2. Each group takes a turn to say a food word. 3. Compile a list of foods on the board.
Resources	Main activity
Learner's Book page 38	Talk: Activity 1 1. Explain that learners are going to compare their lunches with the lunches described in Lesson 1. 2. Model a few examples and write the key words on the board: <i>I have fruit and so does Amna. She has a sandwich, but I have rice. I don't have orange juice, but I have a salad.</i> 3. Ask learners to compare their school lunch with one of the school lunches described in Lesson 1, Activity 2. Feedback Select individual learners to share their answers with the class. Can other learners guess which lunch the learner is referring to? Answers Learners' own answers.
Learner's Book page 38	Activity 2 1. Focus on the two pictures. Learners say what they can see in the pictures. Help them out with new vocabulary. 2. Encourage them to add adjectives like <i>healthy, nice, tasty, good</i>. 3. Encourage the use of comparatives, for example, <i>bigger, nicer, healthier</i>.
Learner's Book page 38	Talk: Activity 3 1. Try to elicit the target language: <i>There is some ...</i> and <i>There are some ...</i> by prompting the learners to make sentences about the food items in the pictures of the lunch boxes in the Learner's Book. 2. Show the learners how to change the sentences to the negative form and question form by using <i>any</i>. 3. Write the words <i>some</i> and <i>any</i> on the board. 4. Ask concept-check questions: <i>Are the nouns countable? Are they plural? Positive? Negative?</i> Feedback Ask learners to use the phrases: <i>There are some ... / There aren't any ...</i> to describe the lunch boxes. Answers (examples) 1 There are some crisps; There is some meat; There isn't any fruit. 2 There is some fruit; There are some sandwiches; There isn't any meat.

Learner's Book page 38	Activity 4 1. Ask learners to draw a picture of a healthy lunch and add sentences to describe it. 2. Learners compare their lunch with a partner and use the <i>Use of English</i> box to help them. Feedback Learners feed back to partners. Answers Learners' own answers. Differentiation activities (Support): 1. Refer to language prompts written on board and in the Learner's Book. 2. Model examples frequently and support with pronunciation. Differentiation activities (Stretch): 1. Learners extend sentences, for example, <i>There are some ... , but there aren't any ...</i>
Activity Book page 29 Audio Track 4	Read and Listen: Activity 1 1. Learners use the <i>Language detective</i> box to revise the rule for using <i>some</i> and <i>any</i> in positive and negative sentences and in questions. 2. Learners practise using <i>some</i> and <i>any</i> by completing the dialogue. 3. Play the audio for learners to check their answers. Feedback Learners listen to the audio to self-assess their answers and then read the dialogue in pairs, assuming the two different roles. Answers 1 some; 2 any; 3 some; 4 any; 5 any; 6 some Differentiation activities (Support): 1. Use additional food images to support the revision of using <i>some</i> and <i>any</i>. Differentiation activities (Stretch): 1. Create a short dialogue with a partner to further demonstrate the use of <i>some</i> and <i>any</i>.
Activity Book page 29	Challenge: Activity 2 1. Learners complete the challenge activity by writing their favourite menu. 2. They can include a starter, main course and desert. Feedback Learners present their menus to the class. Other learners can ask questions. Answers Learners' own answers.
Resources	Plenary 1. Choose learners to perform the dialogue from the Activity Book in front of the class. 2. Refer to the Learning outcomes and ask learners to reflect on whether these were 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: (G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (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. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about recycling and consider why we need to help the environment. Reading: To read about recycled art and extract information. Listening: To listen to peers talking about recycling.		Learning outcomes: By the end of the lesson, learners will be able to ... • explain why we recycle things • talk about materials that can be recycled and reused • read a short text and extract information.
Link to prior learning: • Present simple/present simple passive 21st Century Themes: • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and eco-systems.		
Key vocabulary: Materials (that can be recycled): <i>paper, metal, wood, plastic; reuse, recycle, containers, recycling bin, unwanted</i> Key expressions/structures: <i>made of ... , made from ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with inference reading (Activity Book, Activity 3). Provide additional support with understanding vocabulary and interpreting the text.		
Resources/equipment needed: Learner's Book page 39–40 Activity Book page 30		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners: <i>Why is it important to help the environment? Why do we harm the environment when we throw things away? What does recycling mean?</i> 2. Note ideas on the board. 3. Tell learners that in this lesson they will learn about recycled items.
Resources	Main activity
Learner's Book page 39	Talk about it: Activity 1 1. Learners make a list of materials that can be recycled, using the items in the packed lunches as a stimulus. They compare lists with a partner. 2. Ask: <i>How do we recycle these items?</i> 3. Write <i>reuse</i> and <i>recycle</i> on the board and discuss the difference between the two. Feedback Learners contribute their ideas to create two lists on the board with items that will fit the following headings: <i>reuse, recycle</i>. Answers Learners' own answers.
Learner's Book page 39	Activity 2 1. Look at the boy in the picture and ask: <i>What is he doing?</i> 2. Focus on the list. Learners tell their partner the things they do. Feedback Discussion in pairs. Answers Learners' own answers.
Learner's Book page 39	Read: Activity 3 1. Discuss the different reading strategies that learners know. Ask which strategies learners should use to find information quickly to complete a task. Make sure learners know they should look for specific words and, in this case, use the pictures to help make predictions about the information they will read. 2. Focus on the picture and ask questions to check learners understand the word <i>sculptures</i>. 3. Learners quickly read the text extract and note the recycled materials they can see in the picture. Ask: <i>Where did these items come from?</i> Feedback Ask learners to share their answers with the class. Answers Unwanted objects or rubbish washed up on beaches.

Learner's Book page 40	Read: Activity 4 1. Learners complete Activity 4 by reading the text and using the words provided to number the items in the picture. Feedback Point to different parts of the model and ask learners to call out the number of the word that matches the part of the model. Answers 1 wood – face; 2 brush – hair; 3 combs – mouth; 4 handle – nose Differentiation activities (Support): 1. Provide vocabulary in the form of a labelled diagram on the board. Differentiation activities (Stretch): 1. Learners can help the support group. Learners can write answers in full sentences.
Activity Book page 30	Vocabulary: Activity 1 1. Learners revise vocabulary and share experiences by discussing the question as a whole class. Feedback Whole-class discussion. Answers Learners' own answers.
Activity Book page 30	Read: Activity 2 1. Learners read the text and write the items that are most commonly found on beaches around the world. Feedback Learners compare their answers with a partner. Answers 1 plastic bottles; 2 plastic bags; others: car tyres, umbrellas, clothing
Activity Book page 30	Read: Activity 3 1. Learners read the sentences and then check the text for the correct meaning. They then circle the words that have a similar meaning in sentences 1–5. 2. Note that the exact words will not always be found in the text. Learners will need to interpret the information and choose the best synonym. Feedback Select learners to share their answers with the class. Ask other learners if they agree. Answers 1 Many; 2 Around; 3 Typical items; 4 can; 5 In one year Differentiation activities (Support): 1. Learners create a synonym dictionary in their exercise book containing the words from the text and the sentences. Differentiation activities (Stretch): 1. Learners use the non-circled word to make further sentences.
Resources	Plenary 1. Select learners to tell the class about one item that could be recycled and how it could be reused. 2. Discuss their ideas as a whole class.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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. (G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To use <i>made of</i> and <i>made from</i> correctly. Speaking: To talk about recyclable materials for creating a sculpture.		Learning outcomes: By the end of the lesson, learners will be able to ... - identify what objects are <i>made of</i> and <i>made from</i> - design and create their own sculpture.
Link to prior learning: - Present simple/present simple passive 21st Century Skills: - Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Materials: <i>paper, metal, wood, plastic, stone, recycle</i> Key expressions/structures: <i>made of ... , made from ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: The phrases and concepts of <i>made of</i> and <i>made from</i> could be easily muddled. Be sure to check for understanding and explain further, providing examples as necessary.		
Resources/equipment needed: Learner's Book page 40 Activity Book page 31 Internet access		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to brainstorm all the possible objects that can be used to make a sculpture. Encourage the use of recyclable items. 2. Ask if they know any examples of things that have been made from recycled objects. 3. Have they ever made models or sculptures from recycled objects? 4. Explain that in this lesson they will have a chance to design and make a sculpture, but they must only use recycled objects.
Resources	Main activity
Learner's Book page 40	Use of English 1. Write the headings <i>made of</i> and <i>made from</i> on the board. 2. Learners look for examples of these phrases in the text from Lesson 3 and identify the other words they are used with. 3. Write the phrases on the board under the correct heading, for example: <i>made of wood</i> and <i>made from an old brush</i>. Feedback Ask learners concept-check questions to check they understand the difference in usage: <i>Which is a pure material? Which are existing materials made into others?</i>
Activity Book page 31	Use of English: Activity 1 1. Ask learners to discuss the <i>Language detective</i> feature in pairs and identify at least one sentence for each phrase. 2. Learners practise the phrases <i>made of</i> and <i>made from</i> by completing the sentences and using the words in the box to help them. Feedback Learners compare answers with a partner. Select learners to share their answers with the class. Answers 1 made of plastic; 2 made of wood; 3 made from a metal can; 4 made of metal; 5 made of stone; 6 made from a plastic bottle Differentiation activities (Support): 1. Ask: <i>What is/are X made of?</i> Ask learners questions about classroom objects, for example: <i>What is this chair made of?</i> Differentiation activities (Stretch): 1. Learners look on the Internet to find the most interesting recycled art sculpture they can find and present it to the class.

Learner's Book page 40	Create it!: Activity 1 1. Focus on the photo. Ask: <i>Can you identify what it is? What is it made from? How long do you think it took to make?</i> 2. Explain that it is a photo of the Burj Khalifa made from recycled plastic bottles. 3. Brainstorm other types of sculptures that can be made, such as buildings and people. For the latter, elicit parts of the sculpture on the board like <i>hair, nose, mouth, arms</i> and <i>legs</i> . Have a competition to see which team can come up with the most unique recycled object to make these things out of. 4. Learners complete Activity 1 by designing (and making – if time in class) their own sculpture. Feedback Record learners' ideas on the board.		
	Differentiation activities (Support): 1. Give further support in creating ideas, or thinking of materials that could be used for the sculpture.		
	Differentiation activities (Stretch): 1. Learners could write sentences to describe their sculpture design.		
Activity Book page 31	Challenge: Activity 2 1. Learners complete the activity by thinking of their own idea for recycling a plastic bottle and then drawing and describing their design. Feedback Present designs to the class.		
Resources	Plenary		
	1. Learners could present and explain their sculpture designs to the class. 2. Ask other learners to give positive feedback and contribute other ideas to improve the design.		
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: (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about past experiences at a party. To practise pronunciation for connected speech. Listening: To understand a recording about shopping for a party. Reading: To read and understand sentences in order to complete them. Writing: To write a list of items using core vocabulary from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about food and drink • listen for gist and for specific information • make notes from a listening task • identify and practise features of connected speech.
Link to prior learning: • Food and containers for food 21st Century Skills: • Learning and Innovation: Introduce learners to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: Food and containers Key expressions/structures: <i>a bottle of, a can of, a carton of, a cup of, a loaf of, a packet of, a tub of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with the pronunciation of the word <i>of</i> which is unstressed in the phrases. Provide lots of examples and opportunities for learners to practise.		
Resources/equipment needed: Learner's Book page 41 Activity Book page 32 Audio Tracks LB14–15		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Have a competition in teams. Learners think of as many types of food and drink that they can eat and drink at parties. 2. Each team reads out the words, so that you can check they are correct and announce the winning team.
Resources	Main activity
Learner's Book page 41	Talk about it: Activity 1 1. Ask learners to discuss the questions in pairs. Feedback Select learners to feed back answers to the whole class and focus on the different foods and drinks that they mention. Answers Learners' own answers.
Learner's Book page 41 Audio Track LB14	Listen: Activity 2 1. Learners make predictions about the things Ahmed and his mum will need for the party. 2. Play the audio and tell learners to listen to see if their predictions were correct. 3. Play the audio a second time for learners to note down what Ahmed and his mum are going to buy. Feedback Whole-class discussion with individual learners contributing answers. Answers bread; cheese; coconut water; water; orange juice
Learner's Book page 41 Audio Track 14	Activity 3 1. Focus on the words in the box. Ask learners if they know which nouns they can go with, or if they can remember any from the audio. 2. Play the audio again. 3. Learners listen and complete the phrases in their notebooks with a number and a word from the box. 4. Pause the audio if necessary to allow learners to write the phrases. Feedback Learners compare their work with a partner. Answers 1 three loaves; 2 two packets; 3 six cans; 4 four bottles; 5 two tubs; 6 four packets; 7 two cartons Differentiation activities (Support): 1. Give learners a printed copy of the audio so that they can circle the relevant phrases and write them in their notebooks afterwards. Differentiation activities (Stretch): 1. Ask learners to put each phrase into a full sentence.

Learner's Book page 41 Audio Track 15	Pronunciation: Activity 4 1. Focus on the phrases. 2. Listen to the audio, paying particular attention to the pronunciation of the word <i>of</i> which is unstressed. 3. Learners listen and repeat. Drill pronunciation. 4. Learners can then match the phrases to the pictures by writing the correct numbers in the boxes. Feedback Call out a phrase. Learners point to the matching picture and call out the number they have written in the box.
Activity Book page 32	Vocabulary: Activity 1 1. Learners circle the correct word for talking about the food and drinks. Feedback Learners work individually and then check in pairs before open class feedback. Answers 1 packet; 2 bottle; 3 loaf; 4 carton; 5 can; 6 packet
Activity Book page 32	Vocabulary: Activity 2 1. Learners work individually to match the words with the pictures. Feedback Learners check in pairs before open feedback. Answers: 1 bread; 2 juice; 3 nuts; 4 ice cream; 5 water; 6 fizzy drink
Activity Book page 33	Write: Activity 3 1. Learners complete the phrases with a different food item of their choice. Feedback Learners compare their choices with a partner and check for similarities and differences. Ask for contributions from the learners in open class feedback. Answers Learners' own answers.
	Differentiation activities (Support): 1. Learners can work in pairs or supported groups. Model examples and pronunciation frequently.
	Differentiation activities (Stretch): 1. Ask learners to turn phrases into full sentences.
Resources	Plenary
	1. Play a memory game: I went to the supermarket and I bought ... 2. Teacher starts by saying <i>I went to the supermarket and I bought a packet of nuts.</i> The next learner continues with <i>I went to the supermarket and I bought a packet of nuts and a carton of orange juice.</i> Each learner takes a turn to repeat the previous list and add his or her own item. 3. The game could be played as a whole class or in smaller groups.

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. (G5.1.1.1.2) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions and intentions, expressing different levels of possibility. (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.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To choose the correct quantifier to complete a sentence. Speaking: To read out a dialogue. Listening: To listen to a dialogue and extract information. Writing: To write sentences using quantifiers.		Learning outcomes: By the end of the lesson, learners will be able to ... • use quantifiers to talk and write about food and drink.
Link to prior learning: • Food and containers for food 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Food and containers Key expressions/structures: Quantifiers: <i>any, a few, a little, many, much, some, a lot of, plenty of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The distinction between quantifiers can be slight. Check learners' understanding and where possible use pictures to demonstrate meaning.		
Resources/equipment needed: Learner's Book page 42 Activity Book page 33 Audio Track LB16		

UNIT 3 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start with a quick review of lexis of containers introduced previously. 2. Have a selection of words (<i>carton, bottle, can, packet, loaf, tub</i>) jumbled up as anagrams on the board for learners to solve as quickly as possible in their teams.
Resources	Main activity
Learner's Book page 42	Use of English: 1. Draw a plate with a couple of sandwiches left on it, but plenty of space where there were more previously. Write the sentence starter: <i>There aren't ... sandwiches</i>. Focus on the <i>Use of English</i> box. Check learners understand why <i>many</i> is the correct answer. Ask questions like: <i>Is the word 'sandwiches' countable/plural? Can 'a little' be used with countable/plural nouns?</i> 2. Work through the other quantifiers in the box and identify when these would be used. 3. Ask learners which expressions indicate a small quantity and which indicate a large quantity.
Learner's Book page 42	Use of English: Activity 1 1. Read through the sentences and options with the learners, referring back to the <i>Use of English</i> box to clarify. Remember to ask questions to check learners understand why one expression is correct and the other incorrect. For example: <i>Can 'much' be used with positive nouns? Can 'a few' be used with uncountable nouns?</i> Answers 1 many; 2 a little; 3 plenty of; 4 much; 5 plenty of
Learner's Book page 42 Audio Track 16	Listen: Activity 2 1. Learners complete Activity 2 by adding quantifiers to the dialogue. 2. Play the Audio Track for learners to check their answers. 3. Encourage learners to read the dialogue in pairs, ensuring that they add expression. Feedback Self-assess answers using the audio. Answers 1 a few; 2 many; 3 much; 4 a little Differentiation activities (Support): 1. Give these learners the four quantifiers in the wrong order and they must choose which one fits into each of the gaps. Differentiation activities (Stretch): 1. Learners focus on the <i>Language detective</i> feature and make up their own questions and answers in pairs.

Activity Book page 33	Use of English: Activity 1 1. Learners work in pairs and practise using the quantifiers by looking at the picture and completing the sentences. Feedback During open feedback, ask concept-check questions to ensure that learners are clear how the different quantifiers are used.		
	Answers		
	1 a lot of; 2 many; 3 plenty of; 4 a little; 5 much; 6 a few		
Activity Book page 33	Challenge: Activity 2 1. Learners complete the challenge activity by drawing items of food in the fridge and writing about the food they have drawn using quantifiers. Feedback To take place in the plenary.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. Conclude the lesson by asking learners who have done the challenge activity, to present their work to the rest of the class. 2. Ask questions such as: <i>How much (cheese) is in the fridge?</i> Encourage other learners to look and answer using quantifiers.		
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:			
(G5.3.1.1.1) 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.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 3	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 3, Lessons 1–6 • revise vocabulary related to recycling, food and drink, and quantifiers • reflect on their own learning.
Link to prior learning: • Review of Unit 3, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 3, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 3, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6.		
Resources/equipment needed: Learner's Book page 43 Activity Book page 34		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 3 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition. 3. Ask questions linked to: recycling, school lunches, healthy and unhealthy foods, containers and packaging, and quantifiers. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 43	Can you remember? Activity 1 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 43 and to silently read through the crossword clues. 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 complete the crossword by solving the clues. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers (Down) 1 of; 2 bottles; 5 ice cream; 7 any (Across) 3 from; 4 lunch; 6 vegetables
Learner's Book page 43	Write: Activity 2 1. Learners work independently to write sentences using their own ideas. Feedback While learners work, move around the classroom to observe answers and offer support when necessary. Answers Learners' own answers.
Learner's Book page 43	Activity 3 1. Learners read the stimulus and then discuss ideas in pairs. Explain that they should use the past tense and the vocabulary that they have learned in the last six lessons. Feedback While learners work, move around the classroom to observe answers and offer support with pronunciation. Answers Learners' own answers. Differentiation activities (Support): 1. Monitor 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): 1. Learners can develop their own additional questions and swap them with a partner.
Activity Book page 34	Can you remember? Activities 1 and 2 1. Read through the activities 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 information to help them. 3. Direct the learners to complete the activities independently. 4. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers. Select individual learners to suggest answers to the class. Ask other learners if they agree or not. Answers Learners' own answers.
Activity Book page 34	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. Help learners to look back through their books to identify areas of strength and weakness.
	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 3.
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: (G5.3.4.1.1) 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. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single- and multi-syllable words.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the process involved in making chocolate. Reading: To read for comprehension.		Learning outcomes: By the end of the lesson, learners will be able to ... • read, talk and write about how chocolate is made • use sequencing words to describe a process.
Link to prior learning: • Present simple passive for processes 21st Century Skills: • 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>chocolate, beans, pod, knife, oven, box, growing, farming, fermentation, manufacturing, product</i> ; Sequencing words: <i>Firstly, Secondly, Then, Next, Finally</i> Key expressions/structures: Present simple passive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may hold misconceptions about the process of making chocolate. Spend time looking at each stage in the process to clarify any misconceptions.		
Resources/equipment needed: Learner's Book page 44 Activity Book page 35		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by asking learners: <i>Do you like chocolate? Do you prefer white, dark or milk chocolate? How often do you eat chocolate?</i> 2. Ask learners for any words that they know linked to chocolate. 3. Tell learners to close their books and see if anyone can spell the word <i>chocolate</i> without looking at clues.
Resources	Main activity
Learner's Book page 44	Talk about it: Activity 1 1. Ask learners the questions from the Learner's Book and encourage them to work in pairs to answer them. Feedback Learners ask and answer in pairs.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. To prevent the learners lapsing into L1 when discussing predictions, provide some language support on the board using the Prompt strategy. <i>My favourite kind of chocolate is ...</i> <i>I think chocolate is made from ...</i> <i>I think that the first step in making chocolate is ...</i> <i>I think there are ... kinds of chocolate.</i>
	Differentiation activities (Stretch): 1. Ask learners to note down the answers to their questions.
Learner's Book page 44	Read: Activity 2 1. Before reading, focus the learners on the pictures next to the text and use these to pre-teach <i>Pods</i>, <i>knife</i> and <i>wooden boxes</i>. 2. Next, look at the headings for each paragraph and pre-teach the vocabulary. Explain that these are the names of all the different stages in the production process and that the text will explain what happens during each stage. 3. Learners read silently to check their answers to the questions in Activity 1. Feedback Learners discuss the answers from the text in pairs. This can be followed by open class feedback.
	Answers 1 Chocolate is made from cocoa beans. 2 It's farmed, fermented, dried in the sun, cooked in big ovens and then the shells are cracked, and the beans inside are made into a mixture with sugar, butter, vanilla and milk. The mixture is then cooled. 3 500 different kinds
	Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions.

	Differentiation activities (Stretch): 1. Learners write the answers to the questions.
Activity Book page 35	Read: Activity 1 1. Read the statements together and encourage learners to make predictions. 2. Learners read the text silently to check if the sentences are true or false. 3. They take turns to read out the sentences containing the answers. Feedback Learners check their answers in pairs. Then hold open class feedback and ask learners to correct the false statements. Answers 1 T 2 F (Twice a year.) 3 F (They use long sticks to cut down the pods.) 4 F (The beans are cooked in big ovens; then the shells are cracked.) 5 T 6 F (When it is cold, we have the final product.) Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions. Differentiation activities (Stretch): 1. Learners make one or two more True/False statements to test their classmates.
Activity Book page 35	Talk: Activity 2 1. Encourage learners to discuss their answers and to locate the sentences in the text that tell them the correct facts. 2. They can then correct the false statements. Feedback Learners can read out the false sentences for other learners to correct.
Activity Book page 35	Talk: Activity 3 1. Put learners in groups of four or five and ask them to make a circle facing one another. 2. Ask them to take turns to summarise the process of making chocolate. Draw their attention to the sequencing words in the <i>Speaking tip</i> . 3. Learners regroup and repeat the process. 4. Give each group a piece of paper and ask them to work together to write down their summaries in note form. Feedback Note issues with structure, lexis and pronunciation and have whole class feedback discussing some of these issues. Differentiation activities (Support): 1. Build up a bank of key vocabulary and phrases on the board throughout the lesson. Offer additional support with pronunciation. Differentiation activities (Stretch): 1. Ask learners to speak and write in full sentences. Ask learners to support others in groups.

Resources	Plenary		
	1. As a whole class, see if learners can produce a flow chart on the board outlining the process of making chocolate. The groups from the previous task could then each be allocated a step in the flow chart to act out.		
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).			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(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.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about food growth and production. Reading: To read an information text to discover how the present simple passive is used. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand how the present simple passive is used • talk about how foods are made.
Link to prior learning: • Present simple passive for processes 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Chocolate vocabulary from Lesson 8; <i>bread, yeast, ingredients, salt, seeds, knead, mix, add, cook, loaf, coffee, tea, cooking oil, butter</i> Key expressions/structures: Linkers of purpose: <i>so that, in order to, so as not to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find the concept of the present simple passive difficult to comprehend and apply. Ensure that explanations are clear and examples are provided throughout. Ask questions to check understanding. For example: <i>Do we know who is doing the action in this sentence? And what about this sentence? What is the difference in how we make the present simple active and passive?</i>		
Resources/equipment needed: Learner's Book page 45 Activity Book page 36		

UNIT 3 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recap on learning from the previous lesson. Ask: <i>What did we learn about chocolate?</i> 2. Introduce today's lesson by telling learners that you will continue to focus on the process of making chocolate and they will also look at other food making processes.
Resources	Main activity
Learner's Book page 45	Read: Activity 1 1. Ask learners to read the text again, underline all the verb forms and answer the question about which time they are referring to. 2. Learners work individually and then check in pairs. Feedback If possible, project the text on the board and ask the learners to show you where the verbs are located.
Learner's Book page 45	Use of English: Activity 2 1. Ask learners to work through this activity in pairs. 2. Elicit answers from the class and then ask questions about the passive forms to check concepts: <i>Does the sentence tell us who does this action? (No.) But do we know who does this action (Yes.) Who? (The workers.) Is it necessary to write this in the sentence? (No.) Why not? (Because we already know.) So when we use the passive, sometimes it is not important to say who because we already know, or it is not important.</i> 3. Go through the information in the <i>Use of English</i> box with the learners and provide extra examples if further clarification is needed. Tell the learners that the passive is usually used in written language and rarely in spoken language. 4. Board the sentence 'The beans are cooked in big ovens' and ask learners how to make the structure. What comes first? (pointing to 'the beans') The noun – the person or place that the action is happening to 5. And next (pointing to 'are') – the verb <i>to be</i> in the present tense. 6. And finally (pointing to 'cooked') – the past participle or Verb 3 (depending which terminology is commonly used). Direct learners to the verb list at the back of the book. Answers 1 The workers; 2 They; 3 No; 4 No
Learner's Book page 45	Use of English: Activity 3 1. Learners work individually to complete the sentences with the passive forms. 2. They then check their answers in pairs. Feedback Write the numbers on the board and ask for early finishers to go to the board and write their answers. Answers 1 is used; 2 is made; 3 is grown; 4 are dried; 5 is added

Activity Book page 36	Write: Activity 1 1. Ask learners if they know how bread is made. 2. Focus their attention on the pictures and use these to pre-teach unknown vocabulary. 3. Learners then write about the process of bread making by completing the sentences. Feedback Learners check answers with a partner and then open class feedback.		
	Answers 1 yeast, salt; 2 are mixed, 3 is pushed, loaf; 4 nuts, are added; 5 is cooked		
	Resources		
	Plenary 1. Select learners to present the production process of their chosen food. 2. Ask questions of other learners to check understanding.		
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: (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and understand a short story. Writing: To correct false sentences. Speaking: To speak about a person's characteristics and ways. To discuss the moral of a story.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand a short story • discuss the moral message and values related to the content of the story.
Link to prior learning: • Developing ability to read for gist and detail • Lexis: food; adjectives to describe people • Past simple for narratives 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Adjectives: <i>generous, helpful, selfish, greedy, lazy, hard-working</i> Key expressions/structures: <i>My sister/brother is always ... My friend is always/never ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle to understand the meanings of the adjectives used in the lesson. Spend time explaining the meanings of the words and provide lots of examples.		
Resources/equipment needed: Learner's Book page 46 Activity Book page 37		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that today's lesson will look at a story about a greedy boy. 2. Look at the title and discuss what type of boy is in the story. 3. Identify other adjectives that could go before the word <i>boy</i> to change the title, and therefore, the content of the story. 4. Discuss possible story themes and plots for each of the new titles.
Resources	Main activity
Learner's Book page 46	Talk about it: Activity 1 1. Learners look at the picture and discuss what they think the story will be about. 2. Pre-teach <i>lid</i>, <i>sweets</i>, <i>jar</i> and <i>shelf</i>. Feedback Open class feedback.
Learner's Book page 46	Read: Activity 2 1. Learners read the text and check to see if their predictions were correct. Feedback Open class feedback. Answers Learners' own answers. Differentiation activities (Support): 1. Provide assistance with reading or locating key words. Check that learners have understood what they have read by asking questions. 2. Alternatively allow learners to work using the Guided reading strategy. Differentiation activities (Stretch): 1. Ask learners to create two questions to ask a partner about the text.
Activity Book page 37	Read: Activity 1 1. Learners read the story again and indicate whether the statements are true or false. Feedback Learners work independently and then check answers in pairs. They may then work together to correct the false statements. Answers 1 F (Jason complained, but his brothers did not.) 2 F (He wanted to have all the sweets to himself.) 3 T 4 F (He took a very large handful.) 5 F (She smiled and was calm.)

Activity Book page 37	Vocabulary: Activity 2 1. Look back at the story in the Learner's Book and focus on the highlighted words. 2. Ask learners what type of words these are (adjectives). 3. Encourage them to think of more adjectives that would be relevant to items or behaviour in the story. 4. Focus on the words in the box and ask learners to discuss in pairs which ones they could use to describe Jason. 5. Check that they understand the meanings of all the words. Feedback Open class feedback. Answers selfish, greedy, lazy
Activity Book page 37	Talk: Activity 3 1. Learners use the adjectives to talk about people they know. 2. Model this activity by giving one or two examples first. 3. Direct learners to the <i>Speaking tip</i> and ask them to talk in pairs and make sentences about the people they know. 4. Explain that they should not make any negative statements about their classmates as this would be inappropriate. Feedback While learners are talking to one another, move around the classroom listening and offering support. Answers Learners' own answers.
Activity Book page 37	Values: Activity 4 1. Organise learners in small groups. 2. Ask learners why Jason's brothers are described as helpful in the story. (They were tidying their rooms.) 3. Ask learners to talk about what they can do to be helpful to other people. Feedback Ask volunteers to share their ideas with the class. Answers Learners' own answers.
Resources	Plenary 1. Discuss the moral message of the story and ask the class whether they think Jason learned anything from his experience.

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. (G5.3.1.1.6) Make predictions about what will happen next, drawing on specific details in the text. (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand information presented in a menu. Listening: To listen to and understand other people's preferences. Speaking: To explain their own preferences and summarise the preferences of others.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about likes and dislikes • make comparisons • collect data and explain the results by making comparisons and stating preferences.
Link to prior learning: • Lexis related to food 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills.		
Key vocabulary: Food and drink; <i>and, but, no, yes, both</i> Key expressions/structures: <i>me too, yes you're right, I don't agree, I think the opposite, and so does, agrees with, feel the same about, Everybody in the group ... , Nobody in the group ... , Some people ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle to move beyond the simple phrases, <i>I like</i> and <i>I dislike</i>. Provide models and lots of examples of different language to talk about preferences.		
Resources/equipment needed: Learner's Book page 47 Activity Book page 38 Audio Track LB17		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how they express likes and dislikes. 2. Ask learners how to express agreement/disagreement. 3. Collect learners' ideas and build upon these creating a list of key vocabulary and phrases on the board for use during the lesson.
Resources	Main activity
Learner's Book page 47	Talk about it: Activity 1 1. Introduce the activity by telling learners that Laila and Salma's class is going on a school trip and they need to decide which menu they want to have while they are away. 2. Ask learners to look at the two menus and choose which one they would prefer. Tell them to give reasons for their choices. 3. Learners discuss with a partner. Feedback In pairs and then open class feedback. Answers Learners' own answers.
Learner's Book page 47 Audio Track 17	Listen: Activity 2 1. Play the audio of Laila and Salma talking about what food they like to eat. 2. Learners complete the table showing what each girl likes and dislikes. 3. Remind learners to listen out for phrases such as, <i>me too, yes you're right, I don't agree, I think the opposite</i>, as these will give clues about their opinions. 4. Explain that the first girl to talk is Laila. Feedback Learners compare with a partner then open class feedback. Answers Laila likes: fish, chicken, cheese, ice cream Salma likes: fish, eggs, ice cream, dates
Learner's Book page 47	Talk: Activity 3 1. Learners look at the table and both menus. 2. With a partner, learners decide which menu each girl should have. 3. Prompt learners to use sentences to compare different items. 4. Remind them of the hints in the <i>Language tip</i> box when they are linking two things together. Feedback Pairs, followed by open class feedback. Answers Menu 1: Laila; Menu 2: Salma Differentiation activities (Support): 1. Provide key vocabulary and phrases on the board.

	Differentiation activities (Stretch): 1. Ask learners to respond with full sentences and where possible extended sentences.
Activity Book page 38	Read and write: Activities 1 and 2 1. Tell learners that Faisal and Hamid's class will be going on the same school trip next term. 2. Learners look at the table and discuss the similarities and differences. 3. They then write four sentences to show where Faisal and Hamid agree and disagree. 4. Take time to talk about the words used to compare opinions and give some examples before learners complete the task independently. Feedback Learners compare with a partner and then participate in open class feedback. Answers (examples) Faisal likes cheese and so does Hamid. Faisal likes chicken and so does Hamid. Hamid and Faisal don't like olives. Hamid likes lamb, but Faisal doesn't. Hamid likes eggs, but Faisal doesn't.
Activity Book page 38	Talk: Activities 3 and 4 1. Organise learners into groups of four. 2. Learners work together in groups to complete the table with their likes and dislikes. 3. Using the information in the table learners should then compare the likes and dislikes of the people in their group. Feedback Each group takes turns to present their findings to the whole class if time allows. This can be part of the plenary. Answers Learners' own answers. Differentiation activities (Support): 1. Remind learners to refer to vocabulary prompts on the board and in their books. Differentiation activities (Stretch): 1. Ask learners to write a summary paragraph to explain the results of the group work.
Resources	Plenary 1. Go around the class asking for one <i>like</i> or <i>dislike</i> sentence. 2. If the foods are repeated, encourage learners to add the relevant phrases, for example <i>I like apples and so does Ali</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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 3	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 3, Lessons 8–11 • revise vocabulary related to food production processes, linkers of purpose and adjectives • reflect on their own learning.
Link to prior learning: • Review of Unit 3, Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 3, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 3, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11		
Resources/equipment needed: Learner's Book page 48 Activity Book page 39		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the learners to recall what they have learned so far in the second part of Unit 3 and write their answers on the board. 2. Revise words and expressions by having a team competition. 3. Ask questions linked to: the process of making chocolate, linkers of purpose, <i>The greedy boy</i> story, choosing menus and expressing preferences. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 48	Can you remember? Activities 1, 2 and 3 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 48 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 questions. Feedback Learners compare answers in pairs, then small groups, and finally as a whole class. Answers Activity 1: 1 a; 2 c; 3 b Activity 2: 1 b; 2 b; 3 a Activity 3: 1 a; 2 b; 3 b; 4 a Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers but offer support with understanding the questions. 3. Support with key vocabulary on the board if needed. 4. Allow learners to refer to their books for work they have completed. Differentiation activities (Stretch): 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 39	Can you remember? Activity 1 1. Ask learners to work with a partner to recall as much information as possible about the process of making bread. Feedback Learners can check and compare their answers with peers. If they have any gaps, encourage them to look back through their Activity Book, page 36 to find additional information. Answers Learners' own answers.

Activity Book page 39	Talk: Activity 2 1. Learners recall as much information as possible about the story of <i>The greedy boy</i>. 2. Prompt with the questions: <i>What happened? What was the lesson that he learned from his behaviour?</i> Feedback Compare answers with a partner and then open class feedback. Answers Learners' own answers.
Activity Book page 39	Vocabulary: Activity 3 1. Learners write definitions for the adjectives shown. Feedback Open class feedback. Answers (examples) greedy – an excessive appetite for food selfish – concerned with oneself above others generous – readiness to give more of something helpful – ready to help 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 39	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 with key vocabulary and phrases from Unit 3 if needed to make the link between lexis and content. 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 3.
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: (G5.3.3.1.3) Connect the information and events in a text or story to life experiences. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>Why don't ... ?</i> , <i>Should we ... ?</i> ; possessives: <i>'s</i> and <i>s'</i> ; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a short text in order to identify and select correct vocabulary and structure. Speaking: To describe a picture using vocabulary and structure related to food and containers. Writing: To write about how something is made using expressions from the unit.		Learning outcomes: By the end of the lesson, learners will be able to ... • review and consolidate their understanding of vocabulary and themes covered in Unit 3 • reflect on their learning experiences.
Link to prior learning: • Review of Unit 3 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 3 Key expressions/structures: Expressions and structures from Unit 3		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6 and 8–11 for guidance.		
Resources/equipment needed: Learner's Book page 49		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by telling learners that this is a review lesson and provides opportunities to apply their learning from the previous lessons. 2. Ask learners: <i>What skills and topics have we been learning about?</i> 3. Brainstorm ideas on the board.
Resources	Main activity
Learner's Book page 49	Use of English: Activity 1 1. This activity revises the vocabulary and structures covered in this unit. It provides an opportunity to assess whether learners can use these in a conversation. 2. Direct learners to complete the activity by reading the text and choosing the correct word to complete the sentences. Feedback In open feedback, ask learners to justify their answers and clarify any problematic areas. Answers 1 decided; 2 bottles of; 3 packet; 4 a little 5 a lot of; 6 plenty
Learner's Book page 49	Talk: Activity 2 1. Learners will take part in a picture dictation, which will review language from earlier in the unit. 2. Give each learner a piece of paper and ask them to draw a picture of an empty fridge. You can draw this on the board and ask learners to copy. 3. Ask them to draw five items of food in their fridge. Again you can demonstrate this on the board and repeat the language needed, for example, <i>a bottle of water, a packet of cheese</i>. 4. Learners should not show their picture to their partner. 5. They should turn their chairs so they are sitting opposite each other and cannot see each other's pictures. 6. They then take it in turns to describe what is in their fridge whilst their partner adds the items of food to their own fridge. 7. When they have finished, they compare pictures and make sentences to say what is in the their fridge now. For example: <i>There are two bottles of water</i>. 8. Monitor and make notes of language errors and examples of successful language. Feedback Focus on some common errors that were heard. Write a couple of errors on the board and elicit the corrections. Praise learners for successful language used and give a few examples.
Learner's Book page 49	Write: Activity 3 1. Learners choose an item of food and write about how it is made. 2. Remind learners to use the expressions in the box. Feedback Ask learners share their writing with a partner. Select learners to read their work to the class. Answers Learners' own answers.

	Differentiation activities (Support): 1. Enable learners to work with a partner and refer back to their books for reference if needed.		
	Differentiation activities (Stretch): 1. Ask learners to organise their writing into paragraphs.		
Resources	Plenary		
	1. Conclude the lesson by referring to the Learning objectives and asking learners to reflect on achievements during this lesson and Unit 3. 2. Ask: <i>Which areas of learning do you feel most/least confident about?</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. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 3	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 new design for a sweet or a healthy packed lunch.		Learning outcomes: By the end of the lesson, learners will be able to ... • organise and manage their time • work independently • create a project based on their learning in Unit 3.
Link to prior learning: • Unit 3 (all lessons) 21st Century Skills: • Life and career skills: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Vocabulary from Unit 3 Key expressions/structures: Expressions and structures from Unit 3		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 50 Paper, pens, coloured paper and card Internet access		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	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. 4. Discuss what they have learned about chocolate and packed lunches and explain that the project choices will be based on these things. 5. Brainstorm any vocabulary linked to these.
Resources	Main activity
Learner's Book page 50	Research your project 1. Direct the learners to look at the project options in the Learner's Book. 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. 4. Guide learners to work through the steps for their chosen project. 5. Support learners to think creatively about how they could present their project. They could make a poster, a booklet or a leaflet, or even a model. 6. Provide learners with appropriate resources to support the creation of their projects. 7. Once the finishing touches have been added, learners may start to rehearse how they will present the information.
	Differentiation activities (Support): 1. Provide word banks and access to lesson materials from earlier in the unit.
	Differentiation activities (Stretch): 1. Encourage learners to focus on the quality of the information in their project.
Resources	Plenary
	1. Conclude the lesson by checking on learners' progress. 2. Ask learners to reflect on the preparation lesson. 3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? Is there anything you would like to change?</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: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 3 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully		
Key vocabulary: Vocabulary from Unit 3 Key expressions/structures: Expressions and structures from Unit 3		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 3, Lessons 1–12.		
Resources/equipment needed: Learner's Book page 50		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	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
	Presentation preparations 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. Presentations 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. Feedback Enable listening learners to ask the presenting learner questions about the presentation. Select learners to comment on which presentation they liked and why. Differentiation activities (Support): 1. Support individuals as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support. Differentiation activities (Stretch): 1. Encourage learners to speak confidently. Self reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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. Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. Differentiation activities (Stretch): 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 3.		
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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about extreme weather. Listening: To listen to a radio report for specific information. Writing: To rearrange letters to form words related to weather. Reading: To read for understanding to complete a text.		Learning outcomes: By the end of the lesson, learners will be able to ... • participate in conversations with their peers about extreme weather • listen and understand a news report about extreme weather in the UAE • use specific vocabulary related to extreme weather.
Link to prior learning: • Vocabulary: Weather: <i>What is the weather like? It's (sunny); Months of the year; Seasons</i> • Adverbs of frequency • Past simple and time expressions 21st Century Skills: • Critical Thinking: 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: Weather: <i>hot, humid, sunny, mild, cold, rainy, stormy, thunder, lightning, dry, snowy, frosty, hurricane, sandstorm, blizzard, flood, drought</i> Key expressions/structures: Present tense		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not have experienced all weather types mentioned in the lesson. Engage them using other senses. For example, when discussing <i>snow</i>: <i>What do you think it would feel like? Do you think it makes a noise, like rain, when it falls?</i>		
Resources/equipment needed: Learner's Book page 51 Activity Book page 40 Audio Track LB18 Realia: Pictures of different types of weather		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask: <i>What's the weather like?</i> Mime or show pictures of different types of weather. Learners reply with: <i>It's hot/rainy</i> , for example. Build up a list of weather words on the board.
Resources	Main activity
Learner's Book page 51	Talk about it: Activity 1 1. Discuss the weather in the UAE. Look at the pictures you have brought in. Ask: <i>Do any of the pictures represent weather in our country?</i> 2. Learners read and circle the phrases that describe the weather in the UAE. Feedback Learners work in pairs to share what they have circled. Monitor to listen for any pronunciation areas that need addressing.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. If learners can't recognise weather lexis, support them by sticking the weather pictures on the board next to the weather words.
	Differentiation activities (Stretch): 1. Learners work in pairs or groups. 2. Learners describe a type of weather and the others must guess what it is, for example, <i>You feel very wet in this weather.</i> (rainy)
Learner's Book page 51	Talk: Activity 2 1. On the board write: <i>January, the spring, May to July</i> . Ask learners which prepositions they need to use. If this proves difficult for the learners, use activities from the Support section to overcome it. 2. Learners imagine they are talking to someone from another country and tell their partners about the weather in the UAE. 3. Encourage the use of the frequency adverbs studied in previous units, for example, <i>often, sometimes, never</i> . Feedback Learners work in pairs to discuss their understanding.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Pick up a pen. 2. Place it on the table, then in a box/book/bag. 3. Elicit prepositions from learners. 4. Ask learners when we use <i>in</i> (<i>in the snow, in the rain, in hot weather, in the spring</i>). 5. Ask learners when we use <i>on</i> (<i>on nice days, on sunny mornings</i>).
	Differentiation activities (Stretch): 1. Learners describe the weather in specific seasons and peers guess which season they are describing.

Learner's Book page 51	Word study: Activity 3 - Look at the pictures on page 51 and discuss what types of weather are shown. Explain that some countries have very extreme weather. Ask if the learners are aware of any news stories featuring extreme weather in the UAE. - Learners look at the words in the box and match them with the pictures. Answers a a blizzard; b a flood; c a drought; d a hurricane; e a sandstorm
Learner's Book page 51 Audio Track 18	Listen: Activity 4 - Before listening, discuss which strategies learners will need to use to help them answer the questions. - Ask whether they need to listen for a general understanding or listen for specific information. - Ask them to read the question in their book and confirm which skill they will need to use. (Listening for specific information.) - Talk in general about extreme weather and learners' experiences of it. Feedback Learners feed back to the class with the information they obtained from the listening extract. Answers There is a sandstorm (on the north-western coast) in the UAE. Differentiation activities (Support): - Encourage learners to listen for one or two specific weather words. Differentiation activities (Stretch): - Encourage learners to identify features of the extreme weather being reported.
Activity Book page 40	Vocabulary: Activity 1 - Learners read the sentences about the weather and then rearrange the letters to make weather words. Then they match the sentences with the pictures. Answers 1 humid b; 2 rainy d; 3 hot, dry f; 4 sunny, mild c; 5 thunder, lightning a; 6 snowy, cold e Read: Activity 2 - Learners read the sentences containing descriptions of extreme weather conditions and match each one with the correct word. Answers 1 a hurricane; 2 a sandstorm; 3 a drought; 4 a flood Differentiation activities (Support): - Learners may use dictionaries or can refer back to their Learner's Book.
Resources	Plenary - Learners discuss as a class what they understood from the lesson today and recap all the different types of extreme weather. - Ask what they found most interesting. - Accept whole class feedback.

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. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a weather report. Speaking: To talk about extreme weather. Reading: To read for specific information. Writing: To write answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand sandstorm safety advice • participate in conversations with their peers about extreme weather • personalise their learning and discuss what safety advice is appropriate for extreme weather in the UAE.
Link to prior learning: • Vocabulary: Weather: <i>What is the weather like? It's (sunny); Months of the year; Seasons</i> • Adverbs of frequency • Past simple and time expressions • Zero conditional 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Weather: <i>hot, humid, sunny, mild, cold, rainy, stormy, thunder, lightning, hot, dry, snowy, frosty, blizzard, drought, flood, hurricane, sandstorm</i> Key expressions/structures: Present tense		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Natural speech can be challenging for learners to break down into known language. In this lesson, the teacher could use a cutting motion with two fingers to show when phrases and words can be reduced into known vocabulary. • Printed versions of the listening will allow lower-level learners to follow and notice where the sounds run together.		
Resources/equipment needed: Learner's Book page 52 Activity Book page 41 Audio Track LB19 Internet access		

UNIT 4 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to go to the board one by one and write a word they remember from the previous lesson. 2. Ask volunteers to read the words on the board. 3. Nominate learners to say what they remember from the previous lesson.
Resources	Main activity
Learner's Book page 52	Vocabulary: Activity 1 1. Tell learners to look at the words and the definitions. 2. Learners match as many definitions as possible. Feedback Learners can check their answers with a peer, then the whole class to confirm they are correct.
	Answers 1 c; 2 e; 3 f; 4 a; 5 b; 6 d
	Differentiation activities (Support): 1. Check learners understand the definitions. 2. Definitions could be mimed or acted to convey meaning.
	Differentiation activities (Stretch): 1. Learners can create additional definitions for other weather words.
Learner's Book page 52 Audio Track 19	Listen: Activity 2 1. Explain that learners will listen to the weather report from Lesson 1 again. Ask questions like: <i>What should I do if there's a sandstorm? Where should I shelter? Should I drive?</i> 2. Make sure learners understand that <i>should</i> is used for giving advice. 3. Learners listen to the audio and complete the safety advice. Feedback Accept answers from individual learners to confirm correct answers.
	Answers 1 sand; 2 nose; 3 cloth; 4 mouth; 5 Sunglasses; 6 shelter; 7 car
Learner's Book page 52	Talk: Activity 3 1. Write <i>last</i> and <i>ago</i> on the board and check learners understand the difference. Ask learners for different expressions they could use, for example, <i>two years ago</i>, <i>last week</i>, <i>during the last winter holiday</i>. 2. Circulate and monitor while learners tell a partner about their experiences.
	Answers Learners' own answers.

Learner's Book page 52	Talk: Activity 4 1. Ask learners for suggestions and write examples on the board. Use the zero conditional, which learners have studied previously. 2. Allow learners time to talk with their partners. Circulate and offer support, including help with new words. 3. Learners work in pairs to prepare, and give advice to their group about what to do in bad weather conditions. Answers Learners' own answers. Differentiation activities (Support): 1. Offer extra opportunities to revise weather expressions and the past simple/ present perfect. For example, learners ask and answer questions like: <i>What has the weather been like today/this week? What was the weather like yesterday? This week, it has been changeable. Yesterday it rained.</i> 2. A hard copy of the audio script from Lesson 1 may support understanding of vocabulary. Learners can underline the important words and use surrounding information for context clues. Differentiation activities (Stretch): 1. Learners find and listen to a weather forecast in English about their country. They could hear one on satellite TV or on an English-speaking TV website, or read one in an English-speaking (electronic) newspaper.
Activity Book page 41	Read: Activity 1 1. Direct learners' attention to the newspaper report. Learners read the text and decide whether the statements are true or false, correcting the false statements. Feedback Learners work individually then check answers in pairs. Answers 1 F (25 people were hurt.) 2 F (He saw the strange clouds before the storm.) 3 T 4 F (A tree fell on the family car.) 5 F (The storm will disappear in the next 24 hours.) Differentiation activities (Support): 1. For extra practice using weather expressions, ask about today's weather. Differentiation activities (Stretch): 1. Learners make their own weather forecasts for the next few days. They will need to use the future simple tense (<i>will</i> + base form) because they are making predictions.
Resources	Plenary 1. Ask learners what they have learned in today's lesson. 2. Ask learners to share their paired weather warning from Learner's Book, Activity 4, with the whole class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To make geographical comparisons. Reading: To read a fact file about the UAE. Writing: To write answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... • discuss geographical features in the UAE • read a country fact file • express opinion on which facts they found most interesting about the UAE.
Link to prior learning: • Large numbers • Comparing places 21st Century Skills: • Not applicable		
Key vocabulary: Geographical features: <i>desert, mountain range, oasis, coast, wadi</i> ; Numbers Key expressions/structures: Present simple, expressing opinion – <i>What I found interesting was ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Activity 2 in the Activity Book is an opportunity to raise awareness of pronunciation. Learners may be challenged by the voiced/unvoiced <i>th</i> differences. Raise awareness by asking them to speak into their cupped hands. The voiced sounds should create a different puff of air that they feel in their hands.		
Resources/equipment needed: Learner's Book pages 53–54 Activity Book page 42 Word cards (PCM 1): <i>desert, mountain range, oasis, coast, wadi</i> Realia: Pictures of Emirati landmarks, scenery and wildlife		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Generate interest by showing pictures of Emirati landmarks, scenery and wildlife. 2. Try to include a desert, a mountain range, an oasis, a wadi and a coastline. 3. Ask: <i>Have you seen/visited ... ?</i> about the landmarks, scenery and wildlife. If not, change the question to: <i>Would you like/prefer to see ... ?</i> 4. Use PCM 1 and match the words to the pictures. Learners can point to these on the table in their groups, or match on the board.
Resources	Main activity
Learner's Book page 53	Talk about it: Activity 1 1. Ask learners what they know about the UAE. Look at the questions and discuss the answers, but wait until Activity 3 to tell learners the correct answers. Feedback Open class feedback. Answers Learners' own answers.
Activity Book page 42	Activity 1: Vocabulary 1. Ask learners to look at the word cards on the board from the Starter activity. Tell them that these are the words that will be used in the activity. 2. Learners read the descriptions of geographical features on page 42 of the Activity Book. 3. They match the pictures to the descriptions and then write the words, using the word cards to help if needed. 4. Encourage learners to read the <i>Amazing fact</i> and to offer any additional facts they know. Feedback Learners check their answers in pairs. Answers 1 coast; 2 wadi; 3 oasis; 4 mountain; 5 desert
Learner's Book page 53	Word study: Activity 2 1. Focus on the words and find the places on the map. 2. If necessary, show the pictures from the <i>Starter</i> to check meaning. Answers See map on Learner's Book page 53. Differentiation activities (Support): 1. Ask learners simple questions. For example: <i>What can you see in the picture? How many mountains are there? Can you see a tree?</i> Differentiation activities (Stretch): 1. Ask learners more challenging questions. For example: <i>Would you like to live in a different region/Emirate? Why? Why not? What do you think the weather is like?</i>

Learner's Book page 53	Read: Activity 3 1. Explain that learners often panic when they see large numbers in reading texts (especially years and figures expressed as a percentage and fractions). This is especially true when they are reading aloud as they may be unsure about the correct pronunciation. Stress that it is important that learners start to use numbers and figures, as they often help to understand important information in a text. 2. Focus on the <i>Reading strategy</i> and discuss the kinds of information that numbers and figures might represent. 3. Tell learners they are going to read a text to find out the answers to the questions in Activity 1. There is a lot of additional information in the text, so make sure learners know which reading strategies to use to focus on the information they need. Learners will have a chance to focus on the figures and numbers later. Feedback Learners check answers in pairs. Answers 1 7; 2 in the Al Hajar mountains; 3 Palm Jumeriah
Activity Book page 42	Activity 2 1. Learners read the questions carefully. 2. Focus on the figures in the questions. Learners look for the figures in the <i>Fact file</i> and answer the questions. Feedback Check answers as a whole class. Answers 1 b; 2 b; 3 b; 4 b; 5 b
	Differentiation activities (Support): 1. Offer extra opportunities to practise numbers and figures by playing Bingo. Write plenty of large numbers like 22 000 000 on the board and ask learners to practise saying them. 2. Draw a Bingo grid for six numbers for learners to copy. 3. From the numbers on the board, learners choose and write six numbers in figures on the grid. 4. Call out the numbers for learners to cross off. 5. The first to cross off all the numbers is the winner and shouts <i>Bingo!</i>
	Differentiation activities (Stretch): 1. Learners test each other by writing five large numbers on a piece of paper, then say the numbers to their partner, who writes them down. 2. Learners check to see if the numbers were written correctly.

Learner's Book page 54	Activity 4 1. Read through the questions carefully. As a class, decide on the key words in each question that learners should search for in the text. 2. Remind learners that the important information they are looking for is to do with numbers. 3. Ask learners to read through the whole <i>Fact file</i> again and find the answers to the questions. 4. Learners check answers with a partner and discuss any differences. 5. Ask each pair to feedback to the class. Feedback Peer discussion, then whole class.		
	Answers 1 9.5 million; 2 2010; 3 259 km²; 4 650 km, 5 45°C.		
	Differentiation activities (Support): 1. Ask learners to highlight the key words from the questions in the text of the <i>Fact file</i> (1 – people, live, UAE; 2 – Burj Khalifa; 3 – Ajman; 4 – UAE coast; 5 – July, August, temperature)		
	Differentiation activities (Stretch): 1. Learners can write some sentences of their own including numbers. These can be about the UAE, their city or their school. For example: <i>There are eight hundred (800) students at this school.</i>		
	Resources		
Learner's Book page 54	Plenary		
	Talk: Activity 5: 1. Ask learners to find two things in the <i>Fact file</i> that they found interesting. 2. Share as a whole class and discuss. Answers Learners' own answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence. (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.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe endangered animals. Listening: To listen to a radio report about endangered animals in the UAE. Reading: To read about endangered animals. Writing: To write facts about animal features and adaptations.		Learning outcomes: By the end of the lesson, learners will be able to ... • describe endangered animals • talk about the natural habitat of endangered animals • talk about the environmental changes that impact the survival of endangered animals • write notes about animal features and adaptations.
Link to prior learning: • Vocabulary: Animals, Numbers, Referencing words 21st Century Themes: • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners.		
Key vocabulary: Animals: <i>Hawksbill turtle, Arabian tahr, Arabian leopard, spiny-tailed lizard, snake, horned viper, camel spider, camel, oryx, desert hedgehog, endangered</i> Key expressions/structures: Infinitives of purpose		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio.		
Resources/equipment needed: Learner's Book pages 55–56 Activity Book pages 43–44 Audio Tracks LB20–21 Realia: Pictures of animals typically found in the UAE including endangered animals		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide the class into teams and have a competition to see which team can write the most animals in a minute. 2. Give double points for Emirati animals. 3. The learners with the most points read out their list. 4. Check the animals are correct before announcing the winners.
Resources	Main activity
Learner's Book page 55	Talk about it: Activity 1 1. Engage learners in a class discussion based on the questions. 2. Show as many visuals of endangered animals as possible. Feedback Accept answers as a whole class. Answers Learners' own answers.
Learner's Book page 55 Audio Track 20	Listen: Activity 2 1. To help learners predict the words they will hear in Activity 2, focus on the pictures and names of the animals in the Learner's Book. Ask learners for the words we can use when speaking about these when we want to avoid repetition, for example: <i>they, them, these</i> and <i>it, here, there</i>. Make sure learners use this knowledge to help fill in the missing words in Activity 2. 2. Learners listen and complete the missing words. Feedback Peer correction. Answers 1 It; 2 these; 3 This; 4 all Differentiation activities (Support): 1. Read the text first and discuss the kinds of words that could go in the spaces. 2. You could also give learners the answers on cut ups, so they can place them on their text and move them around if needed. 3. Once the answers are checked, they can write the answers in. Differentiation activities (Stretch): 1. Learners listen once with no pre-listening prompts and complete the text.
Learner's Book Page 56 Audio Track 21	Activity 3 1. Learners listen to the audio and answer the questions. 2. If necessary, listen twice and pause the audio for learners to write. 3. After listening, there is an opportunity to have a more general discussion about endangered animals and link this to a discussion about values. Feedback Whole class.

	Answers 1 The places it lives have been used for building homes. 2 For a long time, people have caught and killed them for money. 3 Take your rubbish home.																		
Learner’s Book page 56 Audio Track 21	Activity 4 1. Learners complete the table in their notebooks. Feedback Peer comparison checking for content and spelling. If time allows you could replay the audio and pause in the relevant places to point out where the answers are given. Answers Arabian tahr: People build homes in the places it lives. Arabian leopard: People have catch and kill them for money. Hawksbill turtle: People dump rubbish in the sea, which poisons and kills sea animals. Differentiation activities (Support): 1. Learners can pick out individual words from the audio that give the reasons. Differentiation activities (Stretch): 1. Learners can write phrases that explain the reasons in more detail.																		
Activity Book pages 43–44	Read: Activity 1 1. Learners read about five types of animal, looking for information in the text to complete a table. Feedback Learners compare answers in pairs, then in groups. If they have different answers, encourage them to ask why this is and then agree on one answer. Answers <table><tr><th>Animal</th><th>Where it lives</th><th>Why it is special</th></tr><tr><td>Arabian oryx</td><td>desert</td><td>white hair keeps them cool; dark hair makes sure the sun doesn’t damage them; moves around in an area over 3 000 km²</td></tr><tr><td>Spiny-tailed lizard</td><td>away from towns</td><td>it never drinks water</td></tr><tr><td>Desert hedgehog</td><td>desert</td><td>it has spikes to keep itself safe; it can survive a long time without water</td></tr><tr><td>Camel</td><td>anywhere in the UAE</td><td>used for transport, food and milk</td></tr><tr><td>Horned viper</td><td>anywhere with sand, open desert</td><td>its colours look like sand</td></tr></table> Differentiation activities (Support): 1. Encourage learners to circle important words in the text before filling in the table. Differentiation activities (Stretch): 1. Learners can infer more information from the text and add more details to the <i>Why it is special</i> box. 2. Ask questions like: <i>Why would the horned viper prefer the desert to a forest?</i> (Skin colour.) <i>Why are camels a good form of transport?</i> (They are strong and they can carry large loads.)	Animal	Where it lives	Why it is special	Arabian oryx	desert	white hair keeps them cool; dark hair makes sure the sun doesn’t damage them; moves around in an area over 3 000 km ²	Spiny-tailed lizard	away from towns	it never drinks water	Desert hedgehog	desert	it has spikes to keep itself safe; it can survive a long time without water	Camel	anywhere in the UAE	used for transport, food and milk	Horned viper	anywhere with sand, open desert	its colours look like sand
Animal	Where it lives	Why it is special																	
Arabian oryx	desert	white hair keeps them cool; dark hair makes sure the sun doesn’t damage them; moves around in an area over 3 000 km ²																	
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Desert hedgehog	desert	it has spikes to keep itself safe; it can survive a long time without water																	
Camel	anywhere in the UAE	used for transport, food and milk																	
Horned viper	anywhere with sand, open desert	its colours look like sand																	

Resources	Plenary		
	1. Ask learners to make a circle facing each other. 2. Say the name of an animal from the Activity Book reading text. 3. Learners who remember something about this animal raise their hands and take turns to say what they remember.		
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:			
(G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.			
(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.			
(G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for details in a radio report about endangered animals. Speaking: To practise pronunciation of numbers. Reading: To read and match sentences using infinitives of purpose. Writing: To take notes on a discussion about endangered animals.		Learning outcomes: By the end of the lesson, learners will be able to ... • use infinitives of purpose to complete a text • identify stress patterns in numbers • understand the relationship between environmental issues and endangered animals.
Link to prior learning: • Vocabulary: Animals, Numbers 21st Century Themes: • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue, and share them with classmates and other language learners.		
Key vocabulary: Animals: <i>Arabian tahr, Arabian leopard, spiny-tailed lizard, snake, horned viper, camel spider, camel, oryx, desert hedgehog, endangered</i> Key expressions/structures: Infinitives of purpose		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Unvoiced consonants in numbers may appear challenging for learners to control their airflow in pronunciation. Encourage them to notice their airflow by either speaking into their palms, or by holding a piece of paper in front of their mouths to see when it moves.		
Resources/equipment needed: Learner's Book page 56 Activity Book page 44 Audio Tracks LB22–23; AB5 Realia: Pictures of animals typically found in the UAE, including endangered animals		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show learners pictures of endangered animals. 2. Elicit the names of the animals from Lesson 4 and a piece of information about each. 3. Write the names on the board for reference. 4. Ask learners which animals are similar and which are different. 5. This may include answers about the number of legs, habitat, or if they have feathers or hair.
Resources	Main activity
Learner's Book page 56 Audio Track 22	Activity 1 1. Look at the <i>Use of English</i> box. 2. Ask concept-check questions to ensure learners have understood the meaning of <i>to build</i>. Tell them this structure is known as the <i>infinitive of purpose</i>. 3. Work with the class to build up a list of sentences using the target structure. For example ask: <i>Where did you go yesterday?</i> (I went to the city centre.) <i>Why did you go there?</i> (To buy a T-shirt.) Write: <i>I went to the city centre to buy a T-shirt</i> on the board. 4. Learners then use the infinitive of purpose to complete the sentences. 5. Play the audio for learners to check. Feedback Ask for volunteers to write their answers on the board for the class to see. You do not need the full sentences, just the missing words. Ask learners to make another sentence containing these infinitives of purpose. Answers 1 to find; to look after; 2 to stop; 3 to let Differentiation activities (Support): 1. Read the sentences before listening to the audio and help learners make predictions and choose words from options. Differentiation activities (Stretch): 1. Learners use the infinitives of purpose on the board to write extra sentences.
Learner's Book page 56 Audio Track 23	Pronunciation: Activity 2 1. Before listening to the audio, discuss which numbers learners have problems understanding. 2. Ask questions to check learners have understood the difference between <i>fifty</i> and <i>fifteen</i> and <i>sixty</i> and <i>sixteen</i>. 3. Ask learners to notice where the stress is on the numbers. 4. If they are unsure of what <i>stress</i> is, tell them it is the bigger sound in the word and model a few examples. 5. Listen to the audio and encourage learners to repeat what they hear. 6. Play the audio a couple of times. 7. Ask learners to repeat the words in different ways: to whisper, to shout and to sing. Feedback No feedback necessary.

	Differentiation activities (Support): 1. Clap to emphasise the stress sounds when modelling examples, as this kinaesthetic work will encourage memory recording.
	Differentiation activities (Stretch): 1. Ask learners to create their own examples of stress patterns in words. 2. Increase the challenge by using longer words, such as <i>beautiful</i> .
Activity Book page 44 Audio Track 5	Pronunciation: Activities 1 and 2 1. Learners listen to and repeat the four numbers in Activity 1. 2. In Activity 2, learners hear the numbers again and, this time, identify the correct stress pattern. Feedback Activity 1: Teacher led; monitor, listen and correct pronunciation. Activity 2: Ask learners to stand up if their answer is <i>a</i> , and to sit down if <i>b</i> . Confirm the correct answers and encourage the learners to say the words, following both patterns to identify the correct one. Answers (Activity 2) 1 a; 2 b; 3 b; 4 a
Activity Book pages 43–44	Word study: Activity 3 Learners use the information on page 43 of the Activity Book to support them in matching the sentence halves. Feedback Learners check in pairs and find the information in the text to read out. Point out the infinitives of purpose that are used. Answers 1 d; 2 a; 3 b; 4 e; 5 c
	Differentiation activities (Support): 1. Learners could refer back to the table in Lesson 4 as a reference to help them match the sentences, as there is less text to overwhelm them.
	Differentiation activities (Stretch): 1. Learners make up a different sentence halves activity for a partner, using the same infinitives of purpose.
Resources	Plenary
Learner's Book page 56	Talk: Activity 3 1. Talk through a list of animals which are or were common in the UAE. 2. Allow time for learners to discuss the questions in groups and make notes before bringing them together as a class to reach a conclusion.

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. (G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject. (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 ...</i> , <i>Why don't ... ?</i> , <i>Should we ... ?</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 4	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 of numbers. Speaking: To practise pronunciation of numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 4, Lessons 1–5 • revise vocabulary related to weather, landscape, geography and animals • recognise stress patterns in numbers • reflect on their own learning.
Link to prior learning: • Review of Unit 4, Lessons 1–5 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 4, Lessons 1–5 Key expressions/structure: Expressions and structures from Unit 4, Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–5.		
Resources/equipment needed: Learner's Book page 57 Activity Book page 45		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 4, Lessons 1–6 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: spelling, naming an interesting fact about the UAE, endangered animals, naming and explaining accurately a geographical feature. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 57	Can you remember? Activity 1 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 57 and to silently read through the questions. Explain that they have 5 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 the questions. 5. Advise learners they have 10 minutes to complete their reflection. Feedback Learners compare answers in pairs, then small groups, and finally as a whole class Answers 1c blizzard; 2a lightning; 3a is; 4b was; 5b 15 000 000; 6c mountain range; 7b to build; 8b should; 9a Oo; 10c oO Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers but offer support with understanding the questions. 3. Support with flashcards from Unit 4 (Lesson 3), if needed, to make the link between lexis and content. 4. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 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 45	Can you remember? Activities 1–4 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 Activity 1: Learners' own answers.
	Differentiation activities (Support): Learners can use their Activity Book and Learner's Book to support their search for information.
	Differentiation activities (Stretch): Learners can develop additional review questions and swap with a partner.
Activity Book page 45	Can you remember?: Activity 5 - Advise learners they are going to work in pairs. - One learner will speak, and the other will give feedback. - If your class has room, ask learners to sit back-to-back, or, ask the listener to close their eyes if there is not enough room. - Learners take it in turns to speak and to listen and give feedback on pronunciation and stress patterns of the numbers. - Check that the learners who are giving feedback can understand which number is being spoken. - Monitor for support and guidance when necessary. Feedback Feedback to take place during the activity.
	Differentiation activities (Support): - Learners can use their Learner's Books and Activity Books to support their search for information. - The realia and word cards from the first five lessons may also be helpful.
	Differentiation activities (Stretch): Learners can develop additional review questions and swap these with a partner.
Activity Book page 45	Look what I can do! - Guide learners to the Look what I can do! statements. - Advise them to read these and if they agree, put a tick in the box. - 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): Support with flashcards from Unit 4 (Lesson 3) if needed to make link between lexis and content.
	Differentiation activities (Stretch): 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 4.

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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a blog about a trip to Sir Bani Yas. Writing: To make notes and complete a blog using the present perfect. Speaking: To talk about an adventure.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand a blog and identify the purpose of a trip • make notes from a blog • complete a blog about taking a trip • use the present perfect with <i>for</i> or <i>since</i>.
Link to prior learning: • Infinitives of purpose • Present continuous for actions happening now and for future arrangements • <i>Going to</i> for future plans • Vocabulary related to travelling/holidays 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: Taking a trip: <i>tent, camping, campsite, beach, go swimming; wildlife, endangered, fish, turtle, snake, spider; rubbish</i> Key expressions/structures: Present perfect simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can feel overwhelmed by a text dense page. Guide them to understand the different reading skills that will support them in finding specific information: Scanning – rapid reading assisted by key words to locate specific pieces of information Skimming – rapid reading focusing on the title and headings. Reading for gist – topic sentence signposts to get the main idea.		
Resources/equipment needed: Learner's Book pages 58–59 Activity Book page 46		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Advise learners that they are going to discuss trips and holidays in today's lesson. 2. Mime an activity you could do on holiday, for example, swim in the sea, go snorkelling, relax. 3. Write the activity on the board once it has been guessed. Use the infinitive of purpose: <i>to swim in the sea, to go snorkelling, to relax.</i> 4. Encourage learners to mime and the class to guess.
Resources	Main activity
Learner's Book page 58	Talk about it: Activity 1 1. Tell learners your reasons for going away and how you keep in contact with your family when you are away. 2. Guide learners to Activity 1. Ask them to work in pairs. 3. Learners tell their partners their reasons for going away and how they keep in contact.
Learner's Book page 58	Read: Activity 2 1. Remind learners of strategies for reading for specific information (skimming and scanning). 2. Guide learners to the questions they need to find an answer for: <i>What is the purpose of this trip for Ali? What is the purpose of this trip for his mum?</i> 3. Elicit from your learners which skill they will need for the reading task. 4. Learners read the text to find answers to the questions. Feedback Accept feedback from learners. There may be disagreement based on their perspective of the text. Encourage them to give examples to support their opinions and explain that there could be more than one answer. Answers a Ali: a holiday; b Ali's mum: for work
Learner's Book page 58	Activity 3 1. Focus on the pictures and discuss what you can see. 2. Identify the blue words in the text and ask learners which blue word goes with each picture. 3. Ask: <i>What does Ali say about these things in his blog?</i> Learners discuss in pairs. Feedback Write the words <i>rubbish</i>, <i>beach</i> and <i>turtles</i> on the board then point at each word in turn and ask learners which picture each word refers to. Answers 1 turtles; 2 beach; 3 rubbish

Learner's Book page 59	Activity 4 1. Focus on the three pieces of information learners need to look for in the text for Day 1. 2. Learners re-read the text and look for the information. 3. They can either highlight the information in the text or write it in their notebooks. Feedback Peer correction, focusing on content. Answers He's sitting in his tent. They set off from Ras Al Khaimah and set up camp. They're spending time on the beach.
Learner's Book page 59	Write: Activity 5 1. Guide learners to the <i>Writing tip</i>. 2. Remind them they do not need to write in sentences. 3. Learners copy the headings into their notebooks to make notes on Day 4 of Ali's blog. 4. Circulate and monitor as they make notes. Feedback No feedback necessary at this stage. Differentiation activities (Support): 1. For learners needing additional support, discuss which tense the information could be in, for example, present continuous, past simple and <i>going to</i>. Differentiation activities (Stretch): 1. Learners could start their own blog by writing a short paragraph about a place they have been and the adventure they had.
Activity Book page 46	Use of English: Activity 1 1. Focus on the <i>Use of English</i> box and the verbs. 2. Elicit from learners if they know how to use this form. 3. Ask if they can explain the rule for when to use <i>for</i>. 4. Remind them and model some examples: <i>We have been in class for 25 minutes now. He hasn't checked his phone for two hours. I haven't seen any new films for three weeks. They've been on holiday for two days.</i> 5. Learners then complete Erin's blog with the correct form of the present perfect. Feedback Elicit answers from class and write them on the board clearly so that all learners can see them and correct their own work if needed. Answers 1 've been; 2 haven't spoken; 3 Has/forgotten; 4 have had; 5 've seen; 6 hasn't written Differentiation activities (Support): 1. Pair learners with someone who is supportive. Differentiation activities (Stretch): 1. Learners continue with their own blog.

Resources	Plenary		
	1. Ask learners to think of an adventure they have had that involved animals. (If they haven't had an adventure like this, they can imagine one.) 2. Ask learners to share their stories with the class. 3. Encourage them to use the present perfect.		
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.			
(G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.			
(G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and complete blogs using the present perfect. Writing: To make notes and write a blog about a trip.		Learning outcomes: By the end of the lesson, learners will be able to ... • use the present perfect to refer to actions that started in the past and continue to the present time, using <i>for</i> and <i>since</i> • write a blog about a trip.
Link to prior learning: • Infinitive of purpose • Present continuous for actions happening now and for future arrangements • <i>Going to</i> for future plans • Vocabulary related to trips/holidays. 21st Century Skills: • Life and Career Skills: Flexibility and adaptability; Introduce learning and understanding the importance of feedback in English, from teachers and other learners.		
Key vocabulary: Recycled from Lesson 7 Key expressions/structures: Present perfect simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences.		
Resources/equipment needed: Learner's Book page 59 Activity Book page 47 Realia: Pictures of interesting places to visit; screenshots of blogs (or issue printed copies)		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the class what they know about blogs. Have they read a blog? What was it about? How are they different to other websites? 2. Show your screenshots or issue printed copies of blogs. 3. Allow learners to skim for general understanding. 4. Discuss the questions again.
Resources	Main activity
Learner's Book page 59	Activity 1: Use of English 1. Remind learners that they briefly looked at the present perfect in the last lesson. 2. Write a regular verb on the board and ask learners how to form the present perfect tense. 3. Look at the <i>Use of English</i> box with the learners. Focus on the example of the present perfect tense with <i>for</i>. Use timelines and ask concept-check questions to check learners understand this form is being used to connect the present and the past. 4. Practise using the present perfect to describe ongoing states. Ask learners questions like: <i>How long have you known your best friend? How long have you been in this class?</i> 5. Learners complete the activity using the present perfect. Feedback Peer correction to begin with. If there are any areas of debate, then check as a whole class.
	Answers a have been; b has collected; c has written
	Differentiation activities (Support): 1. Some learners may need help with the irregular past participle of <i>write</i> (<i>written</i>). 2. Offer extra opportunities to practise the affirmative form of the present perfect. 3. Write regular verbs on the board. Learners make sentences about themselves using these verbs with <i>for</i>.
	Differentiation activities (Stretch): 1. Learners can create their own examples.
Learner's Book page 59 Activity Book page 47	Activity 2: Write 1. Advise learners that they are going to write their own blog/diary entry. 2. To do this, learners will need to decide what information they will include. 3. Put learners in pairs or allow them to work alone. 4. Learners follow the instructions in the Learner's Book and complete the table in the Activity Book with the information. 5. Discuss initial ideas as a whole class to inspire learners who need a bit more support. 6. You may wish to stimulate ideas by showing learners pictures of interesting places to visit.

	Feedback Peer feedback. Circulate around the class checking that learners are making progress with the exercise. Answers Learners' own answers.
Activity Book page 47	Activity 2: 1. Using the sentence starters and the information they have written in the table above, learners can plan and write up sentences for their own blog/diary entry. 2. Learners could be placed in groups to use the Guided writing strategy for this task. 3. Explain that they will choose either Day 1 or Day 2 to write about. 4. Encourage learners to use adjectives to describe the places and think about how people might feel when they visit them. 5. Make sure learners refer to the past in their blog as they are basing this upon recent past experience.
	Differentiation activities (Support): 1. Before learners write up their blogs, focus on the verb tenses used in previous exercises and check that learners have got this correct.
	Differentiation activities (Stretch): 1. Encourage learners to use their own sentence starters and provide more detail about their activities and feelings in their blog entry.
Learner's Book page 59	Activity 2: Write 1. When learners have completed their planning in the Activity Book, ask them to write up a final version of their blog. 2. Learners can leave their written blogs on their desks. All learners stand up and move around the class reading each other's work. They can take notes of the place and any new information they have learned. Ask learners to note which one they found most interesting and why. Feedback Peer feedback. Learners circulate around the class in pairs, reading a couple of different blogs and making notes of any new information. Learners discuss the blogs in pairs.
Resources	Plenary 1. Ask learners to present their blogs to the class. 2. Peers who also read the blog, give feedback. Ask: <i>What did you like? How exciting was their trip? Who planned the most exciting trip?</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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.3.1.3) Connect the information and events in a text or story to life experiences. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story. Speaking: To discuss the events of a story and understand the deeper meaning. Reading: To read a story and sequence events. Writing: To replace words in sentences to make the sentences true.		Learning outcomes: By the end of the lesson, learners will be able to ... • discuss the events of a story and understand the deeper meaning • sequence the order of events in a story • empathise with characters in a story.
Link to prior learning: • Present perfect for experience • Adjectives to describe stories: <i>boring, exciting</i> • Narrative tenses 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully		
Key vocabulary: <i>ostrich, cockerel, muscle</i> Key expressions/structures: Verbs of movement		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can feel overwhelmed by a text-dense page. Guide them to understand the different reading skills that will support them in finding specific information: Scanning – rapid reading assisted by key words to locate specific pieces of information Skimming – rapid reading focusing on the title and headings Reading for gist – topic sentence signposts to get the main idea.		
Resources/equipment needed: Learner's Book pages 60–63 Activity Book page 48 Audio Track LB24 Realia: Traditional story books, preferably in English from the UAE (learners could bring their own books if they have them)		

UNIT 4 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show the learners the story books that you have got. 2. On the board, talk through a list of traditional stories. 3. Practise using the present perfect form from the last lesson by asking learners: <i>Have you read ... ?</i> Revise the past simple by asking: <i>Did you like it?</i> 4. Ask: <i>Why? Why not?</i> Build up a list of suitable adjectives on the board to describe the book, for example: <i>boring, fantastic</i> and <i>exciting</i>.
Resources	Main activity
Learner's Book page 60	Talk about it: Activity 1 1. Allow learners to work in pairs and think of as many traditional stories from their country as they can. 2. Learners answer the questions about their favourite books.
Learner's Book pages 60–62 Audio Track 24	Read and listen: Activity 2 1. This is a long text with a lot of information, so learners will need to apply the reading strategies they have been developing. 2. If necessary, before reading, discuss these strategies, as detailed above in the <i>Common misconceptions</i> section. 3. Focus on the information learners need to look for in question 1, before reading and listening to the first part of the story. 4. Repeat this procedure in order to answer the other questions. 5. Learners can underline and number the text in their books with the answers, or write notes in their notebooks. Feedback Initially use peer correction, followed by open class confirmation. Encourage learners to find the place in the text where the answer is given and read out the relevant sentence. Answers Osama the ostrich and Karim the cockerel are the main characters. 1 Learners' own answers. 2 It's a sign you are a special bird. 3 Learners' own answers. 4 Learners' own answers. 5 He had too many children to feed. 6 Learners' own answers. Differentiation activities (Support): 1. Encourage learners to answer the questions from memory before checking with their peers. Pair learners with a higher-level partner. Differentiation activities (Stretch): 1. Learners try to answer the questions in full sentences and locate the place in the text where the answer is given.
Learner's Book page 63	Talk: Activity 3 1. Ask learners what they think was the true reason Osama lost his wings. 2. Discuss ideas, encouraging learners to justify their answers with reasons from the story. 3. Your discussion can also include learners' general responses to the story.

Learner's Book page 63	Activity 4 1. Ask learners: <i>Do you think there is a message in the story? What do you think it is?</i> 2. Learners discuss in pairs what the message of the story could be and reasons for thinking this. 3. This may open up a discussion on jealousy and how to react and behave when you experience this emotion. If so, advise learners that we shall explore this more in the next lesson. Feedback Open class feedback to discuss ideas raised in pairs.
Activity Book page 48	Read: Activity 1 1. Learners re-read the story on pages 60–62 of the Learner's Book. They then correct the mistakes in the sentences. 2. You may wish to incorporate the Jigsaw strategy here and allocate sections of the text to different learners. Learners can then answer the questions that are relevant to their section and share information, rather than re-reading the whole text. Feedback Peer correction. Monitor and support where needed. Answers 1 hurt; 2 fly; 3 walking; 4 wife; 5 take off; 6 flies; 7 wins
Activity Book page 48	Activity 2 1. Learners read the sentences about the story and put them in order. Feedback Peer correction followed by whole class feedback. Monitor and support where needed. Answers a 4; b 6; c 1; d 5; e 2; f 7; g 3 Differentiation activities (Support): 1. Provide learners with a photocopy of the sentences to be put in order. 2. They can cut them up to move them around which will make it easier for them to find the connections and link the text. 3. Once they are happy with the order, they can note the numbers in their Activity Book. Differentiation activities (Stretch): 1. Learners can choose other sentences from the story to write, cut up and make into an ordering game for their peers.
Resources	Plenary
	1. Ask learners if they enjoyed the story. Why?/Why not? 2. Ask them to bring in other stories they enjoy to share with their friends.

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. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme. (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.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story summary and add missing information. Reading: To refer back to a story for language analysis. Writing: To complete sentences using target language. Speaking: To talk about morals and meaning in stories.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify synonyms and use these to complete a text • understand the deeper meaning of a story and empathise with the character's situation • discuss advice on dealing with emotions.
Link to prior learning: • Present perfect for experience • Synonyms • Narrative tenses 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully		
Key vocabulary: Synonyms: <i>large – big, fast – quickly, knock – hit, trick – fool, tale – story, tiny – small, foolish – stupid</i> Key expressions/structures: Verbs of movement		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • It is sometimes believed that learners struggle with reading longer texts. Lessons 9 and 10 aim to change this by breaking the story down into language analysis and manageable chunks. • To help learners with verbs of movement, mime the words and encourage them to do the same.		
Resources/equipment needed: Learner's Book page 63 Activity Book page 49		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Advise learners to work in pairs and make a verbal summary of the story they read and listened to in Lesson 9. 2. When one speaks, the other listens. 3. When the listener recognises their peer has omitted a detail, they raise a hand and they continue to tell the story. This continues until the whole story has been recapped.
Resources	Main activity
Learner's Book page 63	Word study: Activity 1 1. Learners copy the words from the box into their notebooks. 2. Check they understand the meanings. 3. Look at the first blue word, <i>large</i>, in line 2 and encourage learners to predict the meaning by looking at the whole sentence and the picture of the ostrich, before looking for the synonym in the word box. 4. Learners use these strategies to match the other blue words. Feedback Learners check their answers in their groups. See if they can replace the blue word in the story with the synonym. Answers large – big; quickly – fast; tale – story; knocking – hitting; tricked – fooled; tiny – small; foolish – stupid
Learner's Book page 63	Word study: Activity 2 1. Focus on the sentences and check learners understand them. 2. Look at the first green word, <i>marching</i>, and encourage learners to predict the meaning from the context, before choosing the correct definition. 3. Learners use this strategy to match the other green words with the sentences. Feedback Learners check their answers in their groups, before confirming in open class feedback. Answers 1 flew (fly); 2 race; 3 marching; 4 hurried; 5 ran at; 6 coming down Differentiation activities (Support): 1. Learners may find the matching activities challenging, so encourage the use of dictionaries and offer support by doing some examples together. 2. Miming may help with understanding. Differentiation activities (Stretch): 1. Learners add more synonyms and words describing movement to their list.

Activity Book page 49	Vocabulary: Activity 1 1. Learners complete the sentences using the new vocabulary. 2. If necessary, they read the story again. Feedback Peer correction and checking by referring back to the story. Answers 1 large; 2 quickly; 3 story; 4 knocking; 5 tricked; 6 tiny; 7 stupid
Activity Book page 49	Activity 2 1. Direct learners' attention to the pictures. 2. Learners match each picture with a verb of movement. Feedback Peer correction for content and spelling, followed by whole class feedback. Answers 1 run; 2 march; 3 race; 4 run at; 5 come down; 6 fly Differentiation activities (Support): 1. Learners practise miming these words for peers in their group to guess. Differentiation activities (Stretch): 1. Learners draw pictures to describe other verbs of movement that they know. 2. They then share with their peers, who guess the verb for each picture.
Learner's Book page 63	Values: Activity 3 1. Discuss the meaning of the word <i>jealous</i> . 2. Ask learners if they have ever felt jealous of someone. Why? Discuss situations where learners of this age might feel jealous. 3. Ask learners what they think is the best advice to take. For each point, learners discuss in pairs why the advice given is good or bad. 4. Learners then share their opinions in groups. Feedback Whole-class final feedback. Differentiation activities (Support): 1. Learners record new vocabulary with pictures to help identify the words in their exercise book. Differentiation activities (Stretch): 1. Learners write about a situation where they felt jealous, or someone felt jealous of them. Explain who felt jealous of whom, why and if/how they overcame these feelings.
Resources	Plenary 1. Ask learners what they have enjoyed talking about most in this lesson. 2. Ask them what they can do when they leave to brighten someone's day, for example, smiling at someone, holding a door open, tidying their room to help their parents.

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. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>) homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a conversation about a visit to the wildlife park. Reading: To read a fact file and interpret the information. Speaking: To use warnings and give advice. Writing: To write warning phrases and give advice.		Learning outcomes: By the end of the lesson, learner will be able to ... • talk about animals they may find in a wildlife park • interpret an animal fact file • recognise warning language • give advice and warnings to others.
Link to prior learning: • Animals, Fact file structures 21st Century Themes: • Global Awareness: Introduce other cultures through the teaching of English.		
Key vocabulary: <i>lion, tiger, cheetah, chimpanzee, baboon, monkey, elephant, giraffe, rhinoceros, sea lion, penguin, seal, sheep, horse, goat</i> Key expressions/structures: Safety advice using <i>should/shouldn't, don't</i> Warning language: <i>Watch out! Stop! Be careful!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • It is sometimes thought that warning statements need to be shouted out. This is not the case. If learners begin to shout the warnings, guide them to understand that their tone of voice rises, but the volume does not.		
Resources/equipment needed: Learner's Book page 64 Activity Book page 50 Audio Track LB25		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. When learners arrive in class, give them the name of an animal to act out. 2. Ensure there are at least two of each animal and ask learners to find their animal 'friend'. 3. Once they have found their 'friend', ask learners to sit together and then mime their animal for the rest of the class to guess. 4. Write a list of animals on the board.
Resources	Main activity
Learner's Book page 64	Talk about it: Activity 1 1. Ask learners to look at the poster on page 64. 2. Answer the questions and remind learners that listening is as important as speaking and to take turns. 3. Learners discuss the questions in pairs.
Learner's Book page 64 Audio Track 25	Listen: Activity 2 1. Read through the questions so that learners know what information they are listening for. 2. Check for understanding of the questions. If learners do not know <i>hay</i>, ask them what they think it is, then ask them to listen to see if the meaning becomes clear from context. 3. Explain that they will hear the audio three times. 4. Play once through for learners to listen. 5. Play a second time for learners to take notes. 6. Learners listen for a final time and answer the questions. Feedback Learners check answers in pairs, then check again as a whole class. Answers 1 Rahim wants to feed the horses first. 2 Hanif wants to see a sea lion show. 3 The hay costs 15 dirhams 4 He says, <i>Be careful!</i> 5 The show is at 11.30. Differentiation activities (Support): 1. Support learners with a printed copy of the listening text so they can follow the text by reading as they listen. Differentiation activities (Stretch): 1. Learners can answer the questions after the first listening, then check with the class after listening three. 2. During listening two, they could note some ideas of what other shows may be available at the wildlife park.

Activity Book page 50	Read: Activity 1 1. Remind learners they have already looked at a fact file of the UAE and ask them what activities they did with this. 2. Explain that they now have a fact file about animals at a wildlife park and point out the three different animals they will be learning about. 3. Ensure that learners understand the headings and explain these if necessary. Feedback Open class feedback. Answers 1 Elephant seal; 2 Bottlenose dolphin; 3 Elephant seal and Bottlenose dolphin; 4 Elephant seal and Sea lion; 5 Elephant seal and Sea lion Differentiation activities (Support): 1. Work with this group to assist with their understanding. Differentiation activities (Stretch): 1. Work independently to research extra facts that could be added to the fact file.
Activity Book page 50	Read: Activity 2 1. Ask what phrase Rahim used to warn Hanif that there was a problem with his backpack (<i>Be careful!</i>). 2. Ask learners to read the information poster and underline any warning phrases. Feedback Open class feedback. Learners could then make up actions for each one. For example: <i>Watch out!</i> – Learners could point to their eyes and then point to the object they are warning about; <i>Stop!</i> – Learners hold their hands up in front of them; <i>Be careful!</i> – Point and raise their eyebrows. Answers 1 Watch out! 2 Stop! 3 Be careful!
Learner's Book page 64	Words: Activity 3 1. Guide learners to the <i>Word study</i> feature and the <i>Language tip</i>. 2. Use Activity 2 from the Activity Book, page 50 to demonstrate this. 3. Ask learners what advice they give and receive in everyday life. 4. Ask learners to work with a partner to give advice. For example: <i>You should come to class on time. Don't be late for breakfast.</i> 5. Now guide learners to the task in the Learner's Book and advise that they are going to continue with this style of activity, but now they need to give specific advice for a wildlife park. Feedback You may wish to ask pairs who demonstrated examples of good practice to share their ideas with the whole class. Differentiation activities (Support): 1. Prepare the warning statements and advice words in cut up form with some suggested advice statements. 2. Allow learners to move these around to make new sentences. 3. Learners can either copy these into their books or can read them aloud to their partner.

	Differentiation activities (Stretch): 1. Learners can be creative and stretch their imagination and linguistic skills by giving advice in dealing with dinosaurs at the wildlife park.		
Resources	Plenary		
	1. Ask learners what was the most useful advice they were given today. 2. If learners do not volunteer information, you can use examples from your monitoring, for example <i>I heard some interesting advice ...</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. (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 4	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 practise intonation in giving advice.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 4, Lessons 7–11 • revise vocabulary related to taking trips, synonyms and movement verbs • reflect on their own learning.
Link to prior learning: • Review of Unit 4, Lessons 7–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 4, Lessons 7–11 Key expressions/structures: Expressions and structures from Unit 4, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 7–11		
Resources/equipment needed: Learner's Book page 65 Activity Book page 51		

UNIT 4 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 4, Lessons 7–11 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: spelling, synonym pairs, and giving warnings and advice. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 65	Can you remember? Activity 1 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. Ask them to turn to page 65 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 a; 2 b; 3 c; 4 a; 5 c; 6 b; 7 b; 8 c; 9 c; 10 a
	Differentiation activities (Support): 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): 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 51	Can you remember? Activities 1–4 1. Read through the activities 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 information to help them. 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 (Activity 3): 1 b; 2 c; 3 g; 4 a; 5 d; 6 e; 7 f Answers (Activity 4): 1 should not/shouldn't; 2 should; 3 Don't

	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 51	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners 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 with flashcards from Unit 4 if needed to make the link between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities where they demonstrated these skills from the Learner’s Book and Activity Book in Unit 4.		
Resources	Plenary		
	1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback of whole class. 3. Ask learners to predict what they will learn in Unit 5.		
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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a news report. Speaking: To describe wild weather. Writing: To write sentences about wild weather. Reading: To read sentences (written by peers) about wild weather.		Learning outcomes: By the end of the lesson, learners will be able to ... • complete a review of Unit 4 • reflect on the new knowledge they have gained.
Link to prior learning: • Review of Unit 4 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 4 Key expressions/structures: Expressions and structures from Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–5 and 7–11 for guidance.		
Resources/equipment needed: Learner's Book page 66 Audio Track LB26 Paper, pens, glue, card, ribbon, glitter – materials for creating a wild weather day		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Call out words from the unit that learners could mime, for example: <i>walk, march, fly, monkey, elephant, windy, cold</i>. 2. Ask learners to behave in ways to represent these words. 3. Continue for a few minutes to raise learners' energy levels and review lexis from Unit 4.
Resources	Main activity
Learner's Book page 66 Audio Track 26	Listen: Activity 1 1. Discuss strategies for listening for specific information, for example, listening for specific words, making predictions and using pictures to help. 2. Focus on the statements and encourage learners to make predictions using the clues in the picture. 3. Play the audio to see if the statements are true or false. 4. If necessary, play the audio again, pausing for learners to grasp the relevant information. Feedback Learners check answers in pairs, followed by open class feedback. Answers 1 T 2 F (He's talking to a woman.) 3 T 4 F (The hurricane destroyed her car.) 5 F (He was in his truck.) 6 F (She doesn't think he's funny.) Differentiation activities (Support): 1. Provide learners with a copied version of the listening text with key areas underlined to help them focus on the content needed. Differentiation activities (Stretch): 1. Learners create an addendum to the news report where Mrs Robinson is overheard speaking to one of her friends about the reporter. What does she say?
Learner's Book page 66	Talk: Activity 2 1. Demonstrate the activity with an example. 2. Choose one of the weather words at random and describe it, without mentioning the actual word. See who can guess what the weather is. 3. Learners work in groups to describe the weather and for peers to guess. 4. Circulate and offer help and support while learners continue the activity in groups. Feedback Learners' own answers in groups. Differentiation activities (Support): 1. Learners can use the words in Lesson 13 and browse through their Learner's Book and Activity Book for prompts.

	Differentiation activities (Stretch): 1. Learners expand this to weather not listed in the text.		
Learner’s Book page 66	Activity 3: Vocabulary 1. Ask learners what a wild weather day may include. 2. Prompt with <i>wind, rain, flood, blizzard</i> . 3. Guide learners to Activity 3 and read through the instructions. 4. This can be created either in notebooks or on paper provided. 5. Supply learners with art materials		
	Differentiation activities (Support): 1. Learners can make notes, or label parts of their pictures.		
	Differentiation activities (Stretch): 1. Learners write a short paragraph about their picture using connectors.		
Resources	Plenary		
Learner’s Book page 66	1. Learners place their pictures of a <i>Wild weather day</i> on their desk. 2. All learners stand up and move around the class to look at their peers’ creations and read their sentences. 3. Learners discuss which pictures demonstrate the wildest weather.		
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: (G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (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. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to ideas. Speaking: To share ideas and express opinions in order to create a project. Reading: To follow instructions to aid project preparation. Writing: To write a country fact file OR a report about an endangered animal.		Learning outcomes: By the end of the lesson, learners will be able to ... • organise and manage their time • work together to achieve a shared goal • create a project based on their learning in Unit 4.
Link to prior learning: • Unit 4 (all lessons) 21st Century Skills: • Life and Career Skills: Introduce the learning process to set goals manage time and work independently.		
Key vocabulary: Vocabulary from Unit 4 Key expressions/structures: Expressions and structures from Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 67 Realia: Interesting pictures of different countries and endangered animals, books with information about different countries and animals Paper, pens, coloured paper and card Internet access		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show the pictures of different countries and/or animals to the class. 2. Learners think about their own country. 3. Revise words and expressions from Unit 4 that could go under the headings <i>Geography, Weather, Animals and birds</i>. You could do this via team games or simply ask the class for suggestions.
Resources	Main activity
Learner's Book page 67	Research your project 1. Explain that learners are going to produce a project. In this lesson they will research and prepare their project and will then move on to presenting it in Lesson 15. 2. Learners must decide whether to write a country fact file OR a report about an endangered animal. 3. Please note: Fact file 1 (country) is aimed at a lower level than fact file 2 (endangered animals). Learners needing support should be guided towards the first, and learners needing stretch should be guided towards the second. Other learners can choose between the two, or you may choose to assign the projects to each learner yourself. 4. Once you/they have decided which topic, they must find a peer to work with on the same topic. If you have uneven numbers in your class, small groups of three will work too. 5. Ask learners to read through the details of their project. 6. Guide learners to work through the steps for their chosen project. 7. Monitor and support while learners complete their work. 8. Once the finishing touches have been added, learners may start to rehearse how they will present the information.
	Differentiation activities (Support): 1. Learners will benefit from being paired with more confident peers, who will be able to guide them. 2. These learners should 'choose' fact file 1.
	Differentiation activities (Stretch): 1. Learners can take a leading role in the project preparation, but must allow others to contribute to the best of their ability. 2. These learners should 'choose' fact file 2.
Resources	Plenary
	1. Check with learners that they are ready for the next lesson where they will present their work. 2. Ask if there are any queries, concerns or problems and discuss these with the class.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To write labels, take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 4 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully		
Key vocabulary: Vocabulary from Unit 4 Key expressions/structures: Expressions and structures from Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 4, Lessons 1–12		
Resources/equipment needed: Learner's Book page 67 Paper, pens, tape to stick work to the walls or windows of the classroom		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	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
	Presentation preparations 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. Decide on a running order. Presentation 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. Feedback 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. Differentiation activities (Support): 1. Support individuals as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support. Differentiation activities (Stretch): 1. Encourage learners to speak confidently. Self reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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. Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. Differentiation activities (Stretch): 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. Praise learners for the work they have delivered today. 2. Ask learners to stick their work to the wall to create a class display and encourage learners to walk around and read their peers work.		
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 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe using <i>have got</i> + adjective + (indefinite article) + noun. Listening: To listen for specific details. Writing: To write descriptions of people using the unit vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to descriptions of people and identify and note down their physical features • talk about facial characteristics using <i>have got</i> + adjective + (indefinite article) + noun • write brief descriptions of children's facial characteristics.
Link to prior learning: • Vocabulary: Parts of the body • Comparative and superlative adjectives • <i>Have got</i> for describing physical appearance. 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Describing people: <i>face, eyes, nose, lips, skin, hair; long, short, straight, wavy, curly, fine, blond, dark, fair, pale, round, square, thin, thick</i> Key expressions/structures: Adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have problems grasping some of the higher-level lexis, for example, <i>spiky, shiny, oval, pointed</i>. Reinforce concepts with illustrations on the board or pictures, and ask questions such as: <i>Has he got spiky hair? Which one of these faces has a pointed nose?</i>		
Resources/equipment needed: Learner's Book pages 68–69 Activity Book page 52 Audio Track LB27 Realia: Pictures of children and adults to show to the class to demonstrate the different characteristics covered in this lesson.		

UNIT 5 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start with a game of <i>Simon Says</i> to revise parts of the body (in particular the face). Learners stand up and follow the teacher's instructions to point to the part of their body. If the teacher says, <i>Simon says touch your mouth</i>, then the learners touch their mouths. If the teacher gives the instruction without the introductory phrase, <i>Simon says</i>, then they must not follow the instruction. 2. If a learner touches a part of their body when they should not (as above), then they are out of the game and should sit down. 3. Continue playing the game until there is only one learner left, who will be declared the winner. <i>Note: This unit focuses on different ways people look. Please stress that differences in looks do not have good or bad values – everyone is equally worthy. This is simply a way of describing people.</i>
Resources	Main activity
Learner's Book page 68	Talk about it: Activity 1 1. Learners work in pairs and describe the people in the pictures. Do the first one as an example with the whole class. Feedback Nominate individuals to offer their descriptions and after answers have been given for all four pictures, provide an example of a comparison, for example, <i>Boy b has shorter hair than Boy d</i>. Ask for volunteers to offer some more comparisons using comparative or superlative structures. Answers Learners' own answers.
	Differentiation activities (Support): 1. These learners can be given language support for this task. Give them written prompts, for example, <i>He has got ... hair</i>.
	Differentiation activities (Stretch): 1. Learners write sentences to describe the people in the pictures after they have finished their oral description.
	Listen: Activity 2 1. Learners listen to the audio and match the people to the pictures. As they have already practised describing the people in the pictures, learners shouldn't have any problems with this task. Feedback Ask learners to put their hands up to volunteer answers. Answers a 3; b 2; c 1; d 4
Learner's Book page 68 Audio Track 27	

Learner's Book page 68 Audio Track 27	Activity 3 1. Play the audio again so learners can complete the sentences. 2. Ask learners to check their answers with a partner before open-class feedback. Feedback Ask four learners to come to the board and each one writes one of the answers. Answers 1 wavy, dark; 2 blue; 3 brown, straight; 4 brown, brown
Learner's Book page 69	Word study: Activity 4 1. Learners copy the table into their notebooks. Demonstrate the activity by looking at the first two words together and discussing where they could go. (Sometimes there is more than one possibility.) 2. Allow learners time to complete the activity in pairs. Feedback Have the empty table written up on the board and ask for volunteers to write answers. Alternatively, to make this process faster, have the words prepared on pieces of paper and learners come and stick them under the relevant headings on the table on the board. Answers Face: round, square, thin Hair: dark, fair, thick, fine, short, curly, thin, wavy Eyes: dark, round, little, big Differentiation activities (Support): 1. Give learners more support by discussing more examples together. 2. Learners draw a picture of themselves or their best friend and write two sentences describing their features with the given vocabulary. Differentiation activities (Stretch): 1. Ask learners to write a description of their best friend. Learners write a short paragraph including vocabulary from the lesson.
Activity Book page 52	Vocabulary: Activity 1 1. Direct learners' attention to the pictures of the children and ask them to match the words in the box with these pictures. Learners work on this individually and then check in pairs. Feedback Nominate individuals to provide answers. Answers A straight hair, long hair; B curly hair, a little nose; C straight hair, big eyes
Activity Book page 52	Activity 2 1. Learners work in pairs and look at the pictures and say whether the sentences are true or false. Feedback Write <i>True</i> on the left side of the board and <i>False</i> on the right side. Ask learners to stand up and move to the left or right to correspond with the answer they have for each question.

	Answers 1 F (She's got long hair.) 2 T 3 F (He's got straight hair.) 4 F (He's got dark hair.) 5 T 6 T		
Activity Book page 52	Write: Activity 3 1. Learners work in groups and write two more sentences describing each of the children. If time is short, ask the learners to just choose one of the pictures to write about. 2. Monitor and provide language support and correction if needed. Feedback Nominate a few of the groups to share their answers with the rest of the class. Tell them not to specify which child they are describing and see if the other learners can guess. Answers Learners' own answers.		
Resources	Plenary 1. Review some of the vocabulary from the lesson by using gestures or board drawings to represent the word and having the learners guess what it is. (For example, use a hand gesture to denote curly hair or draw a simple picture on the board.) Learners who guess correctly could then have a go at choosing a different vocabulary word to act out or draw.		
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. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe people using <i>have got</i> + adjective (+ indefinite article) + noun. Listening: To listen and follow instructions. To develop learners' ability to listen and take notes simultaneously. Writing: To complete notes from a listening text.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about physical appearance • listen to instructions and draw a picture • listen to instructions and complete a set of notes.
Link to prior learning: • Vocabulary: Parts of the body • <i>Have got</i> for describing physical appearance • Sequencing words • Imperatives. 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Describing people: <i>face, eyes, nose, lips, skin, hair; long, straight, wavy, fine, blonde, dark, fair, pale, round, spiky, shiny</i> Key expressions/structures: Adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulty in listening to instructions and drawing simultaneously and/or talking notes. Pause the audio from time to time and play again if necessary.		
Resources/equipment needed: Learner's Book page 69 Activity Book page 53 Audio Tracks AB6 Realia: Pictures of children and adults to show to the class during the Starter activity.		

UNIT 5 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show learners pictures of different people. 2. Ask learners to describe them. 3. Ask them questions like: <i>Who has black hair?</i> Learners then point to the picture with this characteristic.
Resources	Main activity
Learner's Book page 69	Talk: Activity 1 1. Brainstorm some famous people who will be well known to the learners. 2. Demonstrate the activity by describing one of the famous people listed on the board for the class to guess who you are describing. 3. Learners work in pairs. They may either choose one of the people listed on the board, or they can make up their own. 4. Circulate and offer help and assistance. Feedback Ask two or three of the learners to report back on who their partner described and which part of the description helped them the most. Answers Learners' own answers.
Learner's Book page 69	Activity 2 1. Look at the first character as a class. Ask one or two of the learners to say one thing about the facial characteristics of this person. If learners have difficulties, ask questions to help them: <i>What about his/her hair? Is it dark?</i> 2. Learners continue the activity in pairs. 3. Circulate and offer assistance as and when required. Feedback Ask for volunteers to offer their descriptions. Discuss whether the descriptions within the class are similar or different for each of the characters in Activity 2. Answers Learners' own answers.
Activity Book page 53 Audio Track 6	Listen: Activity 1 1. Learners listen to the audio and complete the notes about the cartoon faces. 2. Then they draw the cartoon face, following the notes. Feedback Before asking the learners to draw the cartoon face (stage 2 above), elicit the answers to the listening task from volunteers and write on the board. Answers 1 big; 2 round; 3 thick; 4 long; 5 small; 6 big; 7 short Differentiation activities (Support): 1. Learners may need the audio to be read aloud slowly so that they can have more time to complete the audio tasks. Differentiation activities (Stretch): 1. Ask learners to write full sentences to describe the characteristics.

Activity Book page 53	Challenge: Activity 2 1. Learners write instructions for drawing the cartoon face. 2. They may work in pairs. Answers (example) First, draw an oval face. Then, draw a big, round nose. Next, draw two eyes. After that, draw two ears and two eyebrows. Finally, add a smiling mouth and short, spiky hair.		
Learner’s Book page 69	Over to you: Activity 3 1. Allow learners time to draw their own cartoon faces, encouraging them to be as creative as possible and making sure their partners can’t see. 2. Demonstrate the activity by asking a learner to describe a face, while another learner draws it on the board. Ensure the learner uses some of the new vocabulary that was introduced in the previous lesson. 3. Allow time for learners to complete the activity. Circulate and offer support and assistance. Feedback Learners compare their cartoons with the original drawing and identify communication issues.		
Resources	Plenary 1. Collect the drawings that learners have made during the lesson and stick them on the board. 2. Describe one of the pictures and ask the learners to identify which one it is. Repeat the process one or two more times.		
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: (G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read for gist and for specific detail. To read in order to discover meaning from context. Speaking: To talk about possible future events using the first conditional. Writing: To write about possible future events using the first conditional.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a text about local traditions • use context clues to discover the meaning of potentially unknown lexis in a text • discuss possible future events using the first conditional • write about possible future events using the first conditional.
Link to prior learning: • Vocabulary: Parts of the body • Modals of probability 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: Pearl diving: <i>bad season, bills, rich, reduced</i> ; Dancing: <i>ayyala, yollah, battle, swords, perform, traditional</i> Key expressions/structures: First conditional		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to read the text very closely at the gist reading stage. Ensure that when setting the task, a strict time limit is set and learners are advised that they will have the opportunity later to read the text in more detail. • Learners may have problems grasping the concept and form of the first conditional. Ensure that the form is highlighted clearly and concepts are checked thoroughly during/after Activity 5 and revisited later in the lesson.		
Resources/equipment needed: Learner's Book pages 70–71 Activity Book page 54		

UNIT 5 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 70	Talk about it: Activity 1 1. Ask learners if they know the names of any traditional activities that people do in the UAE. Ask about what their relatives do. 2. Brainstorm activities and make a list on the board based on their responses.
Resources	Main activity
Learner's Book page 70	Read: Activity 2 1. Focus on the titles and the pictures. If learners don't know the meaning of some words, help them. Ask learners to predict what they will read about. Write <i>might</i>, <i>may</i>, <i>could</i> and <i>must</i> on the board and encourage them to speculate. This will help them make predictions about what they will read. 2. Learners read the texts quickly to see if they were right. There is a lot of other information in the texts. Make sure learners know that, for now, they only need to find the information requested. 3. Discuss reading strategies if necessary. Feedback For each text, ask learners to put their hands up if their predictions were correct. Answers Learners' own answers.
Learner's Book page 71	Activity 3 1. Focus on the statements. Help learners make predictions by discussing whether they think the sentences are true or false. 2. Learners re-read the text and check their predictions. Feedback Invite learners to offer their answers by raising their hands and ask them to correct the false statements. Answers 1 F (It has been done since ancient times.); 2 T; 3 T; 4 F (Men can do traditional Emirati dances too.); 5 T Differentiation activities (Support): 1. Learners work with a confident partner who can help them to identify the part of the text where the answer can be found. Differentiation activities (Stretch): 1. Learners write out the corrected statements in full sentences.
Learner's Book page 71	Activity 4 1. Focus on the first blue word in the text: <i>ancient</i>. Discuss what part of speech the word is. 2. Explain that learners need to find strategies to work out meanings of unknown words. 3. Look at the clues in the text to help learners guess the meaning. If learners can't guess, look at the definitions to see which one could fit. Eliminate descriptions that are the wrong part of speech or have a meaning that doesn't fit the context. 4. Learners work in pairs and match the definitions with the blue words. 5. They may use dictionaries to help them if necessary.

	Feedback Invite learners to the board to write up their answers. Answers 1 several; 2 passionate; 3 ancient; 4 battle; 5 opponents Differentiation activities (Support): 1. Learners will need more examples and support to help them. 2. Encourage them to use their dictionaries to identify the meanings. Differentiation activities (Stretch): 1. Learners could put the blue words into a different sentence to demonstrate their understanding of the vocabulary.
Learner's Book page 71	Use of English: Activity 5 1. Ask learners to look at the first text again and find two instances of the word <i>if</i>. Write one of the sentences containing <i>if</i> on the board: <i>If there is a good season, divers will become very rich.</i> 2. Ask learners concept-check questions to check their understanding of the use of the structure: <i>Is this talking about something that will definitely happen or might happen? How do we know?</i> 3. Highlight the form of the structure on the board and ask learners to copy into their notebooks. 4. Direct learners to the <i>Use of English</i> box and then to complete the sentences in Activity 5. 5. Learners work individually and then check in pairs. Monitor and provide assistance if and when required. Feedback Nominate individuals to provide the answers and reinforce concepts for each of the three answers. Answers 1 If, will; 2 If, will; 3 If, will
Activity Book page 54	Use of English: Activity 1 1. Learners look at the <i>Use of English</i> box and complete the rule. 2. They then work in pairs and complete the sentences with the first conditional. 3. Monitor and provide support. Feedback Invite learners to volunteer their answers. To consolidate learning, ask them at the end to explain how the first conditional is formed and why it is used. Answers 1 If, get, will join; 2 If, join, will hold; 3 If, hear, will get; 4 If, shake, will dare; 5 If, have, will protect; Differentiation activities (Support): 1. Reduce the number of sentences that the learners are required to complete.

	Differentiation activities (Stretch): Learners work in pairs and rewrite the sentences using <i>he</i> as a subject. For example: <i>If he gets his parents' consent, he will join the traditional dancers.</i>		
Resources	Plenary		
	1. Ask learners to say what will happen if someone in their family becomes a pearl diver. 2. Model this task with an example and remind learners to use the first conditional.		
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: (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G5.3.4.2.4) Distinguish shades of meaning among closely related words. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read for gist and to identify specific language items. Speaking: To narrate past events using the past simple and quantitative pronouns.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand a short story • understand how quantitative pronouns are used and apply this knowledge to a number of written and oral tasks • re-tell a story using the past simple and quantitative pronouns.
Link to prior learning: • Language for describing physical appearance • Narrative tenses 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: wave (n), storm, sailing boat, sail, dark Key expressions/structures: Quantitative pronouns: <i>somewhere, everywhere, nowhere, anywhere, someone, somebody, no-one, nobody, anybody, everybody, something, nothing, everything, anything</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulties with the differences in concepts between the different quantitative pronouns. Ask questions to check understanding in the feedback for Activity 1 (see below).		
Resources/equipment needed: Learner's Book page 72 Activity Book page 55 Three pieces of A4 paper, each one with one of the following words written on it: <i>someone/somebody, nowhere, everything</i>		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 72	Talk about it: Activity 1 - Look back at the picture of the pearl diver from the last lesson and ask the learners what information they can remember from the text they read in the lesson. - Discuss the two questions from <i>Talk about it: Activity 1</i> and write learners' ideas on the board.
Resources	Main activity
Learner's Book page 72	Read: Activity 2 - Set the scene for the story by introducing the characters and their relationship to each other and direct learners to the picture beside the text. Ask: <i>What can you see? What is the weather like? What time of day is it?</i> Elicit or pre-teach <i>sailing boat, sail, waves, storm, dark</i>. - Ask learners to read the text quickly and then think about what will happen next. Advise them that it is not necessary to understand every word and that they should read to the end to get the general idea of the story. - Learners compare their ideas with a partner. Feedback Ask the learners to raise their hands and offer their ideas to the rest of the class. Ask them to give reasons for their answers to justify their opinions. Tell learners that they will be reading the next part of the story later in the lesson. Answers Learners' own answers.
Learner's Book page 72	Use of English - Write the headings <i>place, person</i> and <i>object</i> across the board and show them the words <i>someone/somebody, nowhere</i> and <i>everything</i> on the A4 pieces of paper. Ask for one or two volunteers to come and stick each word under the corresponding heading, giving a reason for their choice. - Explain that when we are talking about people we can use <i>one</i> or <i>body</i>. - Direct learners to work in pairs and give them one minute to find other words from the story ending in <i>body/one, thing</i> or <i>where</i>. - After one minute is up, ask for volunteers to come to the board and write their answers under the corresponding headings. - Direct the learners to check the <i>Use of English</i> box on page 72 of the Learner's Book and look at all the other quantitative pronouns that are listed. - Remind learners of the rules related to when we use <i>some</i> and <i>any</i> and recap the following: <i>Some</i> is used for positive sentences (He saw somebody on the beach.); <i>Any</i> is used for negative sentences and questions (He didn't see anybody on the beach./Did he see anybody on the beach?). - You may also wish to remind them that we can only use <i>no-</i> with positive sentences: There was nobody on the beach. - Write the following sentence on the board and ask learners to correct it: <i>There wasn't nobody on the beach.</i> - Explain that there is a double negative here, which makes the sentence incorrect. The correct answer is: <i>There wasn't anybody on the beach./There was nobody on the beach.</i>

	Feedback Elicit the rule from the learners using the Guided discovery strategy. Ask concept-check questions about each pronoun to help learners understand why it used. For example, <i>Does it refer to a person/a place/an object? Is it a question/a negative/an affirmation?</i>
Activity Book page 55	Read: Activity 1 1. Look at the next part of the story together and the example, which has been circled. 2. Discuss the difference in meaning of <i>somewhere</i> and <i>everywhere</i> and explain why <i>Everywhere</i> is the correct answer. Encourage learners to try reading the sentences with both options to see which one makes more sense. 3. Learners read the next part of the story closely and circle the correct indefinite pronouns. 4. Remind them to refer to the <i>Use of English</i> feature if they need help. Feedback Learners check in pairs. Ask some follow-up questions related to the content of the text: <i>Did anybody help Rashid in the villages? Why did he feel happier at the end?</i> Answers 1 Everywhere; 2 Nobody; 3 somebody; 4 no-one; 5 something Differentiation activities (Stretch): 1. Ensure learners understand the meaning of the indefinite pronouns used in the lesson. 2. Explanations and responses can be given in home language to reinforce understanding. Differentiation activities (Stretch): 1. Learners attempt to write their own sentences using the indefinite pronouns.
Activity Book page 55	Read: Activity 2 1. Learners read the story again and put the pictures in order. Encourage learners to retell the story as they do this using the past simple tense and quantitative pronouns. 2. Ask them to work individually first and then check in pairs. Feedback Nominate learners to provide the letters of the artwork in order and a sentence to describe what is happening. Answers 1c; 2d; 3a; 4b
Resources	Plenary
	1. Ask the learners what they think will happen next in the story. Write suggestions on the board and tell learners that they will find out further on in the 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: (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh</i> -questions about past events. (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. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss differences in meaning between lexical items. Listening: To listen for specific information in the context of a physical description of a person. Reading: To read a small text extract for specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... - consolidate their understanding of the use of quantitative pronouns through language-related tasks - identify people by listening to descriptions of their physical appearance - compare descriptions of a person's physical appearance - identify homophones.
Link to prior learning: - Language for describing physical appearance 21st Century Skills: - Learning and Innovation: Introduce learning to develop, implement and communicate ideas to others effectively in English.		
Key vocabulary: Homophones: <i>there/their, eye/I, ate/eight, hour/our, nose/knows</i> Key expressions/structures: Quantitative pronouns: <i>somewhere, everywhere, nowhere, anywhere, someone, somebody, no-one, nobody, anybody, everybody, something, nothing, everything, anything</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may perceive differences in pronunciation between the homophones due to lack of correlation between spelling and sound. If this is the case, model clearly showing mouth position and ask learners to repeat and practise in pairs.		
Resources/equipment needed: Learner's Book page 73 Activity Book page 56 Audio Tracks LB28–29		

UNIT 5 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	- Review quantitative pronouns introduced in the previous lesson: - Ask learners to show one finger when they hear words that involve one person, thing or place. - Show ten fingers when they hear words that involve two or more people, things or places - Show their fist (0 fingers) if they hear words that involve no people, place or thing. - Say: <i>something, nothing, everywhere, somewhere, nobody, everything</i> and encourage learners to respond accordingly.
Resources	Main activity
Learner's Book page 73	Use of English: Activity 1 - Ask learners what they remember about the story of Rashid and his father from the previous lesson. - Direct their attention to the sentences and ask them to complete them with quantitative pronouns. - Remind them that there are sometimes two possibilities and point out the information in the <i>Language tip</i> box. - Learners work individually and then check in pairs. Feedback Ask learners to raise hands to volunteer answers. Answers 1 nowhere; 2 No-one/Nobody; 3 somewhere; 4 everywhere; 5 someone/somebody Differentiation activities (Support): - You may wish to give learners two possible answers for them to choose the correct one. Differentiation activities (Stretch): - Learners write additional sentences about the story using quantitative pronouns.
Activity Book page 56	Quantitative pronouns: Activity 1 - Learners work in pairs and match quantitative pronouns in the box to the words they represent in the sentences. - They then rewrite the sentences with the new vocabulary and add in capital letters if needed. Feedback Ask pairs to volunteer answers by reading the new sentences they've written. Answers 1 Nobody; 2 Everybody; 3 anywhere; 4 everything; 5 somewhere

Learner's Book page 73 Audio Track 28	Listen: Activity 2 1. Before playing the audio, ask learners to describe what each man looks like. 2. Ask them to listen to the audio and decide which man the woman is talking about. 3. Play the audio. Learners listen for physical characteristics to help them with the identification. 4. Learners briefly check answers in pairs and then look back at the story in Lesson 4 to check if it was Rashid's father. Feedback Ask learners to point to the picture that they have selected in their books and see if the class is in agreement. Then ask if they think it is Rashid's father or not and ask them to justify their decision. Answers Picture 3. No, because Rashid's father has curly black hair and a long nose.
Learner's Book page 73 Audio Track 29	Pronunciation: Activity 3 1. Focus on the five pairs of words and ask learners to pronounce them. Learners may be surprised to hear that each pair has the same pronunciation. 2. Discuss the differences in meaning and reinforce the pronunciation. 3. Ask learners to listen to some sentences from the conversation between Rashid and the woman and to choose the correct word. 4. Learners check in pairs. Feedback For each pair of words, ask learners to hold up one finger if they think it was the first option and two fingers if they believe it was the second. Reinforce the differences in meaning between the words if needed. Answers 1 I; 2 eight; 3 there; 4 hour; 5 nose Differentiation activities (Support): 1. Learners may need the audio read aloud. Ensure the text is read clearly and slowly.
Activity Book page 56	Homophones: Activity 2 1. Focus on the sentences. Learners use clues from the context to find the mistakes and correct them. Do the first one as an example with the whole class and then direct them to work in pairs. Feedback Write the sentences up on the board when the learners are working. When all have finished, ask for some volunteers to go to the board and mark the corrections. Answers 1 No one knows where Abdul Aziz is. 2 It was eight o'clock. 3 How long was he there? 4 He was on the beach for an hour.

Resources	Plenary		
	1. Finish off with a kinaesthetic task to review homophones. 2. Arrange learners in two lines (one behind each other) facing the board. (If space is tight, this can be done with a piece of paper for each group.) 3. Call out a sentence containing one of the homophones, for example: <i>She got home at eight.</i> 4. The learners must go, one by one, to the board and write up the word they believe they heard – one letter at a time, per person until one of the teams finishes first. 5. So, learner one runs to the board and writes <i>e</i>, returns and hands the pen to learner two who goes to the board and writes <i>i</i> and so on. If a mistake is made with the spelling, the following learner may correct it.		
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:			
(G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims.			
(G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.			
(G5.3.4.2.4) Distinguish shades of meaning among closely related words.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read an extract and complete the missing information. To read a story for gist and for specific detail. Writing: To use punctuation to denote direct speech in a text. Speaking: To discuss predictions before reading and to discuss the moral message behind a story.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand extracts from a story • understand and apply rules of punctuation for direct speech • discuss ideas and opinions related to a short story.
Link to prior learning: • Modals of probability • Narrative tenses 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate ideas to others effectively in English.		
Key vocabulary: Descriptions of people Key expressions/structures: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The conventions of writing quotation marks in direct speech are the same in the learners' L1 so there should be no conceptual problems here. However, the question mark faces a different direction in Arabic and this may be the cause of error. Pay attention to this difference when setting up Activity 2 in the Activity Book.		
Resources/equipment needed: Learner's Book page 74 Activity Book page 57		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 74	Talk About it: Activity 1 1. Ask learners what they remember about the story of Rashid and his father from the previous lessons. How do they think Rashid is feeling? Ask what they would do if they were in Rashid's position.
Resources	Main activity
Activity Book page 57	Read: Activity 1 1. Direct learners to the Activity Book and statements a–d. Explain that these are statements from the characters in the story and that learners must match the statements with the gaps in the text. 2. Learners read the next part of the story about Rashid's search and write the statements in the correct place. 3. Learners check their answers with a partner. Feedback Ask volunteers to provide the answers. Follow up with some questions to check understanding of the content of the extract: <i>Did the people in the village think that Rashid's father was still alive? Why not? Did Rashid agree with them? What did one of the fishermen offer to do? Will Rashid continue to look for his father? Which word tells us that Rashid feels very strongly about what he is saying?</i> (insisted) Answers 1 d (It was such a terrible storm. How could he have survived?) 2 c (Nobody can swim better than my father,) 3 a (As I sail north, shall I look out for him?) 4 b (I will never stop looking!)
Activity Book page 57	Punctuation: Activity 2 1. Direct learners to the <i>Language detective</i> box and ask them to answer the questions in pairs. 2. Discuss this a whole class to check understanding. Explain that we use speech marks when we write down exactly what a person says and that other punctuation goes inside the speech marks. 3. Learners use this new knowledge to add speech marks to the statements from the previous activity. 4. Demonstrate the activity by looking at the first one together as an example. 5. Remind learners about where to use question marks and exclamation marks and point out that question marks face a different direction in English. Feedback Write the relevant text on the board and ask learners to come up and punctuate it. Answers 1 'It was such a terrible storm. How could he have survived?' they said. 2 'Nobody can swim better than my father,' insisted Rashid. 3 'As I sail north, shall I look out for him?' he asked. 4 'I will never stop looking!' insisted Rashid.

Learner's Book page 74	Read: Activity 2 1. Learners discuss in pairs how they think the story will finish. Ask some of the pairs to share their ideas with the class and write them on the board. 2. Ask learners to read the text quickly in order to assess how close it comes to their predictions. At this stage, they should just be reading to get the general idea and not worry about unknown words. Feedback Discuss their reaction to the outcome. Find out how many had predicted it. Did they like the ending?
Learner's Book page 74	Activity 3 1. Focus on the five statements about the story. Ask learners questions to check they understand the statements before allowing them time to read the story again to see if they are true or false. 2. Learners read silently and then check in pairs. Feedback Ask the learners how many of the five statements were false and invite them to correct them. Answers 1 F (He looked for three days.) 2 T 3 F (They stayed on for another two days, until Abdul Aziz was better.) 4 T 5 F (He gave the pearl to Rashid's father.)
Resources	Plenary
	1. Write the following question on the board: <i>What useful lesson do you think Rashid learned from the fisherman who found his father?</i> 2. Allow some thinking time before eliciting ideas and suggestions from the class. 3. Focus on the value of helping people in need.
Learning styles catered for (✓):	
Visual ✓	Auditory
Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):	
Observation	Student self-assessment
Quiz	Oral questioning
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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text.	

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 5	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 5, Lessons 1–6 • revise vocabulary related to facial characteristics, indefinite pronouns and homophones • reflect on their own learning.
Link to prior learning: • Review of Unit 5, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 2, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 5, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6.		
Resources/equipment needed: Learner's Book page 75 Activity Book page 58 One A3 sheet of paper for each group of three learners		

UNIT 5 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 5. Write their responses on the board. 2. Revise words and expressions from the unit by having a team competition. 3. Give each group a large piece of paper and ask them to write down: • Four adjectives to describe appearance • Four quantitative pronouns • Two pairs of words that sound the same but have different spellings. 4. The groups then pass their paper to another group who mark them according to the number of correct answers and accuracy of spellings. The winning team is the one with the most points at the end of the competition.
Resources	Main activity
Learner's Book page 75	Can you remember? Activity 1 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. Ask learners to turn to page 75 and to silently read through the questions. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not 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 b; 2 c; 3 b; 4 c; 5 c; 6 b; 7 b; 8 finish, will have; 9 post, will arrive; 10 open, will come in Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Once they've checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 58	Can you remember? Activities 1–3 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 1–3 independently. 4. Monitor for support and guidance when necessary.

	Feedback Learners can check and compare their answers with peers, before checking in open class. For Activity 2, ask learners to come to the board and write the answers. Time can be saved if the sentences in the activity have been previously copied to the board and therefore the learners only need to add in the relevant punctuation marks, rather than write out in full. Answers Activity 1: Face: round, square, oval Hair: dark, fair, thick, fine, spiky, thin Eyes: dark, shiny, round, little Activity 2: 1 'Do you know where the book is?' asked the girl. 2 'Let's go!' the man shouted. 3 'I wish we could go to the park,' sighed the boy. 4 'Who does this belong to?' asked the teacher. Activity 3: eye/I there/their hour/our eight/ate nose/knows
	Differentiation activities (Support): Learners can use their Activity Book and Learner's Book to support their search for information.
	Differentiation activities (Stretch): Learners can develop additional review questions and swap with a partner.
Activity Book page 58	Look what I can do! - Guide learners to the <i>Look what I can do!</i> statements. - Advise learners to read these and if they agree, put a tick in the box. - 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): Support by explaining statements more fully if needed.
	Differentiation activities (Stretch): 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 5.
Resources	Plenary
	- Ask learners if they are surprised by how much they have learned. - Accept feedback whole class. - Ask learners to predict what they will learn next in Unit 5.

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: (G5.3.4.1.1) 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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>) homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To use direct speech and narrative tenses when telling stories. Speaking: To use narrative tenses when telling stories. To ask and answer questions about past events. Listening: To listen actively to descriptions of past events.		Learning outcomes: By the end of the lesson, learners will be able to ... • use picture and word prompts to tell a story • write a short story using picture prompts • participate in a role-play related to the content of the story • identify and correct errors made during speaking and writing tasks.
Link to prior learning: • Language for describing physical appearance • Past simple/past continuous • Punctuation: speech marks 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully.		
Key vocabulary: Descriptions of people. Key expressions/structures: Narrative tenses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have problems with extended writing tasks due to differences in writing conventions between English and their L1, underdeveloped writing skills and/or lack of lexis/ appropriate language structures. The activities in the Learner's Book provide sufficient scaffolding in terms of lexis, but learners may need a review on the use of the past simple and past continuous before writing the story. Provide extra language support if needed and make notes when monitoring of future remedial exercises that these learners may benefit from.		
Resources/equipment needed: Learner's Book page 76 Activity Book page 59		

UNIT 5 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	Ask the learners: 1. <i>What big cities do you know in the UAE?</i> 2. <i>Which ones have you been to?</i> 3. <i>What can you see and do in big cities?</i>
Resources	Main activity
Learner's Book page 76	Talk about it: Activity 1 1. Encourage learners to discuss the questions in pairs and share their experiences.
Learner's Book page 76	Write: Activity 2 1. Focus on the four pictures about a family trip. Ask learners what they can see in the first picture. If necessary, ask questions like: <i>Where is the picture? Who are the people? How old do you think the children are? What time is it?</i> 2. Build up notes about the picture on the board, for example: <i>10 am, in a big city, a family.</i> 3. Repeat for the other pictures if you think it is needed. 4. Learners use the pictures and the notes to try and tell the story to each other in pairs. Monitor and collect examples of successful language as well as errors for the plenary, but do not interrupt at this stage. 5. After the speaking stage, ask the learners to write a complete sentence for each picture. Circulate and offer support. Check learners are using the correct verb tenses, for example past simple and continuous. Answers Learners' own answers. Differentiation activities (Support): 1. These learners will need extra support during the writing stage and it may be necessary to review the uses of the past simple and past continuous when setting up the task. Differentiation activities (Stretch): 1. Ask these learners to write two sentences per picture, using adjectives to make their sentences more interesting.
Learner's Book page 76	Activity 3 1. Discuss ideas for the title of the story and write these on the board. 2. Learners use the ideas from the previous stage to write the story of the family trip. This can be done individually or in mixed ability pairs to allow for peer scaffolding. 3. Direct them to the prompts in Activity 2 and ask them to make sure that all the questions are answered. 4. Circulate and offer support as needed. 5. Ask learners to read each other's stories and compare ideas.
Activity Book page 59	Read: Activity 1 1. Before the learners read the sentences, ask them what they think may have happened to Ahmed when he went missing. 2. Learners read and check if they had any similar answers to those given in Activity 1.

	3. Learners then write sentences using direct speech and the correct punctuation. They should use the sentences in the first part of the activity as a stimulus. Feedback Encourage learners to read out their answers with expression. You could then write the speech on the board with punctuation marks and complete the sentences to show how the speech was said. Answers Example answers: 1 'I walked into the market' said Ahmed. 2 'A cat scratched my hand' he cried. 3 'I fell over and hurt my knee' he said sadly. 4 'I saw some boys playing football' he said cheerfully. 5 'I was looking for my family' he cried.		
Activity Book page 59	Talk About It: Activity 2 1. Put learners into pairs and assign each one the role of either Ahmed or his friend. 2. Direct them to the instructions on page 59 and ask them to act out a conversation together. Ensure that the learner who is listening knows that they must do so actively and ask questions. 3. Learners swap roles and repeat. 4. Monitor for instances of successful language use and errors. Feedback Ask random learners to report back on what they heard from their partner and what questions were asked.		
Resources	Plenary 1. Mention some examples of successful language use and praise the learners. 2. Write up one or two instances of common errors made during the lesson. (This could be at the writing stage or speaking stage.) 3. Ask learners to identify and correct the errors. 4. Finish with positive comments on what the learners have achieved in this lesson.		
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. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To express opinions about a famous historical person. Reading: To read a travel adventure story. To develop the ability to scan for place names and to read more carefully for specific detail.		Learning outcomes: By the end of the lesson, learners will be able to ... • share ideas and opinions about a famous person • read and understand the series of events in a travel adventure story.
Link to prior learning: • Narrative tenses • Time expressions • Describing people 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: <i>governor, pilgrim, protection, threaten</i> Key expressions/structures: Time expressions (to be focused on explicitly in subsequent lesson)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel they need to understand every word in the text. Direct them to ignore any difficult words for the time being and advise them that they will examine the text more closely in the subsequent lesson.		
Resources/equipment needed: Learner's Book pages 77–79 Activity Book page 60 Audio Track LB30 Realia: A picture of Ibn Battuta to display during the Starter activity.		

UNIT 5 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 77	1. Show the picture of Ibn Battuta and ask learners to describe what he looks like. 2. Remind them to use some of the vocabulary that they learned in Lessons 1 and 2. 3. Ask the questions in <i>Talk About it: Activity 1</i>. 4. Encourage learners to make statements about their opinions.
Resources	Main activity
Learner's Book page 77	Read: Activity 2 1. Learners read the first part of the <i>Fact file</i> and check to see if their answers for Activity 1 were correct. 2. They then look at the questions at the bottom of the page and answer these by referring back to the text. Feedback Ask learners to put up their hands to volunteer their answers for each of the questions below. For the third and fourth question, ask learners if they agree or not and ask those who do not agree to give their reasons. Answers Do you know who this is? Ibn Battuta. What did he do? He was a famous traveller. Does he look like an interesting man? Learners' own answers. Why do you think so or why do you not think so? Learners' own answers. 1 North Africa, Morocco; 2 1325; 3 44
Learner's Book pages 78–79 Audio Track 30	Read and listen: Activity 3 1. Give learners time to read through the questions first. 2. Ask them to read and listen to the text and answer the questions with a partner. 3. They may need to re-read the text to find answers that they missed while the audio was playing. Feedback Have the numbers 1–7 written up on the board and after learners have checked in pairs, ask individuals to go and write their answers on the board. Answers 1 Libya; 2 1326; 3 15 days; 4 Damascus; 5 pilgrims; 6 a month; 7 Kilwa, Tanzania Differentiation activities (Support): 1. Learners may require the text to be read aloud clearly and slowly. Encourage learners to take notes and circle key words as they listen. Differentiation activities (Stretch): 1. Ask early finishers to write one or two more questions about the text. They can then join other early finishers, and ask and answer the questions.

Learner's Book page 79	Activity 4 1. Learners work in pairs to find as many places on the map that were mentioned in the <i>Fact file</i>. 2. Give them three minutes for this task and encourage them to scan the text quickly to look for names. Feedback Ask learners how many places they found and ask them to indicate where they are on the map. Answers 1 Tangier; 2 Cairo; 3 Mecca; 4 Medina; 5 Mombasa; 6 Kilwa								
Activity Book page 60	Activity 1 1. Learners refer back to the <i>Fact file</i> again on pages 77–79 of the Learner's Book and choose four different parts to illustrate. 2. Encourage them to draw the pictures in sequence to show the correct order of events. 3. Learners can then write a word/sentence below each picture to explain what part of Ibn Battuta's journey they have chosen to illustrate. Feedback Learners can share their drawings and explain why they chose a particular aspect to illustrate.								
Resources	Plenary 1. Now that learners have had the time to read more about Ibn Battuta, ask if their opinion has changed from the beginning of the lesson. 2. If they did not think he was interesting at the beginning but do now, ask why their opinion has changed. Refer back to the Opinion forming strategy mentioned at the start of the lesson. 3. Ask learners who originally thought he was interesting to expand their explanations. 4. Ask learners what questions they would like to ask him if they could go back in time and meet him.								
Learning styles catered for (✓): <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table>		Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic				
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic						
Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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.									

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use narrative tenses and time expressions to retell a story. Reading: To read and order events in a story. To use context clues to understand the meaning of new words. Writing: To make notes from a text.		Learning outcomes: By the end of the lesson, learners will be able to ... • order a list of events according to how they appear in a story • establish the meaning of unknown words/expressions through contextual clues • extract key facts from a text and note these in a table • retell a story using time expressions and narrative tenses.
Link to prior learning: • Narrative tenses • Time expressions 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>governor, pilgrim, protection, threaten</i> Key expressions/structures: Time expressions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be hesitant in the retelling of the story as they feel they do not have enough language. Write some time expressions and key words on the board to support them and reassure them that 100% accuracy is not expected.		
Resources/equipment needed: Learner's Book page 80 Activity Book page 61		

UNIT 5 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 80	Talk about it: Activity 1 1. Ask learners what they remember about Ibn Battuta's <i>Fact file</i> according to the questions provided in Activity 1.
Resources	Main activity
Learner's Book page 80	Read: Activity 2 1. Focus on the events a–j. Ask questions to check learners understand the words and expressions. 2. Demonstrate the activity by asking the learners to look for the first two events. 3. Allow time for learners to read the story again and put the events in order. Circulate and offer support. 4. Learners check their answers in pairs. Feedback Write the letters a–j on the board. Depending on how many learners there are in the class, allocate each pair (starting with early finishers) one of the events and ask them to copy it onto a slip of paper. When they are ready, they stick it on the board next to the number it corresponds with. Answers 1 f; 2 c; 3 j; 4 i; 5 a; 6 e; 7 h; 8 b; 9 g; 10 d Differentiation activities (Support): 1. Learners may benefit from having the activity as a cut up exercise in which they can order the slips of paper physically. 2. Learners could also be given some of the numbers for more of the sentences as a guide to help them with the ordering. Differentiation activities (Stretch): 1. Early finishers can circulate and assist their peers if they are having difficulties.
Activity Book page 61	Write: Activity 1 1. Learners use the information from the <i>Fact file</i> on pages 77–79 of the Learner's Book to complete the table. 2. Circulate and offer support as required. Feedback Learners compare their table with a partner. Answers Learners' own answers.

Learner's Book page 80	Activity 3 1. Revise time expressions that learners know. 2. Learners then scan the text, looking for the time expressions in green and match them with the sentence halves. Feedback Learners check their answers in pairs before eliciting answers in open feedback. Answers 1 d; 2 e; 3 b; 4 a; 5 c		
Learner's Book page 80	Talk: Activity 4 1. Learners work in pairs. Tell them to cover up the story and see how much they can remember. 2. Encourage learners to use time expressions. 3. Circulate and if learners get stuck, ask questions to help them remember.		
Resources	Plenary		
	1. Organise the class in a large circle and ask the learners to retell the story with each learner saying one sentence only. 2. If learners get stuck, they can ask someone to help them, but should repeat the sentence rather than remain quiet.		
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: (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme. (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. (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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To exchange personal experiences. Listening: To listen for specific information in the context of an informal conversation. Reading: To read an email for specific information. Writing: To use apostrophes to denote possession in the context of a personal email.		Learning outcomes: By the end of the lesson, learners will be able to ... • share personal experiences of past trips • listen and answer questions about an informal conversation between family members • read and understand a personal email about travel arrangements • write a personal email responding to questions about a forthcoming visit.
Link to prior learning: • Talking about past events • Talking about future plans and events • Possessive pronouns 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: <i>suitcase, ice skates, ice rink, wildlife park</i> Key expressions/structures: Punctuation: apostrophes to denote possession		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The use of the possessive apostrophe is a difficult area for many learners. It is therefore important to clarify concepts with examples and clear explanations. Concepts can be reinforced by asking learners questions to check understanding and by providing opportunities for practice.		
Resources/equipment needed: Learner's Book page 81 Activity Book page 62 Audio Track LB31		

UNIT 5 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start off by blanking the word <i>suitcase</i> (_ _ _ _ _) on the board and ask learners to guess a letter of the word. If they are correct, write in the letter and a 'smiley' face on the left-hand side of the board. If they are incorrect, write a sad face on the left side of the board. Keep going letter by letter until they reach the final letter. Are there more smiley faces than sad faces? 2. Ask learners when they need a suitcase and brainstorm all the things that they might need to take with them when they go away.
Resources	Main activity
Learner's Book page 81	Talk about it: Activity 1 1. Direct the learners to the two questions in the activity and get them to discuss in pairs. Feedback Ask some learners to report back on what their partners told them.
Learner's Book page 81 Audio Track 31	Listen: Activity 2 1. Learners listen to the dialogue between the sisters and answer the questions. 2. Learners check in pairs. Feedback Ask learners to volunteer answers by raising their hands. You might need to check their understanding of <i>wildlife park</i>. Answers 1 their cousin Saeeda; 2 by plane; 3 their uncle; 4 to have a children's outing – maybe to a wildlife park.
Learner's Book page 81	Use of English 1. Elicit the names of the two sisters from the listening task and put their names on the board and a stick figure to represent each girl. 2. Under each figure, draw a suitcase and elicit the phrase <i>her suitcase</i>. Ask what we can say if we want to use the name <i>Maryam</i>, in order to elicit <i>Maryam's suitcase</i>. Do the same for <i>Elham's suitcase</i>. 3. Reinforce the concept by picking up items that belong to the learners and eliciting (<i>Ahmed's pencil</i>, (<i>Marwan's book</i>). 4. Now remove the names from the stick figures on the board and ask them what we can say now that we don't know the name. Elicit <i>The girl's suitcase</i> for each of the stick figures. 5. Write the examples from class on the board, clearly showing that the apostrophe is before the <i>s</i> in each case. 6. Now put the two stick figures together with just one suitcase and say, <i>Do they have a suitcase each or just one between them? How do we say this?</i> Elicit <i>The girls' suitcase</i> and write this on the board. Do the same with a couple of other similar examples and indicate clearly that the apostrophe is after the <i>s</i> in this case and ask why to check the concept. 7. Now write the two sentences on the board (<i>The girl's suitcase</i> and <i>The girls' suitcase</i>) and ask learners what the difference is. If they are unable to provide the rule, ask questions: <i>How many girls in this example? And this one?</i> You may need to repeat this with another example. 8. Direct learners to the <i>Use of English</i> box and ask them to read silently.

Learner's Book page 81	Use of English: Activity 3 1. Learners work alone to add apostrophes to the given sentences. 2. Draw attention to the <i>Language tip</i> feature. 3. Learners check in pairs. Feedback Have the sentences from the exercise written up on the board and ask the learners to go and add in the apostrophes. Answers 1 What shall we pack for the trip to our cousin's house? 2 Do you think we will be staying in cousin Saeeda's room? 3 We have our suitcase, our parents' suitcase and four people. 4 I hope there will be a children's outing during our visit.
Activity Book page 62	Read: Activities 1 and 2 1. Learners read the email and answer the questions. 2. Learners check their answers in pairs. Feedback Nominate learners to provide answers to each of the three questions. Answers (Activity 2) 1 They are very excited. 2 No, they don't. They can borrow some if they need to. 3 No, they aren't.
Activity Book page 62	Write: Activity 3 1. Inform the learners that Elham is going to write a reply to Saeeda and answer all the questions. 2. Show them the answers to the questions and ask them to work together to write the email response. 3. Monitor and provide language support where necessary and ensure that learners are using the apostrophes appropriately. Make a note of examples of successful language and common errors for use in the plenary. 4. Pairs exchange emails with another pair and they check their peers' work for correct use of punctuation and spelling.
Resources	Plenary
	1. Mention some examples of successful language use and praise the learners. 2. Write up one or two instances of common errors made during the lesson. 3. Ask learners to identify and correct the errors. 4. Finish with positive comments on what the learners have achieved in this lesson.

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: (G5.1.1.1.2) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions and intentions expressing different levels of possibility. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.4.3.1.2) Correctly use apostrophes with contractions and possessives.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 5	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 brainstorm ideas and language. To compare answers to activities.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 5, Lessons 8–11 • revise vocabulary related to phrasal verbs and time expressions • revise apostrophes for possession • reflect on their own learning.
Link to prior learning: • Review of Unit 5 Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 5, Lessons 8–11 Key expressions/structures: Apostrophes for possession, phrasal verbs, time expressions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11		
Resources/equipment needed: Learner's Book page 82 Activity Book page 63 One slip of paper per learner for the Starter activity		

UNIT 5 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Lessons 8–11. Write the answers on the board. 2. Give each learner a slip of paper. Ask them to write down a word or expression from one of the lessons that they feel very familiar with. They can use their books if required. 3. Ask learners to stand up and instruct them to mingle and give a definition of their word/expression to their peers for them to guess the word. If their classmates are correct with the answer, they move on. If not, they should try to explain to them what the word means. 4. Monitor and provide assistance where necessary. Feedback Ask learners which were the easiest and most difficult words to guess.
Resources	Main activity
Learner's Book page 82	Can you remember? Activity 1 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 82 and to silently read through the questions. 4. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 5. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. 6. Advise learners they have ten minutes to complete their reflection. Feedback Learners compare answers in pairs, then small groups, then whole class. Answers: 1 c; 2 b; 3 a; 4 c; 5 b; 6 c; 7 b; 8 c; 9 b; 10 b Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Having checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 63	Can you remember? Activity 1 1. Guide learners to Activity 1 and ask them to complete the table. 2. Ensure learners have time to look back through their books if needed. 3. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers, before checking in open class. Answers The following day; The next day; A few minutes; The whole week; On + dates; At + times; In + months

Activity Book page 63	Activity 2 1. Ask learners to work together and write down four places that Ibn Battuta visited on his travels. Feedback Ask learners to quickly consult the text in Lesson 9 to check their answers.
Activity Book page 63	Activity 3 1. Learners work alone to insert apostrophes where they think appropriate. 2. Learners check answers with a partner. Feedback Have the sentences written on the board and ask for volunteers to add the apostrophes where appropriate. Answers 1 I want a book like Amir's. The pictures are great and the people's adventures are exciting. 2 I collected my parents' suitcases. Theirs were the heaviest of all. 3 Whose bag is this? I think it must be Elham's or Maryam's. 4 Has Ali gone on the children's day out? He has taken the girls' packed lunches. Differentiation activities (Support): 1. Learners can use their Learner's Book and Activity Book 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 63	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners they can now 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 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 where they demonstrated these skills.
Resources	Plenary 1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback whole class. 3. Ask learners to predict what they will learn in the next 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: (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>Why don't ... ?</i> , <i>Should we ... ?</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> . (G5.4.3.1.2) Correctly use apostrophes with contractions and possessives.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss vocabulary and structures from the unit. To share and justify answers in feedback. Reading: To develop learners' ability to read texts and complete gaps with correct words. Writing: To write answers at word and sentence level.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify vocabulary for describing facial characteristics • demonstrate their ability to match homophones • demonstrate their understanding of vocabulary and themes covered in Unit 5.
Link to prior learning: • Vocabulary and structures from Unit 5 21st Century Skills: • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners		
Key vocabulary: Vocabulary from Unit 5 Key expressions/structures: Expressions and structures from Unit 5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6 and 8–11 for guidance		
Resources/equipment needed: Learner's Book page 83 A4 papers cut into two – a word/expression from the unit written on each piece of paper		

UNIT 5 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show the learners a word/expression from the unit (previously written on pieces of paper). 2. Advise learners that they will listen to a definition and they must decide if it is correct or incorrect. 3. Tell them that if the definition is correct, they should stand up. If it is incorrect, they should stay in their seats. 4. Give the learners a definition and the learners respond accordingly. 5. If the definition is incorrect, elicit the correct definition.
Resources	Main activity
Learner's Book page 83	Vocabulary: Activity 1 1. Write the anagram <i>energ</i> on the board and ask the learners to rearrange the letters to make a word. If they have problems, tell them that it is a colour. 2. Remind them of the lessons that focused on facial characteristics and direct them to the anagrams exercise on page 83. 3. Learners work in pairs to reorder the letters to make the adjectives. 4. Monitor and assist. Feedback Have the numbers 2–4 written on the board and invite learners to go and write the answers. Ask if they can remember any more adjectives and write them on the board.
	Answers 1 green; 2 curly; 3 straight; 4 fair
	Differentiation activities (Support): 1. Give these learners extra support by providing the first letter of each word.
	Differentiation activities (Stretch): 1. Ask these learners to make up new anagrams for other adjectives from the lesson on facial characteristics.
Learner's Book page 83	Write: Activity 2 1. Model this activity by writing a sentence on the board describing someone's facial characteristics. 2. Ask learners to write two more sentences in their notebooks about someone in their family. 3. Monitor closely and support as required. Elicit correction where necessary and ensure that all learners have correct sentences by the end of the activity. Feedback Learners work in groups of four. One reads a sentence they have written and the others try to guess who it might be: <i>Is it your father? Is it your brother?</i>

Learner's Book page 83	Vocabulary: Activity 3 1. Learners revise the homophones they met in Lesson 10. They then suggest any other homophones that they know and say the meaning of both words. 2. If learners have difficulties remembering the homophones, make a card game to help them. Each group of learners cut an A4 sheet of paper into eight pieces. On each piece, learners write a word. On the back, they write the homophone in a different colour. Learners play the game by guessing the homophone and turning the card over to check. Feedback Have the original words written on the board and learners are invited to go and write their respective homophones. Work on any issues there may have been with pronunciation and clarify any problems with meaning. Answers 1 eight – ate; 2 our – hour; 3 knew – new; 4 nose – knows; 5 eye – I; 6 there – their Differentiation activities (Support): 1. Reduce the number of homophones that these learners need to work with. Differentiation activities (Stretch): 1. Ask early finishers to choose a pair of homophones and to make a sentence with each one.
Learner's Book page 83	Use of English: Activity 4 1. Learners work individually to read the text and choose the correct word. 2. Monitor and offer support where needed. 3. Learners check in pairs. Feedback Ask for volunteers to provide answers. Encourage them to justify their choice of answer and offer clarification if there are any problematic areas. Answers 1 a whole week; 2 father's; 3 everywhere; 4 were playing; 5 their; 6 straight hair; 7 later; 8 will get
Resources	Plenary 1. Brainstorm as many words that learners can remember from the unit until the board is covered with words. 2. If learners have difficulties in remembering, they can refer to their books. 3. Play a game of <i>Hot seat</i>. Divide the class into two teams. Place two chairs in front of the class facing away from the board and ask for a volunteer from each team to sit in the hot seat. 4. Make sure they cannot see the words on the board. 5. Circle one of the words and their teammates must call out definitions for this word until one of the learners in the hot seat provides the word. 6. The winning team gets a point. 7. Play again with the same two learners. 8. After every two words, ask the learners in the chairs to choose one of their teammates to replace them. 9. Play for a few more minutes. 10. The group with the most points is the winner. 11. Ask learners to bring in their graded reader for the next lesson.

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: (G5.3.4.1.1) 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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>) homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about a book that they have read. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read preparatory notes on the book report template. Writing: To write a book report according to the given template.		Learning outcomes: By the end of the lesson, learners will be able to ... • exchange ideas and information about a book they have read • write a book report • rehearse their presentation of a book report.
Link to prior learning: • Reading and understanding events in a story. 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required.		
Resources/equipment needed: Learner's Book page 84 PCM 2 Coloured pens/pencils Optional: A completed book report template to serve as a model		

UNIT 5 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to place their reading books on the table in front of them. 2. Start with a kinaesthetic <i>Stand up if</i> activity based on the books that the learners have been reading. Say: <i>Stand up if your book has pictures in it.</i> <i>Stand up if your book is a story.</i> <i>Stand up if your book has animals in it.</i> <i>Stand up if your book described a journey or trip.</i> Adapt these and add more to fit with the readers provided. 3. Introduce the star system. Draw a picture of a star on the board and ask learners what it is. Then draw a picture of two, three, four and five stars together (as per the book report). Hold up a book and ask learners: <i>I think this book is fantastic. How many stars shall I give it? What if I didn't like the book at all?</i> With the learners, agree on a system as to how the star ratings correlate to their opinions. 4. Now ask the learners to stand up if they gave their book five stars, four stars and so on.
Resources	Main activity
Learner's Book page 84	Project preparation: Stage 1 1. In order to warm up the learners for the writing stage, direct learners to work with a partner and exchange ideas and information about the book they have been reading. 2. Focus on the questions in the Learner's Book. 3. Encourage the listeners to do so actively, asking follow-up questions. 4. Circulate and provide support as necessary. Feedback Ask for some volunteers to report back on what their peers have told them.
Learner's Book page 84 PCM 2	Project preparation: Stages 2 and 3 1. Distribute the templates for the book report (PCM 2) and check that learners know what to write in each section. One possibility is to show them a completed report as a model. 2. Encourage them to use colours for the drawing section. 3. Learners work individually to complete the report. 4. Monitor and provide support as necessary. 5. As each learner finishes, ask them to go back and check their work for spelling and punctuation. 6. Learners could also check each other's work. Feedback No open class feedback at this stage. Differentiation activities (Support): 1. When setting the task, show these learners a completed report as a model. Differentiation activities (Stretch): 1. Ask learners to predict what will happen after the story ends. 2. They could either write notes or draw a scene to show their ideas. 3. Some learners could pair up and share their ideas.

Learner's Book page 84	Project preparation: Stage 4 1. Provide a model presentation so that learners know how much they need to say and how long the presentation should be. Use the language in the <i>Useful phrases</i> box on page 84. 2. Put learners into pairs and ask them to rehearse their presentations. 3. Circulate and listen for any issues with pronunciation. Feedback Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage and discuss these during the plenary.		
Resources	Plenary		
	1. Praise the learners for what they have achieved in the lesson. 2. Discuss any concerns that learners have about the presentation and reassure them if necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (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: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen actively to peers' presentations. Speaking: To present a project orally to their peers. Reading: To read a selection of their peers' book reports.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a book report to their classmates • ask and answer questions about a book report • read a selection of their peers' book reports.
Link to prior learning: • Reporting on events in a story • Making presentations 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 84 A large piece of flipchart paper with a drawing of a tree, but no leaves Tape to stick the book reports to the branches of the tree		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by telling learners that today they will take turns to present their book reviews 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
	Presentation preparations 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. Presentation 1. Follow the running order. 2. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 3. Time permitting, after each presentation, allow for one or two follow-up questions from the other learners. Feedback None needed at this point. Differentiation activities (Support): 1. Support with lexis and pronunciation if learners struggle when speaking. 2. If they make errors but are able to continue, then let them. 3. This builds confidence in speaking with a focus on fluency. 4. The focus on accuracy is in the written work (the book report). Differentiation activities (Stretch): 1. Encourage learners to dramatise their presentation. Self reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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. Differentiation activities (Support): 1. Write the questions on the board so the learners have a reference point when writing their personal notes.

	Differentiation activities (Stretch): 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 that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their book reports onto the branches of the tree. These are the tree’s new ‘leaves’. Encourage learners to read their peers’ work and advise them that this will help them decide which book to read next. 3. Ask learners if they have been inspired to read any of the books they have heard about today and if so, why? 4. Ask learners to applaud themselves for a job well done.		
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. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about what activities they do in the school holidays. Listening: To listen to an interview with children about school holidays. Reading: To read and match activities and to note correct prepositions. Writing: To write words or short sentences about school holiday activities.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about school holidays • discuss activities children do in school holidays • express opinion regarding school holidays.
Link to prior learning: • Expressing opinions • Prepositions • Knowledge of sports and activities 21st Century Skills: • Global Awareness: Introduce other cultures through the teaching of English.		
Key vocabulary: School holiday and free time activities Key expressions/structures: Prepositions; School holiday and free time activities: <i>do jobs around the house, go on a day trip, go to the park, spend time with our grandparents, cook on the camp fire, go out on our bikes, go to sports camp, help in the shop</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Natural speech can be challenging for learners to break down into known language. In this lesson, the teacher could use a cutting motion with two fingers to show when phrases and words can be reduced into known vocabulary. • Printed versions of the listening will allow lower level learners to follow and notice where the sounds run together.		
Resources/equipment needed: Learner's Book pages 85–86 Activity Book page 64 Audio Track LB32		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 85	Talk about it: Activity 1 1. Ask learners: <i>What do you like to do in the school holidays?</i> 2. Practise using structures that learners have studied throughout the term. Ask and answer questions such as: <i>Do you go swimming in the summer holidays? How often? Who do you go with? Have you ever been to a summer camp? Did you go last year? Are you going on holiday this year?</i> 3. Write a list of activities on the board that learners like to do in the school holidays. This will be used later in the lesson. 4. Discuss the questions noted in the Learner's Book and identify any similarities and differences in opinion.
Resources	Main Activity
Learner's Book page 85 Audio Track 32	Listen: Activity 2 1. Focus on the pictures of the children and the activities listed in the box. 2. Encourage learners to make predictions about what the children do in the school holidays. 3. Play the audio for learners to check their predictions and confirm the correct answers. Feedback Learners check their answers with a friend. Then compare answers as a whole class. Write the answers on the board for support if needed. Answers Ana: spend time with grandparents, go to the park Luis: go camping Mohand: help in a shop, play football Carly: go to a sports camp Differentiation activities (Support): 1. Learners may require the audio to be read aloud in a clear, slow voice. Differentiation activities (Stretch): 1. Ask learners to write a sentence for each of the speakers, saying what they do during the school holidays.
Learner's Book page 85	Talk: Activity 3 1. Draw attention to the list of activities on the board that learners came up with at the beginning of the lesson. 2. Ask learners to work in pairs. One learner acts out a holiday activity for their partner to guess. They take turns acting out and guessing.

Learner's Book page 86 Audio Track 32	Listen: Activity 4 1. Focus on the sentences. 2. Ask questions to check learners have understood words such as <i>pocket money</i>, <i>set fire to</i>, <i>spends time</i> and <i>the same place</i>. 3. Listen to the audio from Activity 2 again. 4. Learners then decide if the statements are true or false and write the answers in their notebooks. Feedback Ask learners to check in pairs and correct the false statements, before feeding back to the whole class. Answers 1 F (Ana earns extra pocket money by doing jobs around the house.) 2 F (Luis nearly set fire to the tent.) 3 T 4 F (She has been to the same place for the last three years.) Differentiation activities (Support): 1. Encourage learners to highlight key words and check understanding. Differentiation activities (Stretch): 1. Ask learners to write their own false statements for their peers to read and correct.
Activity Book page 64	Vocabulary: Activity 1 1. Ask learners what prepositions they can remember. Revise the following words: <i>around</i>, <i>at</i>, <i>in</i>, <i>on</i>, <i>at</i>, <i>to</i>, <i>for</i>, <i>with</i>. 2. Encourage learners to make sentences using the prepositions to show that they understand when to use each one. 3. Learners then read, choose and circle the correct prepositions to go with the holiday activities. Feedback Peer correction in groups, followed by whole class feedback. Answers 1 around; 2 on; 3 to; 4 in; 5 with; 6 on; 7 to; 8 on
Activity Book page 64	Activity 2 1. Ask learners what they can see in picture a. 2. Tell them to find the sentence in Activity 1 that matches the picture. 3. Ask them to write the sentence numbers underneath the pictures. 4. Learners then write the correct sentences in their notebooks for each of the pictures. Remind them to copy the sentences from Activity 1. 5. Ask learners to re-read the statements in Activity 1 and tick the ones that contain activities they do. Feedback Ask learners to discuss in pairs or small groups. Answers a 3; b 6; c 8; d 1; e 2; f 4; g 5; h 7

	Differentiation activities (Support): 1. Ask learners to only write the sentence numbers that match rather than writing out the complete sentences.		
	Differentiation activities (Stretch): 1. Ask learners to write full sentences describing what they can see in the pictures.		
Resources	Plenary		
	1. Initiate a class discussion to decide which is the most popular type of activity and when and where learners do these activities. 2. Ask them to share ideas with the class and discuss the different activities. 3. Invite confident learners to come to the front of the class, one by one, and mime a holiday activity. The rest of the class have to guess what it is.		
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) Listen to multi-step instructions, monologues and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (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. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (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.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about school holiday activities we do indoors and outdoors. Listening: To listen to a radio interview about long school holidays. Speaking: To talk about long school holidays and to agree/disagree with peers. Writing: To write a list of things they like and dislike about long school holidays.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about long school holidays • compare their ideas with peers • use the language of agreement/disagreement to express themselves.
Link to prior learning: • Present simple • Past simple • Present perfect for past experiences • Talking about likes and dislikes • Holiday activities 21st Century Skills: • 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: Holiday activities; <i>indoors</i> ; <i>outdoors</i> Key expressions/structures: Agreeing and disagreeing: <i>I agree, I don't agree, I see what you mean, but I don't really agree, Me too</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • It can sometimes be challenging for learners to recognise and use similar lexical chunks; for example, <i>agree</i> is used repeatedly. To help learners with the language of agreement, exaggerate your facial expressions to show degrees of agreement/disagreement. Encourage learners to do the same.		
Resources/equipment needed: Learner's Book page 86 Activity Book page 65 Audio Track LB33		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to make a circle facing each other. 2. Ask them to say one sentence about an activity they could do during school holidays. 3. Encourage learners to try not to repeat the activities. 4. Encourage them to follow the previous learner's reply as quickly as possible.
Resources	Main Activity
Learner's Book page 86	Word Study: Activity 1 1. Write the headings <i>Indoors</i> and <i>Outdoors</i> on the board. 2. Ask learners for suggestions about where they do certain activities. Establish that some activities would fall under both headings. 3. Discuss whether they think there are differences between the UAE and other countries and what these might be. 4. Look at the activities in the box and discuss if learners would do the activities indoors, outdoors or both. Feedback Open class feedback. Answers Possible answers Indoors: <i>do jobs around the house, help in the shop</i> Outdoors: <i>go on a day trip, go to the park, cook on the campfire, go out on our bikes</i> Both: <i>spend time with our grandparents, go to sports camp</i>
Learner's Book page 86 Audio Track 33	Listen: Activity 2 1. Quickly revise the disadvantages of long school holidays that learners discussed in Lesson 1. 2. Learners listen to the audio and complete the second part of the interview. 3. Make sure they listen only for the specific information. Feedback Open class feedback. When correcting the activity, ask learners questions such as: <i>Do you agree?</i> Answers 1 at; 2 at; 3 of; 4 to; 5 to Differentiation activities (Support): 1. You may choose to provide printed copies of the listening text for these learners or read it aloud, more slowly, to them. 2. Learners can then circle the missing information, before writing it down. Differentiation activities (Stretch): 1. For extra practice in talking about the school holidays, ask learners to practise the dialogue in groups of four, adding in the missing information. 2. They can take turns to swap roles.

Learner's Book page 86	Word study: Activity 3 1. Learners read the second part of the interview (Activity 2) again and look for the phrases used for agreeing and disagreeing. 2. Model the correct intonation and encourage learners to repeat. 3. Explain that <i>I don't agree</i> can be used as a stand alone phrase and doesn't have to be preceded by <i>I see what you mean</i>, but that sometimes it can be a bit more tactful to use the sentence: <i>I see what you mean, but I don't really agree</i>. Explain that the longer option is often used when someone agrees with part of what is said, but then offers a slightly different opinion. 4. Ensure that learners understand that either is acceptable and practise saying both. Feedback Check in pairs, then open class. Answers Agree: <i>Me too. I agree.</i> Disagree: <i>I see what you mean, but I don't really agree!</i>
Learner's Book page 86	Talk: Activity 4 1. Discuss the good and bad things about the long school holidays. 2. Learners work in pairs and write down three things that they like and one that they don't like about long school holidays. 3. Demonstrate the activity with an example. Ask a learner to share one of their examples and ask the class for their reactions, using: <i>Me too; I agree; I don't agree; I see what you mean, but I don't agree.</i> 4. Monitor and support as you circulate. Feedback This will take place during the activity. Learners can swap partners, if time allows, and share ideas with other learners to compare their opinions. Answers Learners' own answers. Differentiation activities (Support): 1. Encourage learners to use full sentences with expression when speaking. 2. Support them with planning their sentences first, either by helping them to make notes or writing them in full. 3. Check intonation by encouraging learners to notice when the voice goes up/down and practise mirroring this. Differentiation activities (Stretch): 1. Ask learners to make sentences to tell the class about themselves and their partners; for example: <i>I think the school holidays are too long, but Ahmed doesn't agree. We agree that we get too much homework.</i>
Activity Book page 65	Use of English: Activity 1 1. Learners practise the new expressions for agreeing and disagreeing from the lesson by completing the dialogues. 2. Make sure learners understand that they can use <i>Me too</i> twice and the other answers only once. 3. Learners work individually. 4. Monitor and support where needed. Feedback Learners check answers in pairs and confer with the teacher if needed.

	Answers			
	1 I agree with you.			
	2 Me too.			
	3 I see what you mean, but I don't really agree.			
	4 Me too.			
	5 I don't agree.			
	Differentiation activities (Support):			
	1. Offer extra opportunities to practise the expressions: <i>Me too; I agree; I don't agree; I see what you mean, but I don't really agree.</i> Make up sentences and say them to learners to elicit one of the reactions; for example, <i>Learners should stay at school until 8 pm.</i>			
	Differentiation activities (Stretch):			
	1. Ask learners to offer a reason for their answer and state why they agree/disagree.			
	Challenge: Activity 2			
	1. This activity provides further practice of the new expressions for agreeing and disagreeing.			
Activity Book page 65	2. Learners write their own responses to the statements in Activity 1.			
	3. This allows them to personalise their response and reflect on the language used in today's lesson.			
Resources	Plenary			
	1. Read the statements from the Activity Book, Activity 1 and encourage learners to respond using their own ideas from Activity 2.			
	2. You could do this as a chain activity, where you read the first statement, a learner provides a response and then reads the next statement for another learner to respond to.			
	3. This continues until all learners have had a go.			
	4. Ensure that you differentiate and stretch learners accordingly as some learners should be able to give reasons for their answers, but others will just agree or disagree with the statement.			
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.				
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and 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.				
(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.				

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about holiday activities. Reading: To read some holiday advertisements and answer questions about them. Listening: To listen to people talking about holidays. Writing: To use <i>will</i> for future predictions.		Learning outcomes: By the end of the lesson, learners will be able to ... • express preference for holiday activities • read advertisements for holiday activities • use <i>will</i> for future predictions • use vocabulary related to holiday activities.
Link to prior learning: • Present simple • Past simple • Present perfect for experience • Present continuous for future arrangements 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Packing for a trip: <i>utensil, backpack, torch, cooking equipment, journal, jacket, waterproof, sleeping bag; art course, camping, sports camp, outdoors, indoors</i> Key expressions/structures: <i>Will</i> for future predictions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio. Use realia to contextualise lexis.		
Resources/equipment needed: Learner's Book pages 87–88 Activity Book page 66 Audio Track LB34 Realia for camping equipment		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Compile a list together of different types of holidays and what activities you can do on them. 2. Write learners' ideas on the board. 3. Revise <i>indoors</i> and <i>outdoors</i> from Lesson 2 by asking where we do these activities, and discuss expressions for talking about sports activities.
Resources	Main Activity
Learner's Book page 87	Talk about it: Activity 1 1. Ask: <i>What kind of holidays do you enjoy? Do you like to relax? Do you prefer to be active all the time?</i> 2. Practise using structures that learners have studied before. Ask and answer questions such as: <i>Do you go on adventure/camping/activity holidays? How often? Who with? Have you ever been on a camping holiday? Did you go last year? Are you going on holiday/to the seaside/mountains this year?</i> Feedback Whole class feedback. Answers Learners' own answers.
Learner's Book page 87	Read: Activity 2 1. Focus on the <i>Reading strategy</i> box and the three advertisements. 2. Help learners predict the kinds of things they will read about by asking them to look at the pictures of the children and the type of text. 3. Ask learners what information they will be looking for, to confirm they are on task. (<i>Which camps are the longest? Which are good for older children?</i>) 4. Learners work individually to read and answer these questions. Feedback Peer correction in pairs, then small groups. Answers Sports camps are the longest. Camping and sports camps are good for older children.
Learner's Book page 88	Activity 3 1. Focus on the information about the four children. 2. Discuss the kinds of things they could do on holiday or the kinds of holiday they might enjoy. 3. Decide which holiday camp would be best for each child. Feedback Whole class feedback. Answers 1 camping; 2 art course; 3 camping; 4 sports camp

Learner's Book page 88 Audio Track 34	Listen: Activity 4 1. Help learners predict what they might hear by asking them to say what things they can see in the pictures in the advertisements in Activity 2. 2. Make a note of any new words. Feedback Learners listen to the audio and check in pairs before open class feedback. Answers The girls are going to go camping.
Learner's Book page 88 Audio Track 34	Word study: Activity 5 1. Check learners understand the meaning of the items in the box. 2. Ask questions. For example: <i>Do you know any examples of plastic utensils? What can you use them for? What do you use a backpack for? How do you carry it?</i> 3. Listen to the audio and ask learners to make a note of any of the items the girls are going to take. Feedback Check answers in small groups and confirm as a whole class. Answers a waterproof jacket; a sleeping bag; a torch; a backpack; an MP3 player; a journal (with photos)
Learner's Book page 88 Audio Track 34	Listen: Activity 6 1. Ask learners to recall any examples, which they heard in Activity 5, of the future simple used to make predictions. 2. Then ask them to match the sentence halves. 3. Ask questions to help learners understand why some sentences can't go together: <i>Is there a main verb in the sentence? What punctuation is there at the end of the sentence?</i> Feedback Learners check in pairs, then play the audio for the class to check their answers. Answers 1 c; 2 d; 3 b; 4 a
Activity Book page 66	Use of English: Activity 1 1. This task provides controlled practice using <i>will</i> + base form for making future predictions. 2. Guide learners to the verbs in the box on the right-hand side. 3. Notice the reminder of the <i>Use of English</i> box from the Learner's Book and highlight the negative form. (<i>I probably won't take my laptop.</i>) Feedback Peer correction. Monitor and support as needed. Answers 1 will/'ll need; 2 will/'ll, be; 3 won't need/will not need; 4 will/'ll spend; 5 will/'ll have Differentiation activities (Support): 1. Use the models in the Learner's Book as support. 2. Ask learners verbally to offer three examples of expressing the future with <i>will</i>.

	Differentiation activities (Stretch): 1. Ask learners to create their own gap-fill reminder note for learners going on a field trip to the Burj Khalifa. 2. Ask them to follow the style of the model in the Activity Book. 3. Ask them to think about what learners would need to bring on this field trip. 4. When finished, they share with peers who fill in the gaps.		
Activity Book page 67	Vocabulary: Activity 2 1. Learners match the words in the box with the definitions. Feedback Peer correction. Monitor and support as required. Answers 1 torch; 2 a sleeping bag; 3 a waterproof jacket; 4 journal; 5 tent; 6 backpack		
Resources	Plenary 1. Ask learners which of the holiday activities they would like to do. 2. Once they have decided, ask them to close their eyes. 3. You will now encourage them to use their other senses to explore the activity. Ask them: <i>a. How does it smell where you are?</i> <i>b. What can you hear? The sea? Birds? The scratch of pencils on paper?</i> <i>c. What can you touch? How does it feel?</i> 4. Ask learners to open their eyes and to whisper the details of their experience to a partner.		
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. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (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.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people talking about problems, suggestions and solutions. Speaking: To make suggestions. Reading: To read about suggestions of activities for holidays. Writing: To make notes of predictions and suggestions.		Learning outcomes: By the end of the lesson, learners will be able to ... • make predictions using <i>will</i> • offer solutions and suggestions for holiday activities.
Link to prior learning: • Holidays and activities, dates, prepositions • <i>Will</i> for future predictions 21st Century Skills: • Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: Holiday and activity vocabulary Key expressions/structures: Language for suggestions: <i>How about ... ? Why don't we ... ? Let's ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences.		
Resources/equipment needed: Learner's Book page 88 Activity Book page 67 Audio Track LB35		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to make two lines facing each other. 2. Tell them to imagine they are going to an adventure camp. 3. Ask each learner to say a sentence about what they will do to prepare for it; for example: <i>I will bring shorts.</i> 4. Encourage them to use <i>will</i>. 5. Once each learner in the pair has exchanged their information, the first learner in one column moves to the end of their line and all learners in that line move down one space. 6. Therefore, each learner has a new partner each time they speak and language production is maximised. 7. Encourage learners to change their sentences with each new partner.
Resources	Main Activity
Learner's Book page 88 Audio Track 35	Listen: Activity 1 1. Before listening, discuss key words that the boys might use to talk about each advertisement. 2. This will help learners make predictions and listen only for specific information without worrying about challenging words. 3. Learners listen to the audio to find out which camp is being discussed and what the problem is. Feedback Open class feedback. Answers They are talking about a sports camp. One of the boys is worried because he's not very good at sport (football, basketball or hockey).
Learner's Book page 88 Audio Track 35	Activity 2 1. Ask learners if they know any expressions for making suggestions. 2. Write examples on the board that show the verb forms: <i>How about playing football? Let's play a game. Why don't we have an ice cream?</i> 3. Ask learners for more suggestions. 4. Listen to the audio and note the suggestions and vocabulary used. Feedback Whole class feedback. Answers 1 How about trying a new sport? 2 Why don't we do one of the martial arts classes? 3 Let's join a class together! Let's try something different!
Activity Book page 67	Use of English: Activity 1 1. Learners read the text and circle the correct answers. Feedback Check in pairs and then conduct whole class feedback. Answers 1 going; 2 do; 3 Why don't we

	Differentiation activities (Support): 1. Offer extra opportunities to practise: <i>How about ... ? Let's ... ! Why don't we ... ?</i> 2. Ask learners to work in pairs to offer suggestions. 3. It may help to provide some word cards with activities written out. For example: <i>go to the cinema; try a new sport; take a picnic; play football.</i> 4. Learners could take turns to pick a card and make a suggestion by adding the appropriate vocabulary.
	Differentiation activities (Stretch): 1. For extra practice in using suggestions, ask learners to think of problems and make one-line suggestions. For example: <i>I have a headache. Why don't you take an aspirin?</i>
Activity Book page 67	Challenge: Activity 2 1. Learners work in pairs and practise using new expressions by making predictions and suggestions about what to take on a trip and what to do. 2. Explain that they may add additional items and that the words in the box are just a guide. Feedback Monitor and support for grammar and intonation where needed.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Learners can pick just one scenario to make predictions and suggestions for.
	Differentiation activities (Stretch): 1. Encourage learners to take notes and use the correct structures.
Learner's Book page 88	Talk: Activity 3 1. Discuss problems that learners might have about doing one of the holiday activities listed. 2. Make a list on the board. 3. Invite learners to make suggestions using the expressions from Activity 2 and the correct verb forms. 4. Learners practise making suggestions in pairs, before agreeing on a decision. 5. Pairs of learners make up mini dialogues using language for problems and suggestions. For example: Learner A: <i>Let's go to the art course.</i> Learner B: <i>No, I'm not very good at drawing!</i> Learner A: <i>If you're not very good at drawing, why don't you try learning a new drawing skill?</i> Learner B: <i>OK, good idea. Let's go to the art course!</i>
Resources	Plenary 1. Ask confident learners to perform their dialogues for the rest of the class. 2. Ask other learners to listen and to offer alternative suggestions and solutions.

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) Listen to multi-step instructions, monologues, and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> , possessives: <i>'s</i> and <i>s'</i> ; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions about learning English. Reading: To read learners' comments about learning English. Listening: To listen to question intonation. Writing: To write sentences using phrases to describe numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about their personal preferences when learning English • pick up on and mirror pronunciation intonation clues • use phrases to describe numbers.
Link to prior learning: • Classroom activities • Present simple • Past simple • Present perfect for experience • Expressing likes and preferences 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>all of us, most of us, some of us, a few of us, hardly any of us</i> Key expressions/structures: Expressing likes and preferences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book pages 89–90 Activity Book page 68 Audio Track LB36		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 89	Talk about it: Activity 1 1. Discuss the activities that learners have done in English so far in Grade 5. 2. Build up a list on the board. 3. Encourage learners to look back through their books at the activities covered so far and pick out which ones were interesting or challenging. 4. Ask learners questions about the activities: <i>Did you enjoy it? Did you prefer ... ? What has been your favourite? What has been the most difficult?</i>
Resources	Main Activity
Learner's Book page 89	Read: Activity 2 1. Focus on the <i>Reading strategy</i> box and discuss with the class why it is useful to read the questions about a text before reading the text itself. 2. Read the questions and encourage learners to predict what kind of answers they might read. 3. Tell learners they are going to read children's comments about their term of English and look for answers to the questions. 4. Make sure they understand they won't find answers to all the questions. Feedback Learners check in pairs before open class feedback. Answers 2 b; 4 c; 5 a Differentiation activities (Support): 1. Break the task down into three smaller tasks. 2. Ask learners to read the first text and decide which question it answers. 3. Repeat for the other two texts. Differentiation activities (Stretch): 1. Ask learners to choose one of the questions in Activity 2 to answer more fully and write a couple of sentences to explain their answers.
Learner's Book page 90	Talk: Activity 3 1. Learners ask and answer the questions (1–6) from Activity 2 in pairs. 2. Circulate and make sure learners write their partners' answers. Feedback Learners report back to the class about what their partners told them. Answers Learners' own answers.
Learner's Book page 90 Audio Track 36	Activity 4: Pronunciation 1. Learners listen and repeat using the correct intonation and pronunciation of unstressed words (<i>have, the, do you</i>). 2. If you need further examples, use the following sentences and ask learners to identify what happens to the words in bold: <i>Which cartoons have you seen in English? Which do you like best? Do you like watching films in English? Have you ever read an English book?</i> Feedback Correct any pronunciation errors.

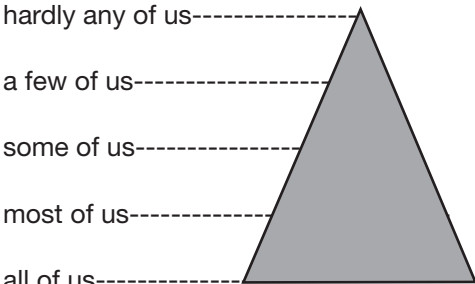
Learner's Book page 90	Word study: Activity 5 1. Guide learners to notice the words in blue in the text. 2. Ask them to find the phrase that describes the most people. 3. Learners then find the rest of the phrases and complete them in decreasing order. Feedback Peer correction in pairs. Answers 1 All of us; 2 Most of us; 3 Some of my friends; 4 A few of us; 5 Hardly any of us Differentiation activities (Support): 1. Discuss the differences between the expressions before putting them in order. Differentiation activities (Stretch): 1. Ask learners to expand this list with other phrases they know that refer to numbers of people. 2. They can then write sentences using some of the new vocabulary.
Activity Book page 68	Word study: Activity 1 1. Learners choose a quantity expression from the box to replace the numbers in the report. Feedback Learners work individually and check answers in pairs. Answers 1 All; 2 a few; 3 Most; 4 Some; 5 hardly any
Activity Book page 68	Activity 2 1. Learners find three more phrases in the text that describe numbers of people. Feedback Learners work individually and check answers in pairs. Answers 1 half of us; 2 none of us; 3 a lot of us
Activity Book page 68	Write: Activity 3 1. Learners write sentences about their family using phrases to describe numbers. For example: <i>All of us like halwa; Some of us like playing football; Hardly any of us enjoy watching television.</i> 2. Monitor and support with ideas, grammar and spelling where needed. Feedback None at this stage. Answers Learners' own answers. Differentiation activities (Support): 1. Ask learners to choose two or three number phrases, rather than five. Differentiation activities (Stretch): 1. Ask learners to write a cohesive paragraph about their family and preferences rather than independent sentences. This allows learners to practise syntax and can be expanded into a comparison; for example, <i>Most of us like pizza, but hardly any of us like eating salads.</i>

Resources	Plenary		
	1. Explain to learners that they are going to mingle to share information. 2. Advise learners that this is a whispering mingle so they must use their quietest voices. 3. Encourage learners to stand up with their Activity Books and move around the room to speak to other learners. 4. Learners then read their sentences to their peers. 5. Ask learners to notice if there are any similarities between what they have written and what their peers have written. 6. Monitor for content and pronunciation. 7. Ask learners what similarities they found in their families.		
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.			
(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events.			
(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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To conduct a survey and present results. Writing: To express survey results. Reading: To read survey results. Listening: To listen to classmates' responses during the data gathering stage of a survey.		Learning outcomes: By the end of the lesson, learners will be able to ... • complete and analyse a class survey • write a summary and create a bar chart based on notes read • verbally share findings about their classmates with peers.
Link to prior learning: • Classroom activities • Present simple • Past simple • Present perfect for experience • Expressing likes and preferences 21st Century Skills: • 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>bar chart, survey</i> Key expressions/structures: <i>the results show ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 90 Activity Book page 69		

UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a triangle on the board as shown in 'Answers' below and use this to recap the phrases used to describe numbers of people: <i>all of us</i>, <i>most of us</i>, <i>some of us</i>, <i>a few of us</i>, <i>hardly any of us</i>. 2. Elicit from learners where <i>all of us</i> should be written on the triangle. When you have the answer, <i>at the bottom</i>, ask what should be written at the top of the pyramid, which has the smallest number/space available. 3. Draw attention to the fact that the smallest layer in the pyramid has the phrase referring to the lowest number of people and that the largest layer contains the phrase referring to the largest number of people. 4. Ask learners to complete the pyramid. Answers 
Resources	Main Activity
Learner's Book page 90	Talk and write: Activity 1 1. Learners choose three questions from Lesson 5, Activity 2 that they want to ask classmates about. 2. Encourage learners to practise asking the questions with the correct intonation. 3. Ask learners to decide how they will record their results. Help them plan either to note down responses to numbers or have multiple-choice answers to offer their peers. 4. Learners circulate and ask ten classmates, making sure they make a note of their answers. 5. Allow learners time to write a paragraph about their findings. Feedback This will take place at the end of the lesson. Answers Learners' own answers. Differentiation activities (Support): 1. You may want to prepare an answer sheet for these learners to record their answers as this will support them in achieving the activity outcome without stumbling on the preparatory stages. Differentiation activities (Stretch): 1. Ask learners to choose five questions from the list, or they could choose three and write two of their own to be answered.

Learner's Book page 90	Over to you: Activity 2 1. Focus on the bar chart. 2. Check learners understand the concept by discussing how to interpret it. 3. Remind them of the work covered on bar charts during Term 1 when they were surveying the class about homes in Unit 1. 4. Allow learners time to draw their own bar chart, giving extra support where necessary. Feedback This will take place at the end of the lesson. Answers Learners' own answers.
Activity Book page 69	Challenge: Activity 1 1. Focus on the information about the school trip. 2. Learners use the information to write a summary based on the survey notes and draw a bar chart for <i>one</i> of the questions. 3. Explain that the summary does not have to focus on only one of the questions as it can cover the range. However, the bar chart will need to pick out one strand and focus on this. 4. Monitor and support where needed. Feedback Peer comparison. Answers Learners' own answers. Differentiation activities (Support): 1. Use Cuisenaire rods, or similar, to allow learners to physically manoeuvre their bar chart into place before writing/drawing it. Differentiation activities (Stretch): 1. If your learners enjoyed doing the class survey, choose another subject; for example, favourite free-time activities or favourite subjects for another class survey. 2. The information can be presented in a bar chart or in another type of chart or graph.
Resources Learner's Book page 90	Plenary Talk: Activity 3 1. Each learner gives a short presentation about their results, using their bar chart to support the data. 2. Offer support language: <i>My results show ...</i> 3. Monitor and support as needed. 4. Ensure all learners have the opportunity to speak. 5. Summarise the class results.

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: (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience. (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. (G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 6	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 1–6 • revise vocabulary related to holiday camps, activities and agreement/disagreement • reflect on their own learning.
Link to prior learning: • Review of Unit 6, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 6, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 6, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6		
Resources/equipment needed: Learner's Book page 91 Activity Book page 70		

UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 6 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition. 3. Ask questions linked to: spelling, naming an activity and recalling prepositions. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 91	Can you remember? Activity 1 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 91 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 do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. Feedback Learners compare answers in pairs, then small groups and finally as whole class. Answers 1 a go; 2 a outdoors; 3 b we'll; 4 c all of us; 5 c Most; 6 b in; 7 a on; 8 a something; 9 b doing; 10 b go Differentiation activities (Support): 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Ask learners to develop their own additional questions and swap them with a partner.
Activity Book page 70	Can you remember? Activities 1–4 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. Direct the learners to complete the activities independently. 4. Monitor for support and guidance when necessary. Feedback Learners can check and compare their answers with peers. Select individual learners to suggest answers to the class. Ask other learners if they agree or not.

Activity Book page 70	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 a cross in the box. They can then write a short sentence, in their own language, explaining why they can't do the statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Help learners to look back through their books to identify areas of strength and weakness.		
	Differentiation activities (Stretch): 1. Ask learners to 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 6.		
	Resources		
	Plenary 1. Play 'Backs to the board'. Ask a confident learner to sit in front of the board, facing the class. Write a word from Lessons 1–6 on the board behind the learner. 2. The other learners must describe the word in English to the learner in the chair, without actually saying it. They can use gestures or mime to give clues. When he/she has guessed the word, they tell the teacher and win a point. 3. Play several rounds. Then ask all learners to remember the vocabulary tested in the activity.		
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: (G5.3.4.1.1) 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. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about celebrations. Reading: To read an email invitation and recognise the language used in invitations. Listening: To listen to partners talking about parties. Writing: To write about future plans using <i>going to</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • read an email invitation • complete an email invitation • write about future plans.
Link to prior learning: • Celebrations • Present perfect for experience • <i>going to</i> + verb 21st Century Skills: • Not applicable		
Key vocabulary: <i>email, text, invitation, post, phone call</i> Key expressions/structures: Inviting: <i>Would you like to ... ?; going to</i> for plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences.		
Resources/equipment needed: Learner's Book pages 92–93 Activity Book page 71 Resources: A soft ball		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners about different things they do to celebrate special events. 2. Build up a list on the board. 3. Practise the present perfect by asking learners <i>Have you ever ... ?</i> about the different activities.
Resources	Main Activity
Learner's Book page 92	Talk about it: Activity 1 1. In pairs, learners ask their partners what the last thing they celebrated was and answer the questions in the Learner's Book. 2. Look at the ways of sending invitations. 3. Learners discuss the advantages and disadvantages of each one. Feedback Discussion in pairs, followed by whole class feedback. Answers Learners' own answers.
Learner's Book page 92	Read: Activity 2 1. Before reading, ensure learners understand that they only need to find out the purpose of Man Yi's email and the purpose of Lola's reply. 2. Encourage them to read quickly and emphasise that it is <i>not</i> necessary to focus on every word. Feedback Learners check in pairs before open feedback. Answers Man Yi is writing to invite Lola to her party. The purpose of Lola's reply is to accept the invitation.
Learner's Book page 93	Activity 3 1. Focus on the paragraph topics. 2. Help learners make predictions about what kind of information they might find in the paragraphs. 3. Learners then read Man Yi's email again and match the paragraphs with the topics. Feedback Discussion in pairs, followed by whole class feedback. Answers 1 e; 2 a; 3 b; 4 d; 5 c Differentiation activities (Support): 1. Use the Jigsaw strategy and allocate learners one of the topics to match to a paragraph. 2. Learners can then work as a group to discuss the answers. Differentiation activities (Stretch): 1. Ask learners to re-write Lola's reply, saying she cannot come and explain why.

Learner's Book page 93	Use of English: Activity 4 1. Focus on the <i>Use of English</i> box and remind learners to use <i>going to</i> + verb when talking and writing about future plans. 2. Ask learners to complete Man Yi's reply by saying what the plans are for the party, using the structure in the <i>Use of English</i> box and the verbs provided. 3. Allow learners time to complete the letter. 4. Note: There are cases where <i>will</i> would also be correct as Man Yi is referring to future facts. Feedback Learners compare answers in pairs. Answers 1 Are/'re going to meet; 2 's/is going to be; 3 Is, going to come?; 4 isn't going to email
Activity Book page 71	Use of English: Activity 1 1. Learners practise talking about future plans using <i>going to</i> + verb to complete sentences. 2. They choose the verbs from the box. Feedback Learners check their answers in pairs. Answers 1 I'm going to help; 2 is/'s going to learn; 3 isn't going to do; 4 's/is going to earn; 5 're/are going to make; 6 're/are going to stay; 7 Are, going to try
Activity Book page 71	Write: Activity 2 1. Learners use <i>going to</i> + verb to make sentences about the holiday plans of the children in the pictures. Feedback Learners can share answers with each other. Answers Possible answers 1 He's going to do judo. 2 We're going to go camping. 3 She's going to paint. 4 They're going to play football. 5 He's going to have lunch with his friends. Differentiation activities (Support): 1. Help learners with sentence structure and vocabulary, if needed, by providing words for them to choose from. Differentiation activities (Stretch): 1. After writing the sentences, ask learners to give more information about each of the activities and include details such as time.

Resources	Plenary		
	1. Ask learners to make a circle facing each other. 2. Tell them to imagine they're going to plan an end-of-term party. 3. Each learner will say a sentence about something he/she is going to do to help organise the party; for example, <i>I'm going to bring some orange juice.</i> 4. Be the first to model the activity. 5. Use a ball to throw across the circle so learners are not answering after the person standing next to them. 6. Learners must repeat what their peers have said in the list before adding their own. 7. The chain starts again once there are too many items for the learners to remember.		
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. (G5.3.1.1.7) Read and respond to letters, postcards and emails, setting out plans and making predictions for the future. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and order sentences. Writing: To write an email invitation, differentiating between formal and informal language. Listening: To listen to reasons for accepting or declining an invitation. Speaking: To give reasons for accepting or declining an invitation.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise the flow of an invitation email • recognise and use an appropriate register of language when inviting someone to a celebration.
Link to prior learning: • Celebrations • Present perfect for experience • Inviting: <i>Would you like to ... ?</i> 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Language used in invitations from Lesson 8 Key expressions/structures: <i>going to</i> for plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • There is often a perception that written language is formal. This lesson allows you to explore informal forms of writing, for example, by leaving out words. To raise learners' awareness of the differences in formality, show them a sticky note, an email and a bank letter. Ask learners to decide what the differences are. Guide them to recognise the increasing formality of language used depending upon audience and communication style.		
Resources/equipment needed: Learner's Book page 93 Activity Book page 72 A4 paper		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide the class into teams of four or five. 2. Each team has a piece of A4 paper with the numbers 1–10 on it. 3. Using vocabulary from Unit 6, call out ten words and ask the teams to write these words down as accurately as possible. 4. Learners swap their papers with another team who check for spelling. 5. The team with the highest number of correct answers wins.
Resources	Main Activity
Learner's Book page 93	Read: Activity 1 1. Focus on the <i>Writing tip</i> box and discuss the sorts of words that have been left out of the sentences in Activity 1. 2. Ensure that learners know they can only do this in informal situations and that they have to be able to decide when it would be appropriate. 3. Learners read the emails again and add words to complete the sentences. Feedback Check in pairs and then conduct whole class feedback. Answers 1 I; 2 I'll/will; 3 I'm/am; 4 I'll/will
Activity Book page 72	Read: Activity 1 1. Focus on the sentences from an email. 2. Learners put the sentences in order. Feedback Check in pairs and then conduct open feedback if needed. Answers d; c; b; e; a Differentiation activities (Support): 1. Photocopy and cut up the sentences. 2. Ask learners to move the sentences around to create a sequential order. This is easier than holding the information in their memory and the hands-on approach helps to consolidate active learning. Differentiation activities (Stretch): 1. Ask learners to work with a partner to create their own set of sentences which fit the headings. They can then swap with another pair and reorganise the sentences to make the new email.
Activity Book page 72	Activity 2 1. Match the sentences a–e in Activity 1 with the headings 1–5. 2. Learners match the sentences from the email with the headings. Feedback Check in pairs and then conduct whole class feedback if needed. Answers 1 e; 2 d; 3 b; 4 a; 5 c

Learner's Book page 93 and Activity Book page 72	Write: Activity 2 1. Discuss what type of plans learners might have for a family party, an end-of-term celebration or any other kind of celebration. 2. Explain that they are now going to write their own invitation. 3. Remind learners of the paragraph structure Man Yi used in her first email and write the headings from Lesson 8, Activity 3 on the board in the correct order: <i>informal introduction, reason for writing, details, asking for information, saying goodbye.</i> 4. Allow learners time to write their own email inviting a friend and explaining the plans for the event. 5. Explain that they can use ideas and language from the Learner's Book to help them. 6. Learners can use the email template in the Activity Book (Activity 3) or can write in their notebooks if more space is required. 7. Circulate and offer help and support. Feedback Learners read their partners' email and say verbally whether they can come and why not if they can't. Answers Learners' own answers.
	Differentiation activities (Support): 1. Offer extra opportunities to practise using <i>going to</i> to talk about plans. 2. Support learners by focusing on the use of target language.
	Differentiation activities (Stretch): 1. Ask learners to write answers to their partners' invitations. 2. If they can't come, make sure they explain what they will be doing instead. 3. If they can come, ask for more information about the party: <i>Where is it exactly? How do I get there? Who else is coming?</i> 4. They can choose to write a formal invitation instead, perhaps to a distant cousin. The formality of language will increase as the email audience changes.
Resources	Plenary 1. Mix up the emails and read a few of them out. 2. Learners guess who wrote them. 3. Use examples to demonstrate key features, for example, most correctly used forms of the target language or the most interesting information about the celebration.

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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.3.1.1.7) Read and respond to letters, postcards and emails setting out plans and making predictions for the future. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a short play. Reading: To read about going back to school. Writing: To write a summary of a play. Speaking: To talk about feelings.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand the features of a play • understand and empathise with feelings • summarise the key points of a story.
Link to prior learning: • Feelings • Punctuation: exclamation marks 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Feelings: <i>nervous, normal</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When talking about personal feelings, there is a general perception that some learners may become shy or embarrassed. To prevent this, use puppets. Either bring some to class or encourage learners to make their own. Use these during some of the speaking tasks. When speaking via a puppet, this depersonalisation allows learners to express themselves in language more easily.		
Resources/equipment needed: Learner's Book pages 94–95 Activity Book page 73 Audio Tracks LB37–38; AB7 Puppets		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what preparations they make before their first day back to school. 2. Make a list on the board and ask learners questions such as: <i>Do you buy new books/a new uniform? Does someone make your lunch for you? Do you bring a snack? Do you wear special clothes?</i>
Resources	Main Activity
Learner's Book page 94	Talk about it: Activity 1 1. Learners take turns to tell each other (in groups) how they feel about going back to school after a long holiday and the preparations they make for the first day back. 2. Monitor and offer support when asked. Feedback Ask learners for a list of feelings and write the vocabulary on the board. Discuss whether learners feel the same about going back to school. Answers Learners' own answers.
Learner's Book page 94 Audio Track 37	Listen and read: Activity 2 1. Focus on the picture and help learners make predictions about what they might hear. 2. Discuss how the children are feeling and why. 3. Discuss the features of a playscript and explain why we have the words in italics and brackets (stage directions) and why the names are repeated down the side (to show who is talking). Explain that speech punctuation is not needed. 4. Listen to Part 1 of the play, pause the audio at the end of this section and find out whether their predictions were correct. Then continue with the rest of the story. Feedback Whole class feedback. Answers In Part 1 they are talking about how they don't want to go back to school.
Learner's Book page 95 Audio Track 38	Listen: Activity 3 1. Focus on the questions on page 95. 2. Learners listen to the first part of the play again and note answers to the questions. Feedback Answer the questions in pairs before checking as a whole class. Answers 1 They feel sad because they don't want to go back to school./They don't want the holidays to end. 2 He doesn't want to start a new class with a new teacher. 3 He's going to tell his mum and dad he's not going back to school.

Activity Book page 73 Audio Track 7	Listen: Activity 1 1. Focus on the questions about the second part of the listening. 2. Check learners understand the meaning of the questions. 3. Play the audio again so that learners can listen and look for the answers. Feedback Learners work individually and check answers in pairs before whole class feedback. Answers 1 Yes. 2 Because no-one admits it. 3 He says even adults feel the same way. 4 He says his dad gets nervous when he thinks about the pile of work waiting for him when he gets back from a holiday. 5 He tells them to think about all the good things about going back to school. Differentiation activities (Support): 1. Extra guidance may be necessary: for example, pausing the audio after the information needed for each question and checking learners have the right answer. Differentiation activities (Stretch): 1. Ask learners what advice they would give someone in the same situation. 2. Ask learners to make notes on the advice they would give and share this with their partner.
Activity Book page 73	Write: Activity 2 1. Learners complete the summary of the play. Feedback Peer correction – learners swap and compare answers. Answers Possible answers 1 are talking about school; 2 unhappy; 3 they don't want the holidays to end; 4 think about the good things; 5 everyone feels like that; 6 feel a bit happier Differentiation activities (Support): 1. Help learners to summarise the play ensuring they have all key words and facts. Differentiation activities (Stretch): 1. Ask learners to write a summary of the play independently, without using the Activity Book prompts.

Resources	Plenary		
	1. In pairs, learners say how they are feeling now, at this moment. 2. They compare this to how they felt this morning before coming to school. 3. Ask: <i>Do you feel the same or different?</i> Discuss together as a class. 4. Ask: <i>What happened to change how you feel?</i> 5. Ask everyone to smile as they leave class and notice if by smiling they feel even better.		
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:			
(G5.1.1.1.2) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions and intentions expressing different levels of possibility.			
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes and dislikes.			
(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.			
(G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.			
(G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
(G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing.			
(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle, and ending.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Speaking: To respond to statements using language of agreement and surprise. Listening: To listen to statements and identify the feelings behind them. Reading: To read a playscript and choose the correct words to respond to statements.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify sympathetic behaviour • change the intention of written language using exclamation marks • notice the rules for new language of agreement and surprise and use them purposefully.
Link to prior learning: • Feelings • Punctuation: exclamation marks 21st Century Skills: • Flexibility and adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners.		
Key vocabulary: <i>sympathetic, upset, hide, emphasise, surprising</i> Key expressions/structures: <i>Me too! Me neither. Really?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • It is sometimes thought that statements ending in an exclamation mark need to be shouted out. This is not the case. If learners begin to shout these, guide them to understand that their <i>tone</i> of voice rises, but the <i>volume</i> does not.		
Resources/equipment needed: Learner's Book page 96 Activity Book page 74 Audio Track LB39		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember from the play they read and listened to last lesson. 2. Discuss how John listened to the problems and tried to help. 3. Introduce the word <i>sympathetic</i> and discuss what values a person who is sympathetic might display (they are good listeners and care how others feel). 4. Ask learners for examples of when they have been sympathetic. 5. To give learners more examples of being sympathetic, think of other situations that might make learners feel nervous, worried or upset. For example, the day before an exam, a visit to the dentist or an important competition. 6. Ask learners to think of things they could say to somebody who was in one of these situations if they wanted to be sympathetic.
Resources	Main Activity
Learner's Book page 96	Word study: Activity 1 1. Look at the words in blue and list the three options on the board: <i>Me neither; Me too; Really?</i> 2. Focus on the first sentence. 3. Discuss whether the meaning of the first sentence fits the context of any of the blue words. 4. Allow learners time to look at the first sentence as an example and match it to a blue word, before continuing individually with the remaining sentences. 5. Make learners aware that <i>Really?</i> could be used for any of these sentences but that they must refer back to the text for the correct answers. Feedback Learners check answers in pairs, followed by whole class confirmation if needed. Answers 1 Me neither. 2 Me neither. 3 Me too! 4 Me too! 5 Me too! 6 Really?
Learner's Book page 96	Activity 2: Talk 1. Learners think about their own feelings. Demonstrate the activity by reading statements and asking learners to respond using: <i>Me neither; Me too; Really?</i> 2. Learners work in pairs. 3. Learners read the statements and respond to them. 4. Monitor and support where needed with pronunciation of target language. Feedback Closed pairs followed by whole class discussion. Answers Learners' own answers.
Activity Book page 74	Use of English: Activity 1 1. Read the <i>Use of English</i> box in the Activity Book. 2. Ask learners to underline the negative verbs in Activity 1. 3. Give them 90 seconds to find and underline as many as they can: <i>I'm not, don't like.</i> 4. Learners now read the dialogue and circle the correct ways of responding to the statements.

	Feedback Pairs, followed by whole class feedback (if learners do not have the same answers). Answers 1 Me neither. 2 Me too! 3 Me neither. 4 Me too! 5 Me too! 6 Me too! Differentiation activities (Support): 1. Offer learners extra opportunities to practise reacting using <i>Me neither.</i> and <i>Me too!</i> 2. Write some statements on the board that you think will elicit a reaction from your class. 3. Ask learners to take turns reading the statements and react using the expressions. Differentiation activities (Stretch): 1. Ask learners to write a short playscript based on the one in the Activity Book, using their own statements and phrases to show agreement or disagreement.
Learner's Book page 96 Audio Track 39	Punctuation: Activity 3 1. Ask learners the name of the punctuation mark at the end of the expression <i>Me too!</i> 2. Discuss why the writer uses an exclamation mark and how its use changes the meaning. 3. Explain that in this phrase there is a rising intonation at the end, which means that there is more emphasis on the words compared to <i>Me neither.</i> 4. Focus on the <i>Use of English</i> box to explain this further. 5. Play the audio. 6. Learners repeat using the correct rising intonation. Feedback None required.
Learner's Book page 96 Audio Track 39	Listen: Activity 4 1. Check learners understand words such as <i>upset</i>, <i>hide</i>, <i>emphasise</i> and <i>surprising</i> in the questions. 2. Play the audio again and ask learners the questions. Feedback Whole class feedback. Answers 1 Ben (b I feel a bit sick!) 2 Ben (c Nothing! Nothing at all!) 3 John (d Of course!) 4 John (a ... and he's 42!)
Activity Book page 74	Punctuation: Activity 2 1. Learners use what they have learned about punctuation in Activities 3 and 4 in the Learner's Book to change some full stops into exclamation marks. Feedback Learners read their 'enhanced' dialogue with a partner. Answers Possible answers All answers are correct. All instances of <i>Me too!</i> plus any of the sentences that learners read with added emphasis.

Resources	Plenary		
	1. Ask learners to call out some statements for the whole class to respond to. 2. Choose individuals to respond to these statements using the vocabulary from the lesson and point out whether the verb is positive or negative. 3. If at any point the other learners believe that an exclamation mark would be appropriate, encourage them to stand up and point in the air. 4. Continue this a few times, ensuring that all learners participate.		
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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 6	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 8–11 • revise vocabulary related to responding to statements, invitations and <i>to be going to</i> + verb • reflect on their own learning.
Link to prior learning: • Review of Unit 6, Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 6, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 6, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11		
Resources/equipment needed: Learner's Book page 97 Activity Book page 75		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the learners to recall what they have learned so far in the second part of Unit 6, and write their answers on the board. 2. Revise words and expressions by having a team competition. 3. Ask questions linked to: invitations, responses (<i>Me too; Me neither; Really?</i>) and feelings. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 97	Can you remember? Activity 1 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 97 and to silently read through the questions. Tell them they have five minutes to do this and then they can ask any questions if they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback Learners compare answers in pairs, then small groups, and finally as a whole class. Answers 1 a are going; 2 b is going; 3 b are going; 4 c would; 5 c I; 6 a it is; 7 c normal; 8 c feeling; 9 a nervous; 10 b care Differentiation activities (Support): 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support in understanding the questions. 3. Support with key vocabulary on the board if needed. 4. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Having checked that they have the correct answers, ask these learners to help their peers in the support group if more help is needed.
Activity Book page 75	Can you remember? Activities 1–3 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 1–3 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. Answers Possible answers Activity 1: Agree: <i>Me too! Me neither! Show surprise: Really?</i> Activity 2: Omar is going to play football at 10 am. He is going to have lunch with his friend. They are going to have pizza at 1 pm. He is going to visit his grandparents at 3 pm. He is going to help his parents cook dinner at 6 pm. Activity 3: Good feelings – happy, excited, cheerful; Bad feelings – sad, nervous, worried, sick

	Differentiation activities (Support): 1. Encourage learners to use their Learner’s Book and Activity Book if they need to support their search for information.		
	Differentiation activities (Stretch): 1. Ask learners to develop additional review questions and swap with a partner.		
Activity Book page 75	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 a cross in the box. They can then write a short sentence in their own language explaining why they can’t do the statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 6 if needed to make link between lexis and content.		
	Differentiation activities (Stretch): 1. Ask learners to 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 6.		
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: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To communicate ideas to score points in a quiz. Reading: To read instructions. Writing: To write an email invitation; to write relevant facts for quiz questions. Listening: To listen to classmates talking about why school is better than holidays.		Learning outcomes: By the end of the lesson, learners will be able to ... • complete a review of Unit 6 • reflect on the new knowledge they have gained.
Link to prior learning: • Review of Unit 6 21st Century Skills: • Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.		
Key vocabulary: Vocabulary from Unit 6 Key expressions/structures: Expressions and structures from Unit 6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6 and 8–11 for guidance.		
Resources/equipment needed: Learner's Book page 98		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a short game of 'Guess the word', where you provide a gap-fill task on the board showing the number of letters in a word. 2. Learners have to guess a letter. If they guess correctly, write the letter in the correct space in the word, but if they guess incorrectly, write a mark on the board. 3. Learners must guess the word before they get three marks.
Resources	Main Activity
Learner's Book Page 98	Activity 1 1. Organise class into teams. 2. Decide if you or a learner will track the scores on the board. 3. Make a chart on the board for the teams – team names on the left vertically and the numbers 1–4 on the horizontal. 4. When a team gets a point for a task, make a mark to represent a point in the relevant task. 5. The team with the most marks at the end wins. Task 1 Learners from different teams take turns to act out the holiday activities at the front of the class. When a learner guesses an activity correctly, they win a point for their team. Task 2 Each team has one piece of A4 paper to write their list. Make this timebound – allow them three minutes to write as many words as they can. Then learners swap their papers with another team. Peer correction for spelling and number of words. Monitor and answer any queries on spelling. Task 3 Learners take notes and then each team takes turns to convince you why holidays are better than school. You can decide which team(s) get the point for this activity. Task 4 Learners take notes and then try to convince each other why school is better than holidays. Ask teams their reasons and award points accordingly. Feedback Add up the points and announce the winning team. Answers Learners' own answers. Differentiation activities (Support): 1. Always ensure that these learners are placed in groups with learners who are supportive. Give these learners a chance to look in their Learner's Book or Activity Book if necessary. Differentiation activities (Stretch): 1. Ensure these learners are split between the teams. 2. You may wish to allocate these learners as team captains. 3. If, however, the learners tend to dominate other learners, ensure they are not team captains but have a role such as note-taker.

Learner's Book page 98	Write: Activity 2 1. Explain that learners need to use the knowledge gained in this unit to write an email to their friend inviting them to attend an exciting experience. 2. Refer back to their Learner's Books and Activity Books to recap information about structure, level of formality and the use of punctuation. 3. If necessary, write some prompts on the board. 4. Learners then work individually to produce a short email. Feedback See Plenary.		
Resources	Plenary 1. Ask for volunteers to read out their emails to the class. 2. Ask other learners to respond to the invitation, drawing on the knowledge gained in Unit 6. 3. Ask learners what they have enjoyed most in this Unit and if they are surprised by how much more they can do in English now.		
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: (G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (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. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences, using appropriate connectives. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partners' ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. Reading: To read preparatory notes and follow instructions. Writing: To create an advertisement for a summer camp.		Learning outcomes: By the end of the lesson, learners will be able to ... • work together to achieve a shared goal • organise and manage their time • create a project based on their learning in Unit 6.
Link to prior learning: • Unit 6 (all lessons) 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work collaboratively.		
Key vocabulary: Vocabulary from Unit 6 Key expressions/structures: Expressions and structures from Unit 6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 99 Paper, pens, coloured paper, card		

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Do a quick round of <i>Hello, my name is (Ahmed). What's your name?</i> 2. Make it as fast as possible so that learners begin to trip over the words and are having fun with speaking. 3. You could ask them to say the introductions with a different theme; for example, <i>nervously, happily, sympathetically</i> to reflect the emotions learned in Unit 6. 4. Once finished, ask the learners if they enjoyed it. Delivered well, the answer will be <i>yes</i>. 5. Remind them that speaking in English is fun and that they will have fun in the next lesson when they deliver their presentations in English.
Resources	Main Activity
Learner's Book page 99	Research your project 1. Direct the learners to look at the project options in the Learner's Book. 2. Learners must decide either to plan a school holiday activity OR create an advertisement for a summer camp. 3. Read through the details for each project and ask learners to think about which project they would prefer to complete. 4. Once they have decided which topic, they must find peers to work with on the same topic. 5. Guide learners to work through the steps for their chosen project. 6. Monitor and support while learners complete their work. 7. Time permitting, learners may start to rehearse how they will present their information to their classmates in the next lesson.
	Feedback Peer feedback through presentation preparation.
	Differentiation activities (Support): 1. These learners should attempt project 1. 2. If, however, they would prefer to do project 2, then they will need to be paired with a more confident and able learner who will be able to support them.
	Differentiation activities (Stretch): 1. These learners should attempt project 2. 2. Learners can also give feedback to others on their presentation preparation.
Resources	Plenary
	1. Conclude the lesson by checking on learners' progress. 2. Ask learners to reflect on the preparation lesson. 3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? Is there anything you would like to change?</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: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To take notes, self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 6 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: Vocabulary from Unit 6 Key expressions/structures: Expressions and structures from Unit 6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 6, Lessons 1–12		
Resources/equipment needed: Learner's Book page 99 Paper, pens, tape to stick work to the walls or windows of the classroom.		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	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
Learner's Book page 99	Presentation preparations 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.
	Presentation 1. Select learners to present their projects to the class. 2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner and with a suitable pace.
	Feedback Enable listening learners to ask the presenting learner questions about the presentation. Discuss features of each presentation and ask learners to focus on what worked well and why it worked well.
	Differentiation activities (Support): 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you for help. 2. If they make errors but are able to continue then let them. 3. This builds confidence in speaking with a focus on fluency in the moment.
	Differentiation activities (Stretch): 1. Encourage learners to dramatise their presentation.
	Self-reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <i>What went well?</i> • <i>What would you change?</i> • <i>What did you like about other groups' presentations?</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.
	Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes.
	Differentiation activities (Stretch): 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 that is acceptable as this information is only for their eyes.

Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their work to the wall to create a class display and encourage learners to walk around and read their peers' work. 3. Ask learners to applaud themselves for a job well done.		
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 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe characteristics of people using adjectives of personality. Listening: To listen to descriptions of personal characteristics. Reading: To read a school report for gist.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about personalities using the lexis and expressions below • distinguish between positive and negative character traits • listen to descriptions and identify personality types • read a short character description and match it to an illustration.
Link to prior learning: • Basic adjectives to describe people • Present simple and past simple • Giving reasons with 'because' 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: Adjectives to describe personality: <i>confident, lazy, generous, kind, bad-tempered, tidy, shy, hard-working, nervous</i> Key expressions/structures: <i>I think I'm + personality adjective; I think he/she's + personality adjective</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have some problems with individual sounds in words, in particular the /aɪ/ sound in <i>tidy</i>, which may be pronounced as /ɪ/, and with stress in multi-syllable words such as <i>hard-working</i> and <i>outgoing</i>. Ensure that the pronunciation is modelled clearly and focus on any problematic issues that may arise in speaking activities in subsequent feedback stages.		
Resources/equipment needed: Learner's Book page 100 Activity Book page 76 Audio Track LB40 A few pictures of people in different situations		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show some pictures of people in different situations and ask learners to describe them. Ask: <i>What is he/she like?</i> 2. Encourage learners to speculate about the personality of the people in the photos. Remind learners that we cannot always judge someone's personality from the way they look. 3. Work with the class to come up with a list of adjectives and write it on the board.
Resources	Main Activity
Learner's Book page 100	Talk about it: Activity 1 1. Ask: <i>What are you like?</i> Encourage learners to reflect on this and give honest answers. Ask them to give examples to support what they say, for example, <i>I think I'm ... because ...</i> 2. Encourage learners to focus on positive aspects of their personalities. Help them by asking questions such as <i>What would you do if a friend needed help?</i> 3. Add to the list of adjectives on the board.
Learner's Book page 100	Vocabulary: Activity 2 1. Ask learners to work in pairs, look at the picture and describe what the children are doing. 2. Focus on the adjectives in the box and ask learners to find children in the picture who match the adjectives. Feedback Nominate pairs of learners to indicate which picture matches the given adjective. Concept check to ensure that learners fully understand the meaning of all the lexical items. Focus on any problematic areas of pronunciation. Answers confident – girl next to the swing; tidy – boy picking up the rubbish; generous – girl offering sweets; shy – girl hiding behind her mother; bad-tempered – boy next to the see-saw; hard-working – girl sitting on the bench Differentiation activities (Support): 1. Instruct learners who need more time with this task to choose and match just three of the given adjectives. Differentiation activities (Stretch): 1. Ask these learners to justify their answers in feedback, giving reasons why they matched particular children with the adjectives chosen.
Learner's Book page 100 Audio Track 40	Listen: Activity 3 1. Tell learners they are going to listen to some people talking about the children in the picture. They must listen and pay attention to the adjectives the speakers use to describe the children. 2. Play the audio at least twice. Then pause after each speaker and ask learners to check their answers in pairs. 3. Learners can check whether their answers in Activity 2 match the answers they have in Activity 3. Feedback Ask learners which adjective they would use to describe each child based on the description. Encourage them to explain their choices. Check whether this matches their ideas for Activity 2.

	Answers Speaker 1 – confident; Speaker 2 – bad-tempered; Speaker 3 – hard-working; Speaker 4 – generous; Speaker 5 – shy; Speaker 6 – tidy Differentiation activities (Support): 1. A hard copy of the audioscript may support understanding of vocabulary. Ask learners to underline the important words and use surrounding information for context clues. Differentiation activities (Stretch): 1. Ask these learners to justify their answers in feedback by pinpointing the contextual clues.
Activity Book page 76	Talk: Activity 1 1. Focus the learners on the pictures of three boys at school and ask them to discuss the two questions with a partner. Feedback Ask for volunteers to offer their descriptions of the pictures. Encourage them to use character adjectives. Discuss whether learners chose the same adjectives and why/why not. Answers Learners' own answers.
Activity Book page 76	Read: Activity 2 1. Tell learners that they are going to read a school report about one of the boys in the pictures. 2. Explain that they will need to read for gist in order to answer the question. 3. Establish what strategies they need to use. Ask: <i>Should you read quickly or slowly? Do you need to understand every word?</i> 4. Focus the learners on the <i>Reading strategy</i> box and then allow them to read the text and choose the correct picture described in the report. Feedback Ask for a show of hands as each letter is called out. Answers Picture b.
Resources	Plenary
Activity Book page 76	Talk: Activity 3 1. Ask learners if they think Paul's parents will be happy with the report. 2. Encourage them to give reasons for their answers and prompt them to use the character adjectives where appropriate.

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. (G5.2.1.1.5) 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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and discuss answers to tasks; to contribute ideas to a brainstorming activity. Listening: To listen to other learners' ideas during a brainstorming activity. Reading: To develop learners' ability to read for gist and for more detailed understanding. Writing: To note down information from a text.		Learning outcomes: By the end of the lesson, learners will be able to ... - consolidate their knowledge of the vocabulary from the previous lesson through additional word study tasks - use a dictionary to extend their vocabulary knowledge - read a diary extract to get the general idea of the content and writer's stance - read and discuss aspects of the content of the diary in more detail.
Link to prior learning: - Adjectives of personality - Present simple and past simple <i>Have to</i> for obligation 21st Century Skills: - Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: Opposites: <i>confident/nervous, lazy/hard-working, cheerful/bad-tempered, selfish/generous, tidy/untidy, shy/outgoing</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may try to read the text very closely at the gist reading stage despite having just discussed the appropriate reading strategy. Ensure that when setting the task, a strict time limit is set and a time reminder is given. Also ensure that learners know that they will have the opportunity to read the text in more detail at a later stage.		
Resources/equipment needed: Learner's Book page 101 Activity Book page 77		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to brainstorm adjectives that they can remember from the previous lesson to describe personality (<i>generous, kind, lazy, confident, tidy, shy, bad-tempered, hard-working</i>). 2. Write them up on the board. 3. If learners have difficulties remembering, give them some definitions and/or first letters as a prompt. 4. Ask learners which of the adjectives they would like to be used to describe themselves and which ones they wouldn't like to be used. 5. Explain that some adjectives have a positive meaning and some have a negative meaning.
Resources	Main Activity
Learner's Book page 101	Word study: Activity 1 1. Write two antonyms on the board; for example, <i>hot/cold</i>. 2. Tell learners that these two words are <i>antonyms</i>. Ask them what they think this word means (<i>antonyms are words with opposite meanings</i>). Elicit some more antonym pairs. 3. Ask learners to work individually to complete the activity. They look at the adjectives and match them to their opposites. Tell them to use their dictionaries to help them. 4. When they have finished, ask them to check their answers with a partner. Feedback In order to save time at this stage, have the numbers 1–6 written up on the board and then ask one of the pairs who have finished checking to go to the board and write up the corresponding letters. Answers 1 d; 2 c; 3 b; 4 e; 5 f; 6 a
Activity Book page 77	Word study: Activity 1 1. Set the wordsearch task as a competition. Learners work in pairs and see how many words they can locate in four minutes. 2. Ask learners how many antonyms they can find. Feedback Assign a point for each word that each pair located correctly. You could offer bonus points if learners are able to locate and match antonyms correctly. Announce the winners to the class. Answers The antonyms in the wordsearch are: <i>confident/nervous, generous/selfish, hard-working/lazy, outgoing/shy</i>.

Activity Book page 77	Write: Activity 2 1. Learners work individually to complete the sentences with an adjective from the wordsearch. 2. Then they compare their answers in pairs or small groups. Feedback Ask for a show of hands from learners to offer their answers. Concept check any problematic terms (for example, <i>messy</i>). Answers 1 nervous; 2 hard-working; 3 lazy; 4 confident/outgoing; 5 tidy Differentiation activities (Support): 1. Give these learners extra language support when monitoring. Differentiation activities (Stretch): 1. Ask these learners to make one or two additional sentences using the unused adjectives from the wordsearch task.
Learner's Book page 101	Read: Activity 2 1. Focus on the <i>Reading strategy</i> box. Read the explanation with learners. Ask them why this reading strategy is so useful when approaching a text. Ask: <i>How do you think it helps you to understand the text?</i> For example, learners might discuss predicting the topic, activating background knowledge, predicting the vocabulary they will encounter, understanding the attitude of the writer. 2. Ask learners to read the text quickly and determine what type of text it is (for example, <i>is it a poem, a newspaper article, a story or a diary?</i>). Feedback Elicit answers from the class and ask them to explain what helped them decide. Focus on features such as use of the first person and the date. Ask learners what the tone and attitude of the writer is (he's angry). How do they know? Answers It's an entry from a diary.
Learner's Book page 101	Activity 3 1. Tell learners that they are going to read the diary entry more carefully this time and answer the questions in Activity 3. They do not need to write full sentences as answers, just key words. 2. Learners read alone and then check their answers in pairs. Feedback Ask for volunteers to offer answers and discuss any differences in opinion if they arise. Answers 1 Possible answer: She made new house rules because the boys are untidy/because she wants the boys to take responsibility for tidying their rooms. 2 They are only allowed to play computer games after they have finished tidying their rooms. 3 Marwan – it only took him five minutes. 4 Bader and his mother were angry because Marwan had put all his toys in the wardrobe and when Bader opened the doors, everything fell on top of him.

	Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions.		
	Differentiation activities (Stretch): 1. Direct learners to formulate two more questions about the text to ask their peers.		
Resources	Plenary		
	1. Ask learners what other types of jobs can be done around the house. Do they do household jobs? What about their brothers and sisters? What jobs do they think would be most helpful? 2. If time allows, you could ask learners for suggestions of new rules that they think would be a good idea.		
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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, see/sea, ate/eight), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss personal characteristics. Reading: To read a personality quiz for gist and for specific details. Listening: To listen to an interview for specific information. Writing: To note down information from a recorded text.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about aspects of their own personality with their peers • read and complete a personality quiz • listen to an interview and note down personal information • complete question forms with the appropriate <i>wh-</i> question word.
Link to prior learning: • Adjectives of personality • Present simple • <i>Wh-</i> question words 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: <i>cheerful, hardworking, nervous, lazy, bad-tempered, generous, tidy</i> Key expressions/structures: <i>Wh-</i> questions: <i>What? Who? Where? When? Which? Whose? Why?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel that they need to understand every word in the text during the first reading stage. Direct them to ignore unknown words for the time being and advise them that they will read the text more carefully when they read for the second time.		
Resources/equipment needed: Learner's Book page 102 Activity Book page 78 Audio Track AB8		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise some of the lexis from the previous two lessons by acting out or miming the word and encouraging the learners to guess what it is. 2. Focus on any issues with meaning or pronunciation that occur.
Resources	Main Activity
Learner's Book page 102	Talk about it: Activity 1 1. Ask learners to reflect on what they are like and direct them to the three questions. 2. In order not to single out learners, conduct this as a pairwork task. 3. When monitoring, pay attention and be sensitive to those learners who may have a negative self-image and encourage them to identify and talk about their strengths. Feedback Learners may be a bit sensitive about talking about their personality in front of the whole class, so instead, provide a summary of some points that were made without naming learners; for example: <i>So, I heard some of you say that you are very hard-working.</i> Encourage learners who are happy to discuss their own characteristics.
	Differentiation activities (Support): 1. Model this task clearly so that learners are aware of what language they can use. 2. After modelling, provide language prompts on the board. <i>I think people like that I am ...</i> and so on.
	Differentiation activities (Stretch): 1. Extend the task by asking the learners to consider additional questions: <i>What are your brothers and sisters like? What do you like about them? How could they improve the way they behave?</i>
Learner's Book page 102	Read: Activity 2 1. Ask learners if they know what a personality quiz is. Have they ever done one? What questions do they expect to find in a quiz? 2. Elicit some answers. 3. Focus on the four questions. Ask learners to match them to the correct options 1–4. Learners should skim through the text at this stage and ignore unknown words. 4. If you wish, you could read the four questions together with the class and help learners make predictions about possible language they might come across. 5. Learners read, match and check answers with a partner. Feedback In order to save time at this stage, have the letters A–D written up on the board and then ask one of the pairs who have finished checking to go to the board and write up the corresponding numbers. Answers A 3; B 1; C 4; D 2

Learner's Book page 102	Activity 3 1. Ask learners to read the questions more carefully and to choose the answers that are true for them. 2. When they have finished, they work out their scores and read the <i>Results</i> box at the end of the quiz. 3. Ask learners to tell their partner what their quiz score is. Are they happy with it? Feedback Ask for some volunteers to share their answers with the class, but only if they are comfortable in doing so.
Activity Book page 78 Audio Track 8	Read and listen: Activity 1 1. Write the word <i>profile</i> on the board. Ask learners what they think a profile is (<i>information about a person, it focuses on important or interesting things about that person</i>). 2. Direct learners to the profile on page 79 and discuss what type of information they are required to complete. 3. Focus on the <i>Listening strategy</i> box and discuss the possible words that learners might hear. 4. Tell them to listen and complete Khalid's profile. 5. Play the audio and pause so that learners have time to write their answers. Replay if necessary. 6. Learners compare answers with a partner. Feedback Elicit answers from the class and then ask learners what they have in common with Khalid. Answers Name: Khalid Age: 11 Country: UAE Family: mum, dad, little brother Hobbies: football and basketball Best friends: Rashid and Abdul Latif (cousin) What people like about me: outgoing, cheerful, fun to be with What I like about myself: tidy, patient What could I improve about myself: not be bad-tempered in the morning Differentiation activities (Support): 1. To reduce the level of challenge, conduct this as a Jigsaw listening. 2. Divide the class into two groups and allocate five of the profile sections for one group to answer and the other five sections for the other group to answer. 3. Pair up learners from each group after they have listened to the audio twice. They then share and copy down answers for sections where they have no information. 4. Monitor and ensure that there are no gaps. If there is still missing information, play the audio one more time. Differentiation activities (Stretch): 1. Learners may not need the audio to be paused. 2. Encourage them to write down as much information as they can during the first listening. 3. You can ask these learners to help those that find this type of activity difficult.

Activity Book page 79	Activity 2 1. Review the question words in the <i>Use of English</i> box. 2. Focus on the activity and ask learners to complete questions 1–6 with the question words in the box. 3. Explain that they will not need to use all of the words and that some might be used more than once. 4. Learners check their answers with a partner. 5. They then work together and write the answers to the questions using key words only. Feedback Nominate learners to provide the question words for each of the unfinished questions. If time, learners ask and answer the questions about Khalid in closed pairs. Answers 1 What is his name? His name is Khalid. 2 Where is he from? He is from the UAE/Ras al-Khaimah. 3 Who are the people in his family? His mum, his dad and his little brother. 4 What are his hobbies? He plays football and basketball. 5 Who are his best friends? His best friends are Rashid and Abdul Latif, his cousin. 6 What do people like about him? He is outgoing, cheerful and fun to be with. Differentiation activities (Support): 1. Tell learners that they will need to use the question words <i>What</i> three times, <i>Who</i> twice and <i>Where</i> once. Differentiation activities (Stretch): 1. Ask learners to write full sentences for the answers.
Resources	Plenary 1. Ask learners to close their books and then write all the question words on the board. Who can remember the questions about Khalid? 2. Elicit the full question forms. 3. Encourage learners to answer the questions about themselves. 4. Praise learners for their hard work and close the lesson.

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 the main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read personal profiles for gist and for more detailed understanding. Speaking: To ask for and provide personal information. Listening: To listen to partner's answers. Writing: To complete a personal profile and to note down information from an interview with a partner.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a number of short profiles and ask and answer questions about them • consolidate their knowledge of <i>wh</i>- question forms through further practice • write their own profile • interview a partner about their profile and make notes.
Link to prior learning: • Adjectives of personality • Present simple • <i>Wh</i>- question words 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: family members, pets, hobbies Key expressions/structures: <i>Wh</i> - questions: <i>What? Who? Where? When? Which? Whose? Why?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulties with word order when forming questions in the Use of English task. Do the first one as an example and monitor carefully during the task and provide language support where necessary.		
Resources/equipment needed: Learner's Book page 103 Activity Book page 79 One A3 sheet of paper for each group of four learners		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. To activate learners' knowledge about the topic of the lesson and elicit potential language, divide the learners into teams and provide each one with an A3 piece of paper. 2. Ask them to copy the following headings from the board: <i>Family members</i>; <i>Hobbies</i>. 3. Give them three minutes to write down as many words under each column as possible. 4. Feed back and award one point for each correctly spelled word.
Resources	Main Activity
Learner's Book page 103	Read: Activity 1 1. Learners read the profiles and match them to the correct summary. 2. Encourage the learners to skim the texts to get the gist of the content and not to worry about any unknown lexis at this stage. 3. They work with a partner and compare their answers. Feedback Check the answers as a class. Encourage learners to explain their choices.
	Answers Profile 1 Rashid – A; Profile 2 Sam – B
	Differentiation activities (Support): 1. Check learners' understanding of the adjectives in the summary sentences before they read.
	Differentiation activities (Stretch): 1. Encourage learners to write a summary sentence about themselves.
Activity Book page 79	Use of English: Activity 1 1. Learners make questions using the given prompts and answer them with information from the profile texts in the Learner's Book. 2. Do the first one as an example on the board and remind the learners of word order conventions of these question forms. 3. Ask learners to work together on this task. 4. Monitor and provide language support as and when needed. Feedback Ask some of the earlier finishers that have had their work checked to go and write up the answers on the board.
	Answers 1 Where is Rashid from? He's from the UAE. 2 When did Rashid move to Abu Dhabi? He moved there last year. 3 Who are the people in Rashid's family? His mum, his dad and his brother and sister are in his family. 4 How old is Sam? He's 12 years old. 5 Why is Sam studying hard at the moment? Because he has a Maths and English test this week. 6 What are Sam's hobbies? His hobbies are reading and playing outside with his friends.

	Differentiation activities (Support): 1. Give these learners extra language support by providing the first and last word of each of the questions.
	Differentiation activities (Stretch): 1. Ask these learners to make two additional questions about the texts to ask other classmates.
Activity Book page 79	Write: Activity 2 1. Learners write their own profile based on the knowledge gained in this lesson. 2. Monitor for language support. 3. When finished, learners compare profiles with a partner for similarities and differences. Feedback Ask for volunteers to report back on some similarities and differences.
Activity Book page 79	Challenge: Activity 3 1. Learners work with a new partner and ask and answer questions about their profiles and make notes. 2. Before they do this, elicit the questions they will need by referring back to Activity 1: <i>What is your name? How old are you? Where are you from?</i> and so on. 3. Monitor and make notes of examples of successful language and common errors. Feedback Ask learners to change partners again and then report back on what they have learned about their partner. Answers Learners' own answers.
	Differentiation activities (Support): 1. Write the questions on the board before the learners interview each other. Ask these learners to make notes rather than complete the writing phase.
	Differentiation activities (Stretch): 1. Ask these learners to use their descriptions to design a quick blog about their partner using the information they have received.
Resources	Plenary 1. Praise learners for their hard work and write up some examples of successful language that they used. 2. Select a couple of common problems that learners had during the speaking task. Write the errors on the board and ask learners to identify and correct them. 3. Finish with more praise and positive reinforcement.

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. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about interviews; to explore useful expressions for interviews. Listening: To listen to an interview for gist and for specific information; to listen and identify intonation patterns in question forms.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to an interview and extract relevant information • recognise and practise intonation in question forms • identify different language categories of useful expressions in interviews.
Link to prior learning: • Listening to personal information • Expressing likes and dislikes • Expressing opinions 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: <i>family, friends, favourite things, town, personality, sports, school, opinion</i> Key expressions/structures: <i>I really like ... , Sorry, could you repeat that? What I meant was ... , I'm not very keen on ... , I don't think ... , We both like ... , I think ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulties with the concept of <i>to be keen on</i> in the <i>Speaking tip</i> box as it may be new to them. If it is evident that not all learners understand, clarify with the use of synonyms and ask questions to check comprehension: <i>If I am keen on doing something, am I interested in doing it or not?</i>		
Resources/equipment needed: Learner's Book page 104 Activity Book page 80 Audio Tracks LB41 and AB9		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 104	Talk about it: Activity 1 1. Ask learners if they have ever had an interview either in their own language or in a foreign language. Ask them how they felt and what they talked about. 2. If nobody has ever had an interview, you may invite learners to imagine how they would feel.
Resources	Main Activity
Learner's Book page 104 Audio Track 41	Listen: Activity 2 1. Direct learners to the picture of Bader and his English teacher and tell them that they are going to listen to Bader being interviewed in English. 2. Tell learners to listen to the interview and order the topics Bader talks about. Explain that they just need to understand the gist of the conversation, rather than specific words. 3. Pause the audio if necessary. 4. Learners check their answers with a partner. Feedback Have the topics written up on the board and ask two volunteers to go and write up the corresponding numbers next to them. Answers 1 family; 2 town; 3 personality; 4 friends; 5 school; 6 sport; 7 favourite things
Learner's Book page 104 Audio Track 41	Activity 3 1. Tell learners they are going to listen to the interview with Bader again and they are going to decide if the sentences are true or false. 2. Explain that they will now need to listen for more detailed information. 3. Allow some time for them to read the sentences before doing the task. 4. Play the audio and pause as necessary. 5. Learners check answers with a partner. Feedback Ask for volunteers to offer answers and encourage them to correct the false statements. Answers 1 F (he has a younger brother called Marwan); 2 T; 3 T; 4 T; 5 T; 6 F (he's not good at any sport); 7 T Differentiation activities (Support): 1. A hard copy of the audio script may support learners at the detailed listening stage. Learners can underline the important words and use surrounding information for context clues. Differentiation activities (Stretch): 1. Learners may not need the audio to be paused during this second listening stage.

Learner's Book page 104	Activity 4 1. Ask learners to read the questions and match them to the answers. Tell them these are some of the questions they heard in the interview with Bader, so they should be able to recall some of the information to help them complete the task. 2. Learners check answers with their partner. Feedback Check the answers as a class briefly by asking which letters correspond to each number. Answers 1 d; 2 a; 3 b; 4 e; 5 c
Activity Book page 80 Audio Track 9	Pronunciation: Activity 1 1. Explain that questions in English have a special intonation depending on whether they are <i>wh-</i> questions or <i>Yes/No</i> questions. 2. On the board, write the two examples from the box on page 80. 3. Tell learners that you will pronounce each example and they should identify if your voice goes up or down at the end of the question. 4. Model the pronunciation. 5. Elicit that the <i>wh-</i> question had falling intonation and the <i>Yes/No</i> question had rising intonation. Mark the intonation pattern on each example. 6. Model again and ask learners to repeat. Learners should move hands to reflect intonation, or rise up on their toes. 7. Tell them that they are going to listen to some questions, complete the missing words and then mark the intonation. 8. Direct them to the activity and to the supporting <i>Words to remember</i> box. 9. Play the audio a few times and allow time for learners to complete the sentences and mark the intonation. 10. Learners check in pairs. Feedback Elicit the sentences onto the board and ask for volunteers to mark the intonation patterns. Check that they understand the difference in intonation patterns between the two question types. Answers 1 Where were you born? 2 What are you like? 3 Who are your best friends? 4 What are you good at? 5 Do you have a favourite sport? 6 What are your favourite things? 7 Do you have any brothers? All follow the rise–fall pattern except for numbers 5 and 7, which end with rising intonation. Differentiation activities (Support): 1. In order to focus purely on the intonation patterns and reduce the level of challenge in this task, encourage learners to fill in the missing words before they listen, using the text clues to help them. Then they only need to listen and mark the intonation patterns. 2. Learners may need to listen to more examples from the teacher before listening to the audio.

	Differentiation activities (Stretch): 1. Ask learners to formulate one more example of a question with rising intonation and a question with rise–fall intonation.		
Activity Book page 80	Speaking tip 1. Focus on the expressions in the box. Tell learners that these are useful expressions they can use to talk about themselves. 2. Give some examples of completed sentences and ask learners to give their own.		
Activity Book page 80	Vocabulary: Activity 2 1. Ask learners to look at the categories and at the expressions in the <i>Speaking tip</i> box. They match the expressions to the correct category. 2. Learners check in pairs. Feedback Check the answers as a class and advise the learners that they will have the opportunity to practise these expressions in the next lesson. Answers a 2; b 3; c 1, 4; d 6; e 5, 7 Differentiation activities (Support): 1. Provide learners with more example sentences to help them decide. 2. Ensure they understand the meanings of each category. Differentiation activities (Stretch): 1. Ask learners to provide another expression for each category (for example, another way of checking meaning/correcting yourself).		
Resources	Plenary 1. Ask learners if they think that Bader gave a good interview. 2. Ask: <i>Would you like to be interviewed? What questions would you be able to answer? What questions would you find difficult to answer? What would you say?</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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a dialogue in preparation for a listening task. Listening: To listen to an interview for specific information. Writing: To write questions in preparation for an interview. Speaking: To ask and answer questions about personal information and opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to an interview and note down missing information • identify language functions in a dialogue • prepare for an interview by writing questions • exchange personal information with a classmate in an interview.
Link to prior learning: • Personal information • Expressing likes and dislikes • Expressing opinions • Intonation in question forms 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: Vocabulary from Lessons 1–5 Key expressions/structures: <i>I really like ... , Sorry, could you repeat that? What I meant was ... , I'm not very keen on ... , I don't think ... , We both like ... , I think ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulties with word order when forming questions in the Write activity. Do the first one as an example and monitor carefully during the task, providing language support where necessary.		
Resources/equipment needed: Learner's Book page 105 Activity Book page 81 Audio Track LB42		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Remind learners of the previous lesson and ask them questions: <i>Who was being interviewed? What were the topics that they talked about? Can you remember any of the questions?</i> 2. Encourage learners to ask and answer some of the interview questions from the previous lesson.
Resources	Main Activity
Learner's Book page 105 Audio Track 42	Read and listen: Activity 1 1. Tell learners that they are going to listen to a dialogue, but first they will consider what they can do to make listening tasks easier. 2. Focus learners' attention on the <i>Listening strategy</i> box. 3. Tell learners to read the strategies that will help them to listen for specific information. 4. Ask learners to look at the photos of the two children. Where do they think the boys are from? 5. Give learners time to read the dialogue and advise them that they should be thinking about what types of words are missing. 6. Learners now listen and complete the dialogue. 7. Stop and start the audio to allow learners time to write the answers. 8. Learners check answers in pairs. Feedback Elicit the answers from the class and write up on the board. Answers 1 Tokyo; 2 brothers and sisters; 3 only child; 4 baseball and table tennis; 5 like; 6 hard-working Differentiation activities (Support): 1. In order to reduce the level of challenge and eliminate the need to listen and write simultaneously, provide the learners with the answers on cut ups. Before they listen, they work together and discuss where they might go in the text and place them in the corresponding gaps. They then listen to check their answers and move the cut-ups to the correct position if necessary. Differentiation activities (Stretch): 1. Play the audio through without pausing.
Activity Book page 81	Vocabulary: Activity 1 1. Learners work with a partner and find the expression highlighted in the dialogue to match each function. Feedback Ask learners to volunteer the matching expression for each function. After feedback, provide a brief focus on intonation by asking the learners to repeat the phrases. Time permitting, ask learners to work in pairs and roleplay the dialogue for further practice. Answers 1 Sorry, could you repeat that? 2 I really like ... ; 3 I'm not so keen on ... ; 4 we both like ... ; 5 I think ...

Activity Book page 81	Write: Activity 2 1. Focus on the question prompts in the activity and do the first one together on the board as a whole class activity. 2. Ask learners to work with a partner to form the remaining six questions. 3. Monitor and provide language support where necessary. Feedback Check that early finishers have formed the questions correctly and then ask for some of them to volunteer to write the questions on the board. Answers 1 Have you got any brothers and sisters? 2 Where were you born? 3 What are you like? 4 Who are your best friends? 5 What are your favourite subjects? 6 What is your favourite sport? 7 What are your favourite things? Differentiation activities (Support/Stretch): 1. Ask learners to work in mixed-ability pairs in order to allow for peer support.
Activity Book page 81	Talk: Activity 3 1. Learners now interview a different partner using the questions from Activity 2. 2. Remind them to use useful expressions from the previous lesson when answering the questions. 3. Also remind them to consider appropriate use of intonation when speaking. 4. Monitor closely but avoid interrupting unless absolutely necessary. Feedback Praise all learners for their contributions and their use of intonation. Ask volunteers to offer information that they heard about their partners. Differentiation activities (Support): 1. Leave the full question forms on the board so that learners can refer to them during the task. Differentiation activities (Stretch): 1. Ask learners to conduct the interview with the question prompts rather than the full question forms.
Resources	Plenary 1. Finish the lesson with a short kinaesthetic activity. 2. Ask learners to stand up and walk around the classroom until you signal them to stop (by clapping/ringing a bell). 3. At the signal, call out one of the question words: <i>What ...</i> , <i>Where ...</i> , <i>How ...</i> and learners must ask the classmate next to them a question beginning with this word. 4. After approximately 30 seconds, signal for the learners to continue walking around the room until they hear another signal to stop. 5. Repeat the procedure a couple more times.

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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (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). (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and justify answers. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 7, Lessons 1–6 • revise vocabulary related to personal characteristics, likes and dislikes and questioning • reflect on their own learning.
Link to prior learning: • Review of Unit 7, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 7, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 7, Lessons 1–6		
Common misconceptions for learner, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6.		
Resources/equipment needed: Learner's Book page 106 Activity Book page 82		

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide the learners into groups of about four or five and give each one of them a flipchart, paper and pen. 2. Tell them they have just two minutes to write down as many words and expressions as they can remember from the beginning of Unit 7. 3. Give them time reminders at regular intervals and after two minutes, call <i>Stop!</i> 4. The learners now change papers with another group who will tick off and score all the correct words. 5. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 106	Can you remember? Activity 1 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to read silently through the questions. 4. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. 5. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class.
	Answers 1 c selfish; 2 b nervous; 3 b confident; 4 b untidy; 5 c were you; 6 b are; 7 a has Sam got; 8 b keen; 9 a both; 10 a repeat
	Differentiation activities (Support): 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed.
	Differentiation activities (Stretch): 1. Learners can develop their own additional questions and swap them with a partner.
Activity Book page 82	Can you remember? Activity 1 1. Read through all the activities 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. Direct the learners to complete Activity 1 independently. Feedback Learners compare answers in pairs, then as a whole class.
	Answers 1 cheerful; 2 outgoing; 3 nervous; 4 selfish; 5 lazy

	Activity 2 1. Learners choose three adjectives to describe themselves. 2. They then compare with a partner and give reasons using the language prompts provided. Feedback Ask some learners to report back on their partner's answers. Answers Learners' own answers.
	Activities 3 and 4 1. Learners use the question words as prompts and write five questions to ask their partner. 2. Before learners ask each other the questions, review the intonation pattern for <i>wh</i>-questions and ask learners to practise the intonation together. They then ask and answer the questions. 3. To make this stage more kinaesthetic, conduct this as a mingle activity. Feedback Ask some learners to report back on some of the answers that they received. What things did their classmates have in common? Answers Learners' own answers.
	Differentiation activities (Support): 1. Tell learners to use their Learner's Book and Activity Book to support their search for information, if needed.
	Differentiation activities (Stretch): 1. Ask learners to develop additional review questions and swap with a partner, answer then compare results.
Activity Book page 82	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 a cross in the box. They can then write a short sentence, in their own language, explaining why they can't do the statement. Feedback Self-reflection.
	Differentiation activities (Support): 1. Help learners to look back through their books to identify areas of strength and weakness.
	Differentiation activities (Stretch): 1. Ask learners to search for and note down activities where they demonstrated these skills in the Learner's Book and Activity Book in Unit 7.
Resources	Plenary 1. Ask learners if they were 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 Unit 7.

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

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about free time activities; to make comparisons between their own interests/opinions and those of another person. Listening: To listen to other learners talking about their free time activities. Reading: To read an information text and a blog for gist and for specific information. Writing: To write answers at word level; to form sentences using the correct form of an adjective.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand a short information text and blog • discuss their own free time activities and interests, and compare them with those of the writer of the blog • understand the difference in usage between <i>-ed</i> and <i>-ing</i> adjectives.
Link to prior learning: • Adjectives of personality • Expressing likes and dislikes/opinions • Free time activities 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: <i>-ed and -ing</i> adjectives: <i>bored/boring, amazed/amazing, frightened/frightening, excited/exciting</i> Key expressions/structures: <i>I am + -ed</i> adjective; <i>It is + -ing</i> adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulties in grasping the differences between the concepts of <i>-ed</i> and <i>-ing</i> adjectives. Incorporate concept check questions when checking the answers to the Use of English exercise if problems are evident. • Learners may over pronounce the <i>-ed</i> endings in the adjectives. Ensure that the correct pronunciation is modelled clearly and focus on any problematic issues that may arise in subsequent feedback stages.		
Resources/equipment needed: Learner's Book page 107 Activity Book page 83		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter				
	1. Ask learners what they like to do in their free time and what sports they like to do or watch. 2. Ask what characteristics would be needed to become a great sports person.				
Resources	Main Activity				
Learner's Book page 107	Talk about it: Activity 1 1. Ask learners to look at the photos of Thuraya al Zaabi and describe them. Feedback Ask for volunteers to offer any facts they know about Thuraya al Zaabi.				
Learner's Book page 107	Read: Activity 2 1. Ask learners to read the text <i>Thuraya's story</i> to see if they were right about her and what additional information they learned. 2. Learners compare answers briefly with a partner. Feedback Ask learners which facts they already knew about Thuraya and which information from the text was new. Discuss with the class what kinds of problems she would have faced and the type of person she must be to overcome them. If learners are unsure of the word <i>stroke</i> and <i>paralysed</i>, clarify and check understanding by referring to the vocabulary box. Ask: <i>Why is she an inspiration?</i> Explain the meaning of <i>inspiration</i>. Then ask: <i>Why is she an inspiration?</i> Explain the meaning of <i>inspiration</i> if learners are not familiar with the term and then discuss the two sports that Thuraya is famous for.				
Learner's Book page 107	Activity 3 1. Ask learners to read Thuraya's <i>My Page</i> and to consider whether they have anything in common with her. 2. Learners read and discuss similarities and differences with a partner. Feedback Ask learners to put up their hands if they had anything in common and to report to the class. Encourage the use of <i>We both like ...</i>. Ask learners what they think of Thuraya's advice and what they think she means.				
Activity Book page 83	Vocabulary: Activity 1 1. Ask learners to read the <i>My Page</i> in the Learner's Book again and find adjectives that describe the situations and feelings. 2. Learners check with a partner. Feedback Ask for volunteers to offer their answers and write the adjectives on the board in two columns: <table> <tr> <td><i>exciting</i></td><td><i>relaxed</i></td></tr> <tr> <td><i>amazing</i></td><td><i>bored</i></td></tr> </table>	<i>exciting</i>	<i>relaxed</i>	<i>amazing</i>	<i>bored</i>
<i>exciting</i>	<i>relaxed</i>				
<i>amazing</i>	<i>bored</i>				

	Answers Being in competitions – exciting Being with family – relaxed Competing at the London Paralympics – amazing Dislikes – feeling bored Differentiation activities (Support): 1. Give learners more help with locating the words within the text by assisting them with clues. Differentiation activities (Stretch): 1. Ask learners to produce a list of other <i>-ed</i> and <i>-ing</i> adjective pairs that they know.
Activity Book page 83	Use of English: Activity 2 1. Ask learners to refer back to the answers on the board from the last activity. 2. Tell them to look at the spellings of the adjectives in the first column and ask what they notice about the similarities (<i>-ing</i> endings). Then do the same for the adjectives in the second column (<i>-ed</i> endings). 3. Ask them if the word <i>bored</i> can be changed to <i>boring</i>. Learners will be aware of both of these terms and should answer <i>Yes</i>. 4. Ask: <i>What is the difference in meaning?</i> Encourage learners to give a sentence demonstrating each form. 5. If learners have a problem with this, then provide them with two clear examples and ask concept check questions to reinforce understanding. 6. Learners then complete the <i>Use of English</i> box with the rules. Feedback Whole class feedback. Answers Learners' own answers.
Activity Book page 83	Activity 3 1. Tell learners to choose the correct form of the adjectives and complete the sentences. 2. Then they talk about the statements with their partner. 3. Monitor and provide language support where necessary. Feedback Check the answers together and ask concept check questions to ensure understanding of the difference in usage between <i>-ing</i> and <i>-ed</i> adjectives. Answers 1 amazed; 2 frightened; 3 boring; 4 exciting
Activity Book page 83	Challenge: Activity 4 1. Learners list the adjective forms they didn't use in the sentences in Activity 3 and use these words to write new sentences. 2. If time is tight, you may prefer for learners to do this as a speaking task in pairs. Answers Learners' own answers.

Resources	Plenary		
	1. Ask learners to stand up and form circles in groups of six. 2. Learners take it in turns to recall one fact that they have learned about Thuraya al Zaabi. 3. When they have finished, brainstorm as many facts as the class can remember collectively and write the key facts on the board.		
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. (G5.3.4.1.1) 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. (G5.3.4.2.3) Apply knowledge of prefixes (for example, <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>) suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>), roots, word patterns and known words to determine word meanings. (G5.3.4.2.4) Distinguish shades of meaning among closely related words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a blog for specific information. Speaking: To talk about likes/dislikes, feelings and emotions. Listening: To listen to a classmate talk about their likes/dislikes, feelings and emotions. Writing: To write about likes/dislikes, feelings and emotions using <i>-ed</i> and <i>-ing</i> adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand a text about a paralympic sportsperson • share personal information about likes and opinions • consolidate their knowledge of <i>-ed</i> and <i>-ing</i> adjective forms through further written and oral practice.
Link to prior learning: • Adjectives of personality • Expressing likes and dislikes/opinions/feelings • Free time activities 21st Century Skills: • Social and Cross-Cultural Skills: Introduce learning to develop, implement and communicate new ideas to each other effectively in English.		
Key vocabulary: <i>-ed and -ing</i> adjectives: <i>bored/boring, amazed/amazing, frightened/frightening, excited/exciting, interested/interesting, relaxed/relaxing</i> Key expressions/structures: <i>I am + -ed</i> adjective; <i>It is + -ing</i> adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may continue to have difficulties in grasping the differences between the concepts of <i>-ed</i> and <i>-ing</i> adjectives. This may necessitate more exemplification and clarification prior to each of the tasks.		
Resources/equipment needed: Learner's Book page 108 Activity Book page 84		

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember about Thuraya al Zaabi from the previous lesson. 2. Which adjectives could they use to describe her?
Resources	Main Activity
Learner's Book page 108	Read: Activity 1 1. Focus learners on the picture of Natalie and ask them to describe her and what she might have in common with Thuraya al Zaabi. 2. Learners read and match the headings to Natalie's blog. 3. They compare their answers with a partner. Feedback Check as a class and then ask learners if they could see any more similarities between Natalie du Toit and Thuraya al Zaabi. Encourage them to use the language: <i>They both ...</i> Answers 1 City, country; 2 Family; 3 Personality; 4 Best feeling; 5 Favourite place; 6 A dream come true; 7 Advice to others
Learner's Book page 108	Use of English: Activity 2 1. Learners circle the adjective that best describes how Natalie feels about some things from her profile. 2. Explain that these words are not explicitly used in the text and that learners need to understand the rules in order to choose which adjective to circle. 3. Point out the reminder in the <i>Language tip</i> box. 4. Learners then compare their answers with a partner and discuss any differences. Feedback Ask learners to volunteer answers and in order to check comprehension fully, ask them why it was that particular answer. If there are still difficulties in understanding the conceptual differences between <i>-ed</i> and <i>-ing</i> adjectives, provide more examples that clearly illustrate the distinction. Answers 1 relaxed; 2 amazing; 3 exciting
Activity Book page 84	Use of English: Activity 1 1. Ask learners to choose the correct form of the adjectives to complete the sentences. 2. In order to personalise this task, ask the learners to decide if they agree or disagree with each sentence by marking it with a tick or a cross. 3. Learners compare answers/opinions in small groups. 4. Monitor and check that all answers are correct. Feedback If it was clear that there were still some issues with choosing the correct adjective forms, then more clarification may be necessary. Otherwise, ask for a show of hands for each statement to indicate who agreed/disagreed with the given opinion. Note that for question 4, learners could choose several different answers. Focus on the adjective form and award the correct answer as long as they have chosen the <i>-ing</i> form. Answers 1 boring; 2 frightened; 3 excited; 4 interesting/boring/exciting; 5 bored

	Differentiation activities (Support): 1. For extra guidance, advise learners that they will need to use three <i>-ed</i> adjectives and two <i>-ing</i> adjectives from the box. 2. You may wish to provide the first letter for each answer so that learners can focus on the adjective forms.
	Differentiation activities (Stretch): 1. Ask learners to make sentences with the three adjectives in the box that did not fit in any of the gaps.
Activity Book page 84	Write: Activity 2 1. Ask learners to complete the sentences with their own ideas using <i>-ing</i> or <i>-ed</i> adjectives. 2. Learners check with a partner and discuss how they are similar and different. 3. Monitor and provide language support. Feedback Ask for volunteers to offer their answers and then ask the class if they feel the same or different. Answers Learners' own answers.
	Differentiation activities (Support): 1. Stage this activity slightly differently and make it more kinaesthetic by asking this group of learners to complete a specific sentence. 2. Ask learners to stand up and mingle to see if they can find someone who has used the same adjective as they have. 3. Ask them to stand next to any classmates who have the same answer. 4. Repeat the process for another question.
	Differentiation activities (Stretch): 1. Ask learners to exchange their answers with a partner. 2. They could then write a short paragraph summarising the information about their partner: <i>My partner's favourite thing is ... because ...</i> 3. Monitor and provide any necessary language support.
Resources	Plenary 1. Ask learners to stand up and they can only sit down if the following statements (dictated by the teacher) are true for them: • <i>My favourite time of the day is morning.</i> • <i>I am frightened of spiders.</i> • <i>I think Maths is very interesting.</i> 2. Keep going with additional sentences until there is nobody left standing.

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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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. (G5.3.4.2.3) Apply knowledge of prefixes (for example, <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi</i>), suffixes (for example, <i>-er</i> , <i>-est</i> , <i>-ful</i>), roots, word patterns and known words to determine word meanings.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about an inspirational person and to discuss ideas expressed in a poem. Listening: To listen to a poem. Reading: To read a poem for pleasure and to develop their ability to infer meaning. Writing: To write definitions for new words.		Learning outcomes: By the end of the lesson, learners will be able to ... • describe an inspirational person • read and listen to a poem for pleasure • examine a poem in some detail in order to match lexis to definitions and to infer meaning of unknown expressions.
Link to prior learning: • Vocabulary of sports and activities • Adjectives to describe personality • <i>To be good at + -ing</i> form • Present simple 21st Century Skills: • 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>a dozen, fault, champion, wrestle, impressive, comb, juggle, expert</i> Key expressions/structures: phrases that mean <i>to be good at</i> something: <i>like an expert, quite a, something of a, a champion at, great at, masterful at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In the first <i>Talk about it</i> task, some learners may not be able to think of an inspirational person that they can discuss. Advise them that they can choose a teacher, a member of their family or even a fictional character. They may also have difficulty articulating their ideas and therefore lapse into L1. Provide some examples of useful language on the board if this is the case: <i>An inspirational person for me is ... because He/She is very (+ character adjective).</i>		
Resources/equipment needed: Learner's Book page 109 Activity Book page 85 Audio Track LB43		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the phrase <i>multi-talented</i> on the board. 2. Ask for ideas about meanings and explain that <i>multi</i> means <i>more than one</i>. 3. Encourage learners to suggest a complete explanation of the meaning now that they have further information. 4. Ask what talents they would like to have if they were multi-talented. 5. Explain that these don't have to be realistic and that they could pick anything.
Resources	Main Activity
Learner's Book page 109	Talk about it: Activity 1 1. Ask learners to talk in pairs about people who inspire them and why. 2. Demonstrate this task with an example so learners have a model of what language they can use in their description. 3. Encourage the listeners to listen actively and ask follow-up questions if possible. Feedback Ask for two or three volunteers to report back on what their partner told them.
Learner's Book page 109 Audio Track 43	Read and listen: Activity 2 1. Tell learners they are going to listen to a poem about a teacher in England. This poem was written by one of his pupils who loves writing. 2. Ask learners to listen and read and decide if the pupil who wrote the poem is impressed by his teacher's abilities. Feedback Ask for a show of hands as to who thinks that the writer is impressed. Ask learners to justify their answers. Answers Possible answers Yes, the writer is impressed. This is evidenced by positive adjectives such as <i>impressive, great, good</i> and the nouns <i>expert</i> and <i>champion</i>. Differentiation activities (Support): 1. As the learners listen and read, mime the actions in the poem to aid understanding. Differentiation activities (Stretch): 1. Get learners to listen to the poem without reading at this stage.

Learner's Book page 109	Activity 3 1. Ask learners to read the poem again silently. They must then look at each picture and decide which line of the poem it is illustrating. 2. Learners match each picture to a line of the poem. 3. Learners work individually and then check their answers with a partner. Feedback Write the numbers 1–5 up on the board. Call out a number and ask learners to find the correct line in the poem and read it out. You could play this as a speed game. Answers Picture 1 - line 14; Picture 2 - line 8; Picture 3 - line 3; Picture 4 - line 15; Picture 5 - line 18 Differentiation activities (Support): 1. Draw learners' attention to the Vocabulary box on page 109, to help with challenging vocabulary.
Activity Book page 85	Read: Activity 1 1. Learners read the sentences about the poem and decide if they are true or false. 2. They check their answers with a partner and discuss any differences. 3. Learners then correct the false sentences. Feedback Ask for volunteers to offer their answers and to correct any false statements. Answers 1 F (He rides a horse like an expert); 2 T; 3 F (he can speak a dozen languages); 4 T; 5 F (the writer wishes the teacher would learn to comb his hair)
Activity Book page 85	Word study: Activity 2 1. Ask learners to look at the definitions and match them to the highlighted words in the poem. 2. Learners check their answers with a partner. 3. Monitor and provide assistance if necessary. Feedback Ask which pairs would like to volunteer answers and ask them to show the highlighted word in the text. Concept check if there were any problems with understanding. Answers 1 a dozen; 2 faults; 3 champion; 4 to wrestle
Activity Book page 85	Read: Activity 3 1. Tell learners to read the poem again. They find and underline the phrases that mean <i>to be good at something</i>. 2. Learners work individually and then check their answers together. 3. Monitor and provide support as necessary. Feedback If possible, have the poem projected on the whiteboard. Ask for volunteers to go and underline the phrases. Otherwise, ask learners to call out the line references. Answers like an expert, quite a, something of a, a champion at, great at, masterful at, good at

	Differentiation activities (Support): 1. To reduce the level of challenge and time spent, ask learners to find four phrases in the poem. 2. These learners could underline the phrases rather than writing them out.		
	Differentiation activities (Stretch): 1. Ask learners to use these phrases to make additional sentences to describe either a real/fictional person.		
Activity Book page 85	Challenge: Activity 4 1. Ask learners to find the definitions of these words in a dictionary. 2. Then they work in pairs and write the definitions. Feedback After finishing, they join up with another pair and test each other to check understanding, using their definitions.		
	Answers		
	Possible answers		
	1 ~~S~~ omething you admire or respect because it is special or important. 2 ~~T~~ o tidy your hair using a comb. 3 ~~T~~ o throw objects in the air and catch them. 4 ~~A~~ person with a skill or high level of knowledge about something.		
Resources	Plenary		
	1. Finish the lesson with an engaging kinaesthetic task. Ask the learners to stand up. 2. Recite the poem again and as you do so, ask the learners to mime the actions. 3. You might want to demonstrate this first by asking four learners to the front of the class and they mime along to the first verse.		
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. (G5.3.4.2.4) Distinguish shades of meaning among closely related words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To practise reading a poem to raise awareness of rhyming words. Listening: To listen to and identify rhyming words. Speaking: To discuss ideas for writing tasks. Writing: To write poems about talented and inspirational people/characters.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify rhyming words and understand how they are used in poems • extend and reinforce their knowledge of words and expressions related to physical qualities and talents • develop their writing skills by creating short poems about talented people/characters.
Link to prior learning: • Awareness of rhyming words • Expressions for being <i>good at</i> something 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills.		
Key vocabulary: Rhyming words: <i>hair/bear, rings/things, possess/chess, cars/stars, great/wait; talent, impressive</i> Key expressions/structures: Phrases that mean <i>to be good at</i> something: <i>like an expert, quite a, something of a, a champion at, great at, masterful at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have problems identifying which words rhyme when the spellings are not similar (<i>hair/bear; great/wait</i>). If this is a common problem, then pause the activity and model the pronunciation of these words to make the task more manageable.		
Resources/equipment needed: Learner's Book page 110 Activity Book page 86 Audio Track LB44		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Discuss features of poems and the fact that some poems have rhyming words in them. 2. Play a rhyming game. Call out a word and encourage learners to respond with a word that rhymes. Possible words (covered previously in Unit 1) could be: <i>tall – wall; trees – bees; doors – floors; sun – run; bold – cold; said – head; house – mouse; dad – glad.</i>
Resources	Main Activity
Learner's Book page 110	Talk: Activity 1 1. Ask learners to read the poem out loud together with a partner (page 109). 2. What do they notice about the last words of the second and fourth line of each verse? 3. Monitor and listen to learners' pronunciation. Feedback Praise the learners for their pronunciation and ask what they notice about the words at the end of the second and fourth lines.
	Answers They sound the same/they rhyme.
	Differentiation activities (Support): 1. Ask learners to read just the first three verses of the poem.
	Differentiation activities (Stretch): 1. Encourage learners to focus on rhythm and intonation, and also to dramatise the reading.
Learner's Book page 110 Audio Track 44	Word study: Activity 2 • Ask learners to work with a partner and read the words in the circles and match those that rhyme. • When they have finished, tell them they are going to listen to the audio and check if their answers are correct. • If necessary, play the audio twice. Feedback Ask pairs to volunteer the answers. One learner reads one word and their partner reads the word that rhymes. Assist if there are any difficulties with pronunciation.
	Answers hair – bear; rings – things; possess – chess; cars – stars; great – wait
Learner's Book page 110	Write: Activity 3 1. Focus on the unfinished sentences and the words in the box. 2. Ask learners to complete the poem with words from the box or with their own ideas. 3. Monitor and provide language support and/or correction if required. 4. Learners compare their poems together. Feedback Ask for volunteers to read their poems out to the class.

	Answers Possible answers He/She's good at playing the oud, He/She likes ... painting pictures/riding horses/playing (musical instrument/sport), He/She's masterful at archery, And not bad at driving cars. Differentiation activities (Support): 1. To reduce the level of challenge and provide more language support, ask these learners to use only the words from the box. Differentiation activities (Stretch): 1. Ask these learners to use different endings to those given in the box and use rhyming words for lines two and four if possible.
Activity Book page 86	Vocabulary: Activity 1 1. Direct learners to the picture of Machine Man and ask learners what words or expressions they could use to describe him. 2. Learners then work independently and complete the sentences with a word from the box. 3. After finishing, they check answers with a partner. Feedback Write the numbers 1–5 on the board and ask some of the learners who have finished checking answers with a partner to write the corresponding answers. Answers 1 dozen; 2 juggle; 3 champion; 4 wrestles; 5 impressive
Activity Book page 86	Activity 2 1. Write the headings <i>Physical qualities</i> and <i>Talents</i> on the board. 2. Ask learners to describe the physical characteristics of Machine Man and note their ideas on the board; for example, <i>big arms</i>. 3. Ask learners under which heading they would put <i>pick up a dozen cars</i> and establish that this is a talent. 4. Ask learners for other ideas of the things they could add under the two headings. Explain that they can use the ideas from the profile in Activity 1 and the artwork. 5. Learners then work in pairs to complete the table. Feedback Learners share the information in their tables in small groups. Answers Physical qualities: big arms, tall/big, strong, large feet/hands Talents: he can pick up a dozen cars and throw them, he's a champion skier, he wrestles with tigers, he paints impressive pictures.
Activity Book page 86	Write: Activity 3 1. With the whole class, build up a poem about Machine Man on the board using the writing frame. 2. Write the first line, <i>His arms ...</i>, and elicit as many suitable endings as possible. 3. Repeat line by line. 4. Learners choose which endings they prefer for each line and then write their own version. Feedback See Plenary.

	Differentiation activities (Support): 1. Ask these learners to write the whole-class poem into their books rather than making up their own additional poem.		
	Differentiation activities (Stretch): 1. These learners shouldn't need as much modelling. 2. Encourage them to use their own ideas for the poem.		
Resources	Plenary		
	1. Encourage learners to read out their poems. 2. Take a class vote on the best poem and congratulate the winner.		
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: (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single- and multi-syllable words.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 7	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 tell classmates about likes and dislikes. Listening: To listen to classmates' likes and dislikes.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 7, Lessons 8–11 • reflect on their own learning.
Link to prior learning: • Vocabulary and structures from Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 7, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 7, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11		
Resources/equipment needed: Learner's Book page 111 Activity Book page 87 Small pieces of paper with rhyming words written on		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the learners to recall what they have learned so far in the second part of Unit 7 and write their answers on the board. 2. Revise words and expressions by having a team competition. 3. Ask questions linked to: <i>-ed</i> and <i>-ing</i> adjectives, rhyming words and phrases for being good at something.
Resources	Main Activity
Learner's Book page 111	Can you remember? Activity 1 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. Ask learners to turn to page 111 and to read silently through the questions. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers 1 c frightened; 2 a interesting; 3 b amazing; 4 c boring; 5 a relaxed; 6 b playing; 7 b at; 8 c champion; 9 b impressive; 10 a hear Differentiation activities (Support): 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support in understanding the questions. 3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Having checked that they have the correct answers, ask these learners to help their peers in the support group if more help is needed.
Activity Book page 87	Can you remember? Activity 1 1. Look at the activity with the class and encourage learners to offer one or two suggestions. 2. Advise learners that they have a few minutes to look back through their books to find other examples. 3. Learners complete the activity independently and then exchange their sentences with another learner, who checks the grammar and spelling. 4. Monitor and collect common errors. Feedback Focus on any problematic issues that arose by asking learners to identify and correct errors on examples of language written on the board. Answers Learners' own answers.

Activity Book page 87	Activity 2 1. Learners work individually and complete the sentences. 2. Explain that they should use <i>-ing</i> and <i>-ed</i> adjectives where appropriate. 3. Learners then mingle to see if they can find anyone with the same answers. Feedback Ask some learners to report back on the activity by saying how many classmates they found with the same/similar answers. Answers Learners' own answers.
Activity Book page 87	Activity 3 1. Before starting the activity, pronounce the words in the activity with the class so that they are aware of the correct pronunciation. 2. Encourage learners to practise the pronunciation of the word pairs. 3. Learners match the words that rhyme by drawing lines to join them. 4. Monitor and provide support as necessary. 5. Ask early finishers to write down additional rhyming words. Feedback Write each word on the board and brainstorm for all the rhyming words that the learners identified. Answers true – blue; past – fast; tree – three; hair – share Differentiation activities (Support): 1. Ask learners to use their Learner's Book and Activity Book to support their search for information. Differentiation activities (Stretch): 1. Ask learners to develop additional review questions and swap with a partner.
Activity Book page 87	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 a cross in the box. They can then write a short sentence in their own language explaining why they can't do the statement. Feedback Self-reflection. Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 7 if needed to make link between lexis and content. Differentiation activities (Stretch): 1. Ask learners to 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 7.
Resources	Plenary
Pieces of paper with pairs of rhyming words	1. Finish with a quick game of '<i>Whispering race</i>'. 2. Divide the class into two groups (group A and group B) and ask each group to stand in a line, one behind the other, facing the board. 3. Give the learner at the top of each line a board pen.

4. Ask the learner at the end of each line to turn around so that they are facing the back of the class and show each of these learners one of the pieces of paper with a word on it. For example, show learner A the word <i>hair</i> and learner B the word <i>bear</i>. 5. These two learners then whisper the word to the next learner in the line, and this learner whispers to the next and so on up the line until it reaches the learner with the pen. 6. The learner with the pen must then write the word on the board. 7. Award one point to the group that finishes first and with the correct spelling. 8. Ask the learner at the front to move to the back and then repeat the process a few more times.			
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). (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to interviews for specific information. Speaking: To ask and answer questions about personal information. Writing: To use learned phrases and complete sentences about an inspirational person.		Learning outcomes: By the end of the lesson, learners will be able to ... - consolidate their learning from Unit 7 through review tasks - reflect on the new knowledge they have gained.
Link to prior learning: - Vocabulary and structures from Unit 7 21st Century Skills: - Not applicable		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Refer back to Lessons 1–6 and 8–11 for guidance		
Resources/equipment needed: Learner's Book page 112 Audio Track LB45 Blank A4 pieces of paper		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a warm-up game of your choosing with some vocabulary from the unit. For example, adjectives of personality, <i>-ed</i> or <i>-ing</i> adjectives, words/phrases for being <i>good at</i> something.
Resources	Main Activity
Learner's Book page 112 Audio Track 45	Listen: Activity 1 1. Learners listen to the interviews and complete the table. 2. Ask learners to check in pairs before going over the answers as a whole class. 3. You may need to play the audio twice. It may help to pause the audio to help learners keep up. Feedback Copy the table onto the board and ask some of the early finishers to write in the answers. Answers Peng; 11; skating, violin; shy Maria; 12; basketball; generous, outgoing Brad; 11; surfing; cheerful, confident
Learner's Book page 112	Talk: Activity 2 1. Learners work with a partner and ask and answer questions using the prompts provided. 2. Monitor and make notes of common errors for feedback. Feedback Ask for volunteers to report back on their partner's answers. Follow up with feedback on language successfully used and give examples. If there were any common errors, write these on the board and ask learners to identify and correct them. Answers Learners' own answers. Differentiation activities (Support): 1. To reduce the level of challenge, give these learners more detailed prompts or the completed questions. Differentiation activities (Stretch): 1. Ask these learners to write additional questions to ask their partner.
Learner's Book page 112	Write: Activity 3 1. Ask learners to think about somebody who inspires them. Tell them to reflect on what makes this person so special. Then ask them to complete the sentences about them. They should do this on a separate piece of paper. 2. Circulate, helping with additional vocabulary if necessary. Feedback Collect in learners' work and stick to the classroom walls (if possible) or on desks around the room. Ask learners to circulate and read their classmates' descriptions. Answers Learners' own answers.

	Differentiation activities (Support): 1. Provide these learners with a list of lexis that they can use to complete the sentences, thus helping them with ideas and also with spellings.		
	Differentiation activities (Stretch): 1. Challenge these learners by asking them to try to make some of their sentences rhyme.		
Resources	Plenary		
	1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Look briefly at the projects for next lesson and explain that learners could start thinking about the projects and research/bring in relevant information for the next lesson.		
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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (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. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partner's ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. Reading: To read preparatory notes, refer to Unit 7 content. Writing: To make a poster about a famous person or a <i>My Page</i> blog in the form of a poster.		Learning outcomes: By the end of the lesson, learners will be able to ... • organise and manage their time • create a project based on their learning in Unit 7.
Link to prior learning: • Unit 7 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 7, Lessons 1–12		
Resources/equipment needed: Learner's Book page 113 Writing and drawing supplies, A3 sheets of paper, scissors, glue, Internet access or reference books, magazines, information from home to help with project		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 113	1. Introduce the lesson by telling learners that they are going to create either their own project about a famous person or a <i>My Page</i> profile. 2. Show learners the project information on page 113 of the Learner's Book. 3. Tell learners to read the questions and explain that they need to find the information for each of the questions to organise their project. They will be organising their information in a poster. 4. Give learners time to explore both options and to decide (with teacher guidance) which project they are going to do. (See differentiation below.)
Resources	Main Activity
	Project 1: Research your project 1. Learners spend time researching a famous person using a variety of means. 2. Encourage them to introduce any interesting additional information they may find. 3. Learners work individually to note down the information they need. 4. Encourage them to make notes for each of the questions in the instructions and any other interesting facts that they discover. Tell them they also need to find a photo of their famous person and print this if possible. 5. Monitor and support whilst learners work. Project 2: Research your project 1. Learners decide how many categories they are going to include in their blog and write them as headings. They can also sketch the main layout of their page and look at design features they wish to include. 2. They then make notes of the information they wish to include under each of the headings. 3. Afterwards, they look for pictures in magazines or on the Internet that they can use for their poster presentation and decide if they need to bring any family photographs in for the next lesson. 4. Monitor and support whilst learners work. Feedback No open class feedback at this stage. Peer feedback in the next lesson. Differentiation activities (Support): 1. These learners would benefit from working in a pair and therefore project 1 would be more appropriate. 2. Learners could use the blog information of the two famous athletes presented earlier in Unit 7 to find information for their poster. Differentiation activities (Stretch): 1. These learners could work independently on project 1 and include a wider range of subject headings.

	Prepare your project (both projects) 1. Firstly, learners need to design the layout of the poster and make a rough sketch. Then they work on creating the final product using the necessary materials. 2. Ask learners to help each other with correct spellings and grammar. 3. Provide any necessary guidance when monitoring. 4. When learners have finished, they plan how they are going to present their project orally to their classmates. 5. If they are working in a pair, they should both be speaking for an equal amount of time. 6. Continue to monitor and support where needed. 7. Time permitting, learners can rehearse their presentations. Monitor and help out with any pronunciation difficulties. Feedback No open class feedback at this stage. Peer feedback in the next lesson.		
Resources	Plenary 1. Focus on any problematic areas of pronunciation that may have arisen during the preparation/rehearsal stage. 2. Praise the learners for what they have achieved in the lesson.		
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: Project 1: (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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats. Project 2: (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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To take notes, self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 7 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 7, Lessons 1–12		
Resources/equipment needed: Learner's Book page 113 Resources from Lesson 14, plus any additional resources learners need for their presentations		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	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
Learner's Book page 113	Presentation preparations 1. Give learners time to gather their materials for their presentation and to rehearse if necessary. 2. 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. 3. Decide on a running order.
	Presentation 1. Select learners to present their projects to the class. 2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner and with a suitable pace.
	Feedback Enable listening learners to ask the presenting learner questions about the presentation. Discuss features of each presentation and ask learners to focus on what worked well and why it worked well.
	Differentiation activities (Support): 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you for help. 2. If they make errors but are able to continue then let them. This builds confidence in speaking with a focus on fluency in the moment.
	Differentiation activities (Stretch): 1. Encourage learners to dramatise their presentation.
	Self-reflection 1. Advise learners that they are going to review their own presentation. 2. Ask the following questions: • <i>What went well?</i> • <i>What would you change?</i> • <i>What did you like about the other groups' presentations?</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.
	Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. 2. Learners can write single words to jog their memories later.

	Differentiation activities (Stretch): 1. Advise learners that they can take expansive notes or use mind maps to note their thoughts.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their work to the wall to create a class display and encourage learners to walk around and read their peers' work. 3. Ask learners to applaud themselves for a job well done.		
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 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe illnesses and symptoms. Listening: To listen to descriptions of illnesses for gist and specific detail. Reading: To read words related to illnesses and symptoms.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand and use lexis and expressions related to health and illness • listen to descriptions of illnesses and match them to illustrations and words • identify symptoms of illnesses.
Link to prior learning: • Parts of the body • Illnesses 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English.		
Key vocabulary: Parts of the body: <i>head, ear, throat, stomach, nose</i> Common illnesses and symptoms: <i>sore throat, cold, cough, earache, fever, headache, stomachache, energy, voice, feel sick, stomach, hurt, blocked nose, sneeze</i> Key expressions/structures: <i>I've got ... /I feel ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have problems grasping some of the concepts of the target language, especially any terms that may be new for them. Reinforce meaning by asking questions to check understanding. For example, <i>If I have a blocked nose, is it easy to breathe?</i> (No.) <i>Can I speak if I have lost my voice?</i> (No.) <i>Is it easy to eat when I have a sore throat?</i> (No.) <i>Why?</i> (Because it hurts.) • Learners may have some problems with individual sounds in words, particularly where there is no spelling–sound correlation; for example, <i>cough, ache</i>. Ensure that the pronunciation is modelled clearly and focus on any problematic issues that may arise in speaking activities in subsequent feedback stages.		
Resources/equipment needed: Learner's Book page 114 Activity Book page 88 Audio Track LB46 and AB10		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how they are feeling today and if they ever get ill. 2. What illnesses have they had? Elicit some names of illnesses; for example, <i>flu</i>, <i>a cold</i>, <i>a cough</i> and write them on the board. 3. Play a miming game where learners guess the illness that you are miming, chosen from one of the words on the board.
Resources	Main Activity
Learner's Book page 114	Talk about it: Activity 1 1. In pairs, learners talk about illnesses. They ask each other about the last time they were ill, the symptoms they had and at which time of the year they get ill more frequently. 2. It will be necessary to introduce and check understanding of the term <i>symptom</i>. 3. Circulate, helping with language as needed. Feedback Ask for some volunteers to report back on what their partner has told them.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. It may be necessary to feed in useful vocabulary and expressions to these learners when monitoring.
	Differentiation activities (Stretch): 1. Learners can make notes of their partner's answers.
Learner's Book page 114	Word study: Activity 2 1. Focus on the pictures. 2. Ask learners to work in pairs and match the words in the box to the pictures. 3. Which illness can't they find? 4. Encourage learners to look up words they don't know in a dictionary. 5. To help develop study skills, ask learners to write down the words and the meanings in their notebook. Feedback 1. Ask volunteers to raise hands to offer answers. 2. Ask concept check questions to reinforce meaning. 3. Model the pronunciation of the words and ask learners to repeat them. 4. Personalise the task by asking: <i>Which of these illnesses have you had?</i>
	Answers a a cough; b a cold; c a fever; d sore throat; e a headache; f stomachache The illness they won't find is <i>earache</i> .
	Differentiation activities (Support): 1. Review relevant parts of the body: <i>ear</i>, <i>head</i>, <i>stomach</i> and <i>throat</i> before starting the task.
	Differentiation activities (Stretch): 1. Ask these learners to model the pronunciation in feedback.

Learner's Book page 114 Audio Track 46	Listen: Activity 3 1. Tell learners they are going to listen to the conversations between a doctor and some patients. They decide which illness the patients are suffering from. 2. Play the audio and pause after each speaker and ask learners to check their answers in pairs. 3. Play the audio a second time if necessary. Feedback Ask learners which illness each speaker is suffering from. Encourage them to explain their choices. Answers 1 stomachache 2 sore throat 3 earache and a cold Differentiation activities (Support): 1. A hard copy of the audio script may support understanding of vocabulary. Learners can underline the important words and use surrounding information for context clues. Differentiation activities (Stretch): 1. Ask these learners to justify their answers in feedback by pinpointing the contextual clues.
Activity Book page 88 Audio Track 10	Vocabulary: Activity 1 1. Focus on the list of symptoms in the box. 2. Tell learners that you will mime each of the symptoms and they should guess which one it is. 3. Ask questions to check understanding of any terms that are problematic. 4. Model the pronunciation of the symptoms and ask learners to repeat. 5. Then ask learners to listen again to the audio and match the symptoms they hear to the person. 6. Pause after each speaker and give learners time to check their answers in pairs. Feedback 1. Ask for volunteers to offer their answers. 2. Focus on any problematic areas of meaning and/or pronunciation. Answers 1 Maria: 7 – stomach hurts, 3 – feel sick 2 Abdul: 8 – throat hurts, 2 – lost voice 3 Jess: 4 – sneezing, 5 – cough, 6 – ear hurts, 9 – blocked nose, 1 – no energy Differentiation activities (Support): 1. Ask learners to listen for one of the symptoms in each conversation. Differentiation activities (Stretch): 1. Ask learners to choose two of the symptoms and write definitions. 2. They then read out the definitions for their partner to guess.
Activity Book page 88	Activity 2 1. Learners work in pairs to categorise the words and then write the symptoms next to the illness.

	Feedback 1. Have the empty table copied onto the board and elicit and write up answers. 2. Alternatively, feedback could be made more learner-centred and kinaesthetic by having the symptoms and illnesses on cut up pieces of paper. The learners can then go to the board and stick the words under the corresponding headings. 3. Be sure to concept check where there have been difficulties in understanding. 4. It may also be necessary to focus on problematic areas of pronunciation.		
	Answers		
	Illness	Symptom	
	a sore throat	throat hurts, lost voice	
	stomachache	stomach hurts, feel sick	
	a headache	head hurts	
a cold	blocked nose, sneezing, no energy, a cough		
	Differentiation activities (Support): 1. Give learners the number of symptoms they are looking for, for each illness. 2. You may wish to provide the first letter for each illness as an additional prompt.		
	Differentiation activities (Stretch): 1. Learners can work independently, without prompts. 2. Learners can note down the answers by making full sentences: <i>She's got stomachache, so she feels sick and her stomach hurts.</i>		
Resources	Plenary		
	1. Finish with a kinaesthetic activity. 2. Ask learners to stand up. 3. Read out one of the illnesses or symptoms and encourage learners to mime the action associated with it. 4. Repeat with other illnesses/symptoms.		
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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown of words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and discuss answers to tasks. To practise short dialogues asking and answering about symptoms and illnesses. Reading: To read short notes for detailed understanding. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... - consolidate their knowledge of the vocabulary from the previous lesson through additional word study tasks - read short notes in order to identify correct usage of words that go together - complete short dialogues about symptoms and illnesses - identify words that go together with <i>have got</i> and <i>feel</i>.
Link to prior learning: - Parts of the body <i>Have got</i> plus noun and <i>feel</i> plus adjective - Illnesses and symptoms 21st Century Skills: - Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: Parts of the body: <i>head, ear, throat, stomach, nose</i> Common illnesses and symptoms: <i>sore throat, cold, cough, earache, fever, headache, stomachache, energy, voice, feel sick, stomach, hurt, blocked nose, sneeze, tired</i> Key expressions/structures: <i>I feel/She feels ...</i> <i>I've got/She's got ...</i> <i>What's the matter?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: - Learners may continue to have problems with some of the concepts introduced in the previous lesson. Continue to reinforce meaning by asking concept check questions in feedback stages. - Pay particular attention to the difference between <i>feeling cold</i> and <i>having a cold</i> as this can be quite confusing.		
Resources/equipment needed: Learner's Book page 115 Activity Book page 89 Audio Track LB47		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Brainstorm as many words as possible that learners can remember from the previous lesson and write them on the board.
Resources	Main Activity
Learner's Book page 115 Audio Track 47	Word study: Activity 1 1. Lead in to this review of words that go together by placing the words <i>feel</i> and <i>have got</i> on the board. 2. Say a word or expression from the unit, for example <i>a cold</i> , and ask learners to call out the correct verb that goes with it. 3. Refer to the <i>Language tip</i> and then repeat this for some of the words that go together from the previous lesson. 4. Learners work in pairs and match the illnesses with the words that go together. 5. Ask them to complete the sentences using <i>I've got/I feel</i> , <i>He/She feels</i> or <i>He's/She's got</i> . 6. Time permitting, play the audio for learners to check their answers. Feedback Write the two headings on the board: <i>I feel</i> and <i>I've got</i> , and ask some of the early finishers to go and write their answers on the board. Answers I feel: sick; tired I've got: a cough; a fever; a blocked nose; no energy; a cold
	Differentiation activities (Support): 1. Before starting the task, go over the rules again for <i>have got</i> plus noun and <i>feel</i> plus adjective. 2. Do one or two examples from the task with the learners.
	Differentiation activities (Stretch): 1. When listening to the audio to check the answers, ask the learners to write down the full sentences in which these words that go together appeared.
Learner's Book page 115	Activity 2 1. Ask learners to work individually to complete the sentences using <i>He/She feels</i> or <i>He's/She's got</i> . 2. Learners check their answers in pairs. Feedback Ask the question <i>What's the matter?</i> for each sentence and ask volunteers to raise hands to offer answers.
	Answers 1 He's got a headache. 2 She's tired. 3 He's got a cough. 4 She's got a cold. 5 She's got a sore throat. 6 He feels sick.

Learner's Book page 115	Activity 3 1. Lead in to the task by introducing the idea of sick notes which parents send to teachers when their children are too ill to go to school. 2. Ask learners to read the two sick notes and circle the correct words. 3. Learners check their answers in pairs. Feedback Discuss some of the symptoms of a fever and introduce the phrases <i>feel cold</i> and <i>sweating</i>. Ask if any learners have had a fever. Point out the difference between <i>feeling cold</i> and <i>having a cold</i> and ask concept check questions. Write up the numbers 1–7 on the board and elicit the answers. Answer 1 got; 2 feels; 3 hasn't got; 4 has got; 5 feels; 6 has got; 7 has got
Activity Book page 89	Vocabulary: Activity 1 1. Learners work in pairs. They complete the dialogues using the words from the boxes. 2. Then they match them to the correct picture. 3. Learners practise the dialogues in pairs. Feedback Before step 3 above, ensure that all the learners have the correct answers. If it is possible to check answers when monitoring, then move straight on to the dialogue practice. Otherwise conduct open class feedback by asking for a show of hands for learners to volunteer answers for each of the gaps. Answers 1 (picture c) 1 headache; 2 sick; 3 head hurts 2 (picture a) 1 hot; 2 fever; 3 sweating 3 (picture b) 1 headache; 2 sore throat; 3 voice Differentiation activities (Support): 1. Provide a pronunciation focus before the learners practise by eliciting dialogue 1 line by line onto the board and asking learners to repeat, paying particular attention to intonation and sentence stress. 2. Conduct a question and answer drill whereby one half of the class are 'A' and ask the question in unison in the first line of the dialogue and the other half of the class are 'B' and respond with the second line in unison. Repeat with lines three and four. 3. Monitor and help with pronunciation difficulties when learners are working in pairs. Differentiation activities (Stretch): 1. Learners work in pairs and create their own dialogue using the vocabulary they have studied for illnesses and symptoms. They should use the dialogues from the Activity Book as a model.
Resources	Plenary Ask different pairs to perform their dialogues in small groups or for the whole class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. To discuss healthy activities. Reading: To read an information text for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand an information text about diabetes • understand the difference in usage between quantifiers • talk about healthy activities.
Link to prior learning: • Illnesses and symptoms • Countable and uncountable nouns • Quantifiers (Unit 3) 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: <i>diabetes, blood, blurred vision</i> Key expressions/structures: Quantifiers: <i>a few/few, much, many, some, any, several, a little/little, a lot of, plenty of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to read the text very closely at the gist reading stage. Ensure that when setting the task, a strict time limit is set and learners are advised that they will have the opportunity to read the text in more detail at a later stage. • Despite the fact that the learners have been exposed to the target language previously, there may still be some difficulties with concepts of the different quantifiers. Incorporate concept check questions when checking the answers to the Use of English exercise if problems are evident. For example, <i>Which is more? 'A lot of' or 'some'?</i> (A lot of.) <i>'Some' or 'a few'?</i> (Some.) Write on the board <i>There is only a few milk left in the fridge</i> and ask if it is correct. (No.) <i>Why not?</i> (Because 'milk' is uncountable.) <i>What should you say instead?</i> (A little milk.)		
Resources/equipment needed: Learner's Book page 116 Activity Book page 90 Small cards or pieces of paper with an illness and the symptoms of that illness written on each one (Starter activity)		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they can remember any of the vocabulary to describe illnesses and symptoms from the previous lesson. 2. Play a guessing game to review illnesses and symptoms. 3. Ask different learners to stand up. Give them a card with an illness and the symptoms of that illness on it. The learners have to mime the symptoms for the rest of the class to guess the illness. 4. Ask learners if there are any illnesses that are common in their country.
Resources	Main Activity
Learner's Book page 116	Talk about it: Activity 1 1. Tell learners that they are going to read a text about a common illness, but first they will try to predict what information they might find by looking at some pictures. 2. Refer to the <i>Reading strategy</i> box and direct learners to the text. Ask them to cover it with their hands. Working with a partner, they look at the pictures and discuss what they think the text will be about. Feedback Ask for some volunteers to tell the class their predictions.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Provide some language support on the board. For example, <i>In the first picture I can see a ... so maybe the text is telling us that ...</i>
	Differentiation activities (Stretch): 1. Learners note down their predictions and at the next stage they tick those that were correct.
Learner's Book page 116	Read: Activity 2 1. Ask learners to read through the text quickly and check their predictions. Feedback Ask learners which predictions from the previous feedback stage were correct.
Activity Book page 90	Read: Activity 1 1. Show learners the True/False statements and ask them to read them carefully. 2. Tell learners they are going to read the text more closely this time and find the answers to the statements. While they read, they must decide if the statements are true or false. 3. Encourage the learners not to worry about the words they don't know, but to work out the meaning of new words from the context. 4. When the learners have finished, let them check their answers in pairs and ask them to give reasons for their answers and to indicate the parts in the text where they found the information. Feedback Ask learners to say whether each statement was true or false and encourage learners to correct the false statements.

	Answers 1 T 2 F – recently children are also being diagnosed with Type 2 diabetes 3 T 4 T 5 T Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions. Differentiation activities (Stretch): 1. Write one or two more True/False statements to test their classmates.															
Activity Book page 90	Use of English: Activity 2 1. Write up the words <i>some</i>, <i>a few</i> and <i>a little</i> on the board and ask learners if they can remember studying these words in Unit 3. What are they called? (Quantifiers) 2. Ask learners to look again at the text about diabetes in the Learner’s Book and pick out all the blue words. They must then write these words in the correct column of the table. 3. With a partner, they check their answers. Feedback Check the answers as a class on the board and ask questions to reinforce concepts. Answers <table><tr><th>Countable</th><th>Uncountable</th><th>Both</th></tr><tr><td>a few/few</td><td>a little/little</td><td>some</td></tr><tr><td>several</td><td>2 much</td><td>any</td></tr><tr><td>1 Many</td><td></td><td>3 plenty of</td></tr><tr><td></td><td></td><td>4 a lot of</td></tr></table> Differentiation activities (Support): 1. Start by putting two lists of words from the text on the board: food activities sugar vegetables exercise crisps 2. Ask learners what the difference is between the two lists. (One contains countable nouns and the other uncountable nouns.) 3. Now write up the sentence: <i>You should do some healthy activities every day.</i> Underline the word <i>some</i> and ask if they know what type of word this is. (They have already been introduced to this concept in Unit 3, Lesson 6, so may remember the term <i>quantifier</i>.) 4. Ask learners if they can also say <i>some sugar</i>. Elicit that the word <i>some</i> can be used with both countable and uncountable nouns. 5. Now draw their attention to the table in the book and ask them to place the words in blue from the text in the appropriate column. Differentiation activities (Stretch): 1. Make some other sentences using the quantifiers in the table.	Countable	Uncountable	Both	a few/few	a little/little	some	several	2 much	any	1 Many		3 plenty of			4 a lot of
Countable	Uncountable	Both														
a few/few	a little/little	some														
several	2 much	any														
1 Many		3 plenty of														
		4 a lot of														

Activity Book page 90	Talk: Activity 3 1. Learners work in pairs to discuss which of the activities in the text they do. 2. They then put together a list of additional healthy activities and decide which one they would like to try and why. Feedback Ask some learners to report back on which activity their partner had chosen.		
Resources	Plenary		
	1. Elicit all the activities that the learners had come up with in the previous stage and write them on the board. 2. Go through each activity in the list and ask for a show of hands to indicate whether the learners already do this activity and a show of hands for who would like to do this activity. Mark down the number of learners for each answer in different colours.		
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. (G5.3.4.1.1) 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. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. Reading: To read an information text for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand an information text about the flu • consolidate their understanding of quantifiers.
Link to prior learning: • Illnesses and symptoms • Countable and uncountable nouns • Quantifiers 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: <i>flu, stomachache, sneeze, cold, cough, blocked nose, fever, headache, liquid, rest, medicine, illness, symptom, advice</i> Key expressions/structures: Quantifiers: <i>a few, much, many, some, any, several, a little, a lot of, plenty of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to read the text very closely at the gist reading stage. Ensure that when setting the task, a strict time limit is set and learners are advised that they will have the opportunity to read the text in more detail at a later stage.		
Resources/equipment needed: Learner's Book page 117 Activity Book page 91		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play 'Backs to the board' to review illness vocabulary from Lesson 1.
Resources	Main Activity
Learner's Book page 117	Talk about it: Activity 1 1. Encourage learners to look at the picture and discuss their thoughts about what might be wrong. 2. Ask them to suggest possible symptoms and how the person might be feeling.
Learner's Book page 117	Read: Activity 2 1. Explain that learners are going to read about another illness. 2. Focus on the <i>Reading strategy</i> box and ask learners to skim quickly in order to choose the best title for the article. 3. When they have finished, encourage them to justify their choice to their partner. Feedback Ask learners for a show of hands for each of the letters a, b and c. Answer b – The flu
Learner's Book page 117	Activity 3 1. Tell learners to read the text again, this time more carefully. 2. Explain that they are now looking for specific information. 3. Spend some time discussing the types of words they might be looking for before they work independently to underline items in the text with the colours indicated. 4. Learners check their answers together. Feedback 1. If it is possible to project the reading text, ask learners to go to the board and show you/underline where the answers are located. Otherwise you could get the learners to number the lines in their books and provide the line numbers where the answers can be found. 2. Explain that using different colours to identify specific information will help them remember this information better. This technique is especially useful for those learners who are visual learners and who learn better by 'seeing' things. Answers 1 Two illnesses (blue): flu, cold 2 Five symptoms (red): blocked nose, sneezing, coughing, headaches, fever 3 Advice (black): get a lot of rest, drink plenty of liquids, take some medicine Differentiation activities (Support): 1. Reduce the level of challenge by allocating just one of the three categories to each learner. 2. They then work in groups of three and exchange information. This is known as the Jigsaw teaching strategy. Differentiation activities (Stretch): 1. As an extension task, ask the learners to work in pairs and write three questions about the text to ask their classmates.

Activity Book page 91	Use of English: Activity 1 1. Ask learners to work individually and circle the correct quantifier. 2. Then they check their answers with a partner. 3. They can use the information in the <i>Language tip</i> to remind them when to use each quantifier. Feedback Ask for volunteers to offer answers and encourage them to give reasons for their choice. Answers 1 too much; 2 a little; 3 plenty; 4 some; 5 many; 6 some												
	Differentiation activities (Support): 1. Refer learners back to Lesson 3 in the Activity Book, or put up a table of quantifiers on the board to help them. <table><tr><td>Countable</td><td>Uncountable</td><td>Both</td></tr><tr><td>a few</td><td>much</td><td>some</td></tr><tr><td>many</td><td>any</td><td>a lot of</td></tr><tr><td>several</td><td>a little</td><td>plenty of</td></tr></table>	Countable	Uncountable	Both	a few	much	some	many	any	a lot of	several	a little	plenty of
	Countable	Uncountable	Both										
	a few	much	some										
many	any	a lot of											
several	a little	plenty of											
Differentiation activities (Stretch): 1. Ask learners to make sentences with the quantifiers that were not used in each sentence.													
Activity Book page 91	Activity 2 1. Tell learners to use the five quantifiers in the word box to complete the sentences. 2. Learners check their answers in pairs. Feedback Learners volunteer answers and give reasons for their choice. Answers 1 a lot of; 2 too much, plenty of; 3 Many; 4 some Differentiation activities (Support): 1. Before starting the task, write these words on the board: <i>food, water, people and medicine</i> . 2. Ask the learners which ones are countable nouns and which are uncountable nouns. 3. Then write the quantifiers from the word box on the board. 4. Ask learners whether the quantifiers are used with countable nouns, uncountable nouns or both. 5. This should make the activity easier to manage. Differentiation activities (Stretch): 1. As an extension task, ask learners to complete more sentences using quantifiers. 2. Put the following sentence on the board: <i>When I have a cold, I use a lot of tissues</i> . Ask the learners if there is another possible way of completing the sentence using a different quantifier. 3. Write two more sentence starters on the board: <i>When I have a cough, I ...</i> <i>When I have a headache, I ...</i>												

	4. Learners copy and complete the sentences so that they are true for them. They should try to use a quantifier if possible. 5. Ask learners to check with a partner and report back on things that they both have in common.		
Resources	Plenary		
	1. Learners discuss as a class what they understood from the lesson today.		
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.			
(G5.3.4.1.1) 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.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about reasons for going to the doctor and some of the procedures. To discuss food preferences and allergies. Reading: To read a blog for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • extend their knowledge of health-related vocabulary • read and identify a health blog and extract key information • share personal information about their likes, dislikes and allergies.
Link to prior learning: • Parts of the body • Illnesses and symptoms 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: <i>vaccination, eye test, hearing test, prescription, blood test, stomachache, sick, itchy, allergy, skin rash, symptoms, advice</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have problems grasping some of the concepts of the new vocabulary. Reinforce meaning by asking questions to check understanding. For example, <i>Who writes the prescription, the doctor or the patient?</i> (The doctor.) <i>What does he write on the prescription?</i> (The name of medicine.) <i>If I have a rash on my skin, do I feel good or bad?</i> (Bad.) <i>What does my skin look like?</i> (Red spots.), and so on. • Learners may have some difficulties with the word stress patterns in some of the longer words (for example, <i>intolerance, vaccination, prescription</i>) and the compound nouns (for example, <i>blood test</i>). Ensure that the pronunciation is modelled clearly and then learners are asked to repeat the stress pattern indicated on the board.		
Resources/equipment needed: Learner's Book page 118 Activity Book page 92 A picture from the Internet of a doctor's room with a doctor and a patient for the Starter activity		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 118	Talk about it: Activity 1 1. Show learners a picture of a doctor and patient consultation and ask: <i>Who can you see in the picture? Where are they? Why do people go to the doctor? What illnesses and symptoms can you remember from previous lessons?</i>
Resources	Main Activity
Learner's Book page 118	Word study: Activity 2 1. Direct learners to the pictures and ask them to describe what they can see. Elicit suggestions for each picture. 2. Next, ask them to work in pairs, look at the words in the box and match them to the correct picture. 3. Monitor closely to see where the learners are having difficulties. Feedback 1. Ask for volunteers to offer the answers for each picture and write the word on the board. 2. Ask concept check questions to reinforce understanding. 3. Ask learners to repeat the words and then mark the stress on the board. Answers 1 a prescription; 2 an eye test; 3 a hearing test; 4 a blood test; 5 a vaccination Differentiation activities (Support): 1. Encourage learners to use their dictionaries to help them with the precise meanings. Differentiation activities (Stretch): 1. Ask learners to write definitions for each of the words.
Learner's Book page 118	Activity 3 1. Ask learners to work individually and choose the correct answer. 2. When they have finished, ask them to share and compare answers with a partner. Feedback Ask learners to volunteer answers and encourage them to explain their choice. Ask further concept check questions if necessary. Answer 1 b – an eye test 2 b – a blood test 3 a – vaccinations 4 b – a prescription 5 c – a hearing test Differentiation activities (Support): 1. Ask learners to work in mixed ability pairs so that stronger learners can help less able ones. Differentiation activities (Stretch): 1. Ask more able learners to justify their choices in feedback.

Activity Book page 92	Read: Activity 1 - Before asking the learners to read, it is important to introduce some key vocabulary that appears in the text and in later exercises. - Draw a simple figure of a child on the board and give him/her a name. Now add in a picture of him/her smiling and eating some fruit (for example, a banana). Ask the class: <i>What is he/she eating? Do you think he/she is enjoying it?</i> - Then draw another picture and tell them that this is an hour later. On the face of the figure, add in lots of red spots and a downturned mouth and ask the learners: <i>How is he feeling now? What has happened to his face and why?</i> Learners may know the words <i>spots</i>, <i>allergy</i> and <i>itchy</i> but go over these words and the words <i>rash</i> and <i>allergic reaction</i>. - Tell learners to look at the text and decide what kind of text it is. Ask them to look at the layout to help them. - Tell them to read the text quickly and decide who the writers are and give reasons for their answer. Set a strict time limit so that the learners are reading for general understanding only. Feedback Ask the learners for their suggestions as to the type of text and who the writers are and then tell them that they will now read more closely. Answers It's a blog text. A person who has a problem. The blogger (doctor or medical professional) who answers the problem.
Activity Book page 92	Activity 2 - Ask learners to read the text again and underline the writer's symptoms and the advice he is given. - Learners complete the table and check answers in pairs. Feedback If it is possible to project the reading text, ask learners to go to the board and show you/underline where the answers are located. Otherwise you could get the learners to number the lines in their books and provide the line numbers where the answers can be found. Answers Symptoms: a stomachache, feeling sick, itchy red rash Advice: Stop eating tomatoes for a while. Then try to eat less of them. Ask your mother to make different kinds of homemade soup. Differentiation activities (Support): - Reduce the level of challenge by splitting the task into two. Half the class underline the symptoms and the other half the advice. - They then pair up with someone who was working on a different task and exchange information. Differentiation activities (Stretch): - As an extension task, ask the learners to work in pairs and write two questions about the text to ask their classmates.

Activity Book page 92	Talk: Activity 3 1. Ask learners to work in pairs and to tell each other about their likes, dislikes and allergies (if they have any). Feedback Two or three volunteers share information that they heard about their partner. Answers Learners' own answers.			
	Differentiation activities (Support): 1. Model the task and then provide language support on the board: <i>I like ...</i> <i>I don't like ...</i> <i>I can't eat ... because it makes me feel</i> <i>they make me feel ...</i> <i>I get a rash when I eat ...</i>			
	Differentiation activities (Stretch): 1. As an extension task, ask learners to participate in a role play whereby one of the learners has a problem with food and the other offers advice.			
	Resources			
	Plenary 1. Play a game to review some of the vocabulary from the lesson.			
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. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.1.1) 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.				

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To compare and share answers to tasks and talk about giving advice. Reading: To read a blog for gist and for specific information. Writing: To write advice and suggestions using the structures introduced in the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... • extend their understanding of health-related vocabulary • understand and use expressions to give advice and make suggestions • read symptoms of health problems in order to identify the diagnosis • discuss advice and suggestions that can be offered for health problems • write advice and suggestions for health problems.
Link to prior learning: • Illnesses and symptoms • Giving advice with <i>should</i> and <i>shouldn't</i> 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: Recycled vocabulary from recent lessons: <i>sore throat, the flu, allergic reaction, skin rash, itchy, hurt, cough, blocked nose, fever, energy</i> Key expressions/structures: Giving advice and making suggestions <i>You should/shouldn't + base form</i> <i>Try + infinitive</i> <i>Why don't you + base form</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be confused by the expression <i>Why don't you ... ?</i> and believe that it is a question requiring an answer beginning with <i>because</i>. If this misunderstanding is evident, explain that it is a fixed expression for making a suggestion and that the appropriate response would be: <i>Yes, that sounds like a good idea.</i>		
Resources/equipment needed: Learner's Book page 119 Activity Book page 93		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start the lesson with a kinaesthetic activity which reviews the vocabulary encountered in the text in the previous lesson and which they will see again in this lesson. They may also need to use this lexis in the main writing task. (Suggested words: <i>try, stop, should, sounds, allergy</i> – start off with easier ones and progress to more difficult words.) 2. Put the class into two or three lines facing the board, one learner standing behind the other. 3. Give the learners standing at the top of the line a board pen. 4. Call out one of the words and give the learners 30 seconds to confer and decide how this word is spelled. 5. The learner at the top of each line races to the board and writes the first letter. He/She then returns to the line and passes the pen to the next learner who then writes the second letter. 6. This continues until the word has been completed and there is a winning team. 7. Repeat three or four more times. 8. At the end of the game, ask the learners if they can remember where they saw these words before. <i>What else can they remember about the writer of the letter and his problem?</i>
Resources	Main Activity
Learner's Book page 119	Use of English: Activity 1 1. Direct learners to the <i>Use of English</i> box. 2. Ask them to look at the three sentences and tell them that they came from the text in the previous lesson. 3. Tell learners to look back at the text and use this as a guide to write down the missing words. 4. Learners quickly check their answers with a partner. Feedback and focus on meaning and language focus 1. Elicit the answers and write the full sentences on the board. Use a different colour to show the answers (the base form and infinitive of the verbs). 2. Encourage learners to use the Guided discovery strategy to work out the rules. 3. Ask them why we use this language: <i>Is it when we tell people that they must do something? Is it a rule? (No, it is to offer a suggestion/give advice.)</i> 4. Model the pronunciation of each of the examples and ask learners to repeat. Draw their attention to the weak form of <i>should</i> and to the intonation of the question form. Learners may be confused with the question form (see misconceptions). 5. Mark the sentence stress on the board. Answers 1 stop; 2 to eat; 3 ask Differentiation activities (Support): 1. Provide more examples during the feedback stage. Differentiation activities (Stretch): 1. Learners can complete the <i>Use of English</i> box without referring back to the text.

Learner's Book page 119	Activity 2 1. Ask learners to work individually to complete the gaps using the correct form of the verbs. 2. When they have finished, ask them to share and compare answers with a partner. Feedback Nominate learners to provide answers and ask the learners which problems they think the advice might be referring to. Answers 2 to get; 3 buy; 4 to eat; 5 drink
Learner's Book page 119	Read: Activity 3 1. Learners read the descriptions of symptoms and match them to the health problems. 2. Learners check answers with a partner. Feedback Ask for volunteers to provide the answers and in each case encourage them to justify their choice of answer. Answers 1 a sore throat 2 the flu 3 an allergic reaction
Learner's Book page 119	Talk: Activity 4 1. Ask learners to work in pairs and choose two of the situations from the previous activity and decide what they would say to each person. 2. Ask the learners to imagine that they are addressing the person (<i>You should ...</i>) and to refer to the <i>Use of English</i> box. Feedback Elicit some suggestions from the class and write some key words on the board. Answers Learners' own answers. Differentiation activities (Support): 1. Reduce the level of challenge by asking the learners to choose just one of the situations. Differentiation activities (Stretch): 1. Increase the level of challenge by asking learners to complete the task for all three situations.

Activity Book page 93	Write: Activity 1 1. Ask learners to work in pairs and write replies for two of the blog posts. 2. Direct them to the <i>Writing tip</i> and <i>Language tip</i> and tell them to use the reading text on page 93 of the Activity Book as a model. 3. Monitor and provide language support as required. 4. After finishing, ask each pair of learners to exchange their responses with another learner pair and read the advice. Do they agree with the advice? Feedback Ask some learners to read the advice that they have written and the rest of the class decide whether they agree or not with it.		
	Answers Learners' own answers.		
	Differentiation activities (Support): 1. Learners just write a response for one of the given situations.		
	Differentiation activities (Stretch): 1. Early finishers can write a third reply and/or they can swap their writing with another pair for peer editing and check the work for grammar and spelling.		
	Resources		
	Plenary 1. During the lesson, make a note of examples of successful spelling during the writing task and also common spelling errors. 2. At the end of the lesson, ask the learners to stand up. They will be shown one of the spellings and they should decide whether it is correct or incorrect. (The word can be written on the board or prepared in advance on a piece of paper where the writing is clearly visible.) 3. After a count to three, learners must jump to the left if they think the spelling is correct and to the right if they think it is incorrect. 4. Repeat a few more times.		
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: (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience. (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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> , possessives: 's and s', sequence words: <i>first</i> , <i>next</i> , <i>after that</i> , <i>finally</i> . (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 8	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 8, Lessons 1–6 • revise vocabulary related to illnesses, symptoms and giving advice • reflect on their own learning.
Link to prior learning: • Review of Unit 8, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 8, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 8, Lessons 1–6		
Common misconceptions for learner, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6		
Resources/equipment needed: Learner's Book page 120 Activity Book page 94		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 8 and write their answers on the board. 2. Revise words and expressions by having a quiz. 3. Ask questions linked to: illnesses, symptoms, quantifiers and giving advice. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 120	Can you remember? Activity 1 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 120 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions.
	Feedback Learners compare answers in pairs, then small groups and finally as a whole class.
	Answers 1 b – feel; 2 a – a headache; 3 c – voice; 4 a – plenty of; 5 b – too much; 6 a – some; 7 c – blood test; 8 a – prescription; 9 a – rash; 10 b – to get
	Differentiation activities (Support): 1. Monitor and check for 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.
Activity Book page 94	Differentiation activities (Stretch): 1. Once checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
	Can you remember? Activity 1 1. Learners work in pairs to solve the anagrams to make the correctly spelled words. 2. Monitor and provide support for the learners that find this difficult. You may need to provide extra letters at the beginning of the two long words to help them. 3. When they have finished, learners write definitions of two of the words and then test each other.
	Feedback 1. Check answers as a class and ask for some volunteers to offer their definitions. 2. Deal with any common problems that arose with the definitions writing stage.
	Answers cough; rash; prescription; vaccination

Activity Book page 94	Activity 2 1. Learners discuss and note down answers to the questions on diabetes. 2. Encourage them to refer back to their Learner's Book to get information if necessary. Feedback Ask learners to volunteer answers and ask the rest of the class if they agree/disagree or would like to add extra information. Answers Possible answers 1 Too much sugar 2 Type 1 diabetes is usually passed on in families (genetic) whereas type 2 diabetes is often due to being overweight and not getting enough exercise. 3 A person may feel tired, thirsty, hungry or have blurred vision. 4 Eat more healthy food and get regular exercise.
Activity Book page 94	Activity 3 1. Ask learners what other illnesses or symptoms they know and write a couple of suggestions on the board. 2. Learners continue to brainstorm, working in pairs or small groups. Feedback Build up a list of all the illnesses and symptoms that learners have produced and ask questions to check understanding where there were difficulties. Differentiation activities (Support): 1. Learners can use their Learner's Book and Activity Book to support their search for information. Differentiation activities (Stretch): 1. Learners can develop additional review questions and swap with a partner.
Activity Book page 94	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 a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection. Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 8 if needed to make the link between lexis and content. 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 Lessons 1–6.

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 Unit 8. 4. Accept open class feedback.		
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). (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss healthy eating. Listening: To listen to information about food groups and healthy eating for gist and specific detail. Reading: To read and complete notes about healthy eating. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify which foods belong to different food groups and have a greater awareness of the benefits of eating a healthy, balanced diet • listen to information about food groups and healthy eating • complete a set of notes about healthy eating • understand the use of <i>should</i> for giving advice.
Link to prior learning: • Food and drink 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: Food groups: <i>dairy, fruit and vegetables, bad fats and sweets, good fats and oils, grains and cereals, meat and fish; healthy, unhealthy, minerals, pasta, rice, bread, bones, teeth, nuts, body</i> Key expressions/structures: <i>You should eat ...</i> <i>You shouldn't eat ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may think that they need to understand every word in the listening extract the first time they listen. Advise them that they only need to have a general idea of the content at this stage and that they will be able to listen in more detail later. • Some learners may have problems with the meaning and pronunciation of <i>should</i> despite having been exposed to its usage previously. Concept check by asking learners whether we use <i>should</i> when we tell someone they must do something or when we tell them it's a good idea to do something (advice). Tell them that they will be practising this structure further in the subsequent lesson. Model the pronunciation and ask learners to repeat.		
Resources/equipment needed: Learner's Book page 121 Activity Book page 95 Audio Track LB48 and AB11		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what the most popular food is among people of their own age. What do they like eating? Is there anything they don't like eating? Is there anything they never eat?
Resources	Main Activity
Learner's Book page 121	Talk about it: Activity 1 1. Discuss the meaning of <i>healthy</i> and <i>unhealthy</i> (which learners met in Unit 3). 2. Ask if they can remember which foods are considered <i>healthy/unhealthy</i>. 3. Ask learners to talk in pairs and discuss if they think they eat a healthy diet. Encourage them to give reasons for their answers. 4. Ask them to think of three items of food that they think are healthy and three that they think are unhealthy. They do not need to write anything down at this stage. Feedback Ask for some volunteers to report back on their answers. Build a list of healthy and unhealthy food on the board. Answers Learners' own answers. Differentiation activities (Support): 1. Direct learners to Unit 3 to help them with the second part of the activity. Differentiation activities (Stretch): 1. For the second part of the activity, learners are asked to write down as many food items as they can within a given time limit.
Learner's Book page 121	Word study: Activity 2 1. Focus on the pictures. Ask learners to work in pairs and match the food groups to the pictures. 2. Learners will have been introduced to most of these food groups in Unit 3, so the only term that may need pre-teaching is <i>cereals</i>. Feedback 1. Ask volunteers to raise hands to offer answers. 2. Ask concept check questions to reinforce meaning if there were any difficulties with concepts. 3. Model the pronunciation of the words and ask learners to repeat them. 4. Ask the class which of the food groups are healthy and which are unhealthy. Answers 1 fruit and vegetables 2 good fats and oils 3 grains and cereals 4 dairy 5 bad fats and sweets 6 meat and fish

Learner's Book page 121 Audio Track 48	Listen: Activity 3 Teach 1. This listening needs to be preceded by a teacher-led 'teach' stage in which key lexis is introduced. As always, introduce the easier concepts first. 2. Start by pointing to the pictures of the fish and meat (picture 6) in the Word study task and asking learners to put up their hands if they eat them. <i>What do we call somebody who never eats meat? Does anyone know?</i> Introduce the term 'vegetarian' and concept check for understanding. <i>So, does a vegetarian eat chicken?</i> As it is a multi-syllabic word, you will need to model and drill for pronunciation. 3. The term 'protein' was introduced in Unit 3 but will need revising. Show the learners the pictures in 6 again and remind them that they belong to a special food group. <i>It begins with 'P' and it describes food that helps us to grow. Can you remember?</i> Ask learners to look back at Unit 3 for guidance if necessary. 4. Revise <i>sugar</i> and introduce the term 'carbohydrate' by asking the learners what they remember about diabetes. <i>It is too much _____ in the blood. But we need to have some sugar ... why? For energy.</i> Point to picture number 3 in the Word study activity and tell them that these foods (grains and cereals) also provide energy but in a slower way and they have a special name. Introduce the term 'carbohydrate' and check understanding and focus on pronunciation as before. 5. Continue with the term 'calcium' in the same way by referring back to the appropriate food group (dairy) and eliciting why we should eat milk and cheese. (For our teeth and bones to be strong.) This can lead on to the introduction of the term 'mineral' and subsequently 'vitamin'. The need to check and reinforce understanding will very much depend on the learners' understanding of these concepts/knowledge of health and nutrition in other curriculum subjects. Listen 1. Ask learners to listen to the audio of Kaya's presentation on healthy eating and put the types of foods in the order that they hear them. Reassure them that they do not have to understand every word in order to complete the task. 2. Learners check answers together. Feedback Ask for the class to vote on whether Kaya has a healthy diet? What helped them decide? Answers a protein – 4 b grains and cereals – 2 c fruit and vegetables – 1 d calcium – 3 e sweets, chocolates and cakes – 5
Activity Book page 95 Audio Track 11	Listen: Activity 1 1. Tell learners to look at the sentences with a partner and decide if they are true or false. 2. Play the audio again for learners to check their answers. Feedback Write the numbers 1–4 on the board and elicit the answers. Ask learners to correct the false statements. Answers 1 T; 2 F; 3 T; 4 F

	Differentiation activities (Support): 1. Stop and start the audio at the relevant parts in order to signal where the answers are.		
	Differentiation activities (Stretch): 1. Stronger learners may not need to listen again in order to complete the task as they may be able to do it from memory.		
Resources	Plenary		
Activity Book page 95	Talk: Activity 2 1. Discuss the questions with the whole class. 2. Ask learners to give their own examples and then ask what they can do to improve their diet based on the information Kaya has given.		
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. (G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and complete a food quiz. Speaking: To give advice about healthy lifestyles. Writing: To write answers at word level to demonstrate an understanding of concepts covered.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and complete a quiz on healthy eating • categorise foods into the different food groups • give advice about healthy lifestyles using <i>should/shouldn't</i>.
Link to prior learning: • Food and drink • Food groups • <i>Should</i> for advice 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: Foods: <i>tomatoes, carrots, eggs, chocolate, sweets, cakes, oils, bread, rice, pasta, vegetables, fruit, nuts, chips, cheese, fish, lettuce, chicken, milk, apples, bananas, oranges, green beans, onion</i> Food groups: <i>proteins, carbohydrates, vitamins and minerals, fats and sugars</i> Key expressions/structures: <i>You should eat ...</i> <i>You shouldn't eat ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have problems with completing the quiz as they may be hindered by blocking vocabulary. Review some of the lexis (that learners have been introduced to in past lessons) in the Starter activity and pre-teach any potentially unknown lexis before asking learners to read. Ask learners to work in mixed-ability pairs to allow for peer support.		
Resources/equipment needed: Learner's Book page 122 Activity Book page 96		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter														
	1. Play a game to review lexis from previous lessons that appears again in this lesson (<i>bones, teeth, bread, banana, pasta</i>, and so on). 2. Divide the class into teams. 3. Draw a simple picture of one of the words and the first team to get the answer wins a point. 4. Repeat a few times.														
Resources	Main Activity														
Learner's Book page 122	Read: Activity 1 1. Prepare the learners to complete the food quiz by checking they understand the key vocabulary items for this unit. In particular, review the newer lexis from the previous lesson: <i>calcium, vitamins and minerals, protein</i> and <i>carbohydrate</i>. 2. Tell learners to work in pairs and do the food quiz. Feedback Check the answers as a class. Discuss any differences in the answers. Also focus on any difficulties with language by asking concept check questions. Answers 1 a; 2 b; 3 b; 4 b; 5 c; 6 a Differentiation activities (Support): 1. Ask learners to work in mixed-ability pairs so that they benefit from peer support. Differentiation activities (Stretch): 1. Stronger learners can be asked to expand on and justify the answers during open feedback.														
Activity Book page 96	Vocabulary: Activity 1 1. Ask learners to read the words and categorise the food into the correct food groups. 2. Monitor and provide help if needed. 3. Then, they compare their answers with a partner. Feedback 1. Draw the table on the board and ask volunteers to fill in the answers for each category. 2. In order to save time, you could have the words written on slips of paper and ask learners to go to the board and stick them under the appropriate column. Answers <table> <thead> <tr> <th>Proteins</th><th>Carbohydrates</th></tr> </thead> <tbody> <tr> <td>eggs</td><td>rice</td></tr> <tr> <td>cheese</td><td>pasta</td></tr> <tr> <td>fish</td><td>bread</td></tr> <tr> <td>nuts</td><td></td></tr> <tr> <td>chicken</td><td></td></tr> <tr> <td>milk</td><td></td></tr> </tbody> </table>	Proteins	Carbohydrates	eggs	rice	cheese	pasta	fish	bread	nuts		chicken		milk	
Proteins	Carbohydrates														
eggs	rice														
cheese	pasta														
fish	bread														
nuts															
chicken															
milk															

	Vitamins and minerals lettuce carrots apples bananas oranges green beans onion Fats and sugars chocolate oil
	Differentiation activities (Support): 1. Provide extra guidance by firstly eliciting an example for each of the categories. 2. Then tell the learners how many words they need to place in each category (see answer key).
	Differentiation activities (Stretch): 1. Ask learners to add more words to the categories.
Activity Book page 96	Use of English: Activity 2 1. Write the following on the board: <i>We ____ ____ fruit and vegetables.</i> Ask learners which two words could go into the gaps if we want to give advice (<i>should eat</i>). 2. Change <i>fruit and vegetables</i> to <i>chocolate, crisps and hamburgers every day</i> and elicit the negative form <i>shouldn't eat</i>. 3. Now ask learners to work individually to complete sentences using <i>should</i> or <i>shouldn't</i> plus one of the verbs from the box. Feedback Ask volunteers to offer answers and write them up on the board. Answers 1 should eat; 2 should try; 3 shouldn't put; 4 should exercise; 5 shouldn't drink; 6 shouldn't spend
	Differentiation activities (Support): 1. Provide the learners with extra support by indicating which of the answers require the positive form of <i>should</i> and which require the negative form.
	Differentiation activities (Stretch): 1. Ask stronger learners to write two more sentences about healthy eating, one with <i>should</i> and the other with <i>shouldn't</i>.
	Talk: Activity 3 1. Ask learners to work together in pairs and to formulate advice for their classmates starting with: <i>To have a healthy life, we should/shouldn't ...</i> 2. Give them time to prepare their advice. They can take notes of key words, but should not write full sentences as this will be too time-consuming. 3. Ask them to think of how they can expand on their advice by giving reasons: <i>We should/shouldn't ... because ...</i> 4. Now put two pairs together and encourage them to share their advice with each other. 5. Monitor and listen for any pronunciation/structure problems that might need to be focused on in feedback.

	Feedback 1. Ask for volunteers to report back on what advice their classmates gave them and which pieces of advice matched their own. 2. Model and drill any problematic areas of pronunciation. 3. Focus on any common errors in structure.		
	Answers Learners’ own answers.		
	Differentiation activities (Support): 1. To lower the level of challenge, model this task very clearly so that learners are clear as to the language that can be used. 2. Drill some examples with learners to build confidence with pronunciation.		
	Differentiation activities (Stretch): 1. Encourage learners to give feedback to each other on their use of structure, vocabulary and pronunciation.		
Resources	Plenary 1. Write the two headings on the board: <i>We should</i> and <i>We shouldn’t</i> , and elicit all the suggestions that were made by the class during the previous <i>Talk</i> activity.		
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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read an information text and develop scanning skills. Writing: To complete a menu plan. Speaking: To discuss ideas for healthy meals and to present meal plans.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand the concept of rainbow eating through reading and discussion • plan a healthy eating day with a partner • present healthy menus to their classmates.
Link to prior learning: • Food and drink • Food groups • Awareness of the role of vitamins and minerals in the diet 21st Century Themes: • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		
Key vocabulary: <i>rainbow, natural foods, proteins, grains, vitamins and minerals, diabetes</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not be very proficient in scanning and will read the text slowly, trying to absorb every word. Advise them that they only need to focus on finding the answers to the questions as quickly as they can and that they should understand these words/expressions as they are recycled from previous lessons. Set a strict time limit when setting the task.		
Resources/equipment needed: Learner's Book page 123 Activity Book page 97		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a picture of a rainbow on the board and elicit what it is. 2. Ask learners what colours are in the rainbow and write them on the board as headings: <i>red, orange, yellow, green, blue</i> and <i>purple</i>. Tell the learners that you are going to add two more colours, <i>brown and white</i>. 3. Brainstorm for foods for each colour and write them under the headings. 4. Leave these lists on the board for the next two stages of the lesson.
Resources	Main Activity
Learner's Book page 123	Talk about it: Activity 1 1. Ask learners to discuss the questions with a partner. 2. Circulate and provide support if required. Feedback 1. Ask for some volunteers to offer the personal information required for questions 1 and 2 and then discuss with the class what they think the saying means. 2. Ask them if they think rainbow food includes food like chocolate, crisps and sweets and tell them that it only includes natural food that grows, such as fruit and vegetables. 3. Look again at the lists of food on the board and ask learners which items should be rubbed out and remove them. There should only be names of fruit and vegetables left.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Provide language support on the board for the pairwork activity: <i>My favourite food is ... (name of food) and it is ... (colour)</i> <i>Today I have eaten ...</i> <i>I think this means that ...</i>
	Differentiation activities (Stretch): 1. After learners have discussed the questions, they can make notes of the answers.
Learner's Book page 123	Read: Activity 2 1. Direct learners to the information on rainbow eating and ask them to read the first part very quickly (the text in the boxes) and tick the foods they like to eat. 2. Ask learners to decide which colour they like to eat the most of and which colour they rarely eat. 3. They can then read the final part of the text to summarise the importance of 'eating' a rainbow. Feedback Check the answers as a class and elicit which foods learners need to try and eat more of. Answers Learners' own answers.

Activity Book page 97	Read: Activities 1 and 2 1. Ask learners to work individually to answer the questions. 2. Again, ask learners to read the text quickly and to ignore information which is not relevant. 3. Then they compare their answers with a partner. Feedback 1. Ask learners to raise their hands to provide the answers. Answers Activity 1 1 Red, orange/yellow and white/brown 2 Orange/yellow and green 3 Red, white/brown and blue/purple Activity 2 1 true; 2 true
Activity Book page 97	Write: Activity 3 1. Draw a picture of a plate with a knife and fork on either side and elicit and write the word <i>plate</i> next to the drawing. 2. Now divide the plate into sections – one half and two quarters. 3. Write the food groups <i>fruit and vegetables</i>, <i>proteins</i> and <i>grains</i> on the board and ask the class where they think each group should go on the plate. 4. Write the answers on the drawing so that it shows that half the plate should be taken up with fruit and vegetables, a quarter with protein and the other quarter with grains. 5. Brainstorm examples of proteins and grains and write them alongside the plate next to the relevant section. 6. Tell the learners that they will plan a day of healthy meals and direct them to the table that they should complete and the instructions. 7. Learners work in pairs and plan their healthy eating day. 8. Circulate and provide support as required. Feedback No open class feedback at this stage. Differentiation activities (Support): 1. Provide your own example on the board for learners to use as a model. Differentiation activities (Stretch): 1. As an extension task, learners write a paragraph describing their meals and give reasons for their choices.
Activity Book page 97	Talk: Activity 4 1. Ask learners to work together in groups of eight. 2. Each pair will present their ideas to their peers. 3. At the end, the learners should decide which daily menu plan they liked best. 4. To make this stage more kinaesthetic, this could be conducted as a mingling activity whereby learners circulate and show and describe their plans to each other. Feedback Ask for volunteers to report back on which meal plans they liked best.

Resources	Plenary		
	1. Praise the learners for their meal plans and ask them which food they had in common for each of the different meals.		
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 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.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. To share ideas and opinions about values related to the content of the story. Reading: To read, understand and enjoy a traditional story. Listening: To listen to a traditional story. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a traditional story and demonstrate their understanding through a comprehension task • give their opinions about the plot and characters of the story • understand how classifiers are used to describe collections of items • recognise and pronounce the weak form of the word <i>of</i> • discuss how people can help each other at home and in the community.
Link to prior learning: • Reading and understanding stories • Vocabulary related to food/drink and cooking 21st Century Skills: • Learning and Innovation: Introduce leaning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills.		
Key vocabulary: <i>soup, ingredients, onions, cabbage, carrots, meat, potatoes, beans, salt, pepper, mushrooms, herbs, stone, flavoursome</i> Key expressions/structures: Classifiers: <i>a pot of water/soup, a sack of potatoes, a pinch of salt and pepper, a bowl of beans, a bunch of carrots, a bag of onions</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel they need to understand every word in the text. In particular, they may be distracted by the classifying expressions in blue and this may interfere with the tasks at hand. Direct them to ignore these words for the time being and advise them that they will examine these expressions more closely at a later stage in the lesson.		
Resources/equipment needed: Learner's Book pages 124–125 Activity Book page 98 Audio Tracks LB49 and AB12		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they like soup. What kind of soup do they like? What do people usually use to make soup? What ingredients might be used?
Resources	Main Activity
Learner's Book page 124	Talk about it: Activity 1 1. Ask learners to work in pairs and look at the pictures of the ingredients for a soup. What are the ingredients and which one is not a food item? 2. Ask learners to work in pairs and look at the pictures alongside the story. What do they think the story will be about? Feedback Check that learners have identified the objects correctly. Ask which item in the pictures is not normally found in soup and check that they have identified the other items correctly. Elicit ideas from the class and write the predictions on the board.
	Answer A stone is odd. Learners' own answers.
	Differentiation activities (Support): 1. Write the names of the items of food on the board and ask the learners to match them with the pictures. 2. To prevent the learners lapsing into L1 when discussing predictions, provide some language support on the board: <i>In the first picture I can see a ... /There is a ... in the second picture and ...</i> 3. For reporting back ideas in open feedback: <i>We think that the story is about a ...</i>
	Differentiation activities (Stretch): 1. Ask learners to write down the names of the items in the pictures. 2. After discussing predictions, ask learners to note down their ideas.
Learner's Book page 124 Audio Track 49	Read and listen: Activity 2 1. Tell learners they are now going to read and listen to the story and see if their predictions were correct. 2. Play the audio. Feedback Talk about the answers as a class. Were they right?

Activity Book page 98	Read: Activity 1 1. Direct learners to the questions in Activity 1 and give them time to read them. 2. Learners work individually to read the story in the Learner's Book again and note down answers. Advise them that it is not necessary to write full sentences. 3. Learners check in pairs. Note: Most of the questions require learners to reflect on the text and give their opinions. This will give them a deeper understanding of the text, but they may need more support with this. Feedback Request volunteers to offer answers and ask the class if they agree or not. For the last three questions, encourage a whole class discussion, especially if there are differences in opinion. Answers Suggested answers 1 Because he was hungry and disappointed that no one in the village would give him any food. 2 He gave him a large pot of water and a spoon. 3 They gave him some cabbage, a bag of onions, a piece of meat, a bunch of carrots, a sack of potatoes, a pinch of salt and pepper, and a bowl of beans. 4 Learners' own answers. 5 Learners' own answers. 6 To help each other. Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions. Differentiation activities (Stretch): 1. Ask learners to write the answers in complete sentences.
Activity Book page 98	Word study: Activity 2 1. Ask learners to work individually and find the classifiers for each of the items in the box from the story. Tell them that these items are marked in blue in the text. 2. Do the first one (<i>a pot of soup</i>) as an example with the class. 3. Learners complete the phrases and check their answers with a partner. Feedback Ask for volunteers to provide answers and write them on the board ready for the next stage of the lesson. Answers 1 a pot of soup 2 a sack of potatoes 3 a pinch of salt and pepper 4 a bowl of beans 5 a bunch of carrots 6 a bag of onions

Activity Book page 98 Audio Track 12	Pronunciation: Activity 3 1. Point to the first phrase (<i>a pot of soup</i>) and pronounce it slowly and clearly. Then pronounce it quickly. 2. Repeat and ask the class what they notice about the difference in pronunciation. What happens to the word <i>of</i> ? Provide more examples from the answers on the board. 3. Learners listen to the audio and repeat the phrases from the story. 4. Learners practise again in pairs. Feedback None needed.		
Resources	Plenary 1. As a class, review the main details of the story and ask follow-up questions to consolidate understanding further, such as, <i>So what happened next? How do you think the young man felt then?</i> and so on. 2. Divide the class into groups and assign a role of one of the characters to each one of the learners. 3. Ask them to practise ‘acting out’ the story in their groups. Monitor and provide support as and when needed. 4. The class then comes together to watch the ‘performances’.		
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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and justify answers. To practice the weak form of <i>of</i> in connected speech. 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 8, Lessons 8–11 • revise vocabulary related to health and healthy eating • offer advice and suggestions on healthy lifestyles to their classmates • reflect on their own learning.
Link to prior learning: • Review of Unit 8, Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 8, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 8, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11.		
Resources/equipment needed: Learner's Book page 126 Activity Book page 99		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to stand up and follow your instructions but not to say anything (i.e. they will be miming). 2. Give the direction: <i>You are walking and carrying a sack of potatoes.</i> Learners walk and mime. 3. Add another instruction: <i>Now you are carrying two sacks of potatoes and they are very heavy.</i> 4. Continue with other instructions reviewing the classifying language from the previous lesson, for example: <i>You are eating a bowl of beans; You are putting a pinch of salt into some soup,</i> and so on.
Resources	Main Activity
Learner's Book page 126	Can you remember? Activity 1 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. Ask learners to turn to page 126 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions.
	Feedback Learners compare answers in pairs, then small groups and finally as a whole class.
	Answers 1 c – good for; 2 c – eat; 3 c – bunch; 4 a – bowl; 5 b – pinch; 6 b – teeth; 7 c – grains; 8 b – five; 9 a – should eat; 10 b – shouldn't drink
	Differentiation activities (Support): 1. Monitor and check for 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): 1. Once it has been checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.

Activity Book page 99	Can you remember? Activities 1 and 2 1. Ask learners to work individually and label the pictures with the classifying expressions. 2. When they have finished, they can check their answers with a partner. Feedback 1. Elicit answers from the class and deal with any difficulties related to meaning and pronunciation. 2. Model one of the classifying expressions and ask learners to repeat. 3. Learners practise the pronunciation together. Answers 1 a sack of potatoes 2 a pinch of salt and pepper 3 a bag of onions 4 a bowl of beans 5 a bunch of carrots
Activity Book page 99	Activity 3 1. Ask learners to work individually and add two more food items to each of the columns in the table. 2. When they have finished, they check their answers with a partner or a group of three or four and try to add to their lists. Feedback Copy the empty table onto the board and ask some of the early finishers to go and write their answers under the relevant headings. Deal with any problems related to meaning and pronunciation. Answers Possible answers Dairy: yoghurt, milk, cheese, cream, ice cream Meat and fish: beef, chicken, lamb, sardines, tuna and any other named fish that learners know Fruit and vegetables: apples, oranges, pears, bananas, strawberries, carrots, onions, potatoes Grains: bread, rice, pasta Differentiation activities (Support): 1. Learners can use their Learner's Book and Activity Book to support their search for information. Differentiation activities (Stretch): 1. Learners can develop additional review questions and swap with a partner.

Activity Book page 99	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 8 if needed to make links between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities where they demonstrated these skills from the Learner's Book and Activity Book in Unit 8.		
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:			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss vocabulary and structures from the unit. Writing: To write a diagnosis of an illness with advice and suggestions.		Learning outcomes: By the end of the lesson, learners will be able to ... - consolidate their learning from Unit 8 through review tasks - reflect on the new knowledge they have gained.
Link to prior learning: - Vocabulary and structures from Unit 8 21st Century Skills - Not applicable		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structures: Expressions and structures from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Refer back to Lessons 1–6 and 8–11 for guidance		
Resources/equipment needed: Learner's Book page 127		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Remind learners that in Unit 8 they learned new words related to health and illness, food and food groups, and so on. Give each learner a small piece of paper and ask them to write down one word that they are confident about defining to one of their peers. Encourage them to choose ones which can be accompanied by actions. 2. When all learners are ready, ask them to stand up and move around the classroom in a whole class 'mingle activity'. Each time they meet a new partner, they give the definition of their chosen word and their partner tells them the answer. 3. After the activity has finished and the learners are back in their seats, ask a few members of the class how well their classmates did in this task. 4. Tell learners that they will be revising language from the whole unit.
Resources	Main Activity
Learner's Book page 127	Use of English: Activity 1 1. Learners work together to choose the correct word to complete the sentences in the text. 2. Monitor and note areas of difficulty that will require clarification in open feedback. Feedback 1. Ask learners to volunteer answers and give reasons for their choice. 2. Ask questions to check understanding of problematic areas and offer further clarification if required.
	Answers 1 a few; 2 tired; 3 I've got; 4 feel; 5 a lot; 6 have got; 7 fever; 8 prescription; 9 some; 10 plenty of
	Differentiation activities (Support): 1. Ask learners to work in mixed-ability pairs so that the more able learners can support their less able counterparts.
	Differentiation activities (Stretch): 1. Ask these learners to justify their choices during open feedback and offer peer corrections and explanations if appropriate.
Learner's Book page 127	Activity 2 1. Ask learners to read the health blog in Activity 1 again and find examples of an illness, symptoms and advice/suggestions. 2. Learners underline the examples in the text and then check with a partner. Feedback 1. Ask volunteers to offer answers and deal with any queries that may occur. 2. Link to the next stage by telling the class that they will be writing some advice and suggestions and provide the language prompts <i>Try to</i> and <i>You should</i> on the board.
	Answers illness: a cold, a fever, an ear infection symptoms: headache, tired, cough, feel hot and cold advice/suggestions: go to the doctor's, eat fruit and vegetables, get plenty of rest

Learner's Book page 127	Write: Activity 3 1. Ask learners to write a diagnosis and make suggestions for a person with the symptoms indicated. They should write these on a separate piece of paper. 2. Remind them that they should use <i>You should</i> and <i>Try to</i> and advise them to use the text as a model. 3. Circulate and offer support as required. 4. When learners have finished, ask them to exchange papers with another learner and to check the writing for correct spellings and grammar.
	Feedback Take in the writing tasks to mark and praise learners for their work. Focus on any common errors made. Write them on the board and elicit corrections.
	Differentiation activities (Support): 1. Scaffold this task by first asking the learners what illness they think the writer might have and write ideas on the board. 2. Then elicit possible advice and suggestions and write these in note form on the board too. 3. Direct learners to the model text in Activity 1 and tell them they should start in the same way: <i>Well, it sounds as though you ...</i> 4. Ask learners to continue writing the diagnosis and advice together and tell them you will be circulating and helping with language.
	Differentiation activities (Stretch): 1. These learners can be challenged further by also writing the original letter to the doctor describing their symptoms.
	Talk: Activity 4 1. Learners write two different fruits/vegetables for each heading. 2. If they wish, they could use different colour pens or pencils to write the words or could draw a rainbow and write the words within the rainbow shape in the correct colour. Feedback Learners compare their rainbow foods with a partner and then swap ideas and add any new words to their list/rainbow.
Resources	Plenary 1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback from the whole class. 3. Finish with a quick game where you call out the following clues for learners to guess the words: <i>You have this when your head hurts.</i> (a headache) <i>You have this when you feel hot and shiver.</i> (a fever) <i>This is a visit to the doctor.</i> (appointment) <i>Our body gets vitamins and minerals from this food group.</i> (fruit and vegetables) <i>Yoghurt and milk belong to this food group.</i> (dairy)

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: (G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partner's ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. To ask survey questions (Project 1). Reading: To read questions and instructions. Writing: To make a poster showing the results of a survey OR an information poster on the topic of World Health Day.		Learning outcomes: By the end of the lesson, learners will be able to ... • work together to achieve a shared goal • organise and manage their time • create a project based on their learning in Unit 8.
Link to prior learning: • Unit 8 (all lessons) 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structures: Expressions and structures from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 128 Project 1: A Health and Food survey: writing/drawing supplies, A3 sheets of paper. Project 2: World Health Day: writing/drawing supplies, A3 sheets of paper, scissors, glue, Internet access or leaflets, written material suitable for children (from a children's encyclopaedia, library books on the topic)		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 128	The starter for this lesson will depend on which project has been selected. Project 1 1. Introduce the project by telling learners that they are going to conduct a survey to find out how healthy their classmates are. 2. Organise the class into groups of six and give each learner a number 1–6. 3. Allocate question number 1 to learner number 1, question number 2 to learner number 2, and so on. 4. Read through the instructions for the project with the class. 5. Elicit one or two examples of additional questions for each question. For example, <i>Which type of fruit do you eat most? When do you usually drink milk? In the morning with breakfast? Afternoon?</i> Project 2 1. Draw a picture of a globe, a doctor (and/or other pictures which represent health) and the date 7th April. Tell the learners that this is an important day worldwide every year. Can they guess what it is? 2. Give the learners some basic general facts about World Health Day and tell them what the topic is this year. 3. Depending on the topic and how familiar the learners are with it, either elicit what they already know about it or give them some basic information using visual support. 4. Go through the instructions for the project. 5. Divide learners into pairs or groups of three. 6. If you prefer, each group could make up their own survey.
Resources	Main Activity
Learner's Book page 128	Project 1 – Conducting the survey 1. Learners circulate and ask their question and record the answers. 2. Learners return to their groups and share their findings. What can they conclude? Is the class a healthy one? Project 2 – Researching the project 1. In groups, learners must find out more information about the topic and make notes. Depending on resources, learners can use the Internet for their research or printed materials, which you will need to provide. 2. They should try to organise their notes under headings and decide on the most important information that they will use for their poster. Feedback and instructions for the next stage Project 1 1. Tell the learners that they are going to use the data they collected to prepare a poster with bar charts. 2. Demonstrate how to create a bar chart on the board so that learners can see how they will do this. Use the example in the Learner's Book to help you. 3. Tell them that their posters will be displayed so they need to be neat and colourful. Project 2 1. Tell the learners that they are going to prepare a poster which outlines some information about the topic of World Health Day. 2. They should add drawings and pictures to their posters to make it attractive and colourful.

	Differentiation activities (Support): 1. Ask learners to work in mixed-ability groups for the project.		
	Differentiation activities (Stretch): 1. Learners can take a leading role in the project preparation, but must allow others to contribute to the best of their ability.		
Learner’s Book page 128	Preparing the project (both projects) 1. Distribute writing materials and poster papers to each group. 2. Learners design the layout of their poster and make a rough sketch. Then they work on creating the final product using the necessary materials. 3. Ask learners to help each other with correct spellings and grammar (if appropriate). 4. Provide any necessary guidance when monitoring. 5. When learners have finished, they plan how they are going to present their poster orally to their classmates. They should all be speaking for an equal amount of time. 6. Continue to monitor and support where needed. 7. Time permitting, they rehearse their presentations. Monitor and help out with any pronunciation difficulties. Feedback No open class feedback at this stage.		
Resources	Plenary		
	1. Focus on any problematic areas of pronunciation that may have arisen during the preparation/rehearsal stage. 2. Praise the learners for what they have achieved in the lesson.		
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: Project 1: (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). (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats. Project 2: (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). (G5.4.4.1.1) 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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 8 21st Century Skills • Learning and Innovation Skills: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structures: Expressions and structures from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer to Unit 8, Lessons 1–12		
Resources/equipment needed: Tape to stick work to the walls or windows of the classroom		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Give learners time to gather their materials for their joint presentation. 2. Divide the class into half (A) and (B) and explain the procedure. Groups who have been allocated the letter (A) will display their posters on the wall and (B) groups will go and listen to each presentation. They then swap and (A) groups will listen to (B) groups' presentations. They should decide which presentation they liked best.
Resources	Main Activity
	Presentation preparations 1. Allow approximately five minutes for groups to practise their presentations. 2. Circulate and provide language support if required. Feedback It may be necessary to include a brief focus on intonation and pronunciation. Presentation 1. Groups (A) display their posters in the classroom. If possible, make sure that the groups are not standing too close to each other as this will make giving simultaneous demonstrations difficult. 2. One group (B) should 'visit' a group (A) and listen to their presentation. They then move on to the next group (A) and listen to another presentation. Repeat if necessary. 3. Groups change roles. Groups (B) now display their posters and give presentations to groups (A). Feedback None needed at this point. Differentiation activities (Support): 1. Monitor and support with lexis and pronunciation if learners struggle when speaking. 2. If they make errors but are able to continue then let them. 3. This builds confidence in speaking with a focus on fluency in the moment. Differentiation activities (Stretch): 1. Encourage learners to speak confidently. Self-reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: • <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> Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create. Differentiation activities (Support): 1. Write the questions on the board, so the learners have a reference point when writing their personal notes.

	Differentiation activities (Stretch): 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. Praise learners for the work they have delivered today. 2. For project 1, ask learners if they consider that the class is a healthy one. For project 2, ask learners what they have learned about this year’s World Health Day topic.		
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 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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask questions about photos. To compare and contrast places. Listening: To listen to descriptions of places. Writing: To use new vocabulary at word level. Reading: To read sentences and identify the correct option to complete them.		Learning outcomes: By the end of the lesson, learners will be able to ... • relate their learning to their own living environment • analyse the differences between living in a city and in the country • talk about their personal preferences.
Link to prior learning: • Knowledge of the features of a city • Adjectives 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>road, office buildings, village, path, pavement, lake, forest, mountain, field</i> Adjectives: <i>beautiful, clean, dirty, crowded, peaceful, colourful, amazing, noisy, pretty, popular, small, modern, ancient</i> Key expressions/structures: Adjectives describing town and country		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Listening tasks are often perceived as being challenging for learners. To manage this, explain that you will play the audio several times to reassure learners. • You may also have prepared flashcards representing target language and can guide lower-level learners to these when the target language is mentioned. • Discuss some of the language they are likely to hear before playing the audio.		
Resources/equipment needed: Learner's Book page 129 Activity Book page 100 Audio Track LB50 Dictionaries, photos of cities and the countryside		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to close their eyes and imagine what the ideal place to live would be like. 2. Ask them to think about the things they would have in that place and what they could do. 3. Allow them a little time to visualise the place. 4. Then ask them to open their eyes and describe the place. 5. Help them with additional vocabulary if necessary.
Resources	Main Activity
Learner's Book page 129	Talk about it: Activity 1 1. Show the learners pictures of cities and of country scenes. Which do they prefer? 2. Ask learners what they might find in a city. 3. Elicit names of buildings and features of a city. Remind learners of work covered in Unit 2 in relation to cities. 4. In pairs, learners talk about where they live, the country or the city, and then say what they like about it. 5. Circulate, helping with extra vocabulary as needed. 6. You may wish to write the new words on the board for future use. Feedback Monitor the learners and encourage them to compare and contrast both places. They should give opinions and justify them. Answers Learners' own answers.
Learner's Book page 129	Talk: Activity 2 1. Ask learners to look at the photos and describe what they see. 2. Tell them to discuss the advantages and disadvantages of living in each place. 3. Ask them to make notes of their ideas. Feedback Closed pairs. Answers Learners' own answers.
Learner's Book page 129	Word study: Activity 3 1. Ask learners to look at the photos again and use the example sentences to ask and answer questions about the words in the box. 2. Encourage them to look up the words they don't know in the dictionary. Feedback Learners work in pairs, closed feedback. Answers Learners' own answers.

Learner's Book page 129 Audio Track 50	Listen: Activity 4 1. Tell learners they are going to listen to two children talking about where they live. 2. Explain that they will be referring to the photos that the learners have looked at previously. What do they think the children will say about these places? Elicit a few ideas as preparation for the listening activity. 3. Play the audio at least twice. Learners listen and identify which place each child is talking about. 4. Ask learners to look at the adjectives in the box and to give example sentences to check the meaning. Play the audio again and ask learners to classify the adjectives the children use to describe the places and find the adjectives that are used in both instances. Feedback Whole class feedback. Answers Boy – Picture a (Shanghai) crowded, noisy, colourful, modern, amazing, ancient, popular Girl – Picture b (Orta San Giulio) beautiful, peaceful, amazing, small, pretty, popular <i>Popular</i> and <i>amazing</i> are used in both descriptions. Differentiation activities (Support): 1. You could create a two-column table in advance for the learners to write the adjectives in, with <i>city</i> and <i>country</i> as headers. 2. It may also be easier if learners number the adjectives before listening so that they then just have to write the numbers in the table rather than worrying about the spellings. 3. Support learners before and during listening (see misconceptions above). Differentiation activities (Stretch): 1. Learners can use the adjectives to write a sentence about each of the places in the photos.
Activity Book Page 100	Vocabulary: Activity 1 1. Learners look at the pictures and complete the words. Feedback Call out a number from the picture and ask learners to respond with the correct word. Answers 1 road; 2 office building; 3 pavement; 4 mountain; 5 field; 6 lake; 7 forest Differentiation activities (Support): 1. Learners can work in pairs for additional support and refer back to the words in the Learner's Book if necessary. Differentiation activities (Stretch): 1. Learners create their own pictures and swap with peers to label.

Activity Book page 100	Activity 2		
	1. Learners circle the adjectives which best describe the city or the country.		
	Feedback		
	Read out the sentence starters and stop when it comes to choosing an option. Ask learners to continue the sentence with the correct adjective.		
	Answers		
	1 peaceful; 2 popular; 3 crowded; 4 beautiful		
	Differentiation activities (Support):		
	1. You could prepare matching vocabulary and picture cards to allow for a more hands on approach to linking meaning.		
	Differentiation activities (Stretch):		
	1. Learners note down other related vocabulary and categorise these words according to whether they describe the city or the country.		
Resources	Plenary		
	1. Ask learners which place they chose to live in at the beginning of the lesson. 2. Ask them if they have changed their minds now. Ask: Why?/Why not? 3. Open class discussion.		
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:			
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.			
(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use adjectives to compare and contrast different places. Reading: To read for information and meaning. Writing: To describe a location and use comparatives. Listening: To listen to peers talk about the places they prefer.		Learning outcomes: By the end of the lesson, learners will be able to ... • compare the city and the country • personalise their learning to reflect on where they live • use comparatives to describe photos in comparison to another place.
Link to prior learning: • Adjectives • Expressing opinion 21st Century Skills: • Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully.		
Key vocabulary: Adjectives: <i>clean, dirty, peaceful, amazing, beautiful, crowded, noisy, pretty, popular, small, modern, ancient, large, humid, fast, cheap</i> Key expressions/structures: Comparatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 130 Activity Book page 101 A4 paper, map of the UAE, photos of different places for learners to describe		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners work in groups or teams. 2. Give each team a sheet of A4 paper. Ask teams to fold it half. 3. Ask learners what words they can remember to describe a town or city. They write these on one half. 4. Ask learners what words they can remember to describe the country. They write these words on the other half. 5. Teams swap papers and mark according to accuracy of spelling. 6. The winning team is the one with the most correct words.
Resources	Main Activity
Learner's Book page 130	Use of English: Activity 1 1. Learners work in pairs or small groups and use the Guided discovery strategy to learn about comparatives. 2. Read the questions one at a time and ask learners to reflect and work out the answers by referring to the <i>Use of English</i> box. 3. Give learners time to discuss their ideas and then share them with the whole class. 4. Support by providing plenty of examples during the feedback section. Feedback Elicit the answers as a whole class and ask for more examples to demonstrate each point. Write these on the board. Learners could write the notes as rules in their notebooks. Answers 1a the letter <i>y</i>; b change <i>y</i> to <i>ier</i> (<i>dirty–dirtier</i>) 2a one syllable; b add <i>er</i> (for example, <i>cleaner</i>, <i>bigger</i>. Note that for 'big' it is necessary to double the last letter, so 'big' becomes 'bigger'.) 3a two and three syllables; b add <i>more</i> and <i>than</i> (<i>more peaceful than</i>)
Learner's Book page 130	Talk: Activity 2 1. Ask learners to look at the pictures. Ask them where the places are (the UAE) and ask them to locate them on a map of the UAE. 2. Ask learners to describe the pictures using adjectives from the box in Lesson 1, Activity 4. Feedback No feedback at this stage. Answers Possible answers Khor Fakkan – beautiful, clean, peaceful, pretty, amazing Dubai – crowded, noisy, amazing, modern, popular Differentiation activities (Support): 1. Prepare additional examples to encourage confidence and practice of the adjective rules. Differentiation activities (Stretch): 1. Learners can choose to expand their discussion to include any other places they have been, either in the UAE or elsewhere.

Activity Book page 101	Read: Activity 1 1. Learners read the text about visiting Muscat in Oman. 2. They then write the adjectives in their comparative forms to complete the text. 3. Ask learners if they would like to visit Muscat. Why? Feedback Learners check their answers in pairs and then as a whole class. Answers 1 nicer; 2 hotter; 3 more humid; 4 lighter; 5 faster; 6 cheaper Differentiation activities (Support): 1. Refer learners to the <i>Use of English</i> box for additional support with the rules. 2. Focus on each adjective in brackets initially and help learners to write down the possible spelling variations. Learners can then simply choose from their list of options when completing the task. Differentiation activities (Stretch): 1. Learners research other places in Oman and share their information with the class. Guide them to look at Nizwa, Jabal Shams and Sur to ensure a contrast in locations. 2. They can discuss possible sentences they could use to describe these places.
Learner's Book page 130	Write: Activity 3 1. Ask learners to describe and compare the pictures, but this time in a written form. 2. Tell them to use the map to write about the location and to use comparatives. 3. Ask them to take notes in their notebooks and to use the text in the Activity Book as a model. Feedback None needed at this stage. Answers Learners' own answers.
Learner's Book page 130	Talk: Activity 4 1. In pairs, learners discuss which place they would prefer to visit. 2. Insist that they justify their answers using vocabulary learned in the lesson. Feedback Closed pairs. Answers Learners' own answers. Differentiation activities (Support): 1. Ensure appropriate turn-taking in Activity 4, either by using an egg timer or stopwatch. This way, all learners will have an equal amount of time to talk. Differentiation activities (Stretch): 1. Learners may choose their own place to write about as extension to Activity 3.

Resources	Plenary		
	1. Ask some of the learners to read out their written tasks to the rest of the class. 2. Encourage the remaining learners to pick out the adjectives used and say what form they were used. 3. Have a show of hands to evaluate whether the city or the country is the most popular place in the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (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. (G5.3.2.1.3) 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). (G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about energy and the carbon footprint. Reading: To read an information text and respond to a written survey. Listening: To listen to peers give an opinion.		Learning outcomes: By the end of the lesson, learners will be able to ... • reflect on the impact of their carbon footprint • use subordinate clauses to reflect on their knowledge of environmental factors • talk about what changes they could make at school to reduce the carbon footprint.
Link to prior learning: • Expressing opinion, awareness of environmental concerns from previous units, for example, eco-homes and towns. 21st Century Skills: • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners.		
Key vocabulary: <i>carbon footprint, carbon dioxide, reduce, pole, recycle, produce, absorb, melt</i> Key expressions/structures: Subordinate clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When talking about personal behaviour, there is a general perception that some learners may become shy or embarrassed. To change the focus of this, you could make the feedback anonymous in Activity 2 and prepare results in groups.		
Resources/equipment needed: Learner's Book page 131 Activity Book page 102		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Remind learners of the new words they learned in Lessons 1 and 2. 2. Ask how they think big cities affect the environment. For example, clean air, space and noise. 3. Think about the different ways of travelling discussed in Unit 2 and whether some of these methods would have more of an impact in the city compared to the country.
Resources	Main Activity
Learner's Book page 131	Talk about it: Activity 1 1. Learners work in pairs and look at the pictures. 2. Encourage them to discuss the questions and ask them to make notes of their answers. Feedback Learners share their ideas with their partner about what they think a carbon footprint is. Answers Learners' own answers.
Learner's Book page 131	Read: Activity 2 1. Focus on the <i>Reading strategy</i> box and point out that skimming is a very useful strategy to use. 2. Read the strategy with learners and explain how it can help them. Explain that it is helpful because they don't always need to read the whole text to find the information they need. 3. Tell learners to look at the headings and discuss how headings can help them locate the information they need. 4. Ask learners to read the text and check if their ideas were correct. Feedback Check that learners understand the term <i>carbon footprint</i> and re-read the relevant section in the text to highlight where the information explaining this can be found.
Activity Book page 102	Read: Activity 1 1. Explain that learners now need to re-read the text in the Learner's Book to look for more details and that this time they should read the text carefully for detail, using the headings to guide them. 2. When they have finished, they read the sentences in the Activity Book and decide if they are true or false. 3. Encourage learners to give reasons for their answers and to indicate where in the text they found the information. Feedback Peer correction. Learners check together to see if they have the same answers. Ensure that learners understand why there is a need for people to reduce their carbon footprint and have a class discussion if necessary. Refer learners to the Vocabulary box to clarify any unknown words. Answers 1 T; 2 T; 3 T; 4 F

	Differentiation activities (Support): 1. Use the Jigsaw reading strategy to break up the reading into smaller pieces and allocate individual learners a specific question to answer. 2. Learners can then share the information they found to answer all the questions.
	Differentiation activities (Stretch): 1. Learners can write more True/False questions and share these with their peers.
Activity Book page 102	Activity 2 1. Explain that learners will do a survey to identify how big their carbon footprint is. 2. Ask learners to answer the questions individually by placing ticks next to the relevant answers. 3. They can then discuss their answers in pairs and compare their results. Feedback Learners could compare their answers with a wider group before discussing the results as a whole class. Ask learners to express their results as a score out of six and tally the results on the board. Focus on how big or small the class's carbon footprint is and what learners could do to reduce it.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Ask learners which answers show they have a low carbon footprint. Why? If learners need extra help, explain why each answer means having a lower carbon footprint than alternatives; for example, walking to school results in a lower carbon footprint because it avoids using a car, and turning off lights saves power.
	Differentiation activities (Stretch): 1. Learners could use the tally results from the board to produce a bar chart to show the carbon footprint results for the class. 2. Ask them to write a couple of sentences summarising the class results. 3. Encourage learners to present their results to the class.
Activity Book page 102	Use of English: Activity 3 1. Revise with learners the rules to form comparative adjectives. Prompt by writing different adjectives on the board such as <i>small, dirty, amazing</i>. 2. Focus on the activity in the Activity Book and ask learners to complete the gaps by changing the adjectives. Point out that there are two gaps in some sentences and ask/remind learners what comes after the comparative adjective (<i>than</i>). Feedback Check the answers as a class.
	Answers 1 smaller than; 2 bigger than; 3 better; 4 more careful; 5 cleaner
	Differentiation activities (Support): 1. Ask learners how many syllables are in each adjective and refer them to the <i>Use of English</i> box in Lesson 2 as needed.
	Differentiation activities (Stretch): 1. Learners can write three more examples of gapped comparative sentences for Activity 3 and ask their peers to complete them.

Resources	Plenary		
	1. Learners discuss how energy is used at school. Make a list on the board as a class. 2. Ask learners to consider the following: Is energy used correctly? Can they think of ways to improve the school’s energy use? How? 3. As a class, learners discuss their ideas and suggestions. 4. They can vote for which suggestion is the easiest to carry out and see if it can be implemented in the future.		
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. (G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand an article about helping the environment. Speaking: To discuss ways that we can help the environment. Writing: To complete sentences containing subordinate clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... • reflect on the impact of planting trees on the environment • identify missing information in a subordinate clause • use superlatives to compare places and things • share opinions in a class discussion.
Link to prior learning: • Awareness of environmental concerns from previous units (eco-homes and towns). • Build on personal accountability from Lesson 3. 21st Century Skills: • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners.		
Key vocabulary: <i>produce, oxygen, reduce, carbon dioxide, plant, release, environment, forest, ice, pole, melt</i> Key expressions/structures: Subordinate clauses; expressing opinions: <i>we believe/we think</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners can feel overwhelmed by a text-dense page. Guide them to understand the different reading skills that will support them in finding specific information: • Scanning – rapid reading assisted by key words to locate specific pieces of information • Skimming – rapid reading focusing on the title and headings • Reading for gist – reading topic sentence signposts to get the main idea.		
Resources/equipment needed: Learner's Book page 132 Activity Book page 103		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Recap some of the ways our carbon footprint could be reduced. 2. Discuss which of these learners already do and which ones are more difficult. 3. Focus on planting trees and explain that learners will now read a text which will explain why this is important.
Resources	Main Activity
Learner's Book page 132	Read: Activity 1 1. Learners read the text and find two reasons why it's important to plant trees. Ask the learners specific questions to practise their scanning skills, such as, <i>How many trees are there?</i> 2. Revise words and expressions by having a quiz. Feedback Discuss answers as a class and ask learners to justify their choices. Encourage them to point out where in the text they found the information. Answers Possible answers: Because trees release oxygen and use carbon dioxide, making our air cleaner. They make homes for animals. They make the countryside look beautiful. They help the environment. Differentiation activities (Support): 1. Direct learners to the smaller text boxes and ask them to find information from these. Differentiation activities (Stretch): 1. Ask learners to find as many reasons as they can and give examples.
Activity Book page 103	Use of English: Activity 1 1. Learners work in pairs or small groups and use the Guided discovery strategy to learn about superlatives. 2. Read the questions one at a time and ask learners to reflect and work out the answers by referring to the <i>Use of English</i> box. 3. Give learners time to discuss their ideas and then share them with the whole class. 4. Support by giving plenty of examples in the feedback section. Feedback Elicit the answers as a whole class and ask for more examples to demonstrate each point. Write these on the board. Learners could write the notes as rules in their notebooks. Answers 1 a one syllable; b add 'est' (the biggest, the cleanest) 2 a two and three syllables; b add 'the most' (the most peaceful, the most amazing)

Activity Book page 103	Activity 2 1. Learners circle the correct answer. 2. Encourage them to refer back to the <i>Use of English</i> box in Lesson 2 to check their answers. Feedback Learners check their answers in pairs. Answers 1 the most important; 2 the best; 3 largest; 4 the smallest; 5 the most amazing Differentiation activities (Support): 1. Guide learners to the <i>Use of English</i> box and remind them how to make superlative adjectives. Differentiation activities (Stretch): 1. Learners write additional sentences for their peers.
Activity Book page 103	Writing: Activity 3 1. Tell learners to make sentences that are true for them using the words in the box. Feedback Ask learners to share their sentences with the class. If you have the space, this can be done as a mingle activity. You can ask some learners to write their sentences on the board. Answers Learners' own answers.
Resources	Plenary 1. Ask learners what things they could do to help conserve energy. 2. Go around the class asking for different suggestions until you have exhausted the possibilities. (At a later date, or for homework, learners could produce posters to put up around the school to encourage other learners to reduce their carbon footprint.) 3. Answers could include: • Turn off the tap when brushing teeth. • Turn off the air conditioning when not using a room. • Recycle their drink cans.

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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about changes in a city or town. Listening: To listen to and identify opinions. Reading: To read and match sentence halves based on listening text information. Writing: To label a picture with vocabulary from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify opinions • make comparisons between the past and present • recognise and name household appliances.
Link to prior learning: • Expressing opinion • Listening skills • Past tenses 21st Century Skills: • Not applicable		
Key vocabulary: <i>street lights, car, underground train, washing machine, microwave, dishwasher, mobile phone, television, iron, cooker, fridge</i> Key expressions/structures: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio.		
Resources/equipment needed: Learner's Book page 133 Activity Book page 104 Audio Tracks LB51 and AB13–14 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show learners some photographs of cities in the past and today. 2. Elicit some ideas on how they have changed. • Are there more or fewer buildings? • Are the buildings bigger or smaller? • Are the open spaces the same?
Resources	Main Activity
Learner's Book page 133	Talk about it: Activity 1 1. Ask learners to talk about the place where they live, how long they have lived there and how they think it has changed over the years. 2. Then focus on the photos of Dubai and discuss how the city has changed over time according to the photos. Feedback Whole class discussion after initial pairwork. Answers Learners' own answers.
Learner's Book page 133 Audio Track 51	Listen: Activity 2 1. Focus on the <i>Listening strategy</i> box and tell learners that they should listen for the expressions of opinion when they try to identify a speaker's opinion. 2. Tell them that they should also use these expressions when giving their own opinion. Elicit examples by asking learners to say how they think Dubai or their home town/city has changed. 3. Ask learners to listen to the first part of Amina's presentation about her city and say what she prefers – the past or the present. 4. Play the audio at least twice and elicit the answers from the class. Feedback Discuss answers as a whole class. Establish what helped them decide on their answer. Ask if learners can remember any of the opinion sentences in full and, if so, write these up on the board. Answers Amina prefers the present-day Dubai.
Learner's Book page 133 Audio Track 51	Activity 3 1. Focus on the words in the box. Check that learners understand the meaning of each. 2. Ask learners to listen to the audio again and find out which things are different in past and present-day Dubai 3. Play the audio at least twice again. 4. Check the answers as a class. 5. Ask learners to compare with their home town. Feedback List the items on the board within a table like the one below. Ask learners to come up and tick or cross, according to the information in the audio. Check that all learners agree.

	Answers <table><tr><th></th><th>Past</th><th>Present</th></tr><tr><td>street lights</td><td>No</td><td>Yes</td></tr><tr><td>cars</td><td>No</td><td>Yes</td></tr><tr><td>metro</td><td>No</td><td>Yes</td></tr><tr><td>skyscrapers</td><td>No</td><td>Yes</td></tr></table> Differentiation activities (Support): 1. Explain that learners just need to listen for the items mentioned and identify whether they existed or not. They can ignore any other language for this activity. Differentiation activities (Stretch): 1. Learners can write comparative sentences for each of the items in the photos.		Past	Present	street lights	No	Yes	cars	No	Yes	metro	No	Yes	skyscrapers	No	Yes
	Past	Present														
street lights	No	Yes														
cars	No	Yes														
metro	No	Yes														
skyscrapers	No	Yes														
Learner’s Book page 133	Word study: Activity 4 1. Explain to learners that as well as things we can see on the outside, the inside of buildings would have changed too. 2. Focus on the picture of the home appliances and the words in the box. 3. Learners point to the things they can see in the picture and match them with the words. 4. Ask learners which of these appliances they have at home. 5. Ask whether they think these things would have been around in the past. If not, ask what they think people did instead. Feedback Learners share their answers in pairs before feeding back to the whole class. Answers 1 fridge; 2 mobile phone; 3 microwave; 4 iron; 5 washing machine; 6 cooker; 7 dishwasher; 8 television															
Activity Book page 104 Audio Track 13	Listen: Activity 1 1. Learners listen to Ahmed describing his city in the past and the present. 2. They must then match the sentence halves to make sentences that express his opinions. Feedback Read the first part of each sentence and then ask learners for a show of hands for each of the answer options. If there is a difference of opinion, play the audio again and encourage learners to listen for the specific information. Explain that there may be different options that would work, but that they need to identify the language used by Ahmed. Answers 1 b; 2 d; 3 a; 4 e Differentiation activities (Support): 1. Remind learners of the language used in the <i>Listening strategy</i> box in the Learner’s Book. Explain they will hear this as part of the activity. Reassure them that you may play the audio several times. 2. Signal to the learners when the relevant information is coming up in order to focus their listening. Differentiation activities (Stretch): 1. Learners can read the sentences, predict which halves may match and then check to see if they were correct from the listening text.															

Activity Book page 104 Audio Track 14	Vocabulary: Activity 2 1. Learners listen again to the second part of the audio where Ahmed is talking about home appliances. 2. Explain that learners must tick the appliances Ahmed mentions. 3. Then they look at the number allocated to each item and write the name of it on the correct writing line below. Feedback Call out the numbers and encourage learners to respond with the name of the appliance. Check the spelling by asking individuals to come to the board and write the words while the rest of the class calls out the letters.			
	Answers 1 television; 2 mobile phone; 3 fridge; 4 microwave; 5 cooker; 6 washing machine; 7 dishwasher			
	Differentiation activities (Support): 1. Remind the learners that the vocabulary in Activity 4 of the Learner’s Book will help them with the correct spelling.			
	Differentiation activities (Stretch): 1. Learners can draw a picture of a kitchen of the future. Using their imagination, encourage them to label and explain any new kitchen items they invent, for example, a solar-powered dust collecting robot that sweeps and washes the floor with no human assistance.			
	Resources			
	Plenary 1. Ask learners to think about what has changed in their Emirate since the UAE was formed in 1971. 2. Ideas may include: equal access to education for boys and girls, stronger relationship with neighbouring emirates, oil boom, the number of foreigners living and working in the UAE, the road system, improvements in health and social care.			
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: (G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh-</i> questions about past events.				

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify facts and opinions. To listen to a peer presentation. Speaking: To pronounce regular past simple verbs in the correct way. To deliver a short presentation. Reading: To read sentences and identify the missing verb forms. Writing: To make notes for a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... • use past simple regular and irregular verbs • demonstrate the correct pronunciation of regular past simple verbs • Learners will be able to give a spoken presentation about changes in their city or home town in the past and present and give their opinion about these changes.
Link to prior learning: • Home appliances • Pronunciation -ed endings • Past simple tense 21st Century Skills: • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: <i>electricity, stove, oil, wood, dishwasher, microwave, television, mobile phone, washing machine, iron</i> Key expressions/structures: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences.		
Resources/equipment needed: Learner's Book page 134 Activity Book page 105 Audio Tracks LB52–53 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter												
	1. In pairs, learners discuss which of the appliances from the previous lesson they think people used in the past. 2. Encourage learners to give their opinions using <i>I think that ... , I'm sure that ... , I know that ...</i> 3. Encourage learners to share ideas using the opinion target language.												
Resources	Main Activity												
Learner's Book page 134 Audio Track 52	Listen: Activity 1 1. Explain that learners will now listen to a presentation, which will give them the answers to the questions raised at the beginning of the lesson. 2. Play the audio and check the answers as a class. Feedback Ask learners to list the items and encourage others to say whether they agree or disagree. Ask learners to discuss how different things would be today without these items. Answers No dishwashers, microwaves, televisions, mobile phones or washing machines. There were (oil or wood) stoves.												
Learner's Book page 134 Audio Track 53	Pronunciation: Activity 2 1. Tell learners they are going to listen to the pronunciation of regular verbs in the past simple. 2. Point out the known verbs that learners heard in the previous listening activity: <i>cooked, washed.</i> 3. Recap the ending for regular verbs in the past simple and write some further examples on the board. 4. Learners can then read through the <i>Use of English</i> feature to check that they understand the rules. 5. Play the audio once and tell learners that they are to just listen at this point. 6. Ask them if they notice any difference in the final sounds. 7. Explain that there are three different endings to regular verbs in the past. Can they recall these from previous units and give examples? 8. Ask learners to listen again and put the verbs they hear in the correct column. 9. Play the audio a few more times for learners to check. Feedback Copy the table onto the board and ask learners to supply answers for each column. Answers <table><tr><th>/id/</th><th>/t/</th><th>/d/</th></tr><tr><td>needed</td><td>cooked</td><td>travelled</td></tr><tr><td>painted</td><td>washed</td><td>cleaned</td></tr><tr><td></td><td>walked</td><td>used</td></tr></table>	/id/	/t/	/d/	needed	cooked	travelled	painted	washed	cleaned		walked	used
/id/	/t/	/d/											
needed	cooked	travelled											
painted	washed	cleaned											
	walked	used											

Activity Book page 105	Use of English: Activity 1 1. Refer to the <i>Language tip</i> about regular and irregular verbs in the past simple. Ask learners to provide examples of regular verbs in sentences. 2. Write the infinitive of some irregular verbs on the board. For example, <i>get, swim, run</i>. 3. Ask learners if they know the past tense forms. Elicit answers and write the correct forms on the board. 4. Learners then complete the task independently and match the present and the past simple forms of the verbs. Feedback Check the answers in pairs and then as a whole class. Answers have – had is/are – was/were walk – walked cook – cooked ride – rode live – lived
Activity Book page 105	Activity 2 1. Recap how we change the verbs to the negative form by looking at the example together. 2. Ask learners to complete the sentences with the correct form of the verb. Feedback Check the answers as a class. Answers 1 didn't have; 2 walked, was; 3 weren't; 4 rode; 5 lived; 6 didn't use
Activity Book page 105	Activity 3 1. If you feel that learners need more practice with regular and irregular verbs in negative and affirmative forms they can complete Activity 3. 2. Tell learners to look at the example first then complete the rest of the activity. Feedback Check the answers as a class. If time, nominate learners to write the answers on the board. Answers Possible answers: The houses didn't have water or bathrooms. People didn't have cars. They didn't have modern appliances. There weren't any scryscrapers or apartment blocks. People didn't drive. People lived in/had big houses. People used oil or wood to cook. Differentiation activities (Support): 1. Learners can work in pairs to complete this task. Differentiation activities (Stretch): 1. Ask learners to write using other verbs that they know which may not be in the box.

Learner's Book page 134	Talk: Activity 3 1. Tell learners that they are going to pair up for this activity and that at the end they are going to discuss their opinions with another pair about the past and present. 2. Encourage learners to work through the questions and instructions and to use Activities 2 and 3 in the Activity Book as a model. 3. When learners have answered the questions in pairs, learners compare their ideas with another pair. 4. Point out the <i>Words to remember</i> box and encourage learners to use these phrases in their discussions. Feedback Circulate, listening to learners and asking them questions while they are discussing the questions. You may wish to do some follow up on the most common mistakes you have observed. Answers Learners' own answers.			
	Resources			
	Plenary 1. Ask learners to draw conclusions about the past and present and to express their opinions. 2. Ask them to pick one thing that they could not live without and give reasons for their answers.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.				

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 9	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.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 1–6 • revise vocabulary related to city and country, carbon footprint, past and present, home appliances and giving opinions • reflect on their own learning.
Link to prior learning: • Review of Unit 9, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 9, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 9, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6		
Resources/equipment needed: Learner's Book page 135 Activity Book page 106		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember from Unit 9 and write their answers on the board. 2. Revise words and expressions from the unit by playing a game. 3. Ask questions linked to: spelling, naming household appliances, irregular adjectives, comparatives and superlatives. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 135	Can you remember? Activity 1 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. Ask learners to turn to page 135 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. Feedback Learners compare answers in pairs, then small groups, and finally as a whole class. Answers 1 a – noisy; 2 b – more peaceful; 3 c – ancient; 4 a – electricity; 5 b – small; 6 c – prefer; 7 b – opinion; 8 c – washing machine; 9 b – rode Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers, but offer support in understanding the questions. 3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): 1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 106	Can you remember? Activity 1 1. Advise learners that they should complete this task individually. Feedback Learners can check and compare their answers with peers. Answers Learners' own answers.
Activity Book page 106	Activity 2 1. Learners continue to work individually to complete the table with comparatives and superlatives of the adjectives they used in Activity 1. 2. Monitor and support as necessary. Feedback Learners can check and compare their answers with peers. Answers bigger than, the biggest; dirtier than, the dirtiest; more ancient, the most ancient

Activity Book page 106	Activity 3 1. Ask learners what phrases they have learned for giving opinions and write these on the board. 2. Learners write sentences using the comparatives and superlatives from Activity 2. 3. Monitor and support as necessary. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers Learners' own answers.
Activity Book page 106	Activity 4 1. Advise learners they are going to write about reducing their carbon footprint and that they must use the facts they have learned from the unit. 2. Give learners time to refer back to their books in order to find the information they need. 3. Instruct them to write five sentences expressing their opinion about reducing their carbon footprint and to use comparatives where possible. Feedback Build up a list on the board. How many different ways were mentioned? Differentiation activities (Support): 1. Learners can use their Learner's Book and Activity Book to support their search for information. Differentiation activities (Stretch): 1. Learners can develop additional review questions and swap with a partner.
Activity Book page 106	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 a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection. Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 9 if needed to make links between lexis and content. 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 Lessons 1–6.
Resources	Plenary 1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 9. 4. Accept open class feedback.

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: 8
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about a favourite place. Writing: To use adjectives to describe interesting places.		Learning outcomes: By the end of the lesson, learners will be able to ... • use descriptive adjectives to refer to known and unknown places • talk to their peers about interesting places • recognise and use adjectives with similar meanings.
Link to prior learning: • Adjectives used for places • Past tenses • Personal experience 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: <i>old, ancient, huge, strange, mysterious, colourful, exciting, exotic, modern</i> Key expressions/structures: Descriptive adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment Learner's Book page 136 Activity Book page 107 Dictionaries		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what kind of books they like reading. 2. Elicit a few book titles from them and ask what they are about. 3. These can be titles from the Graded Readers in class as part of the Literacy project or from texts outside the class.
Resources	Main Activity
Learner's Book page 136	Talk about it: Activity 1 1. In pairs, learners talk about the last book or story they have read. 2. Encourage them to speak about where the story is set and why it was special or unusual. Feedback You may wish to elicit a few book titles from the class after they have finished. Answers Learners' own answers.
Learner's Book page 136	Talk: Activity 2 1. Focus on the pictures and ask learners if they recognise the places. 2. Elicit the names from the class. • Cappadocia, Turkey • Eilean Donan Castle, Scotland • Wahiba Sands, Oman 3. In pairs, learners discuss the questions. 4. Ask them to write down the adjectives they think they can use to describe the places shown in the photos. Feedback Elicit adjectives from the class and write them on the board. Answers Learners' own answers.
Learner's Book page 136	Word study: Activity 3 1. Ask learners to look at the photos and the adjectives in the box. 2. Learners can look up the words they don't know in the dictionary and write down the definitions in their notebooks. 3. Learners then use the adjectives to describe the places in the photos. Feedback Elicit answers as a class. Ask learners to call out which adjectives they used for each photo. Did everyone use the same adjectives? Were there any that weren't used? Why? Answers Learners' own answers. Differentiation activities (Support): 1. You may wish to choose to replace the adjectives for these learners and reinforce some of the words that were introduced earlier in this grade instead.

	Differentiation activities (Stretch): 1. Learners can expand on the lexical set of adjectives provided to talk about the places.
Learner's Book page 136	Activity 4 1. Ask learners to read the sentences and choose adjectives from Activity 3 to complete them. 2. Explain that they can use more than one adjective and if they do, they should separate them using commas. 3. Point out that the adjectives chosen are based on their own opinions and that answers may differ across the class based on their perceptions of each place. Feedback Check the answers in pairs and then as a whole class. Discuss any differences in the adjectives that were chosen.
Activity Book page 107	Vocabulary: Activity 1 1. Learners look and match the adjectives to the parts of the picture they best describe. 2. Explain that they do not need to use all of the adjectives and that they can choose the ones that they think best describe the parts of the picture. They may well have different answers to their peers. Feedback Check the answers as a class. Answers Possible answers: huge – mountain old – picnic rug ancient, strange – building colourful – bird exciting – cars
Activity Book page 107	Activity 2 1. Tell learners to use the adjectives from Activity 1 to complete the sentences. Feedback Learners compare answers with a partner and then check the answers as a class. Ask if there are any other adjectives that learners would choose to use instead. Answers Possible answers: 1 huge; 2 old; 3 ancient; 4 colourful; 5 exciting Differentiation activities (Support): 1. You may wish to provide two options for each answer so that the learners can choose which one to use. 2. Ensure that one of the options would be more unlikely which will enable learners to understand the difference in meanings between the different adjectives. Differentiation activities (Stretch): 1. Learners can choose more than one adjective for each item and add their own ideas as well as using the adjectives given in the box.

Learner's Book page 136	Talk: Activity 5		
	1. Ask learners to talk about their favourite place.		
	2. Encourage them to give reasons for their answer and tell them to use adjectives to describe it.		
	Feedback If learners are happy to share their favourite place with the class, make a list on the board. Encourage learners to pick one adjective that best describes their place.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. Ask learners if they found out about any new places today.		
	2. Ask which places they found most interesting when talking with their peers.		
	3. You may want to have a class vote for the most interesting.		
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.			
(G5.3.4.1.1) 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.			
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a descriptive essay and identify paragraph headings. Listening: To listen actively to class responses. Speaking: To participate in feedback for class discussion. Writing: To write a descriptive essay.		Learning outcomes: By the end of the lesson, learners will be able to ... • build on their learning in this unit by writing a personal descriptive essay • demonstrate an understanding of how to scaffold a piece of writing • use appropriate paragraphs in their writing.
Link to prior learning: • Adjectives and comparisons from previous lessons • Present and past simple 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>lush, huge, famous, beautiful, interesting, large, colourful, exciting</i> Key expressions/structures: Expressing opinions: <i>I think ... ; I would like to ... ; I'm not keen on ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel challenged by the writing task. Guide learners through the scaffolded steps and encourage them to use their planning sheet in the Activity Book to gain confidence in what they plan to say before they begin writing.		
Resources/equipment needed: Learner's Book page 137 Activity Book page 108 Internet access if available		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter												
	1. Start with a game involving rapid recall of adjectives from the previous lesson and previous units. 2. Put learners in teams to go to the board in turn and write a descriptive adjective on the board. 3. If you do not have space, give each team a piece of paper to write on instead. 4. The team with the highest number of correctly spelled adjectives wins.												
Resources	Main Activity												
Learner's Book page 137	Read: Activity 1 1. Tell learners to read the text and decide which place is being described. 2. Explain that they do not need to read the text in detail at this point. 3. Encourage learners to justify their answers. Feedback Whole class. Answers Eilean Donan Castle, Scotland.												
Learner's Book page 137	Activity 2 1. Ask learners to read and answer the questions. 2. These questions require learners to find specific words and to reflect on the structure and style of the text. 3. You may ask them to work in pairs and discuss their answers. Feedback When they have finished, discuss the answers as a class and encourage learners to refer back to the text in each case to explain their answers. If you have the facilities, you could show learners around the castle (http://www.eileandonancastle.com/webcam/) to allow them to experience it visually as well as from the text. Answers 1 Paragraph 1: Location, Paragraph 2: Description, Paragraph 3: Opinion <table border="1"> <thead> <tr> <th>scenery</th><th>animals</th></tr> </thead> <tbody> <tr> <td><i>famous</i></td><td><i>interesting</i></td></tr> <tr> <td><i>lush</i></td><td><i>large</i></td></tr> <tr> <td><i>huge</i></td><td><i>colourful</i></td></tr> <tr> <td><i>beautiful</i></td><td></td></tr> <tr> <td><i>colourful</i></td><td></td></tr> </tbody> </table> 3 I think (this is the most beautiful place I've ever seen). I'm not very keen on (animals). I think (it would be very exciting). Differentiation activities (Support): 1. Learners read through the text and only look for adjectives. Ask them to circle or underline them.	scenery	animals	<i>famous</i>	<i>interesting</i>	<i>lush</i>	<i>large</i>	<i>huge</i>	<i>colourful</i>	<i>beautiful</i>		<i>colourful</i>	
scenery	animals												
<i>famous</i>	<i>interesting</i>												
<i>lush</i>	<i>large</i>												
<i>huge</i>	<i>colourful</i>												
<i>beautiful</i>													
<i>colourful</i>													

	Differentiation activities (Stretch): 1. Learners' give specific details of their analysis of the text and use examples to support their answers. 2. Learners could also research on the Internet and find five more interesting facts about the castle that are not in the text.
Activity Book page 108	Write: Activity 1 1. Tell learners that they are going to write a descriptive paragraph about their favourite place. 2. Go through the notes with the class and explain the steps that follow. Tell them that the planning sheet will help them to think about the vocabulary they wish to use and will help them prepare before writing. 3. Refer back to the paragraphs in the Learner's Book, then look at the <i>Writing tip</i>. 4. Learners could colour code their notes on the planning sheet in order to help them structure their paragraph in the same way. 5. Once planned, learners write their paragraph in their notebooks or on a piece of lined paper. 6. Learners may wish to search the Internet for images to accompany their paragraph. Feedback None needed here. Answers Learners' own answers. Differentiation activities (Support): 1. Help learners to find and write adjectives to go with the nouns they wish to use. You may wish to provide a word bank if necessary. 2. Give learners the paragraph headings and encourage them to focus on writing one or two sentences for each heading, using at least one adjective. Differentiation activities (Stretch): 1. Learners write their essay using multiple adjectives and sentences.
Resources	Plenary 1. Choose learners to read their paragraph to the class. 2. Discuss whether any learners chose the same place and then identify whether any similar adjectives were used. 3. Ask if there are any places learners have never heard about and whether the paragraphs made them want to visit.

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: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (G5.4.3.1.1) Apply the rules of capitalisation. (G5.4.3.1.2) Correctly use apostrophes with contractions and possessives. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about journeys and make predictions • listen to a story about a lost city • read and understand a story about a lost city.
Link to prior learning: • Past simple regular and irregular verbs; lexis to describe cities 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>valley, wonderful, ancient, modern, surprise, dates, crowded, hungry, roar, roof, gold, silver, step</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to relate to the concept of the <i>Lost City</i> initially. • Personalise the story by referring to the pictures, which feature two young Emirati children, and having the learners summarise the story along the way to ensure they are following the plot.		
Resources/equipment needed: Learner's Book pages 138–139 Activity Book page 109 Audio Track LB54		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	• Ask learners if they like stories about journeys. Have they read any? • Remind them of the journey they read about Ibn Battuta. • Elicit some names of other stories from the class (fact/fictional) that involve travelling. • Ask learners to briefly tell you what the story was about.
Resources	Main Activity
Learner's Book page 138	Talk about it: Activity 1 • Ask learners to talk about their travelling experiences. Have they ever been on a journey? Ask them to describe where they went and what they did. If learners are short of ideas, model one yourself first and then set the task. • Refer learners to the prompt questions and have them discuss their travelling experiences in pairs or small groups. Feedback Learners' own answers. Ask pairs or groups to share their discussion points with the class.
Learner's Book page 138	Activity 2 1. Personalise the story by referring to the pictures, which feature two young Emirati children. Explain that they are going on an adventure. 2. Tell learners to look at the pictures and discuss the questions. 3. Ask learners what they understand by the title <i>The Lost City</i>. Ask if they think a city really can be 'lost' and explain that in this case it is implying that the city is remote and no longer inhabited therefore people do not really know about it. 4. Encourage learners to think about reasons why the children would want to visit such a city. 5. Learners make some notes of their ideas in pairs or small groups. Feedback Learners can check and compare their answers with peers from other groups. Answers Learners' own answers.
Learner's Book page 138 Audio Track 54	Listen and read: Activity 3 1. Tell learners they are going to read and listen to the first part of the story. 2. Tell them to ignore any unknown vocabulary for the time being and to concentrate on the general meaning of the story. 3. Explain that they should listen to see if their answers to the questions in Activity 2 were correct. 4. Play the audio at least twice. Check the answers as a class. Feedback Learners check in pairs, then as a whole class. Answers The travellers: two Emirati boys/Hamad and Jassim They go on this journey for an adventure/to find the surprises/learners' own answers.

	Differentiation activities (Support): 1. Accept one-word answers and encourage learners to underline any words that they think are important in answering the questions.
	Differentiation activities (Stretch): 1. Learners retell as much of the story as they can remember and answer the questions verbally, in full sentences.
Learner's Book pages 138–139	Activity 4 1. Ask learners to look at the questions and then read the first part of the text again. They should choose the correct answer for the questions. 2. Ask learners to guess the meaning of unfamiliar words from the context or by using dictionaries. 3. Proceed in the same way with the remaining sections of the text. Discuss the answers as a class. Feedback Learners can check and compare their answers with peers before whole class feedback.
	Answers 1a; 2b
	Differentiation activities (Support): 1. When learners have finished, ask them which words they found the most difficult. Then ask them to choose a maximum of three words to learn and write down. They can either draw a picture or write a definition to help them remember.
	Differentiation activities (Stretch): 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
Activity Book page 109	Read: Activity 1 1. Learners read the story again and underline the Activity 1 sentences in the text. This will give them more context to the activity. 2. Learners then match each sentence to the picture it describes. Feedback Learners can check and compare their answers with peers before whole class.
	Answers 1a; 2c; 3b; 4d
Activity Book page 109	Activity 2 1. Ask learners to read the sentences and decide if the sentences are true or false. 2. Then they correct the false sentences in their notebook. Feedback Learners can check and compare their answers with peers. Encourage self- and peer correction before checking answers as a whole class.
	Answers 1 F. Jassim and Hamad are young boys. 2 F. Hamad knows more about the Lost City. 3 T 4 F. It takes several hours. 5 F. He has a rest, then walks slowly up the rest. 6 F. Hamad says they must be quiet.

	Differentiation activities (Support): 1. Indicate to learners where they can find the answer in the text.		
	Differentiation activities (Stretch): 1. Learners write their own true or false questions for peers.		
Resources	Plenary		
Learner’s Book page 139	Activity 5 1. Discuss the events of the story with the class. What are the boys looking for? Why does Hamad speak in a low voice? Why does he say <i>We need to be quiet</i> and <i>Don’t touch anything</i> ? 2. In groups, children predict what happens next and share their ideas with the rest of the class. 3. Write each group’s prediction on the board. 4. The class then vote for the most likely ending. 5. Explain that the story will be continued in the next lesson and learners will then find out what happens next and see if their predictions were correct.		
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. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and understand an extended text. Listening: To listen and understand a story. To identify the different ending sounds of regular past simple verbs. Speaking: To discuss values linked to a story. To pronounce verb endings correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand an extended story text • identify and pronounce the past simple form of regular and irregular verbs • explore values related to a story.
Link to prior learning: • Past simple regular and irregular verbs 21st Century Skills: • 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>drum, hit, reach, chirp, gold, silver, whisper, surprise, reward, dates</i> Key expressions/structures: Past simple regular verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find the pronunciation of the verb endings tricky. Provide lots of practice and clearly spoken examples as well as repetition of the audio if required.		
Resources/equipment needed: Learner's Book pages 140–141 Activity Book page 110 Audio Track LB55		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	• Discuss the events of the story so far with the class. • Ask learners to retell the events of the story in order and also recall their predictions regarding what happens next in the story. • You could support this with drawings on the board to illustrate different parts of the story.
Resources	Main Activity
Learner's Book page 140 Audio Track 55	Read and Listen: Activity 1 1. Tell learners they are going to read and listen to the rest of story. 2. Explain that they should ignore any unknown vocabulary for the time being and concentrate on the general meaning of the story. 3. Tell them to listen and read, answer the questions and then see if their predictions were correct. 4. Pause the audio at the relevant places to enable learners to discuss and answer the questions. 5. Use this time to check that learners have a general understanding of what is happening in the story and identify any language problems. Feedback Whole class feedback for answers to the questions can take place once learners have listened to the relevant parts of the audio. Spend time at the end of the story discussing learners' predictions and whether any of them predicted correctly. Answers 1 c; 2 b
Learner's Book page 141	Word study: Activity 2 1. Ask learners to match the words in blue from the text with the definitions. 2. Ask them to find the words and read the whole sentence before deciding. This will help them contextualise the word. 3. Check the answers as a class. Feedback Early finishers can write the answers on the board. If time, play a game where the meaning of a word is called out and learners have to respond by writing the correct word on the board. Other learners can check and help with spelling. Answers 1 chirp; 2 dates; 3 whispered; 4 reward; 5 drum
Activity Book page 110	Word study: Activity 1 1. Tell learners to look back at the story again and find the past simple forms of the verbs listed. Feedback Check the answers as a class. Answers 1 walked; 2 stopped; 3 found; 4 forgot; 5 stood; 6 ran; 7 lived; 8 hit; 9 reached Differentiation activities (Support): 1. Learners could play a matching game by having both forms of the verbs on separate cards and they must match the pairs. 2. They could then sort the verbs into two piles: regular and irregular.

	Differentiation activities (Stretch): 1. Learners sort the verbs into regular and irregular verbs and then add other verbs they know to either category.		
Activity Book page 110	Activity 2 1. Ask learners to complete the sentences with a verb from Activity 1 in the past simple. 2. Tell learners to look at the <i>Language detective</i> box and find irregular verbs from Activity 2. 3. Elicit other irregular past simple verbs from the class and write them on the board. Feedback Check the answers as a class. Display correct answers on the board and check spelling.		
	Answers		
	1 lived; 2 found; 3 hit; 4 stood; 5 forgot There are four irregular past simple forms.		
Resources	Plenary		
Learner’s Book page 141	Values: Activity 3 1. Discuss the meaning of the story with the class. <i>What was more important for Hamad, the gold and silver or the sound of the crickets? Why?</i> 2. Ask learners to justify their answers. 3. As a whole class, use the pictures in this lesson as prompts and discuss the beautiful things in life which are free but which we take for granted.		
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. (G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 9	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 practise the pronunciation of regular verb endings in the past simple form.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 8–11 • revise vocabulary related to descriptions of places and animals • recognise and use language of opinion • reflect on their own learning.
Link to prior learning: • Review of Unit 9, Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 9, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 9, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11 for guidance		
Resources/equipment needed: Learner's Book page 142 Activity Book page 111		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what words or themes they can remember from Unit 9, Lessons 8–11 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition in teams. Use areas such as adjectives, interesting places, regular/irregular verbs. Look at the key vocabulary in Unit 9, Lessons 8–11 and choose 7–10 words. Give a definition of the word, allow each team to discuss the answer but only one 'spokesperson' from each team can respond. Teams score a point if the answer is correct and the word is spelled correctly. 3. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 142	Can you remember? Activity 1 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. Ask them to turn to page 142 and to read through all the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers 1 a; 2 b; 3 b; 4 c; 5 a; 6 b; 7 b; 8 b; 9 c; 10 a Differentiation activities (Support): 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers, but offer support with understanding the questions. Differentiation activities (Stretch): 1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 111	Can you remember? Activity 1 1. Remind learners they can refer to their Learner's Book for support. 2. Ask them to think of at least three different ways of expressing their opinion, but to list more if they can. 3. Monitor for support and guidance where necessary. Feedback Learners can check and compare their answers with peers. Answers I would like/I'm keen on/In my opinion (plus learners' own answers).

Activity Book page 111	Activity 2 1. Learners complete the activity in pairs or groups. 2. They can use their Learner’s Books as a source of information if needed. 3. Once they have completed the activity, learners could pair up to compare sentences with other groups or read their sentences to the rest of the class. Feedback Ask a few learners to write their group’s sentences on the board. Answers Learners’ own answers.												
	Differentiation activities (Support): 1. Ask learners <i>yes</i> or <i>no</i> questions to prompt them; for example: <i>Did you go to school when you were five years old?</i>												
	Differentiation activities (Stretch): 1. Learners can write additional sentences using verbs that they know which may not be in the box.												
Activity Book page 111	Activity 3 1. Model the task by choosing one of the words and saying it out loud to the class. 2. Have a copy of the table written up on the board. 3. Encourage learners to listen to the ending sound and then decide which column the word should be placed in. 4. Ask learners to work in pairs to place the remaining words, taking turns to read them out. 5. Monitor for support and guidance when necessary. Feedback Pairs check their answers with another pair and then participate in whole class feedback. Model the pronunciation of each word and ask learners to raise their hands when you point to the correct column on the table. Answers <table><tr><td>/ɪd/</td><td>/t/</td><td>/d/</td></tr><tr><td>needed</td><td>washed</td><td>played</td></tr><tr><td>painted</td><td>stopped</td><td>travelled</td></tr><tr><td></td><td>reached</td><td></td></tr></table>	/ɪd/	/t/	/d/	needed	washed	played	painted	stopped	travelled		reached	
	/ɪd/	/t/	/d/										
	needed	washed	played										
	painted	stopped	travelled										
	reached												

Activity Book page 111	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary from Unit 9 if needed to make link between lexis and content.		
	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 Unit 9.		
	Resources		
	Plenary 1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback from the whole class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify appropriate lexical items. Speaking: To develop learners' ability to describe places. Writing: To write comparative and superlative sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 9 • describe the features of city and country life • reflect on the new knowledge they have gained.
Link to prior learning: • Vocabulary and structures from Unit 9 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 9 Key expressions/structures: Expressions and structures from Unit 9		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6 and 8–11 for guidance		
Resources/equipment needed: Learner's Book page 143 Photos of cities and the countryside		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 9. 2. Divide the class into two teams. Each team stand in a line in front of the board. 3. Give the two learners at the front of the two lines a board pen each. They must write a word they remember from the unit on the board and pass the board pen to the next person on their team. 4. The next learner must write a different word from Unit 9 on the board and then pass the board pen to the third person on their team and so on. 5. Learners cannot write a word that their team mates have already written before them. 6. Run the activity as long as appropriate, then stop the game and take the board pens away. The team with the most words spelled correctly wins.
Resources	Main Activity
Learner's Book page 143	Vocabulary: Activity 1 1. Learners complete the task in pairs. 2. Explain that some words may fit into both categories and, if this is the case, ask learners to explain how they may differ between the city and the country. For example, roads in the city would be busy, but relatively quiet in the country.
	Feedback Learners could take turns to come to the board and write answers in the appropriate column.
	Answers City: office building, traffic lights, pavement, road Country: lake, mountain, village, field, forest
	Differentiation activities (Support): 1. To help with vocabulary recognition, provide picture cues on the board for difficult words.
	Differentiation activities (Stretch): 1. Learners add as many words as they can think of to the boxes. They could also include adjectives.

Learner's Book page 143	Talk: Activity 2 1. Ask learners what they can see in the pictures. Brainstorm some words to describe places from Unit 9 and write these on the board. 2. Refer learners to the examples in the rubric. 3. Learners then take turns to describe the pictures with a partner. 4. Monitor, praise and support as needed. Encourage learners to use the vocabulary on the board. Feedback Ask pairs of learners to share their descriptions with the class. Answers Learners' own answers. Differentiation activities (Support): 1. Point to different features of each picture and prompt learners to describe what they see. 2. Provide key words if needed. Differentiation activities (Stretch): 1. Ask learners to compare the two pictures.
Learner's Book page 143	Use of English: Activity 3 1. Learners complete the task by reading the text and completing the gaps with the correct word. 2. Explain that learners need to read the complete sentences to understand the context of each word and to make the task clearer. Feedback 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. Ask individuals to write the words on the board and get other learners to check the spellings. Answers 1 noisy; 2 peaceful; 3 crowded; 4 office buildings; 5 cars; 6 modern; 7 fields; 8 mountains; 9 lakes; 10 forests Differentiation activities (Support): 1. Learners could work in mixed-ability pairs to provide additional support. Provide learners with the additional letters of each word. Differentiation activities (Stretch): 1. Ask learners to write more gapped sentences for their peers.

Learner’s Book page 143	Activity 4		
	1. Learners complete the task by writing three sentences, comparing the city and the country.		
	2. They then discuss where they would prefer to live and give reasons for their answers.		
	3. This could be done as a mingling activity and learners could pair up with other learners who have a similar opinion to themselves.		
	Feedback		
	Peer feedback and correction.		
	Answers		
	Learners’ own answers.		
Resources	Plenary		
	1. Evaluate learners’ feelings about the unit by asking: <i>What did you enjoy most about this unit?</i> <i>Was there anything you disliked or found particularly challenging?</i> <i>Which learning achievement are you most proud of from this unit?</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:			
(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.			
(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.			
(G5.3.4.2.4) Distinguish shades of meaning among closely related words.			
(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about a character from a book that they have read. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read prompt questions to form their report on a character from a book. Writing: To write a character profile according to the given template and prompt questions.		Learning outcomes: By the end of the lesson, learners will be able to ... • exchange ideas and information about a book they have read • design a character profile or create a puppet • rehearse their presentation of a character profile from a book they have read.
Link to prior learning: • Reading and understanding events in a story 21st Century Skills: • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required.		
Resources/equipment needed: Learner's Book page 144 PCM 3 A selection of reading materials for the Starter game including a scarf and, for example, a book, a dictionary, a comic and a puppet. Project materials: Coloured pens/pencils, card, lolly sticks (to form the body of a character), material, cotton wool, wool, fur, ribbon, glitter, sequins, googly eyes, safety glue, sticky tape, child safety scissors – any arts and crafts materials your learners' may enjoy using to make their puppets with. Optional: A completed Character profile template to serve as a model, a puppet made by the teacher.		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start with a game. Make sure you include several kinds of reading material; for example, a book, a dictionary, a comic and a puppet or two. Adapt these and add more to fit with the readers provided. 2. Have the items laid out in view of the learners. 3. Ask learners to identify the items. 4. Cover with a scarf. 5. Ask learners to close their eyes. 6. Remove one item and hide it behind your back or out of sight of the learners. 7. Ask learners to open their eyes. 8. Remove the scarf. 9. Can learners identify what is now missing? 10. Play several times.
Resources	Main Activity
Learner's Book page 144	Project preparation: Stage 1 1. In order to warm up the learners for the creative and writing stages, direct learners to work with a partner and exchange ideas and information about a character from the book they have been reading. 2. Guide learners to the prompts in the Learner's Book: • What do they look like? • How do they behave? • What did they do in the story? • Why do you like/dislike them? • If you could change one thing about them, what would it be? 3. Encourage the listeners to ask follow-up questions. 4. Circulate and provide support as necessary. Feedback Ask for some volunteers to report back on what their peers have told them.
Learner's Book page 144 PCM 3	Project preparation: Stages 2 and 3 1. Group learners in the class into two groups, one for puppets and one for character profiles. This way it is easier to manage the resources for each group and learners can help each other. Project 1 – Make a puppet 1. Encourage learners' to explore and gather the materials they need to create their character puppet. 2. Encourage them to match the details of their puppet to the character in the book. 3. Help with cutting and gluing as needed. 4. As you help, ask the learners to think about who will talk in their presentation. For example, will they use the first person: <i>My name is Fahad. In my story I have many adventures ...</i>, or are they more comfortable using the third person: <i>This is Fahad. In the book he had many adventures ...</i> 5. Either first or third person is acceptable, but they must be used consistently.

	6. Learners can use the puppet they make to answer the questions in the Learner's Book and to demonstrate particular behaviours. 7. You may wish to provide a copy of the character profile sheets (PCM 3) so that learners can make notes to help them with their presentation. Project 2 – Create a character profile poster 1. Distribute the templates for the character profile (PCM 3) and check that learners know what they need to draw/write in each section. 2. Explain that they can choose to write, draw or even use cartoons to demonstrate the information in each section and this is simply to help them plan their work. 3. Learners work individually to complete the notes in the profile, but explain that the main time should be spent on the actual poster. 4. Learners use the information to produce a profile poster about their chosen character. 5. Explain that they must be able to answer each of the questions and that this will form the basis of their presentation. 6. Monitor and provide support as necessary. Feedback No open class feedback at this stage. Differentiation activities (Support): 1. When setting the task, show these learners a completed puppet/character profile as a model. Differentiation activities (Stretch): 1. Ask learners to provide additional information about their chosen character.
Learner's Book page 144	Project preparation: Stage 4 1. Provide a model presentation so that learners know how much they need to say and how long the presentation should be. 2. Remind learners of the language used in their last Literacy project presentation (Unit 5) and of character descriptions from Unit 7. 3. Put learners into pairs and ask them to rehearse their presentations. 4. Circulate and listen for any issues with pronunciation. Feedback Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage and discuss these in the plenary.
Resources	Plenary
	1. Praise the learners for what they have achieved in the lesson. 2. Discuss any concerns that learners have about the presentation and reassure them if necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot. (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read a selection of their peers' character profiles. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a character profile from a book they have read • ask and answer questions about a character from a book • read a selection of their classmates' character profiles • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Reporting on a character's personality and behaviour and events in a story • Making presentations 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: Learner's Book page 144 A large piece of flipchart paper with a drawing of a tree but no leaves Tape to stick the character profiles and puppets to the branches of the tree		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by telling learners that today they will take turns to present their character profiles 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
	Presentation preparations 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. Presentation 1. Follow the running order. 2. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 3. Time permitting, after each presentation, allow for one or two follow-up questions. Feedback None needed at this point. Differentiation activities (Support): 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue then let them. This builds confidence in speaking with a focus on fluency. 3. The focus on accuracy is in the written work (the character profile) and appropriate use of character traits and behaviour orally if using puppets. Differentiation activities (Stretch): 1. Encourage learners to dramatise their presentation. Self-reflection 1. Advise learners that they are going to review their own presentation. 2. Ask the following questions: <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. Differentiation activities (Support): 1. Write the questions on the board so the learners have a reference point when writing their personal notes.

	Differentiation activities (Stretch): 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 that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their character profiles and puppets onto the branches of the tree. These are the tree’s new ‘leaves’ and can add to previous book reports from Unit 5 if these are still on the wall, or can be a new tree. 3. Learners circulate and read their peers’ work, and look at the puppets. 4. Advise them that this may help them decide which book to read next. 5. Ask learners to congratulate themselves for a job well done.		
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 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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about science, scientific inventions and discoveries. Listening: To listen to a scientist describing his work. Reading: To read and understand new vocabulary. Writing: To use new vocabulary to complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... • understand and use new vocabulary when talking about science • talk about scientific inventions and compare the importance of two ideas • understand others talking about preferences.
Link to prior learning: • Expressing opinions • Making comparisons • General knowledge of scientific inventions 21st Century Skills: • 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>experiment, invention, new, scientist, technology, discover, medicine, laboratory</i> Key expressions/structures: Expressing opinion: <i>I think that ... is important because ... ;</i> comparison: <i>... is more important than ... because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • There are some important new words we will need to use when talking about science. Learners may be overwhelmed, so ask them to make flashcards with the vocabulary from this lesson and add picture cues. These can be displayed in the classroom while you are doing this unit.		
Resources/equipment needed: Learner's Book page 145 Activity Book page 112 Audio Track LB56		

UNIT 10 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Before learners open their books, tell them they are going to play a game to work out what the subject of the new unit is. 2. Ask for a small number of volunteers to help you tell the rest of the class, select three to five. Tell the volunteers that the subject is science. Ask them to think about pictures they could draw or mimes they could do to show the class the topic without speaking any words. 3. Give the volunteers a moment to think while you explain the rules to the rest of the class: <i>The volunteers are going to tell you the topic of the lesson, but they can't use any words. They can draw pictures or do a mime. If you think you know the topic, put up your hand.</i> 4. Let each of the volunteers take a turn until someone guesses 'science'.
Resources	Main activity
Learner's Book page 145	Talk about it: Activity 1 1. Ask learners what they understand by the term <i>science</i>. Why is science important? Elicit answers and prompt about solving problems and improving lives. Explain that science has given us most of the things we have today. 2. Ask learners to start thinking about what the most important scientific discovery has been. Prompt with ideas such as medicines, electricity, understanding the world around us (the earth orbiting the sun, not the sun orbiting the earth, and so on). Feedback Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.
Learner's Book page 145	Word study: Activity 2 1. Read the words out loud to model pronunciation. Then ask learners to repeat individually and chorally. 2. Discuss the meaning of each word and ask for volunteers to guess. Some of the words are abstract (<i>discover/new</i>), so discuss as a class whether you can see them in the photos. 3. Put learners in pairs to continue searching for the words in the photos and looking the words up in a dictionary. Feedback Ask the pairs to share which words they have found in the photos. Ask learners to point to where they see the words represented.
Activity Book page 112	Vocabulary: Activity 1 1. Ask learners to find the words in the wordsearch. 2. Once they've found each word, encourage them to practise the pronunciation and to look carefully at the spelling of each word. Feedback None needed at this stage.

Activity Book page 112	Write: Activity 2 1. Ask learners to complete the sentences, alone or in pairs. Feedback Ask for volunteers to tell the class each answer. Answers 1 scientist; 2 laboratory; 3 new; 4 experiment; 5 discover; 6 medicine; 7 invention Differentiation activities (Support): 1. Work through each sentence with these learners. Ask <i>What kind of word goes here? Is it a verb (doing word), a noun (thing or person) or an adjective (describing word)?</i> Remind learners that if a word is introduced by <i>a</i> or <i>an</i> it is a noun. 2. Establish that question 3 needs an adjective and question 5 needs a verb (introduced by <i>to</i>). Look at the list of words and establish there is just one verb and adjective. 3. Now work through the different nouns: which key words in each sentence link to each noun? For example, in question 1 <i>work</i> and <i>science</i> link to <i>scientist</i>. Continue through the rest of the sentences, matching key words to each noun. Where learners struggle to match key words, encourage them to move on to the next sentence and come back to difficult ones later. Differentiation activities (Stretch): 1. Ask learners to make anagrams of each word and give them to a partner. 2. This will help to consolidate the spelling of each new word.
Learner's Book page 145 Audio Track 56	Listen: Activity 3 1. Explain that learners are going to listen to a scientist describe his work. Ask learners to look at the questions and think about what key words they need to listen for (<i>work, favourite</i>). 2. Play the audio once. Pause and play again. Ask learners if there is any vocabulary they don't understand. Focus on the photos again from Activity 2 and ask which photo they think is relevant to the listening task. Teach the word <i>scan</i>. Ask if learners know what part of the body is pictured on the scan (<i>the brain</i>). 3. Play for a third time and ask learners if they can answer the questions. Feedback Ask learners to volunteer answers and write them up on the board. Play the audio for a final time, pausing after each answer. Answers 1 He works in a laboratory. 2 He works with other scientists, doctors and patients. 3 Helping people who are sick. It makes him happy.
Learner's Book page 145	Talk: Activity 4 1. Put learners into groups of three and ask someone in each group to tell the others why one of the inventions/discoveries could be the most important. If you do not have a multiple of three, you can put learners in a pair to talk about one of the items. 2. Start the discussions off as a class, thinking of one reason why each invention is important. Prompt with: <i>Car – transports people without need for trains or buses; telephone – passes information quickly about family, business or emergencies; medicines (like penicillin) – cure infections, keep people alive, make surgery possible.</i>

Resources	Plenary		
	1. Take a whole class vote on which is the most important scientific invention/ discovery out of the items in Activity 4. 2. Ask learners to use a full sentence to say whether they agree with the outcome of the vote and why.		
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. (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about how science works. Reading: To read about a scientist in the past. To read about a scientific experiment. Listening: To listen to a scientist talking about times and procedures in an experiment. Writing: To write and match times.		Learning outcomes: By the end of the lesson, learners will be able to ... • speak about how science works • understand and speak about an aspect of scientific history • understand and convey information about time.
Link to prior learning: • Scientific experiments • Time 21st Century Skills: • 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>scientist, experiment, discovery, laboratory</i> Key expressions/structures: <i>... is important because ... ; It's/at ... o'clock.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can become frustrated with the different ways of relating the time. They have to learn that 7.45 cannot just be said as <i>seven forty-five</i>, but can also be <i>quarter to eight</i>. Remind learners that, although it is fine for them to use only <i>seven forty-five</i> in speech themselves, they will certainly find that native English speakers use a mixture of the two, so it is important that they are able to recognise both. Practise using analogue clocks as well as digital clocks, and make it a game to see how many different ways learners can write down the same time.		
Resources/equipment needed: Learner's Book page 146 Activity Book page 113 Audio Track LB57		

UNIT 10 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 146	Talk: Activity 1 1. Ask learners what they know about what scientists do. What do learners know about experiments? 2. Ask learners if they have any ideas about how science can be dangerous – start off discussions with a few ideas if necessary, for example, powerful things like electricity or explosives, things that explode if you mix them. How can you make it less dangerous? (for example, <i>Know what you are doing, have the right clothes, equipment</i>). 3. Encourage learners to discuss the questions in pairs and to share their ideas.
Resources	Main activity
Learner's Book page 146	Read: Activity 2 1. Read the passage out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. 2. Monitor and correct pronunciation as necessary. 3. Check for any unknown vocabulary. Prompt learners to work out unknown words from context, including the picture, and then appoint a learner to look up any words still unknown and report back to the class. 4. In pairs, ask learners to find the answers to the questions and then report back to the class. Feedback Ask pairs to share their answers with the class. Use this as an opportunity to check their answers from Activity 1 as well. Ask learners to find the place in the text where the answers can be found. Answers 1 Benjamin Franklin was from America. 2 He was interested in electricity. 3 It was dangerous because he might have been hit by lightning. Lightning is very strong and can make a fire when it hits things. Differentiation activities (Support): 1. Focus learners on questions 1 and 2. For question 1, learners are looking for a place name. For question 2, learners can use the key word <i>interested</i>. 2. For question 3, use a class discussion, rather than expecting a complete written answer. Follow up Activity 1 and talk about how this was dangerous. Differentiation activities (Stretch): 1. Learners answer the questions using full sentences. 2. Ask learners to write some complete sentences about other things that are both useful and dangerous (using ideas from activity 1). Write up a sample sentence on the board: <i>Electricity is useful but it is dangerous because it can start a fire or hurt people.</i>

Learner's Book page 146 Audio Track 57	Listen: Activity 3 1. Explain that learners are going to listen to a scientist describe his work. 2. If necessary, explain what a <i>sleep laboratory</i> is, but first see if learners can work it out. 3. Ask learners to look at the questions and think about what key words they need to listen out for (<i>work, a number, an adjective like 'easy' or 'hard', help</i>). 4. Play the audio once. Pause and play again. Ask learners if there is any vocabulary they don't understand. Play for a third time and ask learners if they can answer the questions. Feedback Ask learners to volunteer answers and write them up on the board. Play the audio for a final time, pausing after each answer. Answers 1 sleep laboratory 2 six 3 hard 4 make sure people have enough sleep to work safely.
Activity Book page 113	Time: Activity 1 1. Ask learners if they can remember the times they heard in the audio for the previous activity. 2. Write up the sample from the Activity Book. If learners are confident, ask a volunteer to come up and draw in the hands on the clock face for 9.30. Remind learners about 'quarter past' and 'quarter to', and show the hand position on the analogue clock. 3. If everyone needs a refresher, do the Support activity below with the whole class. 4. Ask learners to write the times in words, following the example. Feedback Ask learners to check each other's answers in pairs. Ask them to share any disagreements with the class. Answers 1 It's half past seven. 2 It's quarter to nine. 3 It's eight o'clock. 4 It's four o'clock. Differentiation activities (Support): 1. Work through some extra examples with the class. Draw a clock face on the board and ask learners to come up and draw in a time you suggest. Differentiation activities (Stretch): 1. Ask learners if they can remember any of the times between the quarter hours. Prompt with five past, ten past, twenty past, twenty-five past, twenty-five to, twenty to, ten to, five to. 2. Ask learners to work in their pairs with one learner writing out a time, either on the clock, in numbers or words, and the partner supplying the missing time. Swap and repeat.

Activity Book page 113	Read: Activity 2		
	1. Ask learners to read through the text (based on the audio) and put the sentences in the correct order.		
	Answers		
	a, e, g, f, b, d, c		
Resources	Plenary		
	1. As a class, discuss what time things happen in the school day. Add in some prompts to make the discussion more interesting (<i>What happens two hours later? What time is that?</i>). 2. Ask learners to stand up and use their arms to represent a time on the clock. Other learners have to guess the correct time.		
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.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(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.			
(G5.4.2.1.2) 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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and interpret instructions for a scientific experiment. Speaking: To use <i>can</i> to ask permission and to make offers and requests. Reading: To read and follow instructions for conducting a science experiment. Writing: To accurately record findings of a science experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... • follow a set of written instructions • use <i>can</i> to ask permission and make offers and requests • make predictions and summarise results of a science experiment.
Link to prior learning: • Science experiments • Following instructions 21st Century Skills: • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.		
Key vocabulary: <i>equipment, straw, scissors, squash, cut, push, blow</i> Key expressions/structures: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it confusing that <i>Can I ... ?</i> has meanings of <i>allowed to</i>, <i>able to</i> and <i>wish to</i>. At this stage in their learning, focus on <i>can</i> being used for permission, requests and offers. If necessary, tell learners that they will go on to look at other forms of verbs (<i>may, might, could, would</i>), to give nuance to their requests/offers/permission, but that <i>can</i> is legitimately used for all three.		
Resources/equipment needed: Learner's Book pages 147–148 Activity Book page 114 One set of the following for teacher and one for each group of two to three learners: four standard drinking straws, one pair of scissors		

UNIT 10 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 147	Talk about it: Activity 1 1. Tell learners they are going to do an experiment today. Ask what experiments they have done at school in the past. What did they find out? 2. Prompt for experiences in science classes.
Resources	Main activity
Learner's Book page 147	Listen and watch: Activity 2 The purpose of this experiment is to test the effect of different length straws when making bird callers. In addition to giving learners the opportunity to follow instructions and practise asking permission, making requests and offers, this experiment will offer the opportunity to practise the use of the comparative and superlative in discussing the outcome. 1. Tell learners that you are going to demonstrate part of the experiment that they will be doing. They need to listen as you read out the instructions and then watch as you follow them. (You could write these on the board or copy them and distribute if necessary.) 2. Start by listing all of the equipment needed on the board and check that learners understand all of the vocabulary. (Equipment: drinking straws, scissors.) 3. Learners can then point and match the pictures in their Learner's Book with the vocabulary in the box on page 147. 4. Work through the procedure below, demonstrating the steps and ensuring the learners understand what you are doing and why. 1 Squash the first straw flat. Cut the end into a V shape. 2 Put the pointed end into your mouth. Blow as hard as you can. 3 Ask learners what kind of a noise it makes (like a bird call). Feedback Ask learners to comment spontaneously on the type of noise made by the straw. Prompt with questions, it is high or low (if necessary demonstrate the difference between high and low noises with your voice). Is it loud or quiet?
Learner's Book page 147	Use of English: Activity 3 1. Tell learners they will need to work as a team to complete the experiment. One person will need to be in charge of reading the instructions. Other team members should check that they are doing the right thing. 2. Read the <i>Use of English</i> box. 3. Within their teams for the experiment, ask the learners to take turns to ask permission and make offers and requests. Suggest that they use objects on the desk in front of them. (<i>Can I open the pencil case?/Can I pass you the pen?/Can I have the rubber?</i>) 4. Explain that they must use this vocabulary throughout the experiment to check the actions as they work through.

Learner's Book page 147 Activity Book page 114	Making predictions: Activity 4 (Activity Book: Activity 1) 1. Ask learners to read the instructions for this activity. 2. Write up on the board: <i>shorter straw = lower noise; longer straw = lower noise; different straw = no difference</i> 3. Ask learners to think about what might happen if the straw length changes. Can they justify an answer? (For example, a bigger musical instrument makes a lower noise than a small one, so a longer straw might make a lower noise.) 4. Ask learners to complete the sentence with their prediction for the experiment and then to write their predictions down in their Activity Book. 5. Take a vote about everyone's predictions and write the numbers of votes up on the board. Feedback Whole class discussion. Ask prompting questions: <i>What do you think will happen? Why do you think that will happen?</i> Differentiation activities (Support): 1. Learners may need help to formulate their ideas into a written form. Explain how they will only be changing one thing compared to the demonstration and that this may change the results they saw before. 2. Ask learners to verbalise their predictions and then help them to write them down in a coherent way. Differentiation activities (Stretch): 1. Ask learners for reasons to back up their predictions. 2. Encourage them to extend their predictions by adding the word <i>because</i> and then completing the sentence.
Learner's Book page 148	Let's do it! Activity 5 1. Ask learners to conduct the experiment in groups of four. 2. Give each group a set of equipment and a table to work on. 3. Encourage them to work as a team and to refer to the <i>Use of English</i> box if they need to be reminded of how to ask permission or to make offers and requests. 4. Tell each group to read through the instructions before starting and ensure that they understand what they need to do. 5. Check that there is no unknown vocabulary before groups start on the practical work. Feedback Monitor learners' progress with the experiment and check that they are working well as a team. Offer feedback to each team individually, unless a common issue arises, in which case you can call the class back together. If any group is struggling to make a noise through their straws, make sure they are really flat. You can also cut them in half and do the experiment with shorter straws. It can be harder for people with small lungs to make the longer straws make the bird call sounds.

Activity Book page 114	Let's do it!: Activities 2 and Write: 3 1. Ask learners to record their results in their Activity Books. 2. Tell learners to make sure that their group agrees on the result of the experiment. Feedback Monitor, checking that learners record their results correctly. Ask questions, for example: <i>Which noise was the highest?</i> Encourage learners to speak in full sentences when comparing the noises made by the straws.		
Resources	Plenary 1. Bring the class back together and ask for each group to share their results. Are they the same? If not, why not? (Human error? Instructions not clear?) Remind the class that a good experiment is repeatable (it should get the same result every time). Is this repeatable? Check the result against the class prediction vote. 2. Ask learners to look at the <i>Amazing fact</i> box at the end of Learner's Book page 148. Ask them to answer the question and reflect on what they have learned from the experiment.		
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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps. (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss how to change an experiment to test a different variable. Reading: To read questions linked to an experiment. Writing: To write a set of instructions for an experiment. Listening: To listen to a set of instructions and check for sense and accuracy.		Learning outcomes: By the end of the lesson, learners will be able to ... • discuss and agree how to change an experiment to test a different variable • write a set of instructions using imperatives.
Link to prior learning: • Scientific experiments and processes • Imperatives • Writing instructions 21st Century Skills: • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.		
Key vocabulary: <i>bottle, balloon, funnel, string, measuring jug, vinegar, baking soda</i> Key expressions/structures: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can find it difficult to gauge how much information to put in each stage of the instructions. A good rule of thumb is to include only what can be depicted in a single illustration. This can help learners to see that the illustration of their instructions is an important part of the writing process, not just a 'nice to have'.		
Resources/equipment needed: Learner's Book page 149 Activity Book page 115 One set of straws in three different widths: standard drinking straws, narrower straws (for example, from juice cartons), wider straws (for example, from fast food outlets). You will need at least one set of three straws of different widths for you to demonstrate the experiment. If possible, supply one set of straws for each team of learners.		

UNIT 10 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 149	Talk about it: Activity 1 1. Ask learners to think back to the last lesson. 2. Remind them that they looked at whether the length of the straw changed the pitch of the noise. 3. Recap the results and the conclusions drawn. 4. Work through the questions as a class. 5. Ask what other variables they could change in the experiment? (For example, the width of the straw.)
Resources	Main activity
Learner's Book page 149	Talk: Activity 2 1. Put learners into teams. (If working well, use the same teams as for previous lesson.) 2. Ask the groups to discuss the questions and how they would change the experiment to make it one where they look at what difference it makes to change the width of the straw. 3. Encourage learners to handle the different sized straws while they think about what they will do differently from the previous experiment. Feedback Monitor the groups, ensuring that they are making progress. Discuss how to talk about the different width of the straws. Introduce vocabulary of 'narrow', 'medium' and 'wide', using the straws to demonstrate the difference. Answers The length of each straw must be the same. The width of the straw must change. You will be measuring whether the noise is higher or lower depending on the width of the straw.
Learner's Book page 149 Activity Book page 115	Write: Activity 3 1. Read through the <i>Writing tip</i> and remind learners to use the imperative when giving an instruction. 2. Remind learners that their instructions should be illustrated to help the reader understand the experiment. 3. Tell each group to fill in the gaps to make a complete set of instructions for their experiment. 4. Learners may prefer to set their instructions out on pieces of paper if they feel they are likely to need more space, but they can use the Activity Book as a model. 5. Learners can work in pairs across the ability range. When they have agreed the content of each instruction, one person can write it up carefully while the other illustrates. They will need to regularly cross-check their work. Feedback Monitor the learners, checking that each group is making progress with their version of the experiment, and that no-one is left out. Check that learners are using the imperative. Remind them that the illustration and the words must match each instruction. Collect the set of instructions from each group after around ten minutes and then ask learners to make predictions about the experiment they are about to do.

	Differentiation activities (Support): 1. The learner needing support can take the lead on the drawing, asking <i>Is this right?</i> 2. Encourage learners to look back at the instructions for the experiment in Lesson 3 and use it as a checklist.
	Differentiation activities (Stretch): 1. The learner needing to be stretched can take the lead on writing up the correct instruction. He/She will need to work closely with the learner doing the drawing, explaining what is correct/incorrect about the drawing or agreeing to rewrite the instruction to clarify.
Learner's Book page 149	Listen and check: Activity 4 1. Choose a set of instructions from one of the groups. It is not necessary for them to be the best set, as it is more interesting if sometimes the instructions are wrong or unclear. 2. Choose a learner from a different group to read out each instruction. 3. Ask <i>Can I ... ?</i> questions about what you should do. Ask the class to agree whether or not you do each action. 4. Ensure you follow the instructions exactly – it is much more important to do this than it is to get the experiment right. Feedback At the end, ask the class to reflect on what works and doesn't work in the instructions. If corrections are needed, write the correct instructions on the board. Ask learners to reflect on the differences between their group's instructions and the ones you chose. Go around the class asking for comments from each group. Differentiation activities (Support): 1. Address individual learners with <i>Can I ... ?</i> questions about what you can do to check that they have understood each instruction. If learners struggle with this, ask them to read out the full instruction again, then check for understanding. Differentiation activities (Stretch): 1. If, by monitoring the learners as they write, you find you have a high-ability class who are producing excellent instructions, you might want to ask groups to swap their instructions with each other and try out their experiments, feeding back at the end.
Resources	Plenary
	1. Ask learners to reflect on the task of writing instructions. What was easy, what was difficult? 2. What conclusions can they draw from the experiment? Were their predictions correct?

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: (G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps. (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (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, and 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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to children talking about the importance of scientific discoveries and inventions. Speaking: To take part in a persuasive presentation about a scientific discovery. Writing: To write down ideas for a persuasive presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... • speak persuasively to an audience • compare and contrast the importance of two or more ideas.
Link to prior learning: • Adjectives 21st Century Skills: • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English. Introduce creative thinking activities such as brainstorming, to learn how to share and respect all ideas. Introduce learning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills.		
Key vocabulary: <i>invention, discovery, medicine, engine, fridge</i> Key expressions/structures: Persuasive speaking: <i>My item is more important because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may lack confidence in how to make their presentations persuasive. Remind them of what they have learned during this unit: 1 Refer to evidence – what facts can they provide? 2 Description – remind learners of the positive adjectives they used last lesson to describe a good idea. How many positive adjectives can they use?		
Resources/equipment needed: Learner's Book page 150 Activity Book page 116 Audio Track LB58		

UNIT 10 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter																		
Learner's Book page 150	Talk about it: Activity 1 1. Ask learners how they think science and scientific inventions have impacted their lives. 2. Encourage them to name as many as they can and list these on the board. 3. See if learners can order the items in terms of importance. Do they all agree? 4. Explain that people will differ in their opinions of what is the most important and that often scientists have to persuade other people how important their project is.																		
Resources	Main activity																		
Learner's Book page 150 Audio Track 58	Listen: Activity 2 1. Tell learners they will hear four children talking about the impact of science on their lives. Each child will talk about what difference science has made to them. Ask learners to look at the table. Share an example: <i>A child might say that the car is the most important invention for them. Their reason might be because they live far away from a city, and the car allows them to reach shops, schools and hospitals.</i> Ask learners to copy the table into their notebooks to complete as they listen. Remind them to leave plenty of space for the reasons. 2. Play the Audio Track once all the way through. Play again, pausing after each speaker. Pause and ask if there is any unknown vocabulary. If so, ask the class to work out meanings from context and share ideas. If necessary, nominate a learner to look up the word in a dictionary. 3. Play the audio at least once more and ask the learners to complete the table. Feedback Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously. <table><tr><th colspan="3">Answers</th></tr><tr><th>Name</th><th>Most important scientific discovery/invention</th><th>Reason</th></tr><tr><td>Meera</td><td>tablet computer</td><td>So she can contact her dad when he is away.</td></tr><tr><td>Abeer</td><td>new medicine</td><td>A new medicine made her mum better when she was very ill.</td></tr><tr><td>Muna</td><td>solar panel</td><td>Makes electricity for her house out in the desert.</td></tr><tr><td>Ahmed</td><td>glasses</td><td>He couldn't do many things without them.</td></tr></table> Differentiation activities (Support): 1. Ask learners to focus on filling in the invention column. When all learners have completed this, play the individual speakers back again to a group or the whole class and discuss as a group what the reason is. Differentiation activities (Stretch): 1. Ask learners to focus on the reasons. How much detail can they write down?	Answers			Name	Most important scientific discovery/invention	Reason	Meera	tablet computer	So she can contact her dad when he is away.	Abeer	new medicine	A new medicine made her mum better when she was very ill.	Muna	solar panel	Makes electricity for her house out in the desert.	Ahmed	glasses	He couldn't do many things without them.
Answers																			
Name	Most important scientific discovery/invention	Reason																	
Meera	tablet computer	So she can contact her dad when he is away.																	
Abeer	new medicine	A new medicine made her mum better when she was very ill.																	
Muna	solar panel	Makes electricity for her house out in the desert.																	
Ahmed	glasses	He couldn't do many things without them.																	

Learner's Book page 150 Activity Book page 116	Present: Activity 3 1. Tell the learners they are going to try being persuasive. 2. Divide the learners up into three teams. If you have a large class, split in half and then have two sets of teams. Teams should be a maximum of five learners. 3. Assign each team one of the inventions pictured in the Learner's Book. 4. Tell the learners that they need to do a group presentation to persuade the rest of the class that their own invention/discovery is the most important. 5. Ask them to look through the list of questions. Check for understanding of vocabulary. 6. Explain that each presentation should last two minutes and that there is more information in the Activity Book to help them with their presentations. 7. Remind learners of what they need to do: • Answer the questions about their invention using words and pictures. • Write up sentences that give reasons why their invention is the most important. • Decide how to use the words and pictures in a presentation: who will speak and what will they say? • Make sure the whole group is involved. Feedback Monitor, checking that group members are working well together. If they get stuck, encourage them to move on to the next question or task. Ensure that everyone has a role and encourage the learners to be inclusive of everyone. Differentiation activities (Support): 1. Provide sentence starters on the board to aid the learners with the structure. Differentiation activities (Stretch): 1. Encourage learners to use a wide range of vocabulary and adjectives to enhance their persuasive presentation.
Activity Book page 116	Present: Activity 1 1. Tell learners to use the grid to help them prepare their presentations. (This presentation does not require research, learners should use their own ideas and opinions.) 2. When learners have written up their sentences, start the presentations. If you have two sets of teams, have each team present to half of the class and appoint someone to report back to the teacher at the end. 3. Give each team two minutes to tell the class why their invention is the most important. Take a vote after all three teams have presented. Tell the learners that they are not allowed to vote for their own team. Feedback Add up the votes and write up the result on the board. Give verbal feedback to each group. Did they use images? How persuasive were their sentences? Did they include everyone in the group?
Resources	Plenary
	1. Now that learners have practised their persuasive skills, ask them to say who they will persuade next and about what. Example: <i>I will persuade the Maths teacher to give us no homework. I will persuade my sister that my favourite television programme is better than hers.</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: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (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: 6
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read through questions and choose correct answers. Writing: To write their own sentences using science vocabulary. Listening: To identify science words when spoken in context.		Learning outcomes: By the end of the lesson, learners will be able to ... • use science vocabulary confidently in written and spoken work • write and speak about the time • understand science vocabulary when spoken in context.
Link to prior learning: • Review of Unit 10, Lessons 1–5 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 10, Lessons 1–5 Key expressions/structures: Expressions and structures from Unit 10, Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Writing a sentence with only a word as a trigger (Activity Book, Activity 1) can be daunting for learners. Encourage learners to think about what part of speech each word is. If it is a verb, ask <i>Who could do this?</i>; If it is a noun, ask <i>What can this thing or person do?</i>; If it is an adjective, ask <i>What could this describe?</i> Encourage learners to talk to a partner about the subject for a few moments so that the vocabulary and its context become familiar to the learners before they try to compose sentences alone.		
Resources/equipment needed: Learner's Book page 151 Activity Book 117		

UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter														
Learner's Book page 151	1. Do a vocabulary reading race. Print or write out copies of the definitions below, enough for a set for each team. 2. Put learners into mixed-ability teams of up to four learners. 3. Tell learners that they must send a team member up to you. The team member must read and remember the definition of a word from the unit. They then return to their team. The team member shares the definition with their team mates and they work out what the word is. Once they have written the word down, the next team member takes it up to the teacher. If it is correct, the teacher will give another definition to read and round 2 begins. The first team to have a correct list of six words wins the game.														
	<table><tr><th>Words</th><th>Definitions</th></tr><tr><td>Experiment</td><td>What scientists do to test out an idea</td></tr><tr><td>Laboratory</td><td>Where many scientists work</td></tr><tr><td>Discover</td><td>A doing word that means 'find'</td></tr><tr><td>Medicine</td><td>What a doctor gives you to make you better</td></tr><tr><td>Scientist</td><td>Someone who works in science</td></tr><tr><td>Invention</td><td>When something is made for the first time</td></tr></table>	Words	Definitions	Experiment	What scientists do to test out an idea	Laboratory	Where many scientists work	Discover	A doing word that means 'find'	Medicine	What a doctor gives you to make you better	Scientist	Someone who works in science	Invention	When something is made for the first time
	Words	Definitions													
	Experiment	What scientists do to test out an idea													
	Laboratory	Where many scientists work													
	Discover	A doing word that means 'find'													
	Medicine	What a doctor gives you to make you better													
	Scientist	Someone who works in science													
Invention	When something is made for the first time														
Resources	Main activity														
	Can you remember? Activity 1														
	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. Ask learners to turn to page 151 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions.														
	Feedback														
	Learners compare answers in pairs, then small groups and finally as a whole class.														
	Answers														
	1 a favourite; 2 b fire; 3 a than; 4 b because; 5 a Can you; 6 b Can I; 7 a Can I; 8 c Hold; 9 a cut; 10 c open														

Activity Book page 117	Can you remember? Activity 1 1. Tell learners they will need to write five sentences using the science words provided. 2. They can use more than one word in each sentence, but must use at least one. Feedback Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board. Working as a class, see how many of the words you can get into a single sentence. Differentiation activities (Support): 1. Ask learners to choose a subject for a sentence (for example, <i>scientists</i>), then choose a verb (for example, <i>discover</i>), then think of an object for the sentence. 2. Encourage learners to add detail to their sentences with adjectives and adverbs. Differentiation activities (Stretch): 1. Challenge these learners to see how many of the words they can manage to get into a sentence.
Activity Book page 117	Time: Activity 2 1. Ask learners to write the time in the space under each clock. Feedback Ask learners to volunteer answers. Answers 1 quarter past seven 2 quarter to twelve 3 four o'clock 4 half past seven
Activity Book page 117	Write: Activity 3 1. Tell learners they will need to reorder the words to make instructions. 2. Explain that to complete the task they must also add full stops and capital letters in the correct places. Feedback Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board. Answers 1 Draw a circle on the paper. 2 Carefully pour the oil into the jug. 3 Use the scissors to cut the straw. 4 Open the door for the visitor. Differentiation activities (Support): 1. Learners may find this easier if they have the sentence parts on separate pieces of paper so that they can move them around to experiment with the word order. Differentiation activities (Stretch): 1. Learners could write instructions for an activity they do on a regular basis. For example, making a sandwich.

Activity Book page 117	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 a cross 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. Help learners to look back through their books to identify areas of strength and weakness.		
	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 Lessons 1–5.		
Resources	Plenary		
	1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 10. 4. Accept open class feedback.		
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, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (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 ...</i> , <i>why don't ...</i> , <i>should we ...</i> ; possessives: 's and s'; sequence words: <i>first, next, after that, finally</i> . (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas with peers and talk about famous scientists. Reading: To read a fact file about a historical scientific figure. Writing: To form sentences using defining relative clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand a text about an important historical figure • use defining relative clauses in speech and writing.
Link to prior learning: • Historical figures • Defining relative clauses 21st Century Skills: • Not applicable		
Key vocabulary: <i>scientist, experiment</i> Key expressions/structures: Relative clauses: <i>which/who/that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with differentiating between <i>who</i> and <i>which</i> when the related noun or noun phrase is not a proper name, or is plural, for example <i>the doctors, the children from Dubai</i>. Phrases that include a thing, but are ultimately about a person are particularly confusing. Before they progress with adding a defining relative clause, ask learners to picture the subject of the clause in their minds. Ask them to add detail to the picture, so they are quite clear (for example, <i>the children from Dubai</i> might be a group of children wearing badges saying 'Dubai'). This will help them to decide whether they have an object or a thing, and therefore whether to use <i>which</i> or <i>who</i>.		
Resources/equipment needed: Learner's Book page 152 Activity Book page 118		

UNIT 10 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they know about science and Islamic history. (<i>The period from 800 to 1400 CE was a very rich time for Islamic thinkers, scientists and doctors who were discovering new information about the world around us.</i>) 2. Remind learners about other historical figures studied so far and what they were famous for (Ibn Battuta and Prince Sultan bin Salman bin Abdullah). 3. Explain that in this lesson, learners will learn about another historical person.
Resources	Main activity
Learner's Book page 152	Talk about it: Activity 1 1. Ask learners to look at the picture and answer the questions. 2. Ask learners to discuss their answers to the questions in pairs or small groups and then bring the class back together to share the results. Feedback Whole class discussion based on learners' prior knowledge. Explain that they will find out if their ideas are correct once they have done Activity 2. Call on individuals to start off and then ask learners to join the discussion. Other famous scientists that you could discuss are: Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton.
Learner's Book page 152	Read: Activity 2 1. Read the first sentence out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. Circulate in the class correcting pronunciation as necessary. 2. Check for any unknown vocabulary. Prompt learners to work out unknown words from context and then appoint a learner to look up any words still unknown and report back to the class. 3. In pairs, ask learners to find the answers to the questions from Activity 1 and 2 and then report back to the class. Feedback Ask the pairs to share their answers with the class. Answers (Activity 1) 1 Ibn Nafis. 2 He was a doctor. 3 Learners' own answers (could include Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton) . (Activity 2) 1 1210. 2 How the heart pumped blood to the lungs and then around the body. 3 No, it was a new idea. 4 They used it to treat their patients better. Differentiation activities (Support): 1. Pair these learners up with more confident learners who will be able to decode the text more easily and assist with understanding.

	Differentiation activities (Stretch): 1. Encourage these learners to assist those that find reading difficult. 2. Explain that they should explain the meanings of more tricky words and assist other learners with their understanding of the text. 3. These learners could write their answers to the questions as full sentences.
Learner's Book page 152	Use of English: Activity 3 1. Read through the <i>Use of English</i> box carefully, explaining the points by providing further examples on the board. 2. Ask learners to work in pairs, reading out the sentences and trying to match the two parts. Circulate around the class checking for correct pronunciation. Feedback Ask for volunteers from the class to suggest answers, reading out the completed sentences. If the correct answer is given, model pronunciation back to the class. If an incorrect answer is given, ask: <i>Is this sentence about a person or a thing? Could we use any of the other answers?</i> Answers 1 b; 2 a; 3 d; 4 c
Activity Book page 118	Use of English: Activity 1 1. Ask learners to read the sentences and complete them with the correct relative pronoun (<i>who</i> or <i>that</i>). 2. Draw attention to the <i>Language tip</i> box if learners need reminding about the rules. Feedback Ask learners to call out whether each sentence is about people or things. Write up the sentence on the board with the gap. Nominate a learner to come and write the correct answer. Answers 1 who; 2 which; 3 which; 4 which; 5 who
Activity Book page 118	Talk: Activity 2 1. Ask learners to think about their senses. Working in pairs, ask them to link the sense to the body part used. 2. Tell learners they are going to use their senses and think about what kind of information they can gather. As an example, start with the eyes. Encourage learners to volunteer ideas about information gathered through seeing (for example, light, dark, colour, speed). Ask the learners to work with their partners to talk about what information their different senses are gathering. Feedback Circulate in the classroom encouraging learners to use their senses then think about the words they need to describe the information they are getting. Give ideas for vocabulary and write up commonly requested words on the board. Answers touch; see; hear; taste; smell

Resources	Plenary		
	1. Ask learners to stand up and share with the class one bit of information they can gather with their senses. Encourage all the other learners to try to experience the information gathering 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:			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(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.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words.			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To gain understanding of a text through visualisation. Listening: To listen and understand the content of a letter. Writing: To write a letter of reply.		Learning outcomes: By the end of the lesson, learners will be able to ... • use visualisation to aid understanding of a letter • write a letter.
Link to prior learning: • Letter writing vocabulary 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>discover, picture, greeting, invitation, offer</i> Key expressions/structures: Features used in letter writing: <i>Dear ... ; Yours sincerely; I hope ... ; I have ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Visualisation can be tricky for learners at this stage, as there is no right answer for the way to approach it. If learners struggle with the exercise, remind them that the purpose is to help them to check the sense of a piece of text. If necessary, write up two sentences on the board: <i>The cat sat on the mat. The cat sat under the mat.</i> Ask a learner to come up and draw a picture representing each sentence. Confirm that all the words in the sentence are spelled correctly, and that the grammar is correct. To confirm that something is wrong with the second sentence, it is helpful to visualise the meaning (cats are unlikely to sit under mats). This technique is helpful when approaching harder texts. If learners can picture what is happening, they can check whether it makes sense and more easily guess at unknown vocabulary.		
Resources/equipment needed: Learner's Book page 153 Activity Book page 119 PCM 4a and PCM 4b Audio Track AB15		

UNIT 10 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 153	1. Ask learners if they remember who they read about last lesson. What important facts can they remember? 2. Call on a learner to mime or draw details from the text about Ibn Nafis, other learners to call out guesses.
Resources	Main activity
Learner's Book page 153	Read: Activity 1 1. Ask learners to look at the questions. Then read the text in pairs, alternating reading sentences out loud. When each pair has read the text twice, pause and check for unknown vocabulary. Feedback Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously. Answers 1 He liked writing about his discoveries. 2 He wrote about how the heart and lungs worked together to send blood and oxygen around the body.
Learner's Book page 153	Read: Activity 2 1. Ask learners if they know what visualising is (<i>making a picture in your mind</i>). Tell learners that making a picture in their minds of what they read in English can help them to understand, and also to realise where they have misunderstood something. 2. Put the learners into pairs or small groups. Ask them to re-read the short paragraph about Ibn Nafis, then to close their eyes and imagine pictures of what they have read about. Ask the pairs to take turns asking the questions in the Learner's Book and talking about their visualisation. Feedback Ask the pairs to share their experience of visualisation with the class. What was helpful and what was hard? Differentiation activities (Support): 1. Read the sentences to this group of learners slowly. Pause after each to ask the relevant questions from the Learner's Book and if necessary ask further questions to help them visualise. Differentiation activities (Stretch): 1. Learners can work in pairs to ask and answer the questions. 2. Encourage these learners to describe what they visualise in more detail.

Learner's Book page 153 PCM 4a PCM 4b	Write: Activity 3 1. Divide the class into two teams, preferably with the teams sitting on opposite sides of the room. 2. Give out copies of PCM 4a to Team 1, and PCM 4b to Team 2. 3. Tell learners that they will have a few minutes (give four to six depending on the ability level in your class) to write about the picture they have been given. They need to make their writing easy to visualise. 4. After the writing period is over, collect up the texts and distribute them to members of the other team. Tell learners they will have a few minutes to read through the writing and draw a very quick picture (using stick figures) of what is described. Ask them to write down a few key words to help them to describe elements of their pictures. 5. After the drawing period is over, call on two learners from each team to stand up, hold up their pictures and describe what they have drawn. After the two Team 1 learners have finished, reveal the original image. Repeat for Team 2. 6. Ask learners to put their pictures on their desks and circulate around the room looking at the variation in the pictures produced by each team. Feedback Call learners together and ask for their impressions on the differences between the pictures within each team. Was it an easy exercise, or was it difficult? Ensure all learners have understood that writing clearly and using words to draw a clear picture is the best way to convey information to the reader.
Activity Book page 119 Audio Track 15	Read and listen: Activity 1 1. Play the audio for the class twice. After the first time, ask learners if there were any words that they didn't understand and ask them what type of text they are listening to (<i>a letter</i>). 2. Ask learners to read through the letter in pairs to find the answers to the question. Feedback Ask learners to share their answers to the question with the class. Write them up on the board and discuss the answers. Answers change medicine forever, great
Activity Book page 119	Write: Activity 2 1. Tell learners they are going to write their own letter in reply to the one in the Activity Book. Point out common features of letters: <i>Greeting, enquiry about health, body of letter (including questions to the reader), farewell, signature.</i> 2. Direct learners' attention to the bulleted prompts which will help them to start each sentence or phrase in their own letter. Feedback If not running the Support activities, below, circulate around the class checking that all learners are making progress with their letters. Encourage learners to swap their letters with a peer to evaluate. How are they different? How are they the same? Ask for possible ways to complete each sentence and call on volunteers from the class.

	Answers Learners' own answers. Example: Dear Dr al Harthi, My family are all well, thank you. I hope you and your family are also well. Ibn Nafis's book sounds very interesting. Thank you for offering to send me a copy of the book. I would be very happy to read it. I would like to invite you to visit my home as soon as you can come. We could spend many days talking about the book and its discoveries. Yours sincerely, Dr [name]
	Differentiation activities (Support): 1. If necessary, lead a group of learners through this activity, sentence by sentence. Write up the first prompt on the board and ask what comes next (<i>Who is the letter to?</i>). 2. Write the next prompt up and instruct learners to write in their notebooks. Ask: <i>What should you say about your family if someone asks: Are they well or not?</i> 3. Write up the next prompt. Ask learners what goes next: <i>Did Dr al Harthi like the book? Does it sound good? What word can you use to describe it?</i> 4. Write up the next prompt. Ask learners how they want to respond: <i>Would you like the book? Have you already got one?</i> 5. Write up the next prompt. Check if learners can remember how to invite someone and finish the sentence: <i>When is the invitation for? What are you inviting Dr al Harthi to come and do? (Eat, stay, talk about the book.)</i> 6. Write up the next prompt. Ask learners how they want to end the letter. They can use the same farewell as in Dr al Harthi's letter, or they can choose another. Differentiation activities (Stretch): 1. Ask learners what extra information they can add to their letters. What else can they say about Dr al Harthi's description of the book? What can they say about receiving a copy? Can they add more detail to the invitation (Where and when? What could they do?)
Resources	Plenary 1. Ask learners to take turns inviting each other to do something good together. Model the first attempt, for example: <i>Yussuf, would you like to read this wonderful book with me?</i> Remind learners that the answer is 'Yes, please', or 'No, thank you'.

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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (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. (G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future. (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. (G5.3.4.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provide meaning to works of literature. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about different types of scientists. Writing: To use linking words to add additional information. Speaking: To formulate interview questions using the relevant question words.		Learning outcomes: By the end of the lesson, learners will be able to ... • find information in a text • talk about different types of scientists • use linking words in a sentence • formulate questions to ask in an interview with a scientist.
Link to prior learning: • Sentence linkers • Interview questions 21st Century Skills: • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.		
Key vocabulary: <i>engineer, plant scientist, earth scientist, microscope</i> Key expressions/structures: Linking words: <i>and, as well, too, also, both, but</i> ; question words: <i>Who? What? Why? When? Where?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can be unsure how to distinguish between the linking words used in this lesson. If this is the case, provide more examples on the board, highlighting the following: Also goes between the subject and the verb. You can also use it to add emphasis to the item that comes after it in a list: <i>I have worked in Dubai, Abu Dhabi and <u>also</u> in the USA.</i> And links two clauses or words of equal weight. It is used at the end of a list: <i>We bought apples, bananas <u>and</u> dates.</i> Both is used just before two pieces of information of equal weight: <i>She studies <u>both</u> Maths and Science.</i> Too goes at the end of a sentence to add emphasis: <i>She brought sandwiches, fruit and drinks <u>too</u>.</i> As well is used in the same way as too.		
Resources/equipment needed: Learner's Book page 154–155 Activity Book page 120		

UNIT 10 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what kinds of science are being done in the UAE. 2. Prompt for robotics (Arab Robotics Association), environmental (Masdar City), medical.
Resources	Main activity
Learner's Book page 154	Read: Activity 1 1. Explain that learners will look at different types of science in this lesson and will then move on to look at scientists studying different fields of science in the UAE. For the Earth scientists paragraph, check vocabulary such as 'volcano' and 'earthquake'. Prompt learners by asking what the earth does that scientists might want to study. What sort of earth problems or disasters are there? 2. Ask learners to read the text in pairs and discuss which type of scientist they would find most interesting. 3. Ask them to give reasons for their answers. Feedback Call out the different headings from the text and ask learners to give you examples of the kinds of things that are studied in each field.
Learner's Book page 155	Write: Activity 2 1. Ask learners to read the text again and explain that each of the pictures matches one of the paragraphs in the text. 2. Learners should decide which field of science is represented by each picture and then write the type of scientist in the relevant place. Feedback Call out the different types of scientist and ask learners which picture it is. Answers a plant scientist; b earth scientist; c engineer
Learner's Book page 155	Write: Activity 3 1. Ask learners to look at the green words in the text, and write them up on the board. 2. Explain that these words are used to link sentences and to add information. 3. Explain that adding information makes a sentence more interesting for the reader. 4. Read the examples in the <i>Use of English</i> box and see if learners can provide other examples. 5. Learners then look at the sentences and complete them by circling the correct word. Feedback Ask learners to check their answers in pairs before feeding back to the whole class by reading out the complete sentences. If necessary, discuss what would happen if you put one of the other words in the gap – why would it be wrong?

	Answers 1 too; 2 both; 3 also; 4 as well; 5 and; 6 but, too
	Differentiation activities (Support): 1. Help learners by reading each sentence twice, once with each word. 2. See if learners can identify which sentence makes sense and therefore which word to choose.
	Differentiation activities (Stretch): 1. Learners write additional sentences for each of the sentence linkers.
Activity Book page 120	Read: Activity 1 1. Ask learners to look at the three profiles of UAE scientists. 2. Put learners in pairs and ask them to decide what type of science is practised by each of the scientists. 3. Have they heard of any of the scientists before? Do they know anything about any of the subjects they study? 4. Encourage learners to look up any unknown words and to discuss any prior knowledge that they have in any of the science fields that are mentioned. (You may wish to make the link between Masdar city and the information learners can recall from Unit 1.) Feedback Class discussion.
Activity Book page 120	Write: Activity 2 1. Learners can use the information in the profiles to write three sentences. 2. Encourage them to refer back to the <i>Use of English</i> box in the Learner's Book if necessary. Feedback Ask learners to read out their sentences to a partner. The partner should try to listen for the linking word that has been used and then check the profiles to see if the information is accurate. Answers Learners' own answers.
Activity Book page 120	Activity 3 1. Ask each pair to think of three questions they could ask one of the scientists in an interview for the school magazine (or a science newsletter if there is no magazine). 2. Ask learners to think about what they think other children in the school would find interesting. What sort of questions might help inspire the children to study science? 3. Learners can practise asking the questions. Encourage them to focus on intonation and expression as well. Feedback Ask which learners have chosen which scientist. Write up the questions for each scientist on the board. Learners compare their sentences with the ones on the board. Are they the same or not?

Resources	Plenary		
	1. Ask learners to say something about the classroom that includes a linking word (for example: <i>The classroom has <u>both</u> tables and chairs.</i>). 2. Other learners listen for the linking word. 3. See if they can come up with sentences for all of the linking words covered in this lesson.		
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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand information about a scientist. Speaking: To describe a scientist to other learners. Listening: To listen to other learners describing a scientist. Writing: To make notes about a scientist based on information in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... • read information and relay it back to others • discuss information with others and make comparisons • match information to the correct scientist based on a previously-studied text.
Link to prior learning: • Reading for information • Making comparisons 21st Century Skills: • Not applicable		
Key vocabulary: <i>scientist</i> Key expressions/structures: ... <i>is more important than ... because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with articulating why one scientist is more important than another. These are issues to which there is no right answer and learners may feel frustrated that they do not have the vocabulary to discuss issues in enough depth. Encourage them to use vocabulary from their own fact file and that used by other learners when describing their scientists. Remind them that it is better to say something simple, which they will learn to build on over time. • Learners may question the difference between doctor and professor. The title <i>doctor</i> does not necessarily mean that they work in medical science and can actually apply to anyone with a higher-level degree (PhD or similar) in their field. <i>Professor</i> is a title that indicates academic research leadership and this title is awarded by universities. A professor can also be a doctor.		
Resources/equipment needed: Learner's Book pages 156–157 Activity Book page 121		

UNIT 10 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to think about famous scientists. Which famous scientists can they think of who are alive today? (For example, <i>Stephen Hawking</i>.) 2. Explain that they will be looking at current famous scientists and the work that they do in this lesson.
Resources	Main activity
Learner's Book page 156–157	Read, write and talk: Activity 1 1. Explain that the class will be divided into groups of four and that each person in the group will be assigned a different fact file from the Learner's Book and will learn about a different scientist. 2. Learners will then share the information with their group so that they learn about all the scientists. 3. Write the following questions on the board and discuss any unknown words. • <i>What is the name of the scientist?</i> • <i>Where is the scientist from?</i> • <i>What type of scientist are they?</i> • <i>What kind of work do they do?</i> • <i>Has the scientist won any prizes?</i> • <i>What difference will their work make to the world?</i> 4. Explain that the learners must read through their fact file individually, but encourage them to ask about unknown vocabulary. Discuss any unknown words as a class and write up the word and the meaning on the board. If the class cannot guess the meaning, ask one learner to look up the word in the dictionary and report back to the class. 5. Once all the vocabulary is known, ask learners to spend another minute reading through the fact file to check that they understand and remember the information. 6. Learners can make notes for each of the questions if they wish. 7. Once learners have had time to go through the questions, call out the questions one at a time and give each group time to share the information they found out about each of the scientists. You may wish to check answers as a whole class after each question or wait until the end and then compare their answers to the questions in order to find out information about all five scientists. 8. Ask the groups to discuss who they think is the most important scientist and why. They will need to agree or to vote and supply a reason for their decision. 9. Bring the class back together. Ask a member from each group to report back on their decision and reason. Record the decision on the board. Ask if there was disagreement in the group and why. 10. If all the groups do not agree, take a whole class vote and discuss, choosing learners to give reasons for their votes. Feedback Monitor the groups, ensuring that they are making progress and helping with any difficulties. When getting feedback, use a mixture of volunteers as well as selecting more reluctant learners to join the discussion.

	Differentiation activities (Support): 1. Learners can work in pairs when reading the fact file and when writing the answers to the questions. When asking learners to justify a decision about who is most important, ask leading questions to give the vocabulary they might need. (For example, <i>Do you think it is more important to work on space travel or people’s health? Will it help people now or in the future?</i>)		
	Differentiation activities (Stretch): 1. Ensure that learners have the opportunity to justify their reasoning and compare the scientists. <i>I think that ... is most important because ...</i>		
Activity Book page 121	Read and write: Activity 1 1. Ask learners to match the sentences to the correct scientists. 2. Tell learners that there may be some tricky words, but they need to focus on key words in the sentences and ignore the tricky words they don’t need. 3. Explain that they can refer back to the fact files in the Learner’s Book to check information. Feedback Learners can compare answers in pairs, and discuss any differences. Bring the class back together and ask for learners to volunteer their answers.		
	Answers 1 Professor Gebisa Ejeta; 2 Professor Omar Yaghi; 3 Dr Shinya Yamanaka; 4 Dr Anita Sengupta; 5 Professor Gebisa Ejeta; 6 Dr Shinya Yamanaka; 7 Dr Anita Sengupta; 8 Professor Omar Yaghi		
Resources	Plenary		
	1. Ask learners what kind of scientist they would like to be. Prompt with animals, plants, space, medicine, chemicals, earth and rocks, how people think and behave, buildings.		
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. (G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (G5.2.2.1.1) Report on a topic or text, tell a story, describe 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. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to scientists describe themselves and pick out relevant information. Reading: To match adjectives with definitions. To identify facts and opinions. Writing: To match antonyms for adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... • use adjectives and their antonyms confidently • differentiate between facts and opinions in a text.
Link to prior learning: • Adjectives • Antonyms 21st Century Skills: • Not applicable		
Key vocabulary: <i>clever, grumpy, jolly, tough, lazy, anxious, weepy, rude, strong, intelligent, polite, bad-tempered, good-humoured, hard-working, worried, nervous, weak, cheerful, calm, stupid, tough, miserable</i> Key expressions/structures: Antonyms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with the number of adjectives presented in this lesson but they will have met some of these words in previous units. Spend some time revising adjectives from previous units to make the vocabulary less daunting.		
Resources/equipment needed: Learner's Book page 158 Activity Book page 122 Audio Track LB59		

UNIT 10 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to suggest possible adjectives for scientists. How many can they think of? Prompt with <i>clever, hard-working, interesting, calm</i>. 2. Write a list of all the words on the board.
Resources	Main activity
Learner's Book page 158	Talk about it: Activity 1 1. Ask learners to look at the three pictures in the Learner's Book. 2. Ask learners to use any clues in the pictures for the kind of science practised by the people in the picture (they will find out if they are correct in the next activity). 3. Refer back to the adjectives used in previous units to describe appearance and personality and see how many they can recall.
Learner's Book page 158 Audio Track 59	Listen: Activity 2 1. Tell learners they will listen to each scientist describe themselves. 2. Explain that they must listen to hear what each scientist studies. 3. Before playing the audio, ask the learners to look at the pictures and read the questions. Can they guess the answer to the question? Ask them to write down their guesses. 4. Play the Audio Track once all the way through for learners to write down the subject areas. Then play it again, pausing after each of the three sections for learners to write down any adjectives they hear. 5. Check if there is any unknown vocabulary. Ask the class if they know or can guess meanings. If not, move on, as this will be addressed in the next activity. 6. Play the audio one last time and ask learners to write down/check their answers. 7. Check whether anyone guessed correctly from the pictures. Feedback Ask learners to volunteer any similarities or differences between their guesses and their answers from the Audio Track. If necessary, start the discussion by selecting two or three learners to share their results with the class. Remind learners that there are often clues in images and headlines that will help them to understand English texts, even if they do not understand all the words. Answers Professor Walid: space; clever, rude, grumpy (not polite) Professor Yasser: insects; happy, anxious, weepy, worried Professor Zainab: medicines; jolly, hard-working, tough Differentiation activities (Support): 1. Encourage learners to look very carefully at the pictures. What do the people look like? Offer some options: <i>happy/sad, confident/worried, nasty/nice</i>. Differentiation activities (Stretch): 1. How many adjectives can learners write down? 2. See if they can add any extra adjectives to do with appearance.

Learner's Book page 158	Word study: Activity 3 1. Ask learners to match the words with the definitions. 2. You may wish to guide learners to the Activity Book for the text of the audio. Ask them to find the words in the text and read the sentence they are in. The context will help them understand the meaning. 3. If learners still have difficulties, they may use their dictionaries. 4. Check the answers as a class. Feedback Whole class discussion. Answers 1 c; 2 e; 3 f; 4 a; 5 g; 6 h; 7 b; 8 d
Activity Book page 122	Read: Activity 1 1. Tell learners they will now read the descriptions of the scientists, looking for facts and opinions. 2. Read out the <i>Language tip</i> box. 3. Ask learners to work in pairs deciding whether each statement in each description is a fact or an opinion. Ask learners to underline facts and circle opinions. Feedback Bring the class back together and work through each sentence. Read it aloud (or ask a learner to do so) and then ask: <i>fact or opinion?</i> Encourage learners to join the discussion spontaneously and to give a reason. Ask the others in the class to show whether they agree or disagree by a show of hands. Answers Facts are <u>underlined</u>. Opinions are bold. 1 <u>I am Professor Walid. I study space.</u> I am very clever and I have discovered three <u>new stars</u>. My students are sometimes lazy so I shout at them. They think I am rude and grumpy because I don't speak politely, but they just don't work enough! 2 <u>I am Professor Yasser. I study insects. I want to stop insects from eating our crops.</u> When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot. 3 <u>I am Professor Zainab. I study new medicines.</u> I am a jolly person, but hard-working too. I am very tough and like to make my students work hard too. <u>I have already thought of many new medicines to help others, which have been bought by medicine companies.</u> Differentiation activities (Support): 1. Remind learners that a fact can be measured or checked. Ask learners to focus on just finding the facts. Differentiation activities (Stretch): 1. Ask learners to think about opinions. The way that people feel about things is often an opinion.

Activity Book page 122	Antonyms: Activity 2 1. Tell learners to read the words and match the opposites. 2. Tell them to use their dictionaries if they have difficulties with the meanings of words. Feedback Check the answers as a class. Call on learners to join the discussion.			
	Answers rude – polite; weak – tough; dry-eyed – weepy; clever – stupid; anxious – calm; jolly – miserable; lazy – hard-working			
	Differentiation activities (Support): 1. Reduce the number of words that learners have to match. 2. Learners may find this easier if the words are written out on pieces of paper to enable them to move the words around.			
	Differentiation activities (Stretch): 1. Ask learners to put each of the sets of words into a sentence.			
	Resources			
	Plenary 1. Ask learners to use a positive adjective to describe someone in the room and then confirm it with the negative and the antonym. For example: <i>Amir is hard-working. He is not lazy.</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. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas. (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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.				

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read through questions and choose correct answers. Writing: To reorder sentences to show understanding of imperatives. To write facts and opinions. Speaking: To discuss what makes a scientist important.		Learning outcomes: By the end of the lesson, learners will be able to ... • use the imperative in instructions • use linking words to add information to sentences • distinguish between fact and opinion.
Link to prior learning: • Review of Unit 10, Lessons 7–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 10, Lessons 7–11 Key expressions/structures: Expressions and structures from Unit 10, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–5 and 7–11 for guidance.		
Resources/equipment needed: Learner's Book page 159 Activity Book page 123 Blank paper		

UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	- Write up a list of 15 words from the unit on the board: <i>experiment, new, invention, scientist, science, discover, medicine, laboratory, team, microscope, engineer, plant, earth, space, rocket.</i> - Draw a 3 x 4 grid on the board. - Tell learners to draw their own grids on the paper provided and choose 12 of the words to put in it. (N.B. if you are short of time, or if your learners are lower ability, you may prefer to make up some grids pre-populated with the words, so you can focus on the listening part of the activity, but remember that each grid needs to be different.) - Explain that you will read out a passage about what they have studied so far in this unit. They will need to put an X across the words in their grid when they hear them. The first person to make a straight line between left and right (can be diagonal) wins and must shout 'Bingo'! - Read out the passage: <i>This unit is about science. You did your own experiment to learn about sound. You read about scientists from history and around the world. You heard about scientists who work in a laboratory and in many other places. Scientists sometimes use a microscope to help them discover new information. They often work in a team with other types of scientist. For example, a space scientist and an engineer work together to make a new kind of rocket. Some scientists come up with inventions like new machines or medicines. Other scientists work outside, growing new kinds of plant, or finding out more about the earth.</i>
Resources	Main activity
Learner's Book page 159	Can you remember? Activity 1 - Advise learners that this is a quiet time for them to reflect on their learning. - Ask learners to put their pens down. - Ask learners to turn to page 159 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. - When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. Answers 1 a who; 2 b which; 3 a picture; 4 b Dear; 5 b Yours; 6 c both; 7 c also; 8 b hard-working; 9 b tough; 10 a cheerful
Activity Book page 123	Adding information: Activity 1 Tell learners they will need to choose the correct options for relative clauses (<i>who/which</i>). Feedback Ask for volunteers to read out their answers or, if time allows, to come and write the completed paragraph on the board. Answers 1 who; 2 who; 3 who; 4 which; 5 which

Activity Book page 123	Write: Activity 2 1. Ask learners to write three facts and three opinions on any subject of their choice. 2. Remind learners that facts can be proven or measured, but opinions are based on ideas and people may have different interpretations. 3. Ask learners to discuss their answers in pairs. Do they agree that their partner's sentences are facts and opinions? Feedback Ask learners to volunteer answers and write up some samples on the board.
Activity Book page 123	Talk: Activity 3 1. Ask learners to work with a partner and talk about what makes a scientist important. 2. Brainstorm some vocabulary as a class first and write on the board (Example answers: <i>saves lives, makes things easier, prevents climate change.</i>) 3. Ask each pair to come up with three things that make a scientist important. Feedback Monitor, checking that learners are involved in the discussion. After a few minutes, call on each pair to share their best ideas with the class.
Activity Book page 123	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 a cross 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. Help learners to look back through their books to identify areas of strength and weakness.
	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 Unit 10.
Resources	Plenary
	1. Play a game where learners have to provide the longest list of adjectives they can. 2. See if learners can spell the adjectives and then produce another adjective starting with the same letter that the previous word ended in.

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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people making offers and requests and asking permission. Speaking: To make offers and requests and ask permission. To use adjectives and antonyms. Reading: To read and complete sentences containing linking words. Writing: To write a short letter of invitation to a scientist.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and make offers, requests and ask permission • use linking words to add information to sentences • write a simple letter • identify and use antonyms for adjectives.
Link to prior learning: • Vocabulary and structures from Unit 10 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structures: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Thinking of opposites for adjectives without the scaffolding of flashcards is a challenge for many learners, but it can be helpful to encourage good use of dictionaries and to identify relationships between words. Encourage learners to break down words (removing prefixes) and think of synonyms to find clues to help lead them to antonyms.		
Resources/equipment needed: Learner's Book page 160 Audio Track LB60		

UNIT 10 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to think about what they have learned over this unit. What have they enjoyed the most? What was most difficult? 2. List all the things they have learned on the board.
Resources	Main activity
Learner's Book page 160 Audio Track 60	Listen: Activity 1 1. Tell learners they will hear a dialogue which includes expressions asking for permission, making requests and offers. 2. Ask them to look carefully at the table as they will need to tick the relevant boxes. 3. Ask volunteers to give an example of a permission, request and offer. 4. Play the audio twice through. Check for any problems. 5. Play once again. Feedback Check the answers as a class. Answers Mr Alhamli: Request; Hassan: Offer; Faisal: Permission
	Differentiation activities (Support): 1. Help learners to pick out the relevant sentences and write the words on the board. 2. Learners will then have more time to decide whether they have heard an offer, request or permission statement.
	Differentiation activities (Stretch): 1. Copy the audioscript for learners and ask them to act out the dialogue. 2. They could change the answers slightly if they feel confident with the vocabulary.
Learner's Book page 160	Talk: Activity 2 1. Put learners in pairs and ask them to refer to items on their desk or in the classroom and make requests, offers and ask permission. Remind them to give an appropriate answer. 2. Write up possible answers on the board: Requests: <i>Yes, I can./No, I can't.</i>; Offers: <i>Yes, please./No, thank you.</i>; Permission: <i>Yes, you can./No, you can't.</i> Feedback Monitor, checking that each pair is working well and correcting pronunciation as necessary.
Learner's Book page 160	Read: Activity 3 1. Ask learners to read through the sentences and choose the appropriate linking word. Feedback Tell learners to check their answers with a partner and discuss any differences. Ask for volunteers to share their answers with the whole class. Answers 1 and; 2 too; 3 also; 4 and; 5 but

Learner's Book page 160	Write: Activity 4 1. Tell learners they are going to write a letter to a famous scientist, asking them to visit the school and speak about their work. 2. Brainstorm phrases with the class to use in the letter and write them on the board under these headings (examples included): <u>Greeting:</u> <i>Dear ...</i> <u>Introduction:</u> <i>I am a ten-year-old student at _____ school.</i> <u>Purpose:</u> <i>I would like to invite you to ...</i> <u>Reason:</u> <i>I think you would be a great speaker because ...</i> <u>Farewell:</u> <i>Yours sincerely</i> Feedback Monitor, checking that learners are making progress with their letters. Ask for volunteers to read out their letters to the class. If time allows, collect the letters in, mark them and provide written feedback.		
	Differentiation activities (Support): 1. Encourage learners to work in pairs to make notes about their reason for inviting the guest. They can then use these notes in their own sentences.		
	Differentiation activities (Stretch): 1. Encourage learners to add more detail about why science is important to them and the school. Encourage use of adjectives and linking words to add detail.		
Resources	Plenary 1. Ask learners to reflect on what they have done this lesson. Is there anything they have done this unit that they need more practice on? 2. If time allows, you could play a game of 'Opposites'. Learners could be put into teams and need to write down or call out an adjective that is the opposite of the one you call out. For each correct answer they score a point and the team with the most points is the winner. 3. Possible adjectives could include: <i>happy/sad; rude/polite; jolly/moody; cheerful/miserable; dry-eyed/weepy; rich/poor; lazy/hard-working; anxious/calm; weak/tough.</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: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate; prohibit or warn; express likes and dislikes. (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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. <i>see/ sea, ate/eight</i>), homographs (e.g. <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.3.4.2.3) Apply knowledge of prefixes (e.g. <i>un-, re-, pre-, bi-</i>), suffixes (e.g. <i>-er, -est, -ful</i>), roots, word patterns and known words to determine word meanings. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to other learners when working as part of a group. Speaking: To share ideas and express opinions through creating a project. Reading: To read instructions for an experiment or information about a scientist. Writing: To write up the results/research into a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... • work together in a group to complete a project • organise and manage their time • create a project based on their learning in Unit 10.
Link to prior learning: • Unit 10 (all lessons) 21st Century Skills: • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structure: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section of the presentation, encourage each group to think of a possible question and an answer, so they are not overwhelmed when they come to questions in the next lesson.		
Resources/equipment needed: Learner's Book page 161 Project 1: Access to reference materials about scientists; access to the Internet Project 2: PCM 5 (instructions for an experiment) Four balloons per group		

UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 161	1. Ask the learners to read through the descriptions of both projects. 2. Give learners time to explore both options and to decide (with teacher guidance) which project they are going to do. 3. Put learners into groups of four to five.
Resources	Main activity
Learner's Book page 161	Project 1 1. Encourage learners to read through the instructions carefully and use the prompts to create each section of their presentation. 2. You may need to provide access to a library or the Internet for the group to do their research. 3. Ensure that the group divides up the work so that each person has a task involving research, writing and/or reading. Encourage the group to appoint a leader who is responsible for making sure that each element of the instructions is covered. Feedback Monitor the discussions and check that all sections are being covered in the written work. Answers Learners' own answers, but ensure that the following sections are covered: 1 Who is the scientist? 2 What did he or she discover? 3 Why is the discovery important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life?
Learner's Book page 161 PCM 5	Project 2 1. Decide whether to offer a choice of experiment to learners or just a single option. One experiment is suggested in PCM 5, although you may also wish to look at alternative experiments of your own choice. 2. Encourage the group to choose a leader and create an action plan from the instructions in the Learner's Book. 3. Learners will need to leave at least 15 minutes for writing up their findings from the experiment and their reflections on how it went. 4. Ensure that everyone has a role, including drawing illustrations of each stage of the experiment. 5. Ask learners to read through the instructions of the experiment carefully before they start and make a list of any unknown vocabulary to check in the dictionary. Feedback Monitor the groups as they conduct the experiments. Ensure that each group has understood the experiment and the wider task of recording pictures of their activities, the results of the experiment and reflections on the experience.

	Answers		
	Learners' own answers, but ensure that the following sections are covered: 1 Name of experiment 2 Prediction of outcome 3 Illustration of each step of experiment 4 Notes about any difficulties following instructions (what went well and what went badly) 5 Results of experiment (Did it match the prediction?)		
	Differentiation activities (Support): 1. Ensure that learners work in mixed-ability groups and that these learners are supported and given roles that are suitable for their abilities.		
	Differentiation activities (Stretch): 1. These learners could take on more of a project management role to ensure that all the objectives for their chosen project are covered.		
Resources	Plenary		
	1. Ask each group to feed back to the class what they have done and how much more there is to do before the presentations in the next lesson.		
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. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject. (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. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events. (G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project to their peers and ask questions about the presentations from other groups. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • work together in a group to present a project about a scientist or an experiment • ask and answer questions about the presentations • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: • Unit 10 21st Century Skills: Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structures: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section, encourage each group to think of a possible question and an answer so they are not overwhelmed when they come to the questions asked about their presentation.		
Resources/equipment needed: Learner's Book page 161 Any resources required for the presentations from Lesson 14		

UNIT 10 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Introduce the lesson by telling learners that today they will take turns to present their project to the class. 2. Remind the learners of the work they did last lesson and ask them to return to their groups. Check if there are any questions about what to do next.
Resources	Main activity
Learner's Book page 161	Presentation preparations 1. Give learners ten minutes to finish any outstanding pieces of work from the previous lesson. 2. Tell learners that each group will have five minutes for a presentation and then questions from the audience. Remind learners to think about any possible questions they may be asked so they are prepared.
Learner's Book page 161	Presentation 1. Depending on the number of groups within your class, give each group five minutes to present their work. If you have five or more groups, the five minutes should include time for questions. Ensure that each presentation receives at least three questions from either yourself or the other learners. Feedback Give direct feedback to each group after the presentations, as well as making notes for more detailed-written feedback to be given later. Check that the presentations cover all the required areas. Project 1: 1 Who is the scientist? 2 What did he or she discover/invent? 3 Why is the discovery/invention important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life? Project 2: 1 Name of experiment 2 Prediction for outcome 3 Illustration of each step of experiment 4 Notes about any difficulties following instructions (what went well and what went badly) 5 Results of experiment.(did it match the prediction?) You may also wish to feed back to the learners on the following points: • Did all learners take a turn in the presentation? • Did they speak clearly using good pronunciation, vocabulary and grammar? • Is the content good (P1: does it include research from more than one source? P2: did the learners complete the experiment?) • Could the learners answer the questions they were asked? • Assess the audience: Do they listen attentively? Can they think of relevant questions?

	Differentiation activities (Support): 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment.
	Differentiation activities (Stretch): 1. These learners may assist other group members if needed but encourage them not to step in too soon.
	Self-reflection 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: <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.
	Differentiation activities (Support): 1. Write the questions on the board so that the learners have a reference point when writing their personal notes. 2. Learners can write single words to jog their memories later.
	Differentiation activities (Stretch): Learners can take expansive notes or use mind maps to note their thoughts.
Resources	Plenary
	1. Ask learners if they have enjoyed learning about English and about science during this unit. What is the best thing they have learned about science?

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. (G5.2.1.1.7) 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. (G5.4.4.1.2) 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: 1
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise theme vocabulary. To speak about jobs and personal qualities. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about personal qualities and famous people • understand specific information about people's jobs and personal details • complete notes about famous people.
Link to prior learning: • Describing people and jobs 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.		
Key vocabulary: <i>artist, explorer, scientist, inventor, business person, brave, kind, caring, intelligent, clever, fun</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • This lesson introduces a range of new lexical items to talk about jobs and personalities. Ask learners to start a Vocabulary journal in their notebooks. They write the words they find the most difficult to remember and add a sentence to contextualise them.		
Resources/equipment needed: Learner's Book page 162 Activity Book page 124 Audio Track LB61		

UNIT 11 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know any famous people. Why are they famous? 2. Work with the class to come up with a list of words for jobs.
Resources	Main activity
Learner's Book page 162	Talk about it: Activity 1 1. In pairs, learners talk about five famous people in their country. What are their jobs? 2. Monitor, helping with additional vocabulary if necessary. Feedback Run this as a timed competition. Pairs then share their answers to see if they thought of the same famous people.
	Differentiation activities (Support): 1. Pair weaker learners with stronger, more confident learners.
	Differentiation activities (Stretch): 1. Learners say why these people are famous.
Learner's Book page 162	Word study: Activity 2 1. Ask the class to look at the photos. Ask them if they know who these people are. 2. In pairs, learners read the words in the box. Encourage them to look up any words they don't know in the dictionary. 3. In pairs, they match the jobs to the photos. Feedback Ask for volunteers to tell the class their answers.
	Answers Learners' own answers.
	Differentiation activities (Support): 1. Elicit the definitions of the professions from learners and ask them to write the words and the meanings in their Vocabulary journal.
	Differentiation activities (Stretch): 1. Elicit the definitions of the professions that learners brainstormed in the Starter activity and ask learners to write the words and the meanings in their Vocabulary journal.

Learner's Book page 162 Audio Track 61	Listen: Activity 3 1. Tell learners they are going to listen to the audio about the people in the photos. 2. Learners must listen for the name of the person and their job. 3. Draw a table on the board. In the first column, write the names of the people. Label the second column JOB. 4. Say the names aloud before playing the audio so that learners are familiar with the pronunciation. Play the first audio and model the task. 5. They listen to the rest of the audio and complete the table. 6. Play the whole audio at least twice. Feedback Elicit the answers from learners and complete the JOB column on the board. Were their guesses in Activity 2 right? Which words in the audio helped them understand the profession? Answers 1 Alexander Graham Bell – inventor; 2 Frida Kahlo – artist; 3 Ahmed ibn Majid – explorer; 4 Marie Curie – scientist; 5 Steve Jobs – business person Differentiation activities (Support): 1. If learners haven't understood the job, give them the first letter of the job. Differentiation activities (Stretch): 1. Learners recall any information they have retained about the famous people.
Learner's Book page 162 Audio Track 61	Activity 4 1. Ask learners to listen to the audio again. Tell them to take notes about when and where these people were born. 2. Ask learners what kind of information they will be looking for (<i>names of countries, years, dates</i>). 3. Play the audio at least twice. Allow time for learners to take their notes. Feedback Model the first answer so learners understand how to note down their answers. Invite one learner at a time to write their answers on the board under your model. Answers 1 Bell (Scotland/1847); 2 Frida Kahlo (Mexico/1907); 3 Ahmed ibn Majid (Ras Al Khaimah/1421); 4 Marie Curie (Warsaw, Poland/1867); 5 Steve Jobs (Wisconsin, USA/1955) Differentiation activities (Support): 1. Accept just the country or date of birth. Differentiation activities (Stretch): 1. Ask learners recall any other information about the famous people.
Learner's Book page 162	Word study: Activity 5 1. Focus on the words in the box. Elicit the meaning from learners. 2. Encourage them to look up the words they don't know in the dictionary. 3. Then, ask them to decide which words they think describe each of the people in the photos. Feedback Nominate learners for answers. Encourage learners to speculate what these people are like. Ask them to explain their opinions. Answers Learners' own answers.

Activity Book page 124	Word study: Activity 1 1. Ask learners to complete the sentences with a job. Feedback Check the answers as a class. Write them on the board and insist on accuracy. Answers 1 inventor; 2 explorer; 3 business person; 4 scientist; 5 artist		
	Writing: Activity 2 1. Write ‘special jobs’ on the board and draw a circle around it. 2. Start a spidergram by eliciting from learners ‘ <i>special jobs</i> ’ that they know. Write these on the board around the ‘ <i>special jobs</i> ’ circle. 3. Direct learners to the rubric and have them write three more ‘ <i>special jobs</i> ’ of their own. Feedback Nominate learners to write their answers on the board. Ask them if they know any famous people who do this job. Answers Learners’ own answers.		
Activity Book page 124	Differentiation activities (Support): 1. Allow learners to copy jobs from the board.		
	Differentiation activities (Stretch): 1. Ask learners to describe what kind of people do these jobs.		
Resources	Plenary		
	1. Learners discuss in groups who they think the most interesting person is. 2. Learners compare their answers as a whole class and see who is the most popular famous person.		
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. (G5.2.1.1.5) 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. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise target structures. To speculate. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... - speculate about people's jobs and personal qualities - understand personal information about famous people - complete notes about famous people.
Link to prior learning: - Describing people and jobs 21st Century Skills: - Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker.		
Key vocabulary: <i>writer, film director, mountain climber, caring, fun, creative, brave, clever</i> Key expressions/structures: Modal verbs of speculation: <i>can't be, must (not) be, might (not) be, could be, I'm sure ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: The key structures of this lesson require speculation skills. Encourage learners to give reasons for their deductions to ensure they have grasped the concept of speculation.		
Resources/equipment needed: Learner's Book page 163 Activity Book page 125 Audio Track LB62		

UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter						
	- Write the anagram <i>granic</i> (caring) on the board. Ask learners to unscramble the word. - Ask them what other words they can remember from Lesson 1 to describe people's personalities.						
Resources	Main activity						
Activity Book page 125	Vocabulary: Activity 1 - In pairs, learners look at the people in the pictures and choose an adjective from Lesson 1, Activity 2 to describe them. Feedback Discuss the answers as a class. Ask learners to give reasons for their choice. Don't worry about naming the jobs yet. Suggested Answers <table> <tr> <td>a caring/clever</td><td>d clever/creative</td></tr> <tr> <td>b fun/creative</td><td>e caring/clever</td></tr> <tr> <td>c brave/fun</td><td>f creative/clever</td></tr> </table> Differentiation activities (Support): - Pair weaker learners with stronger, more confident learners. Differentiation activities (Stretch): - Learners suggest other adjectives to describe these people.	a caring/clever	d clever/creative	b fun/creative	e caring/clever	c brave/fun	f creative/clever
a caring/clever	d clever/creative						
b fun/creative	e caring/clever						
c brave/fun	f creative/clever						
Learner's Book page 163	Talk: Activity 1 - Refer learners to the pictures. Ask them if they know the people in the photos. - As a group, ask learners to guess their jobs. Keep this brief.						
Learner's Book page 163	Use of English: Activity 2 - Ask learners how sure they are about their guesses. - Explain that they can use certain words to show that they are making a speculation about something, that is to say, they are saying what they think based on clues. - Show a picture of someone writing; for example, you can use picture f in Activity Book, Lesson 2, Activity 1. Ask learners: <i>What do you think his job is?</i> Elicit possible answers. They will probably say: <i>He's a writer.</i> - Ask learners: <i>Could he be a student?</i> Write the question on the board. Underline <i>could</i>. Learners will probably say yes, because he's writing and he's in a library. - Say: <i>So, he could be a writer or he might be a student.</i> Write this sentence on the board. Underline <i>could</i> and <i>might</i>. - Focus on the <i>Use of English</i> box and read the examples together. Explain the degrees of certainty shown by the modal verbs: <i>could</i> and <i>might</i> are used when we are not too sure about something, <i>must</i> and <i>can't</i> when we are sure about what we are saying. Explain that <i>can't</i> is the opposite of <i>must</i> in this context. - Ask them to focus on the structure of the sentences and answer the question. - Then, in pairs, ask learners to complete Activity 2. They choose the correct meaning a or b for each sentence, 1 and 2.						

	Feedback Elicit answers from learners. Write these on the board.
	Answers The modal is followed by the base form of the verb (infinitive without <i>to</i>). 1 b; 2 a 9. Refer learners back to the photos in Activity 1 and, in pairs, ask them to speculate about the jobs these people do using the suggested jobs in the box and the modals of deduction in the <i>Use of English</i> box.
	Feedback Monitor learners' interactions, noting strong points and mistakes for remedial work. Nominate a spokesperson from each pair to share their speculations with the class and give reasons why. Write their guesses on the board.
	Differentiation activities (Support): 1. Ask learners to identify the modal verb and the main verb in the sample sentences.
	Differentiation activities (Stretch): 1. Elicit more examples of modals of speculation from learners and write them on the board.
Learner's Book page 163 Audio Track 62	Listen: Activity 3 1. Tell learners that they are going to listen to information about the people in the photos to check if their guesses were right. 2. Then display the table on the board and ask learners to copy it in their notebooks.
	Feedback Play the audio once. Pause after each description to compare with the guesses on the board. Check the answers as a class. Play the audio again. Pause after each description to give learners time to complete their notes. Nominate learners for the answers and write these on the board.
	Answers Ed Viesturs – mountain climber Hayao Miyazaki – film director JK Rowling – writer Name: Ed Viesturs; From: US; Birthdate: 1959; Profession: mountain climber Name: Hayao Miyazaki; From: Japan; Birthdate: 1941; Profession: film director and manga artist Name: JK Rowling; From: UK; Birthdate: 1965; Profession: writer
	Differentiation activities (Support): 1. Accept just the country or date of birth.
	Differentiation activities (Stretch): 1. Learners recall any information they have retained about the famous people.

Activity Book page 125	Use of English: Activity 2 1. Refer learners to the <i>Use of English</i> box and remind them of the degrees of certainty. 2. Learners complete the sentences with the correct modal verb. Feedback Nominate learners to write the answer on the board. Answers Possible answers 2 could/might; 3 can't; 4 must; 5 could/might			
	Resources			
	Plenary 1. Ask learners who is the most famous person in their country and what adjectives they can use to describe this person.			
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. (G5.4.2.1.1) Build on and continue applying concepts learned previously.				

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read for gist and specific information. Writing: To complete sentences by answering questions.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about famous people who help others • read for specific information about people's actions and lives • read and match headings to paragraphs • write sentences to demonstrate understanding of a written text.
Link to prior learning: • Describing people and activities 21st Century Skills: • Social and Cross-Cultural skills: Exercise the rights and obligations of citizenship at local, state, national and global levels.		
Key vocabulary: <i>space, astronaut</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • This lesson focuses on specific reading subskills such as identifying the main idea in a paragraph. Use the <i>Reading strategy</i> boxes and get learners to explain how they are doing an activity, as this helps them to reflect on their own learning.		
Resources/equipment needed: Learner's Book pages 164–165 Activity Book page 126 Pictures of logos of Dubai Cares or Emirates Red Crescent		

UNIT 11 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know what a <i>charity</i> is. Show logos of Dubai Cares or Emirates Red Crescent. 2. Ask them how these charities help people in need; for example, <i>build schools/ hospitals, give food and clothes</i>.
Resources	Main activity
Learner's Book page 164	Talk about it: Activity 1 1. Ask learners to work in pairs. Ask them to make a list of famous people who help others; for example, <i>Lionel Messi, HH Sheikh Mohammed</i>. 2. Tell them to look at the picture and say who the person is. How do they think he helps others? Feedback Discuss the answers as a class. Encourage learners to use the modals from the previous lesson. For example <i>He could be ... , he might be ...</i> .
	Differentiation activities (Support): 1. Ask learners how we can help others.
	Differentiation activities (Stretch): 1. Ask learners if they have ever taken part in charity activities.
	Read: Activity 2 1. Ask learners to read the text and check if their ideas were correct. 2. Ask learners to re-read the text and identify any new words. Ask them to try to work out the meaning of new words from the context. Feedback Whole class feedback.
Learner's Book page 164	Answers Learners' own answers.
	Differentiation activities (Support): 1. Ask learners to look up three new words in the dictionary. They then copy the three words in their Vocabulary journal, along with the definitions.
	Differentiation activities (Stretch): 1. Ask learners what they think of Sheikh Hamdan's work.

Learner's Book page 165	Activity 3 1. Read through the <i>Reading strategy</i> box and discuss the strategy with learners. 2. Look at each heading and elicit what clues learners can look for to identify the main paragraph theme and so be able to match to a heading, such as the same words from the heading or words that mean the same thing. For example, <i>Family life</i> is probably about the person's parents, brothers and sisters. 3. Ask learners to complete Activity 3 alone. Feedback Monitor, asking questions and encouraging learners to look for key words to match a paragraph to a heading. Check answers with the class and ask them what words in the paragraph helped them match a heading. Answers 1 About Sheikh Hamdan; 2 Family life; 3 School life; 4 Good things he has done
Learner's Book page 165	Activity 4 1. Tell learners to read the sentences and choose the correct option to complete each one. 2. Tell them to re-read the text in Activity 2 if they need help. Feedback Check the answers as a class and ask learners to explain their answers. Answers 1 b; 2 b; 3 a; 4 b Differentiation activities (Support): 1. Show learners where they can find the answers. Differentiation activities (Stretch): 1. Learners recall any information they know or have retained about Fazza.
Activity Book page 126	Read: Activity 1 1. Refer learners to the check box and and ask them to tick the ideas that will help them match headings to paragraphs. 2. Learners read the text and match headings a–d to each paragraph. 3. Ask them to explain what helped them decide. Feedback Check answers with the class. Answers Look at a heading and think about the key words you might find in the paragraph./Look for key words in each paragraph. 1 b; 2 a; 3 d; 4 c

Activity Book page 126	Activity 2		
	1. Learners read the text again and answer the questions in pairs.		
	Feedback		
	Ask one learner from each pair to say the answers. Check the answers as a class.		
Resources	Answers		
	1 Yes, they do.		
	2 You can't sit down, walk or lie in bed.		
	3 Special suits.		
	4 He has spent the most time in space.		
Learner's Book page 165	Plenary		
	Talk: Activity 5		
	1. In groups, learners discuss the questions and compare answers. Encourage the use of modals for speculation.		
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.			
(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read a text to determine context. Listening: To listen for details.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and understand the meaning of new vocabulary from context • listen and complete biographical notes.
Link to prior learning: • Learning about famous peoples' lives 21st Century Skills: • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker as it applies to learning a language.		
Key vocabulary: <i>amazing, famous, generous, caring, beautiful, chimpanzees</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might try to understand every word in the gist listening task. Encourage them only to listen for key words to help them understand the main meaning of the text.		
Resources/equipment needed: Learner's Book page 166 Activity Book page 127 Audio Track LB63		

UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a memory game. Divide the class into two teams or four groups. 2. Say the name of one of the people featured so far: learners have to write the person's job. 3. Teams/groups exchange lists at the end of the game. 4. Say and write the correct answers on the board. Award learners one point for the correct job and one point for the correct spelling. 5. Who has the most points?
Resources	Main activity
Learner's Book page 166	Talk about it: Activity 1 1. Ask learners to talk about who they admire and why. Ask them to explain what makes that person special. Encourage learners to use the words they have seen so far. Feedback Discuss the answers as a class. Explain the word <i>admire</i> if necessary (someone you think is very special; you would like to be like this person).
Learner's Book page 166	Activity 2 1. Ask learners to look at the photos and say who they think these people are and what they think they do. Are these two people famous in their country? 2. Before starting the discussion, ask a stronger learner to peer teach the use of modals to show how sure they are of what they are saying. Support the learner as needed and allow him/her to refer back to Lesson 2. Write some of the learners' guesses on the board using the modals learned in Lesson 2 (for example, <i>She could be a ...</i>). Feedback Whole class discussion speculating on who the people in the photos are and whether they are famous in the UAE. Differentiation activities (Support): 1. Allow learners to make brief speculations on the people's jobs only. Differentiation activities (Stretch): 1. Ask learners to speculate on the people's nationalities and backgrounds.
Learner's Book page 166 Audio Track 63	Listen: Activity 3 1. Tell learners they are going to listen to two children making presentations about the two famous people in the photos. 2. Learners listen and check if their guesses in Activity 2 were right. Feedback Remind learners they are only listening for key information (names and jobs). Play the audio once and elicit the answers by nominating. Answers Ismail Matar – footballer; Jane Goodall – works with chimpanzees Differentiation activities (Support): 1. Supply learners with the audioscript if necessary. Differentiation activities (Stretch): 1. Ask learners which words helped them understand.

Learner's Book page 166 Audio Track 63	Activity 4 1. Explain that learners will listen to the second presentation again and will complete notes. 2. Focus on the <i>Listening</i> strategy box and explain that these strategies will help them complete the notes. 3. Focus on the notes and encourage learners to think about the information they will need to listen for in the audio; for example; a year, a noun or a verb. 4. Learners listen and complete the notes about Jane Goodall. Feedback Play the audio a few times. Check the answers as a class. Peer check before nominating learners to write the answers on the board. Answers 1 Jane Goodall; 2 1934; 3 watching the animals and birds in her garden; 4 Africa; 5 animals in Africa
Activity Book page 127	Read: Activity 1 1. Refer learners to the photo and ask them what they see (Ahmed receiving a prize). Ask learners what kind of prize they think he is receiving and why. Encourage learners to use modals of speculation. 2. Ask learners if they have ever heard of Ahmed Zewail and the Nobel prize. If they haven't, explain that this prize is given to very special people in the world who have done very good things. 3. Direct learners to the task rubric and set a time limit (five minutes). Feedback Allow learners to check in pairs before whole class feedback. Display the text and nominate learners to underline the target vocabulary on the board. If you can't display the text, nominate learners to write the adjectives on the board. Answers famous, generous, caring, intelligent, kind
Activity Book page 127	Word study: Activity 2 1. Model the task by writing on the board: <i>Someone who has very good grades in school is _____</i> 2. Explain that the missing word is one of the adjectives from Activity 1. 3. Elicit possible answers and write the correct adjective in the gap (<i>intelligent</i>). 4. Set the task and allow learners to complete this in pairs. Feedback Nominate one learner from each pair for the answers. Answers 1 caring; 2 generous; 3 intelligent; 4 famous; 5 amazing Differentiation activities (Support): 1. Check learners have understood the adjectives by personalising concept check questions like <i>Do you know anyone who is intelligent? Who is that?</i> Differentiation activities (Stretch): 1. Ask learners to write gapped sentences of their <i>own</i> for their partners. Allow learners to write gapped sentences for other adjectives that these learners know.

Resources	Plenary		
	Play ‘Backs to the board’ with the lesson’s new vocabulary. Learners who can make sentences with the new words win an extra point.		
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.			
(G5.3.4.1.1) 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.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify specific words. Speaking: To confirm information. Writing: To use synonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify target lexis while listening to a presentation • improve a presentation by using a range of lexical items • use question tags to check facts.
Link to prior learning: • Adjectives to describe people 21st Century Skills: • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker as it applies to learning a language.		
Key vocabulary: <i>beautiful, exciting, interesting, caring</i> Key expressions/structures: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might use a rising intonation in question tags. Model and contrast rising and falling intonation, highlighting the different meanings these convey in question tags.		
Resources/equipment needed: Learner's Book page 167 Activity Book page 128 Audio Tracks LB64–65 and AB16		

UNIT 11 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember about Ahmed Zewail from Lesson 4 in the Activity Book. Elicit some of the adjectives used to describe him and his father. Write them on the board.
Resources	Main activity
Learner's Book page 167	Talk: Activity 1 1. Ask learners what they remember about Jane Goodall. Ask if any of the words on the board from the Starter activity can be used to describe her. Why? 2. Ask learners to discuss and compare their thoughts in pairs.
Learner's Book page 167	Read: Activity 2 1. Tell learners that one of the things that helps make a presentation more interesting is the use of adjectives. 2. Look at the presentation about Jane Goodall and ask learners to read it as it is. What do they think about it? Does the word <i>nice</i> (in blue) give any special information about the nouns it accompanies? What adjectives could they use instead? 3. In pairs, ask learners to replace the word <i>nice</i> with an adjective from the box. 4. Tell learners to use their dictionaries to help them. Feedback Do not confirm answers at this stage.
Learner's Book page 167 Audio Track 64	Activity 3 1. Listen to the audio to check answers. Feedback Discuss the answers as a class. Ask: <i>Has the presentation improved?</i> Answers 1 interesting; 2 exciting; 3 beautiful; 4 caring Differentiation activities (Support): 1. Ask learners which adjectives they found the most difficult. They choose one to three adjectives, copy them in their Vocabulary journals and add a definition or an example. Differentiation activities (Stretch): 1. Ask learners if they know other synonyms for these words.

Learner's Book page 167 Audio Track 65	Use of English: Activity 4 1. Read the notes in the <i>Use of English</i> box and the examples. Model falling intonation and highlight the downwards arrow. 2. Provide some more examples and ask learners to provide their own. 3. Ask learners to read the sentences with the correct intonation. 4. Play the audio and ask learners to check if their intonation was right. 5. Play each sentence again, pausing after each for learners to repeat. Feedback Use choral and individual drilling. Differentiation activities (Support): 1. Have learners exaggerate the falling intonation at first until they can say the sentences more naturally. Differentiation activities (Stretch): 1. Ask learners to test each other with question tags of their own.
Activity Book page 128 Audio Track 16	Listen: Activity 1 1. Learners read the sentences and complete them with the correct question tag alone. Refer them to the <i>Use of English</i> box. 2. Then listen, check and have learners repeat with the correct intonation. Feedback Use choral and individual drilling. Write answers on the board. Answers 1 wasn't he?; 2 did he?; 3 wasn't he?; 4 didn't he?; 5 wasn't she?
Activity Book page 128	Talk: Activity 2 1. Read the rubric with the learners. Make it clear that pairs must decide who is Jane and who is Ahmed before they start the interview. 2. Model the task with one of the stronger learners by asking them one true question and one false question of your own. 3. Have learners decide who is Ahmed and who is Jane. Time permitting, they can swap roles after they've asked their three questions. 4. Have learners write their questions first, monitor for accuracy, then learners complete the task by interviewing each other in pairs. Feedback Have learners with challenging questions perform the interview for the whole class. Answers Learners' own answers.
Resources	Plenary Discuss which presentation the learners preferred, the one about Jane Goodall or Ahmed Zewail. Why?

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. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. <i>see/sea, ate/eight</i>), homographs (e.g. <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write notes for presentations. Speaking: To make presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... • write short notes based on prompts for oral presentations • make an oral presentation of a person they admire.
Link to prior learning: • Adjectives to describe people and phrases to express biographical data 21st Century Skills: • Learning and Innovation: Introduce learning to access all forms of information efficiently and effectively, manually and technologically, so learners will be able to communicate verbally and in writing in English.		
Key vocabulary: Language of presentations: <i>For my presentation I'm going to talk about ... , I think he/she is ...</i> Key expressions/structures: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be short of ideas for their presentations. Be prepared with names of famous people and fact files to help learners prepare their talk.		
Resources/equipment needed: Learner's Book page 168 Activity Book page 129 Access to the Internet Strips of paper with statements and question tags		

UNIT 11 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Prepare enough strips of paper for half of the number of learners in your class. 2. Write a statement and the corresponding question tag on separate strips of paper. For example, write <i>Ahmed Zewail is a scientist</i> on one strip and <i>isn't he?</i> on another strip of paper. 3. Pair the learners and give each pair one strip of paper. They must mingle and say their phrase to other pairs of learners until they find their other half. 4. If the classroom layout does not permit mingling, copy and cut the strips and have groups of learners play Pelmanism at their tables.
Resources	Main activity
Learner's Book page 168	Can you remember? Activity 1 1. Ask learners if they know who Sheikha Fatima bint Mubarak is and what she does. If they don't, tell them she is considered 'The mother of Sheikhs'. Why do they think she has this title? 2. Show the learners the other two pictures of HH Sheikh Hamdan bin Mohammed bin Rashid Al Makhoum and Jane Goodall. Ask questions about who they are and what they do. 3. Tell learners they are going to write a presentation about a famous person that they admire. 4. Ask learners if they remember the advice about how to make a presentation interesting. (<i>By using a variety of adjectives.</i>)
Learner's Book page 168	Present it! Activity 2 1. Refer learners to the information on the famous people on page 168. 2. Explain that learners are going to write a presentation about one of these people and why they admire them. They can use the notes in the Learner's Book to help them get started. Arrange the learners in pairs. Allow them some time to write sentences about one of the famous people using the notes, and allow them to do some research on the Internet too. 3. They can use the models and adjectives from previous lessons to make their presentation more interesting. 4. If time, allow them to practise their presentation. When ready, pairs present to other pairs. Feedback Monitor, listening to learners and asking them questions while they are preparing their presentation. Make notes of their performance while they are making their presentation. You may wish to set up some remedial work on the most common mistakes you have observed. Differentiation activities (Support): 1. Learners can read from their notes. Differentiation activities (Stretch): 1. Learners include additional information about the person they have chosen.

Activity Book page 129	Challenge: Activity 1 1. Focus learners’ attention on the pictures. Ask learners if they remember the names of these famous people (<i>Ed Viesturs, Ahmed ibn Majid, Jane Goodall, Ismail Matar</i>). Write their names on the board. 2. Model the task by eliciting from learners any facts they remember about these people. For example, <i>Ed Viesturs is a famous mountain climber</i> . Write this on the board. 3. Learners complete the task in pairs. Allow them to look in the Learner’s Book for facts. Feedback Monitor and support as needed. You can use this as an informal assessment opportunity. Have learners write their sentences on a piece of A4 paper and exchange with another pair for peer correction. Did the pairs write the same information about each person? Differentiation activities (Support): 1. Provide learners with the basic facts to make a sentence; for example, Jane Goodall/chimpanzees (<i>Jane Goodall worked with chimpanzees</i>). Differentiation activities (Stretch): 1. Learners can write about more than one person.		
	Resources		
	Plenary		
	1. Discuss which presentation the learners preferred and why. Do they enjoy presenting in front of an audience? Why?/Why not?		
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: (G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 11	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 speculations demonstrating an understanding of vocabulary and themes covered. Speaking: To develop learners' ability to participate in conversations and check facts.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 1–6 • revise vocabulary related to jobs, personal qualities, biographical details • check information with a partner • reflect on their own learning.
Link to prior learning: • Review of Unit 11, Lessons 1–6 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 11, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 11, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6		
Resources/equipment needed: • Learner's Book page 169 • Activity Book page 130		

UNIT 11 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the anagram <i>ragnic</i> on the board. Tell learners this is a word to describe a person but the letters are in the wrong order. Can they unscramble the word? (<i>caring</i>) 2. Run a team competition. Teams prepare anagrams (three to five words) of adjectives they have seen to describe people. One learner per team to write their words on the board. Assign one point for a word and one point for correct spelling.
Resources	Main activity
Learner's Book page 169	Can you remember? Activity 1 1. Tell learners to match the words with their definitions. 2. If you have to, remind learners that they came across the words in Lesson 1. Feedback Ask learners to explain why they chose which definition to go with which word. Answers 1 b; 2 d; 3 e; 4 c; 5 a
Learner's Book page 169	Activity 2 1. Ask learners to write sentences about the people in the pictures, using the words in the box. 2. Learners write sentences alone. Monitor for accuracy. Feedback Have early finishers write their sentences on the board then read them out in whole class feedback. Answers Learners' own answers.
Activity Book page 130	Use of English: Activity 1 1. Model the task by writing on the board: <i>My friend isn't at school today. He _____ be ill.</i> Ask learners to complete the gap with one possible modal (<i>must/might/could</i>). Write possible answers in the gap. 2. Ask learners what helped them decide (<i>the first sentence</i>). 3. Refer learners to the rubric. Ask them for the difference between <i>must</i>, <i>might</i>, <i>can't</i>, <i>could</i>. Do any of the modals have the same meaning? (<i>must</i> = we're almost sure; <i>can't</i> = we don't think this is possible; <i>might/could</i> = we think this is possible). 4. Learners complete the task alone. Feedback Early finishers write the answers on the board. Answers 1 must; 2 might/could; 3 can't, might/could; 4 must; 5 might/could

Activity Book page 130	Activity 2 1. Learners compete the task alone. 2. Learners then ask each other the questions in pairs. Feedback Early finishers write the answers on the board. Lead choral/individual drilling making sure learners use correct falling intonation on the tags. Then have learners ask and answer the questions in pairs. Answers 1 d; 2 a; 3 e; 4 b; 5 c		
	Differentiation activities (Support): 1. Learners give monosyllabic answers.		
	Differentiation activities (Stretch): 1. Learners extend their answers and give additional information.		
	Activity Book page 130		
	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 a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 11 if needed to make link between lexis and content.		
	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 Lessons 1–6.		
Resources	Plenary		
	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?		
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 (e.g. 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: 8
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To predict content and read for gist. Writing: To connect ideas using conjunctions.		Learning outcomes: By the end of the lesson, learners will be able to ... • check their predictions on the content of a short biography and demonstrate understanding of the main idea of each paragraph • complete sentences on a sequence of events using appropriate conjunctions.
Link to prior learning: • Personal qualities and achievements 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>outer space, rocket, skydiver, helicopter, brave</i> Key expressions/structures: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not understand the linking function of conjunctions. Consider presenting two parts of the sentences from the reading text on two pieces of card, then showing how the conjunction literally joins the two ideas to make one sentence.		
Resources/equipment needed: Learner's Book page 170–171 Activity Book page 131 Photos of dangerous sports		

UNIT 11 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what sports they know in English. Try to elicit some dangerous sports; for example, <i>mountaineering</i>, <i>skydiving</i>, <i>bungee jumping</i>. 2. Play a miming game. Nominate learners to come to the front of the class and mime a sport. The others must guess the sport. This can be a team or group competition. Ask learners if they would like to do any of those sports when they are older. What kind of people do they think do these activities?
Resources	Main activity
Learner's Book page 170	Talk about it: Activity 1 1. Ask learners to look at the photos on the page and answer the questions. Feedback Have a class discussion. Encourage learners to use modals of speculation learned previously. Explain the word <i>fearless</i> if necessary (<i>not afraid</i>). Write learners' predictions on the board.
Learner's Book page 170	Read: Activity 2 1. Ask learners to read the text and check if their ideas were correct. 2. Encourage them to guess the meaning of unfamiliar words from the context. If necessary, tell them to use their dictionaries. 3. Tell learners to choose the words that seem more difficult and copy them in their Vocabulary journals. Use <i>Look–say–cover–write–check spelling</i>. Feedback Ask learners to check if their predictions in Activity 1 were right. Differentiation activities (Support): 1. Learners include the translation of new words. Differentiation activities (Stretch): 1. Learners add a definition or an example sentence to new words.
Learner's Book page 171	Activity 3 1. Learners complete Activity 3 alone. 2. Remind learners to look for the main idea in each paragraph to help them decide. 3. Tell them that it may be useful to highlight the words or phrases that help them decide. Feedback Ask individual learners for answers and to justify their choices. Answers Paragraph 1 – c; Paragraph 2 – b; Paragraph 3 – a; Paragraph 4 – d

Learner's Book page 171	Activity 4 1. Read the <i>Writing tip</i> with the class and draw learners' attention to the words in blue in the reading text. 2. Add some examples of your own; for example, write gapped sentences on the board and ask learners to supply the correct conjunction. 3. Learners complete Activity 4 alone. Feedback Early finishers write the answers on the board. Check the answers as a class. Ask learners if any of these sentences could be true of them. Answers 1 because; 2 so; 3 but; 4 and Differentiation activities (Support): 1. Learners cross out conjunctions as they go along. Differentiation activities (Stretch): 1. Learners write sentences of their own with the target conjunctions.		
Activity Book page 131	Read: Activity 1 1. Learners complete the activity alone then they compare their choices with a partner. Feedback Check the answers as a class. Answers 1 f; 2 a; 3 d; 4 b; 5 e; 6 c		
Resources	Plenary 1. Ask the class if they would like to be famous. Why?/Why not? What are the good things and bad things about being famous? Help with additional vocabulary as necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency in talking about achievements. Writing: To plan and write a short text.		Learning outcomes: By the end of the lesson, learners will be able to ... • speak about their own achievements • plan and organise ideas to write about themselves • write about themselves using appropriate linkers to join ideas.
Link to prior learning: • Personal qualities and achievements, people's lives 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Not applicable Key expressions/structures: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be able to organise their ideas into logically linked paragraphs. Use the previous texts about famous people in this lesson as models to highlight the central topic of each paragraph and the order in which the topics are arranged.		
Resources/equipment needed: Learner's Book page 171 Activity Book page 132		

UNIT 11 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write: <i>Good things I have done</i> on the board. Give an example of something good you have done. For example, <i>When I was in Grade 5, I was the best student in my class.</i> 2. Ask learners if they can think why this was a good thing. Say: <i>It was special because my teachers and parents were very happy.</i>
Resources	Main activity
Learner's Book page 171	Talk: Activity 1 1. In pairs, learners think about one achievement of their own and say why it was so special. 2. Refer learners to the example to help them. Prompt learners by asking questions like <i>Can you swim/ride a bicycle? When did you learn to swim/ride a bicycle? How did you feel?</i> Feedback Ask learners to share their partner's achievements with the class.
Learner's Book page 171	Write: Activity 2 1. Ask learners to copy the table and think about the achievements they talked about in Activity 1. 2. Refer learners to the model sentence in the Learner's Book and the sentences in Activity Book, Activity 1. Ask them to make notes on their personal achievements following these models. Feedback Monitor and support as needed. Ensure learners are only making notes at this point. Select one or two learners to share their ideas with the class. Answers Learners' own answers. Differentiation activities (Support): 1. Learners can complete just one row of the table. Differentiation activities (Stretch): 1. Learners write about their sibling or friend's achievements.
Learner's Book page 171	Challenge: Activity 3 1. Learners write their own short biography using the notes they made in the table in Activity 2. Remind them to use linking words to join their ideas. 2. They may add photos of their achievements or illustrate their biography in some way. Feedback Monitor and support as needed. If possible, display the learners' work on the walls and have learners do a gallery walk. Encourage learners to peer correct and ask each other questions about their achievements. Differentiation activities (Support): 1. Provide learners with the linking words they need to join their ideas. Differentiation activities (Stretch): 1. Learners write about their possible future achievements.

Activity Book page 132	Write: Activity 1 1. Refer to the two headings in the table. Ask which one is about an action (<i>A good thing I've done</i>) and which one is about a feeling (<i>Why it was special</i>). 2. Model the task by referring to the first sentences and asking if it describes a feeling or an action (<i>an action</i>). Indicate that learners should write this sentence under the first heading. 3. Now ask learners to find a sentence that says how my friend felt (<i>My friend was so happy and this made me happy too.</i>) Indicate that learners should write this sentence under the second heading. 4. Give learners time to look at the sentences and ask about any unknown words. 5. Learners complete the task alone. Feedback Nominate learners for the answers.		
	Answers a - c; b - e; d - h; f - g		
	Differentiation activities (Support): 1. Learners can complete just two of the rows.		
	Differentiation activities (Stretch): 1. Learners can compare these achievements with their own.		
Resources	Plenary		
	1. Play a guessing game with the class. Learners take turns to give some information about a famous person they have read about in this unit or some other famous person. The others have to guess who it is.		
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: (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop accuracy in learners' ability to talk about well-known figures. Reading: To develop learners' ability to infer meaning of words.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about biographical facts • read to gain a general understanding of a text and identify missing words.
Link to prior learning: • Lexis related to description of places and people 21st Century Skills: • Learners will be able to make connections using English standards to other disciplines.		
Key vocabulary: <i>country, desert, amazing, rules, kind</i> Key expressions/structures: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process of completing the cloze task by monitoring and guiding them to clues in the text.		
Resources/equipment needed: Learner's Book page 172 Activity Book page 133 Dictionaries Photo of HH Sheikh Zayed bin Sultan al Nahayan		

UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. In pairs, tell learners to ask each other one good thing they have done. 2. Nominate learners to report to the class what their partner has done.
Resources	Main activity
Learner's Book page 172	Talk about it: Activity 1 1. Ask learners to think about the questions and discuss these in pairs or small groups. Feedback Brainstorm ideas and write a few of the learners' suggested questions on the board. Encourage learners to use the correct question forms; for example, <i>Where did you grow up?</i> Review the past simple interrogative form if needed.
	Differentiation activities (Support): 1. Learners write one question for one of the famous people on the board.
	Differentiation activities (Stretch): 1. Learners imagine what the famous person would answer.
Learner's Book page 172	Read: Activity 2 1. Ask learners the meaning of <i>biography</i> (the story of someone's life). 2. Explain they will read the biography of a famous person, but some of the words have been removed. Learners must choose the best answer. 3. Model the task by writing this sentence on the board: <i>This great man lived in the _____ for many years.</i> Ask learners to guess what kind of word can go in the gap. Prompt them by asking: <i>Is the missing word a place? (Yes.) How do you know? (We have the verb 'lived'.)</i> Provide three alternatives: a) school b) desert c) park. Ask learners to choose the best word (<i>desert</i>) and write this in the gap. 4. Explain that to do this (cloze) task, learners must read the sentence quickly to get an overall idea, then look at the words surrounding the gap to determine the kind of word that is missing. Refer learners to the <i>Language tip</i> box. Feedback Set this as a reading race. Learners check their answers in pairs. Then ask individual learners for answers. Answers 2 a; 3 b; 4 c; 5 a; 6 c; 7 c; 8 a
	Differentiation activities (Support): 1. Have the learners tell you why the other choices are not possible.
	Differentiation activities (Stretch): 1. Learners think of other words which could fill the gaps.

Learner's Book page 172	Talk: Activity 3 1. Discuss who the man in Activity 2 is in small groups. Then feed back with the whole class. 2. Learners complete the speaking task in pairs or small groups. Allow learners some time to make notes before speaking. Feedback Ask learners who the man in the text is and to justify their answers. Show the photo of Sheikh Zayed if learners haven't guessed. Ask one person from each group to write on the board one thing that everyone in their group learned. Answers The great man is HH Sheikh Zayed bin Sultan al Nahayan.
Activity Book page 133	Word study: Activity 1 1. Draw learners' attention to the definitions in Activity 1 and ask them if they know the word. 2. Ask learners to look back at the text about Sheikh Zayed and find the answers. Feedback Early finishers write the answer on the board. Insist on correct spelling. Answers a generous; b desert; c amazing; d rule
Activity Book page 133	Vocabulary: Activity 2 1. Learners write sentences using three of the vocabulary items. Feedback Ask pairs to report back on what their partners wrote. Answers 1 amazing; 2 rule; 3 generous
Activity Book page 133	Writing: Activity 3 1. Model the task by writing the linking words and the gapped example sentence on the board. 2. Ask learners: <i>Why did Sheikh Zayed work hard? (He wanted to help his people.)</i> Ask learners which linking word answers 'why' (<i>because</i>). 3. Learners complete the task alone. Feedback Nominate early finishers to write their answers on the board, then lead whole class feedback. Ask learners to hold up their hand if they think the answers on the board are correct. Answers 1 because; 2 so; 3 but; 4 and
Resources	Plenary 1. Ask learners what the best thing Sheikh Zayed did was.

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. (G5.3.1.1.2) 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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... • speculate about the plot of a story and make predictions • listen to a story about a Ruler and a gardener • read a story about a Ruler and a gardener.
Link to prior learning: • Past simple regular and irregular verbs; lexis to describe characters 21st Century Skills: • Exercise the rights and obligations of citizenship.		
Key vocabulary: <i>merchant, eagle, claws, debt, reward, borrow</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners need to understand the story well in order to speculate on the reasons for the ruler's actions. Guide the learners by focusing on the qualities that a ruler has and how he demonstrates these.		
Resources/equipment needed: Learner's Book page 173 Activity Book page 134 Audio Track LB 66		

UNIT 11 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play 'True or False'. Say the following: <i>Sheikh Zayed was born in Saudi Arabia.</i> 2. Learners must jump up and say if the statement is true or false (if it is false, they must correct it). 3. The first learner who can do this gets to make the next statement. 4. If the same learners are jumping up first, nominate other learners to make statements.
Resources	Main activity
Learner's Book page 173	Talk about it: Activity 1 1. Discuss the questions as a whole group. If learners don't know who a ruler is, refer them to the lesson on Sheikh Zayed. 2. Encourage learners to use vocabulary learned in previous lessons. For example, <i>responsible, generous, kind.</i>
Learner's Book page 173 Audio Track 66	Listen: Activity 2 1. Deal with unknown vocabulary by referring the learners to the pictures and asking what they can see. 2. Read the true or false questions in Part 1 and ensure the learners understand the statements. Encourage learners to listen to rather than read the story. 3. Play Part 1 once. Allow learners to peer check answers. Then play the audio again. 4. Then repeat steps 1–3 for Part 2. Feedback After peer checking, ask individual learners for answers. Encourage collaborative learning. Answers Part 1 a T; b F; c T Part 2 a F; b T; c F Differentiation activities (Support): 1. Allow learners to read while they listen. Differentiation activities (Stretch): 1. Ask learners to justify their answers. Learners write their own true or false questions for peers.
Learner's Book page 173	Vocabulary: Activity 3 1. Focus on the words in bold and ask learners to guess the meaning from the context. Some words may be more difficult to guess, for examples <i>claws</i>, so encourage learners to deduce meaning, for example: <i>How do you think the bird carried the money?</i> 2. Learners complete the activity alone. Feedback Learners can check and compare their answers with peers before whole class check. Encourage collaborative learning. Answers a merchant; b palace; c eagle; d claws

	Differentiation activities (Support): 1. When learners have finished, ask them which words they have found the most difficult. Then ask them to choose a maximum of three words to write in their Vocabulary journal. They can draw a picture or write a definition to help them remember.
	Differentiation activities (Stretch): 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
Activity Book page 134	Read: Activity 1 1. Learners read the first paragraph, then they reorder the remaining paragraphs. 2. Encourage learners to use intertextual clues; for example, paragraph 1 ends with a question, so the next paragraph must start with an answer. 3. Ask individual learners for answers and write these on the board to avoid misunderstandings. Feedback Learners can complete the task in small groups before whole class check. Encourage collaborative learning. Answers 1 A; 2 E; 3 D; 4 C; 5 B
Activity Book page 134	Vocabulary: Activity 2 1. Focus on the words in bold and ask learners to guess the meaning from the context. 2. Learners complete the activity alone. Feedback Learners can check and compare their answers with peers before whole class check. Answers 1 reward; 2 borrow; 3 debt
Resources	Plenary
Activity Book page 134	Talk: Activity 3 1. Discuss the events of the story with the class. 2. In groups, learners discuss their answer and share their ideas with the rest of the class. 3. The class then vote for the most likely answer.

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. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence. (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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of topics covered. Writing: To write about themselves using conjunctions. Speaking: To develop learners' ability to participate in conversations and talk about themselves.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 8–11 • revise vocabulary related to jobs and personal qualities • write about themselves and their achievements • reflect on their own learning.
Link to prior learning: • Review of Unit 11, Lessons 8–11 21st Century Skills: • Not applicable		
Key vocabulary: Vocabulary from Unit 11, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 11, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11 for guidance		
Resources/equipment needed: Learner's Book page 174 Activity Book page 135		

UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play 'Story time'. Say the first line of the story 'The Ruler and the gardener' – <i>One day, a merchant was walking down a country road.</i> 2. Nominate a learner (preferably a strong learner) to continue with the next part of the story. 3. This learner nominates someone to continue after he/she has finished. 4. Continue until the story has been told.
Resources	Main activity
Learner's Book page 174	Can you remember? Activity 1 1. Run this as a group/team competition. Feedback Learners write their answers on the board. Award one point for the person and correct job, two points if no other team had thought of this person. Answers Learners' own answers.
Learner's Book page 174	Write: Activity 2 1. Refer learners to the pictures if they don't remember Fearless Felix. 2. Learners complete the task in pairs. Feedback Ask individual learners to write their answers on the board. Answers Learners' own answers based.
Learner's Book page 174	Activity 3 1. Write the conjunctions on the board and ask learners to think of some sentences to illustrate their meaning. 2. Learners complete the task alone. Feedback Ask individual learners for the answers. Answers 1 because; 2 so; 3 but; 4 and
Learner's Book page 174	Talk: Activity 4 1. Model the task by answering the question yourself; for example, <i>I wouldn't like to try skydiving because I'm afraid of flying.</i> Learners complete the task in pairs. 2. Encourage learners to extend their answers and use conjunctions to join their ideas. Feedback Monitor, listening to learners and making notes of their performance while they are exchanging questions and answers. You may wish to set up some remedial work on the most common mistakes you have observed. Ask individual learners to share their answers with the class.

	Differentiation activities (Support): 1. Allow learners to make notes before they speak.
	Differentiation activities (Stretch): 1. Learners talk about other activities they would/wouldn't like to do.
Activity Book page 135	Vocabulary: Activity 1 1. Learners complete Activity 1 alone. Feedback Learners can check their answers in pairs. Early finishers write the answers on the board. Answers 1 scientist; 2 writer; 3 artist; 4 business person; 5 caring
Activity Book page 135	Write: Activity 2 1. Ask learners to think about the personal achievements they spoke about in Lesson 9. 2. Give learners some time to look back at Lesson 9 if they wish before completing Activity 2 alone. Feedback Monitor and support as needed. Ensure learners are completing sentences logically after the conjunctions. Time permitting, ask each learner to read out their sentences to the class. Otherwise, learners compare answers in pairs. Were anyone's answers the same? Answers Learners' own answers.
	Differentiation activities (Support): 1. Allow learners to complete only the first part of the sentence. Assist them in completing the second part by asking prompting questions.
	Differentiation activities (Stretch): 1. Learners ask their peers questions about what they wrote.
Activity Book page 135	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection
Resources	Plenary
Activity Book page 135	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

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). (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify main ideas. Writing: To provide learners with practice of writing descriptions using a range of adjectives. Use of English: To consolidate use of previously-learned structures.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 11 • speculate and write about a famous person • link ideas with appropriate linking words • identify correct forms of modals of speculation and question tags.
Link to prior learning: • Vocabulary and structures from Unit 11 21st Century Skills: • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners.		
Key vocabulary: Vocabulary from Unit 11 Key expressions/structures: Expressions and structures covered in Unit 11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Unit 11, Lessons 1–12		
Resources/equipment needed: Learner's Book page 175		

UNIT 11 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Lead a game of 'Never ending story'. Write the linking words <i>and, but, so, because</i> on the board. 2. Start the story by saying: I went to the shop yesterday BUT... Point to a learner (preferably a strong learner) and ask them to complete your sentence. 3. Ask that learner to start a sentence, choose a linker and nominate a learner to finish his/her sentence.
Resources	Main activity
Learner's Book page 175	Read: Activity 1 1. Show the picture of Lionel Messi and ask learners what they know about him. 2. Lead a running dictation with the text. If the layout of the classroom doesn't allow this, pair the learners and have one of the two dictate the text to their partner. 3 After learners have completed the dictation, refer them to the Learner's Book and ask them how many paragraphs and main ideas (headings) they can see (<i>four of each</i>). 4. Remind learners that they have to look for key words to help them match a paragraph and an idea. 5. Model the task by looking at the first heading (<i>When he was a child</i>). Ask learners what words they will look for to find a match; for example, <i>child, small, young</i>. Ask learners to scan the biography for the matching paragraph (B). 6. Learners complete Activity 1 alone. Feedback Learners compare their answers with a partner, then check with whole class. Answers A About Leo Messi; B When he was a child; C Leo and football; D Good things he's done Differentiation activities (Support): 1. Have learners underline the key words in the text that helped them. Differentiation activities (Stretch): 1. Ask learners if they can add any information about Leo Messi.
Learner's Book page 175	Write: Activity 2 1. Ask: <i>What kind of person do you think Leo Messi is?</i> Brainstorm previously-taught adjectives to describe famous people. Write these on the board. Use <i>Look-Say-Cover-Write-Check spelling</i>. 2. Learners complete Activity 2 alone in their notebooks or on a piece of paper. 3. Remind learners to use a variety of adjectives in their sentences and encourage them to use modals of speculation as they are writing. Feedback Monitor, praise and support as needed. Learners exchange writing. Select some learners to read their sentences to the class. Did anyone write the same impressions? Answers Learners' own answers.

	Differentiation activities (Support): 1. Give learners the first few words of a sentence to get them started.		
	Differentiation activities (Stretch): 1. Learners can write about another famous person they choose.		
Learner’s Book page 175	Use of English: Activity 3 1. Write this sentence on the board: <i>His name is Lionel Andrés, but everyone calls him ‘Leo’.</i> Ask learners: <i>Which is the linking word? (but)</i> 2. Ask learners which other linkers they remember. 3. Learners complete the task by reading the text and choosing the correct word to fit the sentence. Feedback Choose learners to read out the complete sentences. Answers 1 so; 2 because; 3 but; 4 and		
Learner’s Book page 175	Activity 4 1. Set this as a timed-pairwork competition. Feedback Early finishers write the answers on the board as they complete the task. Answers 1 must; 2 might; 3 isn’t she; 4 do; 5 haven’t we		
	Differentiation activities (Support): 1. Learners write sentences with the option not used.		
	Differentiation activities (Stretch): 1. Learners write similar sentences for their peers.		
Resources	Plenary		
	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>		
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: (G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read instructions. Speaking: To share information and opinions about special people. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Writing: To write about a (famous) person.		Learning outcomes: By the end of the lesson, learners will be able to ... • read and follow instructions to prepare a presentation • exchange ideas and information about a (famous) person of their choice • write about a (famous) person • rehearse their presentation about a (famous) person.
Link to prior learning: • Reading and understanding biographies 21st Century Skills: • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required.		
Resources/equipment needed: Learner's Book page 176 Coloured pens/pencils A3 size paper (Project 1) Access to the Internet (Project 2)		

UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	- Start with a kinaesthetic 'Stand up if' activity based on the people they have read about. <i>Stand up if your favourite biography was about Jane Goodall.</i> <i>Stand up if your favourite biography was about Leo Messi.</i> <i>Stand up if your favourite biography was about Fearless Felix.</i> <i>Stand up if your favourite biography was about Sheikha Fatima.</i> Adapt these and add more to fit with the biographies read. - Ask learners what they have enjoyed most in the unit. What new information have they learned? What words did they find the most interesting/useful/ difficult?
Resources	Main activity
Learner's Book page 176	Choose a project: Stage 1 - Explain to learners that they will work on one end-of-unit project. As Project 1 is more suited to learners who need more support, consider assigning projects instead of allowing learners to choose, but be careful how you do this. You might want to explain that in order to have a variety of projects you are giving each learner a special task just for them. - Ideally, there should be an even number of learners on each project, but do not force a learner to work on a project if they are reluctant to do so. - Project 1 is more suited to learners who need more support and who like to work in groups, while Project 2 is more suited to challenge stronger learners and/or learners who prefer to work alone.
Learner's Book page 176	Project preparation: Stage 2 Project 1: Special people - Learners work in groups of four or five. Give groups the necessary materials for the project. - Tell learners to read and follow the steps of the project. - Encourage them to use colours for the drawing section. Project 2: Interview with a famous person - In groups, learners choose a famous person from their country they would like to interview. They can choose someone featured in previous lessons if they wish. - In order to warm up the learners for the writing stage, direct learners to think about the questions they would like to ask. Make sure there is at least one question per interviewer. Prompt learners as needed; for example: '<i>What questions can you ask about this person's family? What can you ask if you want to know about their job?</i>' - Tell learners to follow the steps outlined in the Learner's Book. This will help them organise their project. - Learners work together to write the questions and research the answers. - Encourage learners to practise the role-play before they perform in front of the class. Feedback No open class feedback at this stage. Monitor and provide support as necessary. As each learner or group finishes, ask them to go back and check their work for spelling and punctuation. Another possibility is to ask learners to check each other's work.

	Differentiation activities (Support): 1. When setting the task, allow these learners to look at the presentations and biographies they have read as a model.		
	Differentiation activities (Stretch): 1. (Project 2) Learners can prepare interviews with more than one famous person if they wish.		
Learner’s Book page 176	Project preparation: Stage 3 1. Provide guidelines so that learners know how much they need to say/how long the presentation should be. The time allowed for each presentation depends on the number of learners in your class. 2. Remind learners of the language used to make questions, describe people and their achievements. 3. Ask them to rehearse their presentations. 4. Monitor, making a note of any issues with pronunciation. Feedback Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage.		
Resources	Plenary		
	1. Praise the learners for what they have achieved in the lesson. Discuss what they still need to do to be ready for their 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: (G5.2.1.1.6) 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). (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (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.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write self-reflection stage.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a biography about a special person to their classmates • ask and answer questions about the presentations • read a selection of their classmates' biographies • reflect on their learning • reflect on their presentation and areas of development.
Link to prior learning: • Biographies and achievements • Making presentations 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • None needed.		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		

UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Decide upon a running order for the presentation. Place learners' names in a bag, mix them and then pull them out in turn. 2. Write the running order for presentations on the board so there is no confusion. 3. Give learners five minutes to rehearse their presentation again with a partner. 4. Monitor and provide support where needed.
Resources	Main activity
	Project presentation 1. Follow the running order. 2. Advise learners of a minimum and maximum time limit for their presentation to fit with a total running time of 30–35 minutes. This will depend on the number of learners in your class. 3. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 4. Time permitting, after each presentation, allow for one or two follow-up questions. Feedback None needed at this point.
	Differentiation activities (Support): 1. Support with vocabulary and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment. 3. The focus in accuracy is in the written work: for example, the biography or description of the special person.
	Differentiation activities (Stretch): 1. Encourage learners to be expressive during their presentation.
	Reflection on project 1. Advise learners that they are going to review their own presentation. 2. Ask them to sit quietly with their eyes closed. 3. Ask them: <i>What went well?</i> Allow for one minute of thinking time. 4. Ask them: <i>What would I change?</i> Allow for one minute of thinking time. 5. Ask them: <i>What did I like that I have seen in other presentations that I could build into mine?</i> Allow for one minute of thinking time. 6. Ask learners to open their eyes. 7. Learners can now write notes in their notebook about their own presentation to refer to for the next presentation they create. 8. Play some soft background music as they do. Feedback Self-reflection.

	Differentiation activities (Support): Write the questions on the board so the learners have a reference point when writing their personal notes.		
	Differentiation activities (Stretch): 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 that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their biographies onto the branches of the tree. These are the tree’s new ‘leaves’. 3. Space permitting, display the presentations of the ‘special people’ on paper on the floor. 4. Learners circulate and read their peers’ work. 5. Advise them that this will help them decide how to improve their projects in the future. 6. If possible, leave the learner projects on display for a short while, then consider filing the projects, photos or scans of the work in learners’ portfolios. Write the date on the work. 7. Ask learners to praise themselves for a job well done.		
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 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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify the main events in a story. Speaking: To develop learners' ability to recount main events of a story. Reading: To develop learners' ability to understand the structure of a story. Writing: To develop learners' cohesion in writing.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to identify the problem and solution in a story • recount the main events of a story about a treasure • identify the main theme of a story about a treasure • complete sentences using appropriate conjunctions.
Link to prior learning: • Linkers 21st Century Skills: • Not applicable		
Key vocabulary: <i>treasure, dig, character, setting, problem, resolution, ending</i> Key expressions/structures: Conjunctions: <i>if, and, but, so, when</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • There might be some new vocabulary items in the text. Encourage learners to deduce the meaning of the words by looking at the context; for example: <i>What does a farmer do on his land? (dig)</i>		
Resources/equipment needed: Learner's Book page 177 Activity Book page 136 Audio Track LB67		

UNIT 12 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they have a farm or have been on a farm. What can you find there? (<i>animals, trees</i>) 2. Ask them if they would like to work on a farm. Why? Why not? Focus on the idea of hard work.
Resources	Main activity
Learner's Book page 177 Audio Track LB67	Listen and read: Activity 1 (Part 1) 1. Tell learners that they are going to listen and read about a treasure. Show a picture of a treasure or explain that a treasure is something that is hidden and has great value. Concept check by asking learners if they know any stories with treasures (for example, Ali Baba). 2. Focus the learners' attention on the sentences in the Story notes. Explain that most stories can be broken down into the components. 3. Ask learners to read the first sentence only and say how many people are in the story (<i>three</i>). Elicit/explain that these are the <i>characters</i> of the story. Ask learners to tell you where the story happens (a farm). Elicit/explain that this is the <i>setting</i>. Tell learners the first sentence is the <i>beginning</i> of the story and elicit/explain what we say when the story finishes (<i>ending</i>). Write the words <i>characters</i>, <i>setting</i> and <i>ending</i> on the board. 4. Say you will play the first part of the audio only so learners should complete the notes for sentences 1–3. Play Part 1 once. Encourage learners to cover the text and not to read if they can understand by just following the audio. 5. Ask learners to check their answer to questions 1–3 in pairs. Then play Part 1 again. 6. Ask learners about the meaning of the words in blue. Feedback Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners what they think the answer to question 4 is.
	Answers 1 the man and his two sons; 2 the farm; 3 the man is old/the trees are dying
	Differentiation activities (Support): 1. Allow learners to read the story while they listen.
	Differentiation activities (Stretch): 1. Learners say what else they remember from Part 1.
Learner's Book page 177 Audio Track LB67	Listen and read: Activity 1 (Part 2) 1. Tell learners that they are going to listen to and read Part 2. 2. Focus the learners' attention on question 4. 3. Play Part 2 once. Encourage learners to cover the text and not to read if they can follow the audio. 4. Ask learners to check their answer to question 4 in pairs. Then play Part 2 again.

	Feedback Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners if their predictions were right. Answers 4 the sons worked hard (together) on the land; that the trees are beautiful again Differentiation activities (Support): 1. Learners say which was their favourite part of the story. Differentiation activities (Stretch): 1. Learners retell the main events of the story.
Learner's Book page 177	Talk: Activity 2 1. Write on the board: <i>The man worked all day but ...</i> Ask the learners to finish the sentence: <i>his sons were lazy</i>. If learners don't know the answer, refer them to the text. 2. Refer learners to the Use of English box and draw learners' attention to the conjunctions in blue in the text. 3. In pairs, learners use the cues to talk about the events of the story. Feedback Monitor, listening to learners' interactions and noting strong points and mistakes for remedial work. Nominate learners to say their answers to the class. Answers 1 a farm 2 he saw the trees dying 3 they looked for it 4 they didn't find anything 5 they went to their father
Activity Book page 136	Crossword: Activity 1 1. Learners complete the crossword in pairs or small groups. Feedback Allow learners to share answers and work together. Display the crossword and answers on the board. Answers Down: 1 characters; 3 farm; 6 ending Across: 2 treasure; 4 setting; 5 problem; 7 dig
Activity Book page 136	Use of English: Activity 2 1. Learners complete the task in pairs. Feedback Early finishers write the answers on the board. Answers 1 but; 2 and; 3 if; 4 so; 5 when
Resources	Plenary 1. Do the learners think the man was clever? Do they agree the farm was the treasure?

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. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text. (G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about the moral of a story. To roleplay a story. Reading: To develop learners' ability to predict information, understand the main theme of a text as well as details.		Learning outcomes: By the end of the lesson, learners will be able to ... • predict the content of a story based on images • identify the main theme of a story with a moral • read and find specific information to demonstrate comprehension of a story • talk about a story with morals • roleplay a story they have read.
Link to prior learning: • Storytelling 21st Century Skills: • Introduce the concept of how to be a critical thinker.		
Key vocabulary: <i>moral, sensible</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not know what to say in the role-play. Be prepared with prompts and/or allow the learners to refer to the story in their Learner's Book.		
Resources/equipment needed: Learner's Book page 178 Activity Book page 137 Dictionaries		

UNIT 12 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play 'Truth or lie'. Tell the learners that you will tell the story of the farmer and his sons. If what you say is false, the learners must jump up and correct you. 2. Start by saying: <i>Once there was a man with a big farm and two daughters. (False – he had two sons.)</i> 3. Nominate learners to continue the game.
Resources	Main activity
Learner's Book page 178	Talk about it: Activity 1 1. Write the word <i>moral</i> on the board. Ask learners if they know what it means. If they don't, refer them to the <i>Vocabulary box</i> in their Learner's Book. 2. Discuss the questions as a group.
Learner's Book page 178	Read: Activity 2 1. Ask learners to look at the picture and write three things they think they will find in the story. 2. Refer learners to the <i>Reading strategy</i> box. Explain that predicting will help them understand the story better. 3. Learners read the story in silence. Feedback Ensure learners have written their predictions before they read. Differentiation activities (Support): 1. Learners write only one prediction. Differentiation activities (Stretch): 1. Learners justify their predictions.
Learner's Book page 178	Activity 3 1. After learners have read the text, they try to find their predictions in the text. 2. They discuss with a partner if their predictions were right. 3. Ask learners to re-read the text and identify any new words. Ask them to work out the meaning of any new words from the context. Feedback Nominate one speaker from each pair to report back to the class on whether their predictions were right. Differentiation activities (Support): 1. Ask learners to look up the new words in the dictionary. Then, they copy three words that they find most difficult in their <i>Vocabulary journal</i> along with the definitions. Differentiation activities (Stretch): 1. Learners think of an alternative ending.

Learner's Book page 178	Activity 4 1. Learners complete the task in pairs. 2. Check the answers as a class. Feedback In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use. Answers 1 c; 2 b
Learner's Book page 178	Role-play: Activity 5 1. Put learners in groups of two or three. 2. Assign roles: if groups of three, one learner is the narrator. 3. Allow learners some time to think about what they're going to say. They can make notes if they wish. 4. Learners roleplay the story in pairs/groups. Feedback Monitor, listening to learners' interactions, noting strong points and mistakes for remedial work. Nominate learners to perform in front of the class at the end. Differentiation activities (Support): 1. Learners can be the narrator and read the text from their Learner's Book. Differentiation activities (Stretch): 1. Learners close their books and act out the dialogue from memory.
Activity Book page 137	Read: Activity 1 1. As a group, decide and tick the strategies which will help them find specific information in a story. 2. Learners complete the reading task alone. They can then compare answers. Feedback Nominate learners for answers. Answers Reading strategy: a & b Activity 1: Picture b
Activity Book page 137	Activities 2–3 1. Learners complete the reading tasks alone. They can then compare answers. Feedback Nominate learners for answers.

	Answers		
	Activity 2 1 To have a snack. 2 How much money Ahmed had./If they had found the money. 3 He lost it. 4 He shared his money. Activity 3: being kind		
	Differentiation activities (Support): 1. Learners underline the answers to Activity 2 in the text.		
	Differentiation activities (Stretch): 1. Learners retell the story to a partner.		
Resources	Plenary		
	1. Discuss Saif and Ali’s actions. Who was right? Do they think Ali helped Saif? Why? Why not?		
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 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. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in discussing morals and characters. Reading: To develop learners' ability to understand the main theme of a text and describe characters. Writing: To give learners practice in using negative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... - analyse the moral of a story and the main characters - discuss stories with morals and how they can help us in life - write descriptions of their peers' characters using positive and negative adjectives.
Link to prior learning: - Morals of stories, describing characters 21st Century Skills: - Not applicable		
Key vocabulary: <i>disrespectful, unkind, unfriendly, dishonest, unhappy</i> Key expressions/structures: Prefixes: <i>un-, dis-</i> to make negative adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners might be challenged by the prefix task. Encourage them to look for the answers in the text and also use their dictionaries.		
Resources/equipment needed: Learner's Book page 179 Activity Book page 138 PCM 6 Dictionaries		

UNIT 12 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a trick by handing a book to one of the learners then quickly pulling your hand and the book away just as the learner is about to take the book from you. Make sure this is done in a playful way. 2. Ask the learners what they think you did. (<i>You played a trick on [name].</i>)
Resources	Main activity
Learner's Book page 179	Talk about it: Activity 1 Discuss with a partner whether you like playing tricks on people and what tricks you play.
Learner's Book page 179	Activity 2 1. Learners read the story alone and match one of the morals with the story. 2. They discuss their choices with a partner. Feedback Nominate one speaker from each pair to report back to the class on whether their choices were the same. Then give the answers. Answers b Be honest.
Learner's Book page 179	Activity 3 1. Read the statements and ensure the learners understand the words. 2. Learners complete the task alone, then compare with a partner. Feedback In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use. Ask learners to correct false statements. Answers 1 T; 2 F; 3 T; 4 F
Learner's Book page 179	Word study: Activity 4 1. Write on the board <i>un</i> and <i>dis</i>. Tell learners to look at the words in blue and write them under the appropriate heading. 2. Circle the <i>un</i> in <i>unkind</i> and <i>dis</i> in <i>dishonest</i>. Ask learners how the prefixes change the meaning of the adjectives (<i>they make the meanings negative/the opposite</i>). 3. Learners complete the task in pairs. Feedback Check the answers as a class. Write the answers under the appropriate prefix. Ask learners to answer the question in the <i>Language detective</i> box (<i>the prefixes make an adjective negative</i>). Answers 1 unhappy; 2 unkind; 3 dishonest

Learner's Book page 179	Activity 5 1. Learners complete the task in pairs using their dictionaries as needed. 2. Check the answers as a class. Feedback Write the answers under the appropriate prefix heading on the board. Answers 1 disrespectful; 2 unfriendly; 3 unkind; 4 unhappy; 5 dishonest Differentiation activities (Support): Ask learners to look up the new words in the dictionary. They then copy three words that they find most difficult in their Vocabulary journal along with the definitions. Differentiation activities (Stretch): Learners think of other negative adjectives using these prefixes.
Activity Book page 138	Word study: Activity 1 1. Learners complete the task in pairs or groups. Set this activity as a competition with a time limit. Feedback Early finishers write the answers on the board. Answers 1 unfriendly; 2 unkind; 3 unhappy; 4 dishonest; 5 disrespectful
Activity Book page 138 PCM 6	Write and talk: Activities 2 and 3 1. Learners complete Activity 2 alone. Monitor and help as needed. Encourage learners to tick off the negative adjectives as they use them in sentences. 2. Have early finishers write their sentences on the board. 3. After learners have finished writing, have them tell their partners their sentences. This can be extended to partners joining another pair to compare sentences. Feedback If time, conduct the 'Find someone who' (PCM 6) photocopiable activity.
Resources	Plenary 1. Discuss the morals of the stories as a whole class. Can learners think of other situations in life where these morals are good?

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. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G5.3.4.2.3) Apply knowledge of prefixes (for example, <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i>), suffixes (for example, <i>-er</i> , <i>-est</i> , <i>-ful</i>), roots, word patterns and known words to determine word meanings.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice in listening for gist. Speaking: To give learners practice in discussing stories. Writing: To give learners practice in writing in the past.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to an anecdote and understand the sequence of events • compare and contrast a story with a moral and a personal anecdote • discuss stories with morals and how they can help us in life • complete sentences about past events to tell a personal story.
Link to prior learning: • Describing past events 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>camping, scorpion, desert, noise, scared, sand</i> Key expressions/structure: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners must use the past simple to recount a personal story. Although learners have already covered this language point, be prepared to do a quick review of the past simple as needed. However, this should not become the focus of the lesson.		
Resources/equipment needed: Learner's Book page 180 Activity Book page 139 Audio Track LB68		

UNIT 12 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a miming game. Mime an action from one of the previous lessons and have learners guess who you are and what you're doing. For example, mime 'dig' (<i>the farmer's sons</i>). 2. Nominate learners to continue the game. If they can't remember an action, have some ready; for example, 'read' (<i>Saif</i>); 'play' (<i>Ali</i>).
Resources	Main activity
Learner's Book page 180	Talk about it: Activity 1 1. Ask learners if they go camping in the desert. 2. Elicit animals you can find in the desert (snakes, scorpions) and which ones they have seen.
Learner's Book page 180	Listen: Activity 2 1. Tell learners that they are going to listen to a story. Focus on the <i>Listening strategy</i> box and ask learners how the advice might help them in this case, (anticipate what the story is about, the vocabulary they will hear). Predicting content from questions and pictures helps learners to anticipate the kind of information and vocabulary they will find in a reading or listening text. This knowledge helps learners approach the text in a more relaxed way. 2. Ask them to look at the pictures and say what they think the story might be about. Encourage them to explain their answers. Use the pictures to clarify any target vocabulary; for example, <i>sand</i>, <i>noise</i>, <i>scared</i>. 3. In pairs, ask learners to try to work out what the story is about. Feedback Elicit some possible orders from the pairs and write these on the board.
Learner's Book page 180 Audio Track LB68	Activity 3 1. Play the audio once and check who had the correct order. Feedback Check answers as a class. Answers e; b; d; c; a
Learner's Book page 180	Activity 4 1. Have the learners look at the sentences first and guess which words complete the gaps. They discuss their choices with a partner. 2. Play the audio once. Feedback Nominate learners for answers. If time, have a running dictation with Amal's story. Answers 1 camping; 2 desert; 3 noise; 4 scared; 5 scorpion Differentiation activities (Support): 1. Give learners the first letter of the missing word. Differentiation activities (Stretch): 1. Learners create different gapped sentences for their peers.

Learner's Book page 180	Talk: Activity 5 1. Ask learners if they remember Hamad's story. Ask them to remember the trick he played. 2. Discuss the question as a whole class. Feedback In order to do this activity, learners have to think about the difference between a story with a moral and a personal story. Answers Hamad's story had a moral, Amal's story tells us about what happened to her.		
Activity Book page 139	Write: Activity 1 1. Learners complete the task in pairs or groups. Feedback Have one person from each pair/group read out their sentence so the story is told in sequence. If time, have the learners act out the story. Answers 1 The family drove to their farm.; 2 They had a picnic.; 3 The boys played football.; 4 The heard something in the trees.; 5 They saw their sisters laughing and making the noise.		
	Differentiation activities (Support): 1. Learners refer to a verb chart for irregular past tenses.		
	Differentiation activities (Stretch): 1. Learners write their own personal story.		
Resources	Plenary		
	1. Have learners ever had a similar experience? Encourage learners to share their personal story with the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in talking about personal experiences. Writing: To give learners practice in writing descriptions of incidents and recounts.		Learning outcomes: By the end of the lesson, learners will be able to ... • interact and tell each other about past experiences using the past continuous tense • write about a personal experience using past simple, past continuous and sequencers.
Link to prior learning: • Describing past events 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>first, next, after, finally</i> Key expressions/structures: Past simple and past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse past simple with past continuous. Use graphic representations to contrast the tenses, such as the time line suggested below. You can also have the learners act out a situation: some learners do the action in progress and others do the action that interrupts.		
Resources/equipment needed: Learner's Book page 181 Activity Book page 140		

UNIT 12 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to think about Amal's story. They don't need to tell you the story yet, just focus on whether it was funny and why.
Resources	Main activity
Learner's Book page 181	Use of English: Activity 1 - Write the sentences from the <i>Use of English</i> box on the board. - Go through the questions with the learners and underline the answers in the sentences on the board using coloured pens. Feedback Use a time line if needed to clarify the concept of both actions in the past, one action was in progress and the second action interrupted the first.  PAST was talking heard NOW Answers Action in progress: was walking, were talking; Action that interrupts: heard, saw
Learner's Book page 181	Talk: Activity 2 - Tell learners they are going to retell Amal's story. - Before they start, ask learners make some notes using the pictures from Lesson 4 as a guide. - In pairs, learners retell Amal's story. - Remind learners to use the past simple and the past continuous, referring them back to the <i>Use of English</i> box. Feedback Monitor, listening to learners' interaction. Take notes of common mistakes for remedial work. Have one person from each pair say one line of the story so the story is told sequentially. Differentiation activities (Support): - Prompt learners as needed by asking <i>Wh-</i> questions. For example, <i>Where was she? Who was she with? What happened first?</i> Differentiation activities (Stretch): - Learners retell the story of the boys playing football from Activity Book Lesson 4 without your prompting them.
Learner's Book page 181	Write: to Activity 3 - Refer learners to the <i>Speaking tip</i> box and ask them to come up with some examples of their own. - Ask learners to choose a situation then write short answers to the questions. Feedback Monitor and help as needed.

Learner's Book page 181	Talk: Activity 4 1. Have the learners tell each other their stories in pairs or small groups. Encourage them to tick off the answers to the questions as they include them in their story as well as the sequencers <i>first, next, after, finally</i> . 2. Monitor, listening to learners' interaction. Take notes of common mistakes for remedial work. Feedback Go through any of the common mistakes you heard with the class.		
Activity Book page 140	Use of English: Activity 1 1. Learners complete the task alone. Feedback Nominate learners to write the answers on the board. Answers 1 were running, called; 2 were playing, heard		
Activity Book page 140	Write: Activity 2 1. Learners complete the task alone. 2. Have learners exchange stories in small groups. Feedback Have learners use the checklist to assess each other's work. Differentiation activities (Support): 1. Learners highlight examples of the target language in each other's work. Differentiation activities (Stretch): 1. Learners correct/suggest ways of improving each other's work.		
Resources	Plenary When learners have finished, ask each group to vote for the most interesting anecdote.		
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: (G5.2.1.1.3) Talk, interact, or ask about past experiences using the past continuous tense. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events. (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: 6
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To give learners practice in writing stories with a lesson. Reading: To give learners practice in reading and completing a story.		Learning outcomes: By the end of the lesson, learners will be able to ... • write a story with a lesson using an appropriate organisational structure • read and complete a story with accurate punctuation.
Link to prior learning: • Stories that teach a lesson 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills.		
Key vocabulary: Not applicable Key expressions/structures: Direct and indirect speech punctuation, for example, speech marks, question and exclamation marks, commas		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The rules of punctuation for indirect speech might be challenging. Scaffold acquisition of this learning point by raising learners' awareness to the existence of punctuation, then have them identify punctuation and finally have them produce correct punctuation.		
Resources/equipment needed: Learner's Book page 182 Activity Book page 141		

UNIT 12 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	- Elicit from learners the different stories and characters they have read so far. Accept only one or two answers. - Divide the class into two teams. Give each team a blank piece of paper. Have them write the names of as many stories and characters as they can remember. - Have the teams swap papers and check each other's answers. The team with the most correct answers wins.
Resources	Main activity
Learner's Book page 182	Talk about it: Activity 1 - Run this as a kinaesthetic activity and say: <i>Stand up if your favourite character was Amal. Stand up if your favourite character was Saif. Stand up if your favourite character was Ali,</i> and so on. - When learners stand up, ask them to say why this was their favourite character.
Learner's Book page 182	Write: Activity 2 - Write '<i>Saif! Please help me!</i>' cried Ali. on the board and highlight the punctuation in the sentences using coloured pens. Ask one learner to underline on the board what Ali actually said. - Then refer to the example cartoon and draw attention to the fact that just the words the person said are in the bubble. - Learners complete the task alone then compare answers with a partner. Feedback Assign roles to learners and have them say the words they have written in the speech bubble. Answers You didn't listen to me.
Learner's Book page 182	Read and write: Activity 3 - Ask learners to look at the explanation and examples in the <i>Writing tip</i> box. - Ask learners to look at the punctuation marks in the sentences and how they are used. - Learners punctuate sentences a–d alone, then check with a partner. - After checking their punctuation, learners use the sentences to complete the story. Feedback Display the correct answers on the board to avoid misunderstandings. Answers a 'You must stay there until you get thin again.' b 'Where can I find something to eat?' he cried to himself. c 'Marvellous!' he said. d 'Tee-hee-hee!' 1 b; 2 c; 3 d; 4 a
	Differentiation activities (Support): Learners look for more examples of punctuation by looking back at the stories in previous lessons. Learners circle the punctuation marks they find.

	Differentiation activities (Stretch): 1. Learners write indirect speech sentences for the personal story they wrote in Lesson 5.		
Learner’s Book page 182	Talk: Activity 4 1. Learners discuss possible answers in small groups and then as a whole class. Feedback One spokesperson for each group shares the group’s conclusion with the class and justifies their answer. If learners are having trouble expressing their ideas, write three possible lessons you can learn on the board and have them choose the correct one. Answers Think before you act.		
Activity Book page 141	Write: Activity 1 1. Tell learners that they are going to write a short story that teaches a lesson. 2. Learners work in pairs or small groups and follow the steps outlined to organise their work. 3. Refer learners to the <i>Writing tip</i> box to remind them how to use direct speech in their story. Feedback Monitor and support as needed. When learners have finished writing the story, they read it to the class and/or display it on the walls. The class guesses what lesson the story teaches. Differentiation activities (Support): 1. Learners illustrate the pair’s/group’s story. Differentiation activities (Stretch): 1. Learners correct/suggest ways of improving each other’s work.		
Resources	Plenary 1. Ask learners which story they preferred. Why?		
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: (G5.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of cohesion. Writing: To write about actions in progress in the past. Speaking: To provide learners with an opportunity to participate in discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 1–6 • revise vocabulary related to storytelling, morals and personal anecdotes • discuss morals and lessons in life • reflect on their own learning.
Link to prior learning: • Review of Unit 12, Lessons 1–6 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities to learn to share and respect all ideas.		
Key vocabulary: Vocabulary from Unit 12, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 12, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 1–6		
Resources/equipment needed: Learner's Book page 183 Activity Book page 142		

UNIT 12 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a miming game about 'What I was doing at 8 pm last night'. Demonstrate the task by miming 'reading'; learners must say: <i>You were reading</i>. 2. Nominate learners to come to the front of the class and mime an action. If learners do not know what to mime, have some easy actions ready; for example, <i>eat, sleep, drink, watch TV, dig, swim</i>.
Resources	Main activity
Learner's Book page 183	Storytelling: Activity 1 1. Learners look at the picture and describe the people in it. Refer learners to the clock and point out that the scene was at 8 pm last night. 2. Look at each person and discuss with the class what they were doing. 3. Do a quick revision of past continuous and ask a stronger learner to peer teach the class. Learners can the <i>Use of English</i> box to help them. 4. Ask learners to complete Activity 1 alone. Monitor for accuracy. Feedback Early finishers write their sentences on the board then read them out in whole class feedback. Ask if anyone has written anything different.
	Answers 1 The boy was reading a book; 2 The mother was talking on the phone; 3 The father was watching TV; 4 The girls were playing
	Differentiation activities (Support): 1. Ask learners to underline the past continuous verbs in their sentences.
	Differentiation activities (Stretch): 1. Learners add a past simple sentence to indicate what action interrupted the family.
	Linking words: Activity 2 1. Ask learners which linking words they remember. Write them on the board. 2. Model the task by writing a gapped sentence of your own on the board. For example: <i>I like swimming _____ I don't like tennis very much.</i> 3. Learners complete the task alone. Feedback Learners check answers with a partner before whole class feedback. Nominate learners for answers.
Learner's Book page 183	Answers 1 but; 2 if; 3 so; 4 and; 5 when
	Differentiation activities (Support): 1. Give learners the first letter of the missing linker.
	Differentiation activities (Stretch): 1. Learners write more gapped sentences for their peers.

Learner's Book page 183	Talk: Activity 3 1. Learners work in small groups. Allow enough time for them to discuss the questions. Feedback Ask one spokesperson from each group to report the group's answers back to the class. If time, allow groups to debate the answers.
Activity Book page 142	Write: Activity 1 1. Learners complete the task alone. Feedback Learners compare answers with a partner. They then feed back to the class if their families were doing the same things last night. Decide on what most families were doing at 8 pm last night.
Activity Book page 142	Activity 2 1. Learners complete the task with a partner. Feedback Nominate learners for answers. Write them on the board. Answers dishonest; unkind; unhappy; unfriendly
Activity Book page 142	Activity 3 1. Learners complete the task with a partner. 2. Remind learners there is one extra adjective they will not need. Feedback Nominate learners for answers. Answers 1 dishonest; 2 unhappy; 3 unkind; 4 unfriendly
Resources	Plenary
Activity Book page 142	1 Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

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: 8
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To give learners practice in reading short texts and analysing the language and structure. Writing: To give learners practice in writing short texts.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a postcard and understand the language and structure used • write a postcard using the appropriate language and organisational structure.
Link to prior learning: • Writing short anecdotes. Punctuation. 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills.		
Key vocabulary: <i>greeting, message, address, sign off, signature</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Postcard messages must be short and learners might be tempted to write full sentences. Draw their attention to the <i>Writing tip</i> box and set a word limit when they write their postcard.		
Resources/equipment needed: Learner's Book page 184 Activity Book page 143 Realia: Postcards For running dictation: text of postcard in Learner's Book x 5 posted on walls around the classroom		

UNIT 12 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 184	1. Show examples of postcards to learners. Ask: <i>What are these? Why do people write postcards? (To show your friends and family a picture of the place you are in; to describe the place you are in; to let your friends and family know that you are thinking of them.)</i> 2. Do a running dictation with the postcard text. Remind learners that they must use correct punctuation. 3. When learners have finished dictating and writing the text, they compare their text with the text on page 184. Feedback Ask learners if they wrote everything correctly. Which words were difficult?
Resources	Main activity
Learner's Book page 184	Talk about it: Activity 1 1. Discuss the questions as a whole class. 2. Point out that postcards can tell a story, but it must be very short. 3. Ask learners if they know where postcards come from. 4. Refer learners to the <i>Amazing fact</i> box. Differentiation activities (Support): 1. Allow learners to choose the role they are more comfortable in during the running dictation. Differentiation activities (Stretch): 1. Pair stronger learners with weaker peers so they can support their partner as needed.
Learner's Book page 184	Read: Activity 2 1. Ask learners to skim read the postcard text and match it to one of the pictures. 2. Ask learners where the other two pictures are. Feedback Nominate learners for answers and ask why. Answers Picture B

Learner's Book page 184	Activity 3 1. Ask learners to read more carefully and answer the questions. Allow learners to work in pairs. Feedback Go through the parts of the postcard. Brainstorm other greetings or sign offs with learners. For example, <i>Hello, Hi, Hugs, Bye for now</i>. Write these on the board. Ask learners where the address goes (<i>on the right</i>) and ask what they notice about the text (<i>the sentences are very short, no articles</i>). Refer learners to the <i>Writing tip</i> box. Ask learners what they notice about the signature (<i>no surname</i>). Answers 1 Amal; 2 The Kelly Family; 3 Oman; 4 Hot and sunny; 5 Hotel is lovely, food is delicious Differentiation activities (Support): 1. Learners underline the answers in the postcard. Differentiation activities (Stretch): 1. Learners re-write the postcard with alternative greetings and sign offs.						
Activity Book page 143	Useful language: Activity 1 1. Refer learners to the phrases they brainstormed from Activity 3 in the Learner's Book. Do any of the phrases match the phrases in their Activity Book Activity 1? 2. Learners work in pairs to categorise the phrases. Feedback Display the table on the board and have early finishers write their answers in the correct box. Answers <table><tr><th>Greeting</th><th>Message</th><th>Sign off</th></tr><tr><td>Hi everyone, Greetings from sunny Oman</td><td>Weather lovely, Having a great time, Hotel is fantastic!</td><td>Best wishes, Wish you were here Lots of love, Love, See you soon</td></tr></table> Differentiation activities (Support): 1. Learners categorise the phrases brainstormed from Activity 3 in the Learner's Book. Differentiation activities (Stretch): 1. Learners suggest alternative greetings and sign offs.	Greeting	Message	Sign off	Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon
Greeting	Message	Sign off					
Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon					
Activity Book page 143	Write: Activity 2 1. Refer learners to the questions to help them prepare their postcards. 2. Learners complete the task alone. Feedback Ask learners to exchange postcards and peer correct. If possible, have learners write their postcards on a piece of paper and display these in class.						

Learner's Book page 184	Talk: Activity 4 1. Encourage learners to share their experience of sending/receiving postcards. If they don't send or receive postcards, ask them to imagine they did. 2. Elicit the types of postcards you can receive, for example postcards showing famous sights, postcards of scenery, postcards of animals. They discuss in small groups which ones they like best. Feedback Discuss the questions as a class.		
Resources	Plenary		
	Discuss which postcard they preferred from the ones they read in class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G5.3.1.1.7) Read and respond to letters, postcards and emails setting out plans and making predictions for the future. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To provide learners with practice in developing oral fluency. Reading: To develop learners' ability to understand details and characters. Writing: To give learners practice in guided writing.		Learning outcomes: By the end of the lesson, learners will be able to ... - recount a time when they had to complete a big task - confirm or correct facts about a story and compare and contrast the characters - write a story using picture prompts.
Link to prior learning: - Stories with a lesson. Past simple for narration. 21st Century Skills: - Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.		
Key vocabulary: <i>messy, untidy, to tidy, to clean up, T-shirt</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: The reading questions require learners to go beyond the text and use critical thinking skills to comprehend the underlying lesson. Guide learners through the process by personalising the situation and asking learners to refer to their own experience.		
Resources/equipment needed: Learner's Book page 185 Activity Book page 144		

UNIT 12 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the learners if they have big jobs to do. For example: <i>help with the housework, look after their brother or sister.</i> 2. Discuss with learners if they enjoy doing big jobs. Why? Why not? Elicit different attitudes to doing big jobs. Some learners might say they get the job done straight away, others might say they look for help, others might admit they just don't do it.
Resources	Main activity
Learner's Book page 185	Talk about it: Activity 1 1. Ask learners to discuss the questions in small groups. Feedback Ask learners how they feel when they have a lot of homework. As in the starter, elicit different attitudes to homework.
Learner's Book page 185	Read: Activity 2 1. Tell learners they are going to read about two sisters and their homework. Refer learners to the title and the picture of the cake. What do they think the story is about? 2. Learners read the story and answer the true or false questions. Feedback Nominate learners for the answer. Focus in particular on question d and ask learners if this is a good lesson. Why? Answers a T; b F; c F; d T
Learner's Book page 185	Activity 3 1. Have the learners discuss the questions in small groups. Feedback Nominate one spokesperson from each group to report back to the class. Encourage critical thinking by focusing in particular on the difference between the two characters and why learners think this is a good lesson. Answers a Yes – she did her homework slowly, one lesson after another, and finished it; b No – she thought there was too much homework so she didn't start it Differentiation activities (Support): 1. Allow learners to underline the answers in the text. Differentiation activities (Stretch): 1. Learners role play the story.

Learner’s Book page 185	Talk: Activity 4 1. Give learners time to make some notes before they speak. 2. Have learners share their stories in small groups. Monitor and support as needed. Make a note of any areas requiring remedial work. Feedback In whole group feedback, ask the groups which was the most interesting story.		
	Differentiation activities (Support): 1. Learners read their notes when telling their story.		
	Differentiation activities (Stretch): 1. Learners recount the story of one of their peers.		
Activity Book page 144	Write: Activity 1 1. Discuss the pictures with the learners and elicit/brainstorm target vocabulary (<i>messy, untidy, to tidy, to clean up, T-shirt</i>). 2. Have learners complete the story in pairs. Monitor and support as needed. Feedback Nominate learners for answers and allow different answers provided they are a logical way to complete the sentence.		
	Answers Possible answers 1 untidy/messy; 2 clean/tidy up; 3 ‘Little by little’; 4 gave him a T-shirt (that said ‘Little by Little’)		
	Differentiation activities (Support): 1. Provide learners with key words to complete the gaps.		
	Differentiation activities (Stretch): 1. Learners expand the story and write additional lines.		
Resources	Plenary		
	1. Ask the learners if they would like to receive a gift that said ‘Little by little’. What gift would that be?		
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: (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh-</i> questions about past events. (G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot. (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Listening: To develop learners' ability to distinguish sounds. Reading: To develop learners' ability to predict missing words based on context. Writing: To give learners practice in spelling words accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen for rhyming words • think about possible rhyming words based on context • write rhyming words which do not look the same.
Link to prior learning: • Poems and rhyming words 21st Century Skills: • Not applicable		
Key vocabulary: <i>rhyme, nose, toes, rose, tree, bee, chair, hair, bear</i> Key expressions/structures: Rhyming words: <i>you, two, zoo.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box.		
Resources/equipment needed: Learner's Book page 186 Activity Book page 145 Audio Track LB69 Flashcards (optional)		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know any poems. Elicit the fact that poems rhyme. 2. Allow learners to say a poem if they know one, even a nursery rhyme.
Resources	Main activity
Learner's Book page 186 Audio Track LB69	Listen and write: Activity 1 1. Tell the learners they are going to listen to a poem about stars. Ask learners to look at the words in bold. Write these on the board. Clarify any unknown words. 2. Refer learners to the <i>Listening strategy</i> box and brainstorm words learners know which rhyme with the words in bold. Write these on the board under the corresponding word in bold. 3. Play the audio once. Learners write the missing words alone. Have learners compare their answers in pairs. 4. Play the audio again before feedback. Feedback If the answer is one of the words already brainstormed in step 2, nominate a learner to circle the correct rhyming word. Otherwise, write the rhyming word under the matching word in bold.
	Answers 1 bright; 2 day; 3 of; 4 why; 5 you
	Differentiation activities (Support): 1. Give learners the first letter of the missing word.
	Differentiation activities (Stretch): 1. Learners think of alternative rhyming words that could fill the gap.
Learner's Book page 186	Talk: Activity 2 1. Have the learners discuss question 1 in small groups. Encourage creative answers. 2. Learners read one line of the poem each then alternate roles. Feedback Encourage learners to stand up and recite the poem using facial expressions and gestures.
Activity Book page 145	Word study: Activity 1 1. (OPTIONAL) Cut out the pictures in Activity 1. You may want to enlarge the pictures on a copier to make them easier to see. Glue each picture to an index card or copy the pictures onto card stock. Present learners with two pictures and say their names aloud. If the pictures rhyme, learners give a thumbs up, if they don't, learners give a thumbs down. 2. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity. Feedback Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.
	Answers 1 zoo-two; 2 nose-toes-rose; 3 tree-bee; 4 chair-hair-bear

	Differentiation activities (Support): 1. Say the words for the learners to help them identify rhyming words.		
	Differentiation activities (Stretch): 1. Create pairs of index cards with rhyming pictures and distribute them randomly to learners. Have learners stand up one at a time with their cards and say, <i>Who rhymes with _____. The learner who has the rhyming picture should stand up and say, I have _____. I rhyme with _____.</i>		
Activity Book page 145	Activity 2 1. Learners complete Activity 2 alone. You can run this as a competition. Feedback Ensure the learners understand they must start with the word NEW. Nominate learners to say the next rhyming word in the chain. Answers NEW - BLUE - YOU - TWO - ZOO		
Resources	Plenary 1. Divide the class into two teams. You say a word. Give the teams ten seconds to write as many rhyming words they can think of. The team with the most rhyming words wins. 2. You can also run this as a ‘Hot seat’ game, with one learner in the hot seat, saying the words for which peers have to find rhymes.		
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) Listen to multi-step instructions, monologues and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, <i>see/sea, ate/eight</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to complete missing words based on context. Writing: To give learners practice in writing poems.		Learning outcomes: By the end of the lesson, learners will be able to ... • think about possible rhyming words based on context • complete a poem using suggested rhyming words.
Link to prior learning: • Poems and rhyming words 21st Century Skills: • Not applicable		
Key vocabulary: <i>grass, cup, sad, laugh, go</i> Key expressions/structures: Rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box.		
Resources/equipment needed: Learner's Book page 187 Activity Book page 146		

UNIT 12 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they remember the poem (<i>Stars</i>) they read in Lesson 10. 2. Prompt them with the first line of the poem.
Resources	Main activity
Learner's Book page 187	Talk about it: Activity 1 1. Discuss the question with the whole class. Elicit possible answers and encourage learners to focus on word games.
Learner's Book page 187	Read: Activity 2 1. Tell the learners they are going to read about a new game. 2. Learners read and answer the questions alone. Have learners compare their answers in pairs. Feedback Nominate learners for answers. Ask them to justify their choices. Answers 1 b; 2 d
Learner's Book page 187	Write: Activity 3 1. Learners complete the task alone, then compare with a partner. Feedback Nominate learners for answers. Answers 1 d; 2 a; 3 b; 4 e; 5 c
Learner's Book page 187	Activity 4 1. Have the learners read the lines and think of possible rhyming pairs. 2. Learners practise reading one line of the poem each, then do this again reading different lines of the poem. Feedback Nominate learners for answers. Encourage learners to stand up and recite the poem using facial expressions and gestures. Answers 1 day; 2 play; 3 sad; 4 glad
	Differentiation activities (Support): 1. Give learners the first letter of the missing word.
	Differentiation activities (Stretch): 1. Learners write rhyming lines for the other days of the week.
Learner's Book page 187	Rhyming game: Activity 5 1. Learners play the game in pairs or small groups. 2. Monitor and make sure that learners take turns to say the word first. Feedback Choose a few pairs or groups to play their game to the class.

Activity Book page 146	Word study: Activity 1		
	1. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity.		
	Feedback Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.		
	Answers 1 eight; 2 flash; 3 bag; 4 spook; 5 crowd; 6 spoke; 7 home		
	Differentiation activities (Support): 1. Say the words for the learners to help them identify rhyming words.		
Activity Book page 146	Differentiation activities (Stretch): 1. Learners say a word, their partner says a rhyming word without looking at their Activity Book.		
	Write: Activity 2 1. Learners complete Activity 2 in pairs. Monitor and support as needed.		
	Feedback Learners read their poems out loud or display them in class. Vote for the best one.		
Resources	Plenary		
	1. Ask learners if they enjoyed the rhyming game. Was it easy or difficult to play a game in English?		
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:			
(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (for example, see/sea, ate/eight), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			
(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To give learners practice in identifying rhyming sounds. Reading: To demonstrate an understanding of rhyming structures. Writing: To demonstrate the ability to use rhyming words in sentences. Speaking: To provide learners with practice in developing oral fluency.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 8–11 • revise vocabulary and structures related to poems and personal anecdotes • discuss difficult tasks to complete • reflect on their own learning.
Link to prior learning: • Review of Unit 12, Lessons 8–11 21st Century Skills: • Learning and Innovation: Introduce creative thinking activities to learn to share and respect all ideas.		
Key vocabulary: Lexis from Unit 12, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 12, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Lessons 8–11		
Resources/equipment needed: Learner's Book page 188 Activity Book page 147 Audio Track LB70		

UNIT 12 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they remember any rhyming words. 2. Ask learners to say the rhyming words, then write them on the board. Remind them that words can rhyme even if they don't look the same.
Resources	Main activity
Learner's Book page 188 Audio Track LB 70	Word study: Activity 1 1. Learners look at the words and say them out loud. 2. Elicit possible rhyming words. 3. Play the audio once. Learners compare answers with a partner. 4. Play the audio once more and encourage learners to repeat the words. Feedback Nominate learners for answers and write these on the board. Point out that some rhyming words can have two different spellings!
	Answers a write (right); b school; c eight (ate); d see (sea); e two (too)
	Differentiation activities (Support): 1. Accept just one possible answer.
	Differentiation activities (Stretch): 1. Learners think of more rhyming words.
Learner's Book page 188	Activity 2 1. Go through the pictures vertically and clarify any unknown words. 2. Model the task by saying the words in the example row. 3. Learners complete the task alone. Feedback Learners check answers with a partner before whole class feedback. Nominate learners for answers.
	Answers a gate: plate, skate; b car: jar, star; c key: bee, tree; d ring: king, swing
	Differentiation activities (Support): 1. Say the words in each row.
	Differentiation activities (Stretch): 1. Learners write the words for each picture.
Learner's Book page 188	Read: Activity 3 1. Set this as a race. Learners complete the task alone. Feedback Choose learners to read one line at a time. The whole class says if the order is right.
	Answers b, c, d, a

Learner's Book page 188	Talk: Activity 4 1. Set learners in small groups and allow enough time for them to discuss the questions. Feedback Ask one spokesperson from each group to report the group's answers back to the class.		
Activity Book page 147	Write: Activity 1 1. Learners complete the task alone or in pairs. Monitor and help as needed. Feedback Learners compare answers with a partner/groups. They then read their sentences out to the class. Learners decide on the best sentences.		
Activity Book page 147	Activity 2 1. Learners complete the task with a partner. Feedback Allow the activity to continue as long as the learners show interest. Nominate pairs to share their answers with the rest of the class. Answers 1 They had a lot of homework. 2 He tidied his room. 3 You can finish a big job little by little.		
Resources	Plenary		
Activity Book page 147	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?		
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: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify main ideas. Use of English: To consolidate use of previously-learned structures. Speaking: To express views on a short story.		Learning outcomes: By the end of the lesson, learners will be able to ... • demonstrate their understanding of vocabulary and themes covered in Unit 12 • link ideas with appropriate connectors • use appropriate punctuation conventions for direct speech • reorder the lines of a story and discuss the moral.
Link to prior learning: • Vocabulary and language covered in Unit 12 21st Century Skills: • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies with the concepts associated with learning a language – speaking, listening, reading and writing.		
Key vocabulary: Vocabulary covered in Unit 12 Key expressions/structures: Structures covered in Unit 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Refer back to Unit 12, Lessons 1–12		
Resources/equipment needed: Learner's Book page 189		

UNIT 12 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 12. 2. Ask learners to recall themes and vocabulary learned in Unit 12, and brainstorm them on the board.
Resources	Main activity
Learner's Book page 189	Use of English: Activity 1 1. Learners complete Activity 1 alone. Feedback Allow learners to consult their Learner's Book as needed. Learners compare their answers with a partner, then check with whole class.
	Answers 1 went; 2 When; 3 arrived; 4 First; 5 was walking; 6 so; 7 Then; 8 stopped; 9 so; 10 patient
	Differentiation activities (Support): 1. Learners justify their choices.
Learner's Book page 189	Differentiation activities (Stretch): 1. Learners monitor and help weaker peers.
	Punctuation: Activity 2 1. Review the rules of punctuation learned in Unit 12 by writing a sentence without punctuation on the board. Ask a learner to punctuate the sentence and peer teach. 2. Learners complete the task in pairs. Feedback Display the unpunctuated sentences on the board and have early finishers punctuate them with coloured pens.
	Answers 1 'I'd love to be a writer,' he said. 2 'I passed my Maths exam!' she said happily. 3 'For your homework, please write a short story,' the teacher said. 4 'What do you think about our new teacher?' my friend asked. 'He's a great teacher and very friendly,' I answered. 5 'Listen!' said the boy. 'I can hear a noise.'
	Differentiation activities (Support): 1. Indicate to the learners where the punctuation is missing.
	Differentiation activities (Stretch): 1. Learners can write more unpunctuated sentences for their peers.

Learner's Book page 189	Read: Activity 3 1. Refer learners to the picture to elicit/pre-teach the words <i>milk maid</i> and <i>pail</i> . 2. Read the first line with the learners and ask them what they think the story is about. 3. Point out that the sentences are not in the correct order. Learners complete the task in pairs. Feedback Select learners to read out the sentences one at a time so the story is told in sequence. Answers 1 a; 2 d; 3 b; 4 e; 5 c		
	Learner's Book page 189	Talk: Activity 4 1. Learners complete this in small groups. Feedback Early finishers write the answers on the board as they complete the task. Answers Don't count your chickens before they hatch.	
		Differentiation activities (Support): 1. Give learners the first word.	
		Differentiation activities (Stretch): 1. Ask learners in which situations in life this lesson is important.	
Resources	Plenary 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>		
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: (G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>). (G5.4.3.1.1) Apply the rules of capitalisation.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about story characters. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read instructions. Writing: To write about a story character.		Learning outcomes: By the end of the lesson, learners will be able to ... • exchange ideas and information about a story character of their choice • read and follow instructions to prepare a presentation • write about a story character • rehearse their presentation about a story character.
Link to prior learning: • Storytelling 21st Century Skills: • Initiative and Self-direction: Introduce the learning process to set goals manage time, and work independently.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required.		
Resources/equipment needed: Learner's Book page 190 Coloured pens/pencils A3 paper (Project 1)		

UNIT 12 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start with a kinaesthetic 'Stand up if' activity based on the stories they have read. For example: <i>Stand up if your favourite story was about Hungry Tom.</i> <i>Stand up if your favourite story was about the farmer and his sons.</i> <i>Stand up if your favourite story was about the milk maid.</i> <i>Stand up if your favourite story was about Ali and Saif.</i>
Resources	Main activity
Learner's Book page 190	Choose a project: Stage 1 1. Learners choose an end-of-unit project to work on. Help them choose. 2. Ideally, there should be an even number of learners on each project, so consider drawing numbers (1 or 2) to distribute learners evenly, but do not force a learner to work on a project if they are reluctant to do so. 3. Project 1 is more suited to learners who like to work in groups, while Project 2 is more suited to challenge stronger learners and/or learners who prefer to work alone.
Learner's Book page 190	Project preparation: Stage 2 Project 1: My story character 1. Learners can work alone or in pairs/small groups. Give learners the necessary materials for the project. 2. Tell learners to read and follow the steps of the project. 3. Encourage them to use colours for the drawing section. Project 2: A short story 1. In order to warm up the learners for the writing stage, direct learners to work with a partner and exchange ideas and information about the hobby or sport they will write about. 2. Tell learners to follow the steps outlined in the Learner's Book. This will help them organise their project. 3. Learners work individually to write their story. They can also illustrate it with pictures of the sport or hobby they are writing about. Feedback No open class feedback at this stage. Monitor and provide support as necessary. As each learner or group finishes, ask them to go back and check their work for spelling and punctuation. Another possibility is to ask learners to check each other's work, especially in Project 2. Differentiation activities (Support): When setting the task, allow these learners to look at the stories they have read as a model. Differentiation activities (Stretch): Ask learners to enhance their presentation with visuals, sound effects and/or technological aids.
Learner's Book page 190	Project preparation: Stage 3 1. Provide guidelines so that learners know how much they need to say and how long the presentation should be. The time allowed for each presentation depends on the number of learners in your class.

	2. Remind learners of the language used to describe characters (Project 1) or the language used to tell a story (Project 2). 3. Put learners into pairs/groups and ask them to rehearse their presentations. 4. Monitor and listen for any issues with pronunciation. Feedback Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage.		
Resources	Plenary		
	1. Praise the learners for what they have achieved in the lesson. Discuss what they still need to do to be ready for their 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: (G5.2.1.1.6) 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). (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (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.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... • present a character/personal story to their classmates • ask and answer questions about a presentation • read a selection of their classmates' character descriptions and stories.
Link to prior learning: • Storytelling • Making presentations 21st Century Skills: • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not applicable		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		

UNIT 12 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Decide upon a running order for the presentation. Place learners' names in a bag, mix them and then pull them out in turn. 2. Write the running order for presentations on the board so there is no confusion. 3. Give learners five minutes to rehearse their presentation again with a partner. 4. Monitor and provide help where needed.
Resources	Main activity
	Project presentation 1. Follow the running order. 2. Advise learners of a minimum and maximum time limit for their presentation to fit with a total running time of 30–35 minutes. This will depend on the number of learners in your class. 3. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 4. Time permitting, after each presentation, allow for one or two follow-up questions. Feedback None needed at this point.
	Differentiation activities (Support): 1. Help with vocabulary and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment. 3. The focus in accuracy is in the written work, for example the story or description of the character.
	Differentiation activities (Stretch): 1. Encourage learners to be expressive during their presentation.
	Reflection on project 1. Tell learners they are going to review their own presentation. Ask them to sit quietly with their eyes closed and ask the following questions: • <i>What went well?</i> Allow one minute of thinking time. • <i>What would you change?</i> Allow for one minute of thinking time. • <i>What did you like from the other presentations that you could build into yours?</i> Allow one minute of thinking time. 2. Ask learners to open their eyes. They can now write notes in their notebook about their own presentation, which they can refer to for the next presentation they do. 3. Play some soft background music as they write their notes. Feedback Self-reflection.
	Differentiation activities (Support): Write the questions on the board so the learners have a reference point when writing their personal notes.

	Differentiation activities (Stretch): Tell 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 that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have done today. 2. Ask learners to stick their biographies onto the branches of the tree. These are the tree’s new ‘leaves’. 3. Space permitting, display the presentations of the characters on paper on the walls. 4. Learners go round and read their peers’ work. 5. Tell them that this will help them to improve their projects in the future. 6. If possible, leave the learner projects on display for a short while, then consider filing the projects, photos or scans of the work in learners’ portfolios. Write the date on the work. 7. Ask learners to praise themselves for a job well done.		
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 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. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

Learner's Book

UNIT 1

Track 2

Boy 1: I live in a bungalow, which has only got one floor. The kitchen, living room, dining room and office are at the front of the house, and all the bedrooms and the bathroom are at the back. I love it because I don't have to walk up and down the stairs all the time!

Boy 2: I live in a hut, with my family. It's a type of shelter made of mud, stones and wood. In my community all the families live in these types of shelters. We live very close together. I like where I live because there are lots of children to play with.

Boy 3: I live in an eco-home. It has a low impact on the environment because we use solar panels to heat our water and our house. I like it because it's very modern and comfortable.

Boy 4: I live in a nice villa with my family. Our neighbourhood is peaceful and quiet to live in. I love it because there's a park at the back and lots of my friends live in the same street.

Boy 5: I live very high up, in a high-rise flat on the 25th floor. I live with my family and cat. I like where I live because we have incredible views of Abu Dhabi and the sea.

Boy 6: I live in a small palace with my family in a green, leafy area of Dubai. I love where I live because it is very private and we can have large family celebrations with space for everyone to stay.

Track 3

Boy 1: This building is very big and it has lots of windows. What do you think it could be?

Boy 2: I think I can see shops, so it must be a shopping centre.

Boy 1: It's a very small building and it looks like a teapot! What do you think it could be?

Boy 2: I can see three petrol pumps in front of it, so it can't be a house.

Boy 1: Wow, this building is really strange! It's very sci-fi, isn't it? What do you think it could be?

Boy 2: Well, it looks like a spaceship to me, but perhaps it could be a museum.

Boy 1: This building must be in the country because we can see some green grass. What do you think it could be?

Boy 2: I think it might be a house, but it must be very small inside. Those rocks are enormous!

Boy 1: Wow! This building doesn't look real to me. What do you think it could be?

Boy 2: Well, it's very modern. I think it could be a library.

Track 4

Speaker: Children, be quiet, please.

Picture a is in Abu Dhabi. There are lots of windows. What kind of building do you think it is?

Boy 1: It must be a shopping centre.

Speaker: That's right. Well done!

Picture b is a small petrol station located in Zillah in the USA. It was built in 1922 and is believed to be the oldest petrol station in the country. It is strange because of its teapot-shaped office behind the petrol pumps.

Picture c is The Atomium monument in Brussels. What do you think it is?

Boy 2: It looks like a space station to me.

Speaker: Well, it's not a space station. It's an example of futuristic architecture and was built for the World Fair in 1958. It is now a museum and holds many exhibitions every year.

Picture d is a very strange house in Portugal. It has been built between two enormous rocks and if you look closely you can see the small window and door. Would you like to live in this house, Talal?

Boy 3: Oh, no! I'd probably get crushed by the big rocks!

Speaker: Picture e: This is the National Theatre of Beijing in China. It is a dome-shaped building, which is surrounded by an artificial lake. People say it looks like an egg floating on water!

Boy 1,2 and 3: Yes, it does!

Track 5

1

Girl 1: You're going to the Shopping Festival, aren't you, Faye?

Girl 2: Yes, I am. Your sister is getting dressed up, isn't she?

Girl 1: Yes, I think so. Oops, there's the bell. I've got to go to Maths class, now. See you later!

2

Boy 1: You've got a brother who plays for the local football team, haven't you?

Boy 2: Yes, I have. He's a striker and a good one too! He's playing at the Blue Box Sports Day. You play football, don't you?

Boy 1: No, not much. I prefer basketball. I've just been playing on the indoor court. Do you fancy doing some shooting practice?

Boy 2: OK then, let's go!

3

Girl 3: I'm going to the Outdoor spring performance this week.

Girl 4: Really? It starts at 7 o'clock, doesn't it?

Girl 3: Yes. Why don't you come? Your mum won't mind, will she?

Girl 4: I'll ask her tonight. There's a Yollah group performing, isn't there? I love that.

Girl 3: I know – I can't wait.

Track 6

Girl 1: You're going to the Shopping Festival, aren't you?

Girl 2: Your sister is getting dressed up, isn't she?

Boy 1: You play football, don't you?

Girl 3: It starts at 7 o'clock, doesn't it?

Track 7

There was an old woman who lived in a shoe,
She had so many children she didn't know what to do.
She gave them some soup along with some bread,
Then hugged them all tightly and sent them to bed.
She raised all her children,
With patience and love.
Never once did she give them,
A spank, shake or shove.
Her children all learned,
To be gentle toward others.
And good parents too,
When they became fathers and mothers.
From their days in the shoe,
They learned this about living:
Kindness, not force,
Is the gift that keeps giving.

Track 8

My old house is big and tall,
It's a villa with five windows on every wall.
Around the house are five wide trees,
And in each tree are fifty bees!
My old house has got squeaky doors,
That open onto creaking floors.
The roof lets in both rain and sun,
So we can have showers on the run.
Some say as an eco-home it's very bold,
I'd say only live there if you like the cold.
It has great charm it must be said,
But not when the cupboards smack your head (ouch!).
Many things live in my house,
Like the long-winged bats and the furry mouse.
But I live there too with my mum and dad,
And that very fact makes me very glad.

UNIT 2

Track 9

1

Boy 1: I live in Bangkok, in Thailand. There are a lot of cars in my city and the roads are very busy. That's why I go to school by tuk tuk. It's faster than walking and you don't get stuck in traffic jams! The tuk tuk driver can drive between cars, so we don't have to wait behind them. The only problem is that tuk tuks are open on each side, so you breathe in the traffic fumes!

2

Girl 1: In Manila, in the Philippines, where I live, we get to school by jeepney. Jeepneys have two benches in the back, so a lot of kids can travel at once. It's really good fun travelling with all my friends like this. But the ride is often very bumpy because the benches are quite high up, and sometimes it's a bit of a squash!

3

Boy 2: My dad takes me to school on his rickshaw. I live in Ho Chi Minh City, in Vietnam, and everybody here travels by rickshaw! I like it because I get to spend time on my own with my dad. But during the monsoon it can rain really hard and then it is not so much fun travelling by rickshaw. Even with our waterproof clothing, we still get wet!

4

Girl 2: I live on a small island in Hong Kong and I get the ferry to school every day. I like travelling by ferry because, when the weather is good, you can stand on the deck and look at the lovely views of the harbour. But in the winter it gets really cold, even if you sit inside in the cabin.

5

Boy 3: I live in Hiroshima in Japan and I go to school by tram. It's quite fast and it stops right outside my school, so I don't have to walk far at all. But it often gets really crowded and sometimes I don't get a seat. I have to hold on tight when it goes around corners, otherwise I fall over!

Track 10

Speaker 1: Hello, could you give us some information about places to visit in central London? We are looking for somewhere interesting to spend the afternoon ... and somewhere inside, I think, because it looks like it might rain.

Speaker 2: OK ... How about the Natural History Museum? There is something for everyone there ... amazing exhibitions and films and a wonderful wildlife garden, which you could visit if the rain stays away.

Speaker 1: That sounds perfect – how do we get there?

Speaker 2: I'll show you on this map. You take the underground to this station here - it's called South Kensington. From there you can walk to the museum. It's not very far – about five minutes ...

Speaker 1: And where's the nearest underground station from here?

Speaker 2: Go out of this office at the exit on the left. Then turn right and walk across the road towards the post office. Turn left just after the post office and walk up that street. The entrance to the underground station is on the right. It's called ...

Track 11

Noora was a beautiful little girl with dark brown eyes and hair as dark as the midnight sky. She lived with her family in a tent in a small village in the desert in Egypt, southwest of Cairo.

She often played with her friends, Karim and Yasmine. One day, they were walking along a sandy trail when they came to an area of trees. Noora saw something move off the side of the path. It was a furry rabbit. She wanted to follow it, but her mother had warned her never to leave the path; it was dangerous. Sometimes there were wild animals waiting in the bushes. But Noora wanted to catch the rabbit, so she left the path and followed it. Karim and Yasmine tried to call her back, but she continued to go after the rabbit. It hopped over a dead tree. It ran up a small hill and it jumped over a wide riverbed. While Noora was running after it, the rabbit jumped into some bushes and disappeared.

She sat down in the shade of a tree and looked around. Suddenly she heard a noise above her. She looked up and noticed lots of bees buzzing around her head. Noora didn't like bees. She jumped up and ran as fast as she could. She ran into the bushes and realised that she was lost. Where were Karim and Yasmine? She sat down on a rock and started to cry.

Then she heard a hissing sound. She looked at the ground and saw a big snake. Noora jumped up on top of the rock and watched the snake until it went away. She began to cry. She was very frightened.

She jumped off the rock and started running back to the riverbed. She was running along when she saw something moving. She thought it was the rabbit. Maybe, if she followed it again, it would take her back to Yasmine and Karim. She ran over to it, but saw it was a small fox with a big, bushy tail. It ran off into the bushes.

She walked along the path and then reached the riverbed.

Now Noora felt tired, hungry and afraid. The sun was setting below the horizon. She didn't want to be alone in the dark. She sat down in the sand, lay her head on her hands and fell asleep.

When she woke up, the rabbit was standing by her head and rubbing its nose against her cheek. Noora stood up slowly. The rabbit didn't run away. It wanted Noora to follow it. She walked slowly and followed the rabbit. Suddenly it stopped and Noora heard a voice, 'Noora. Where are you?' It was her father.

She called out, 'I'm here. I'm here.' Soon her father found her, and hugged her tightly. 'Where were you,

Noora? We've been worried about you. You know you aren't supposed to leave the path.'

'I know, Father. I am very sorry. I'll never leave it again.' She turned and looked for the rabbit. She saw it running off into the trees. She smiled, took her father's hand then walked back home.

Track 12

stopped
lived
looked
played
wanted
started
walked
tried
jumped
followed
watched

Track 13

Speaker 1: OK, young lady. You need to walk across the street and go straight on for two streets, then turn right. You'll see it on the left.

Speaker 1: Now, young man. Let's see ... go across the park. Keep going straight and take the second road on your right. Go straight on and it's the third building on your right.

Speaker 1: Hello Granny! Be careful with that! OK, now slowly go straight on. Don't turn left at the first road. Turn left at the third street, go straight over the roundabout and it is right in front of you. Now drive carefully!

UNIT 3

Track 14

Speaker 1: Let's write a list of the food and drink we need to buy.

Boy: OK. Well, there isn't any bread for sandwiches.

Speaker 1: So we need to buy three loaves of bread and two packets of cheese. How many cans of coconut water are there?

Boy: There are only a few left.

Speaker 1: Six cans of coconut water then.

Boy: We need to buy some water too. Four bottles should be enough.

Speaker 1: Is there any ice cream?

Boy: There are two tubs. One of chocolate and one of vanilla.

Speaker 1: Mmm ... That should be enough.

Boy: How about nuts?

Speaker 1: OK. Are four packets of nuts enough?

Boy: Yes, we don't need to buy any nuts.

Speaker 1: Anything else you can think of?

Boy: There's only a little orange juice left.

Speaker 1: OK ... and two cartons of orange juice. That's it then. Let's go shopping.

Track 15

1 a packet of nuts

2 a tub of ice cream

3 a carton of orange juice

4 a bottle of water

5 a can of coconut water

Track 16

Boy 1: Hey, Ahmed! Can you pass me the bottle of cola, please?

Boy 2: Here you are. Do you want some crisps?

Boy 1: Yes, please! Oh! There are only a few left.

Boy 2: Can you pass me a cheese sandwich, please?

Boy 1: Here you are. There aren't many left though.

Boy 2: There isn't much ice cream left. Do you want to share?

Boy 1: OK. I only want a little.

Track 17

Laila: At home we often eat fish and chicken. I like them both.

Salma: Yes, you're right that fish is nice, but I don't like chicken. I love eggs. They are my favourite.

Laila: I think the opposite. Eggs are horrible. Cheese is much nicer. What do you think about ice cream? I think it is delicious.

Salma: Me too, but I love to eat dates even more. I don't know why you prefer cheese to eggs. Cheese is not nice.

Laila: I don't know which menu to have. Shall we choose the same one?

Salma: I don't know. As long as I can have dates, I don't mind.

UNIT 4

Track 18

We have just received a warning from the National Weather Service for the north-western coast of the UAE. The severe storm has become much worse and wind speeds are building up fast. The storm is moving out to the east at about 40 mph. If you are in the area, you need to take cover. Dust and sandstorms can be very dangerous and are among nature's most violent storms. If you are caught in one, put a mask over your nose and mouth. If you don't have a mask, wrap a bandanna or some other piece of cloth around your nose and mouth. Sunglasses offer some protection from

blowing dust or sand, but airtight goggles are better. Look for shelter. Even a parked car will do, as long as it is off the road and not in danger of getting buried by sand. Reports are coming in to say that this storm looks like it is going to be active for several hours and there is going to be a lot of damage, so please take cover. We'll keep you posted ...

Track 19

Dust and sandstorms can be very dangerous and are among nature's most violent storms. If you are caught in one, put a mask over your nose and mouth. If you don't have a mask, wrap a bandanna or some other piece of cloth around your nose and mouth. Sunglasses offer some protection from blowing dust or sand, but airtight goggles are better. Look for shelter. Even a parked car will do, as long as it is off the road and not in danger of getting buried by sand.

Track 20

The UAE is home to many beautiful animals, such as camels and cormorants. It is also home to dangerous scorpions and camel spiders. But did you know that some of these animals are now endangered? This means that large numbers are dying, fewer animals are having babies and soon there might not be any left at all. Animals, such as the Hawksbill turtle, Arabian leopard and the Arabian tahr are all examples of endangered animals.

Track 21

Animal specialist Dr Noor Al Amudin told Gulf News: 'Animal homes are lost as people use the land to build houses. They drive over land with four-wheel drives and catch animals to sell for money. All these things have endangered some animals in the UAE.'

The Arabian tahr is endangered because the places it lives have been used for building homes. For a long time, people have caught and killed Arabian Leopards for money. This has left leopard numbers very low.

It can be difficult to find an answer, but the country is working to look after and help endangered species. There are rules to stop people building houses on the places where these animals live. With protection, the Arabian leopard may live in peace and have more babies, to let the number of leopards grow again.

Dr. Al Amudin also stated that, 'Putting rubbish in the sea is killing sea animals, such as the Hawksbill turtle, because their home is no longer safe. If you are at the beach, take your rubbish home and help your local wildlife.'

Track 22

It can be difficult to find an answer, but the country is working to look after and help endangered species. There are rules to stop people building houses on the places

where these animals live. With protection, the Arabian leopard may live in peace and have more babies, to let the number of leopards grow again.

Track 23

fifty
sixty
fifteen
sixteen

Track 24

Osama the ostrich was big and strong, with large wings that carried him over great distances. His wife had lots of children each year and he was well respected and feared. Like all powerful ones, he also had some enemies, especially Karim the cockerel. He was jealous of Osama's power of flight and the way he could run quickly over the vast desert without tiring. So he made a plan to hurt Osama and he told no-one about it except for his wife. He waited until he knew that Osama was going to the oasis to eat and drink, and he made sure that he got there before him. He held his wings close by his body, ruffled up his feathers and sat on the ground where the grass was rich and long.

When Osama had eaten a lot of grass and was in a good mood, Karim spoke to him. 'Hello, I want to tell you something that I think you should know. The other animals are wondering why a big, strong bird like you chooses to fly everywhere, instead of walking.' Osama looked at him with great surprise. How else could he get anywhere, he wondered. Karim continued, 'No-one else would dare to tell you these things, Osama, but walking really is best. Flying is something that any bird can do. It's common and boring. It's only strong birds like you and me who can get about by walking. It's a sign that you are a special bird.' Osama thought about it and replied, 'Hmm, perhaps you are right. I will have to talk about it with my wife this evening.' And off Osama went, marching across the desert to test Karim's words. His long legs carried him swiftly home to his wife.

The next day, the two birds met again. 'I have thought about it and decided that you were right,' Osama said. 'My wife and I took off our wings last night. We were sad to lose them, but my leg muscles are growing stronger already. I'll race you to that palm tree!' Karim laughed and laughed. 'I can't believe that it was so easy to trick you with that tale, Osama. Your brains must be as small as a baby bird's. But if you want to, I'll race you.'

Osama hurried across the sunbaked ground. Karim waited until Osama had nearly reached the palm tree, then he flew noisily through the air, coming down well ahead of Osama. 'Ha, ha, what a fool you are, Osama,' he cried. 'The other animals will never respect a bird who cannot fly.' Osama was angry. He ran at Karim, knocking him with his powerful legs, but Karim just flew away laughing. Osama sadly walked home to tell his wife how he had been tricked.

A whole year went by. Osama never said anything to Karim about losing his wings, and Karim did not know why. Osama's legs grew stronger and soon he was able to run as fast as the other could fly. One morning, Osama took his two largest children out with him, leaving his other 14 in their mother's care. He met up with Karim and his wife and their noisy family. 'Busy?' asked Osama. 'Busy!' exclaimed Karim, 'It's hard work all day long just trying to keep all of the children's stomachs full and they still look so tiny. We're trying to teach them to hunt for their own food, but we haven't had much luck so far.' 'Yes, I can see that,' replied Osama, 'But the trouble is that there are too many of them. They don't get a chance to grow big. We sent most of ours to live with other families. We thought that the only way to have strong, healthy chicks was to only keep the biggest. See how much bigger my two are than yours.'

Karim and his wife walked around Osama's chicks and spoke to each other quietly. Osama walked off with his chicks, laughing to himself.

The next day, he met Karim under the palm tree. 'I have taken your advice, Osama,' Karim said. 'Here are my two biggest chicks. The others have gone to live with their aunts and uncles. What do you think of this strong pair?' Osama laughed and laughed. 'What a fool you are,' he said. 'A bird's strength isn't in his wings, but in the number of his children. I am sorry for you, my friend, but perhaps it will teach you that cockerels are even more foolish than ostriches.'

And that is why ostriches have so many chicks, but cannot fly, and why cockerels cry so loudly every morning, to say sorry to their children for giving them away.

Track 25

Boy 1: Hanif, what do you want to do first? I'd like to feed the horses.

Boy 2: You should buy some hay to feed them with, Rahim. I'd like to visit the sea lions after that.

Boy 1: Can I borrow 15 dirhams to pay for the hay?

Boy 2: Yes, here you go.

Boy 1: Thank you. Be careful! Your bag is open and your books are falling out. You should zip it up.

Boy 2: Thanks! Let's hurry up and feed the horses. There is a sea lion show at 11.30 and I don't want to miss it.

Track 26

Speaker 1: There has been a terrible hurricane in Littletown today. Winds are still high, but people are starting to come back to their houses – or in some cases, what's left of their houses. Here is one homeowner. Hello, Mrs Robinson – what has happened to your house?

Speaker 2: What house? Everything has gone. I've got nothing left. It's terrible.

Speaker 1: You seem very upset – you look pale and exhausted.

Speaker 2: Yes, well, my house has just blown away. It's not a normal day, is it?

Speaker 1: What about your car?

Speaker 2: Well ... you're standing on what's left of my car. Everything else has disappeared.

Speaker 1: What about your family. Where are they?

Speaker 2: Well that's a strange thing. You see my husband has got an unusual hobby. He loves wild weather. So he's out in his truck taking photos of all the houses that are destroyed.

Speaker 1: Isn't that funny!

Speaker 2: No, it's not funny. It's ridiculous.

UNIT 5

Track 27

1 She's got short, wavy, dark hair and little eyes. She's got a small round face and a small nose.

2 He's got fine, blond hair and blue eyes. He's got a straight nose.

3 She's got long, brown, straight hair. She's got small, brown eyes.

4 He's got brown hair and brown eyes.

Track 28

Boy: Did you see anyone on the beach this morning?

Adult: I saw a man on the beach during the storm. It was about 8 o'clock.

Boy: How long was he there?

Adult: He was on the beach for an hour.

Boy: What did he look like?

Adult: The man had green eyes. He was tall. He had a beard. He had long, straight hair and a short nose.

Track 29

1 Well, I was walking along the beach.

2 It was about 8 o'clock when I saw the man.

3 There was a bag next to him.

4 Our dog started barking.

5 Oh, and I nearly forgot - he had short nose.

Track 30

Ibn Battuta decided that the best way to travel was by horse. He rode through the mountains of Morocco and on to Libya.

Near Tripoli they were attacked by camel raiders, but escaped unhurt. He also attended a wedding feast that lasted for a whole week.

By 1326, he reached Alexandria in Egypt. From Cairo, he travelled to the Red Sea, which took about 15 days. Here, he found that the local ruling family was fighting against the governor and had sunk some ships and

threatened further violence. Ibn Battuta was forced to go back to Cairo.

He continued his pilgrimage, through Syria, and spent Ramadan in Damascus. He joined a caravan of other pilgrims, to avoid travelling alone, because he was scared that someone might steal from him or hurt him. Travelling with other people meant he had friendship and protection. He continued on to Medina and then to Mecca where he completed Al Hajj.

On 17th November 1326, after a month spent in Mecca, Ibn Battuta joined another large caravan of pilgrims returning to Iraq. They travelled by night for about two weeks. They only stopped for a few minutes at a time to rest and eat before moving on again.

Around three years later, he travelled to Yemen and then on to Somalia. He then travelled by boat to Mombasa, and the next day he continued onwards to Tanzania and the town of Kilwa. Kilwa was famous for its gold trade and Ibn Battuta described it as one of the finest and most beautifully built towns he had seen. Any gold traders who tried to cheat on price were locked up, so the town was very safe.

He travelled for many more years, studied with other Muslims and met many kind and interesting people on his journey.

Track 31

Girl 1: What shall we pack for the trip to our cousins' house?

Girl 2: I am taking all my best clothes. Do you think we will be staying in cousin Saeeda's room?

Girl 1: Yes, her room is much bigger than ours, so there will be plenty of space.

Girl 2: I can't wait to see Amir and Saeeda. Do you think they will come to the airport in uncle's car?

Girl 1: No, we have our suitcase, our parents' suitcase and four people. We won't all fit if our cousins come too!

Girl 2: I hope there will be a children's outing during our visit. Maybe to the wildlife park?

UNIT 6

Track 32

Reporter: What do you all do in your school holiday? We've invited some of you into the studio to find out what you all have in common ... and what's different about the way you spend your school holidays ...

So let's go first to Ana, from Brazil. Hi Ana!

Ana: Hi!

Reporter: Tell us something about how you spend your long school holidays ...

Ana: Well, I spend a lot of time with my grandparents because my mum and dad are at work during the day.

Reporter: OK, and what do you get up to?

Ana: Well, Grandma lets me bake cookies and we all go to the park with the dog. We go shopping too and sometimes go on a day trip to the seaside. Last year my sister and I did jobs around the house to earn extra pocket money.

Reporter: Thanks, Ana. And what about you, Luis?

Luis: We always go camping near the sea during our summer holidays.

Reporter: Really? What do you like about that?

Luis: I love being outside and eating food that we've cooked on the camp-fire. Last year it was very windy and we nearly set fire to the tent! It's really good fun though – we play football on the beach, go fishing and go swimming as well ...

Reporter: That's great. Now let's hear from someone else. Mohand, from Jordan. Tell us about your school holidays ...

Mohand: Well, for most of my holidays, I help in my mum and dad's shop.

Reporter: Ah, yes ... and how do you help out?

Mohand: I serve customers and tidy the shelves, go with my dad to the warehouse, that sort of thing ... It's great because I earn extra pocket money and it stops me getting bored at home!

Reporter: Ha, ha! And do you work there every day of the holidays?

Mohand: No, not every day. When I'm not there, I go to my cousin's house and we play football or go out on our bikes.

Reporter: Thanks, Mohand ... Now over to Carly ...

Carly: I love going to sports camp. I've been every year for the last three years.

Reporter: And what do you like about it?

Carly: It's really great – you get to do sports like football, basketball and swimming every day and you make lots of new friends. There is something to do all day every day and you never get bored.

Reporter: OK, thanks guys ... Now let's move on to ...

Track 33

Reporter: ... Now let's move on to another aspect of the school holidays ... I'd like to know if there's anything you don't like about the long holidays ... Who'd like to start? OK, Carly, off you go ...

Carly: I often get bored at home and sometimes I think that the holidays are just too long!

Mohand: Me too. When I'm at home, sometimes I run out of things to do.

Reporter: That's interesting and quite unexpected! What do the rest of you think?

Luis: I see what you mean but I don't really agree! I love the holidays so much that I don't want them to end. The only thing I don't like are holiday traffic jams.

Reporter: Thanks, Luis. Ana – would you like to have the last word?

Ana: I agree with Mohand and and Carly. I love school holidays, but sometimes I wish they were a bit shorter – then it wouldn't be so hard to go back to school afterwards!

Track 34

Girl 1: It says here that tents and cooking equipment are provided – I think we'll have to take everything else ourselves.

Girl 2: What do you think we'll need? What about clothes for a start?

Girl 1: Well, definitely a waterproof jacket and jeans ...

Girl 2: No, not jeans! They're too hot to walk in and take ages to dry if they get wet. Tracksuit bottoms are better because they're light and made of cotton.

Girl 1: Yes, you're right. OK, what about at night?

Girl 2: We'll definitely need sleeping bags to keep us warm in the tent – and a torch, because there'll be no electric light ...

Girl 1: Do you think we'll need things for eating? Plastic utensils like knives, forks, spoons, bowls, plates ...

Girl 2: I don't think so. Cooking equipment is provided, so I think the organisers will supply everything for us to eat with too ...

Girl 1: We're only allowed to take one backpack, so we can't take many things. What else are you going to take? What couldn't you live without for the week?

Girl 2: My MP3 player definitely! What about you?

Girl 1: I'm going to put some photos in my journal.

Track 35

Boy 1: Come on, what's the matter? Why don't you want to go? Mum's already paid for us to go ...

Boy 2: I know but I'm rubbish at sport! I'm not very good at football, or basketball, or hockey ...

Boy 1: That's OK. How about trying a new sport? ... Something you haven't done before ...

Boy 2: But what if I'm not very good ... ?

Boy 1: You don't know until you try. It says here that you can try a new sport. That means that there will be beginners' classes for all the sports. So everyone else in those classes will be a beginner too.

Boy 2: So does that mean that no-one in the classes has done the sport before?

Boy 1: Yes, so everyone has to start at the beginning. No-one is better than everyone else because everyone is a beginner! Let's join a class together. I'd like to learn something new too.

Boy 2: OK, that would be good. Why don't we do one of the martial arts classes ... like judo or karate? Let's try something different, something that's not a ball game!

Track 36

Which have you enjoyed the most? Which do you find easier?

Track 37

Part 1

Ben: I really don't want to start school again tomorrow.

Danny: Me neither.

Ben: The holidays have been great. I don't want them to end!

Tom: Me neither.

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

Danny: Me too!

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Danny: Me too!

Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ... ! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: Me too ...

Danny: Me too ...

Part 2

John: Hey, what's up? Oh, dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

John: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Danny: No!

Tom: Well, actually, yeah ... you're right.

John: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: Really? But you're fourteen!

John: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Danny: Do you really think so?

John: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ... ?

John: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big brothers ...

John: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Danny: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

Track 38

Ben: I really don't want to start school again tomorrow.

Danny: Me neither.

Ben: The holidays have been great. I don't want them to end!

Tom: Me neither.

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

Danny: Me too!

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Danny: Me too!

Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ... ! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: Me too ...

Danny: Me too ...

Track 39

1 ... and he's 42!

2 I feel a bit sick!

3 Nothing! Nothing at all!

4 Of course!

UNIT 7

Track 40

Speaker 1: What always surprises me about my granddaughter is the way in which she loves to take centre stage. She doesn't get nervous at all and seems quite at home speaking to lots of people.

Speaker 2: I just don't understand why he gets so angry. If we don't pass him the ball all the time he just stops playing and walks off the football field.

Speaker 3: I really admire my friend Aisha. She always works hard. She loves learning about new things and always has her head in a book. Needless to say she always gets top marks in class.

Speaker 4: Camilla is my best friend. She's such a kind, generous person. We share everything: our pencils, our pens, our secrets and our sweets and chocolates – of course!

Speaker 5: Come on Natasha! Why are you hiding? It's my friend, she's just saying hello to you.

Speaker 6: Cheng is a very tidy person. He always tidies up his bedroom and puts his food wrappers and empty bottles in the bin in the park.

Track 41

English teacher: Hello Bader, How are you today?

Bader: I'm fine thank you.

English teacher: Tell me about your family. Have you got any brothers or sisters?

Bader: Yes, Marwan, a younger brother who is a bit of a pain!

English teacher: Where were you born?

Bader: I'm from ... Sorry, what I meant to say was I was born in a small town called Dibba in the UAE.

English teacher: Tell me about yourself. What are you like?

Bader: Sorry, could you repeat that, please?

English teacher: Yes, of course. What are you like?

Bader: Well, I'm a confident person and I like to do things properly, although I don't think my mum would agree with my last point. I have a lot of friends and I make them laugh.

English teacher: Who are your best friends?

Bader: Well, my best friend is Majed, he's really good fun. We've been friends for as long as I can remember. We met when we were babies.

English teacher: What are you good at at school?

Bader: I don't think I'm good at many things to be honest. Well, Mr Al Maarwi would say I'm good at singing, but I don't agree with him at all. I'm good at drawing and I think I'm quite good at Mathematics too!

English teacher: Do you have a favourite sport?

Bader: No, I'm not good at any sport. Once, dad thought I was going to be a great rugby player, so he made me join the local team, but he was wrong, of course! I only played for two weeks before I left.

English teacher: What are your favourite things?

Bader: Well that has to be my big collection of computer games. I absolutely love playing them. Majed and I play quite a lot together. Then there's my collection of comics. I remember when Majed and I wrote our own comic strip, Zippy Racer.

Track 42

Hiro: Hello, my name's Hiro. What's yours?

Ben: Hi, I'm Ben. Where are you from?

Hiro: I'm from Tokyo. And you?

Ben: I'm from New York. Have you got any brothers or sisters?

Hiro: Yes, I've got an older brother. And you?

Ben: I'm an only child.

Hiro: Sorry, could you repeat that?

Ben: Yes, there's just me. I haven't got any brothers or sisters.

Hiro: Do you have a favourite sport?

Ben: Yes, I really like playing baseball and table tennis.

Hiro: Me too! Well, I'm not so keen on baseball, but I love playing table tennis!

Ben: What are you like?

Hiro: Well, I think I'm quite hard-working and cheerful, but my mum doesn't think so. She thinks I'm a bit lazy. Not true, of course!

Ben: Ha, ha! Just like my mum! I'm quite hard-working, but mum says I spend too much time playing computer games!

Hiro: Well we both like playing computer games then. Which one is your favourite?

Track 43

Our teacher's multi-talented by Kenn Nesbit

Our teacher's multi-talented,
He's good at many things.
He paints impressive pictures,
And can juggle twenty rings.
He rides horses like an expert,
In this he has no faults.
He's also quite a gymnast,
Doing airborne somersaults.
He's something of a swimmer,
He's a champion at chess.
It's difficult to find a skill,
That he does not possess.
He speaks a dozen languages,
He's great at racing cars.
He's masterful at fighting bulls,
And studying the stars.
He's good at climbing mountains,
He can wrestle with a bear.
The only thing we wish he'd learn,
Is how to comb his hair.

Track 44

hair bear
rings things
possess chess
cars stars
great wait

Track 45

1

Interviewer: What's your name?

Peng: I'm Peng.

Interviewer: How old are you?

Peng: I'm 11 years old.

Interviewer: What are your hobbies?

Peng: Well, I quite like skating, but I prefer playing the violin. I'm really shy though, so I don't play for other people very often.

2

Interviewer: Hi, what's your name?

Maria: I'm Maria.

Interviewer: How old are you?

Maria: I'm 12 years old.

Interviewer: Where are you from?

Maria: I'm from Mexico.

Interviewer: What are your hobbies?

Maria: I love playing basketball in the local park.

Interviewer: What are you like?

Maria: Well, I suppose I'm quite a generous, outgoing person, really.

3

Interviewer: Hello there! What's your name?

Brad: My name's Brad.

Interviewer: How old are you Brad?

Brad: I'm 11 years old.

Interviewer: What are your hobbies?

Brad: I'm crazy about surfing and because I live by the beach I can go every day. I'm really good at it!

Interviewer: What do your friends like about you Brad?

Brad: I suppose they think I'm cheerful and a confident person.

UNIT 8

Track 46

1

Doctor: Hello, Maria. What's the matter?

Maria: Well, my stomach hurts and I feel sick.

Doctor: How long has it been hurting you?

Maria: Since yesterday afternoon when I came back from my friend's party.

Doctor: What did you eat?

Maria: I ate a few sandwiches, some crisps and two large slices of chocolate cake.

Doctor: Hmm, well it sounds to me like you've got stomachache because you've eaten too much chocolate cake. You need to drink lots of water today and no chocolate!

2

Doctor: Hello Abdul. What seems to be the matter?

Abdul: My throat hurts and I've lost my voice.

Doctor: Yes, I can hear. Let's have a look at your throat. Say, arrrr ...

Abdul: Arrrr ...

Doctor: Yes, it's very red. Does it hurt when you swallow?

Abdul: Yes, it does.

Doctor: Well, you've got a very sore throat. You need to drink a lot of water and take this medicine twice a day.

3

Doctor: Hello Jess. What's wrong?

Jess: Well, I keep sneezing all the time and I've got a bad cough. My ear hurts, too.

Doctor: Do you feel sick?

Jess: No, I don't.

Doctor: Have you got a fever?

Jess: No, I haven't, but I've got a very blocked nose and I feel tired a lot. I have got no energy.

Doctor: OK, you have got a bad cold and also an earache. You need to keep warm, rest and drink lots of water. I'll give you some medicine for the earache.

Track 47

Doctor: Hello Jess. What's wrong?

Jess: Well, I keep sneezing all the time and I have got a bad cough. My ear hurts, too.

Doctor: Do you feel sick?

Jess: No, I don't.

Doctor: Have you got a fever?

Jess: No, I haven't, but I've got a very blocked nose and I feel tired a lot. I have got no energy.

Doctor: OK, you have got a bad cold and also an earache. You need to keep warm, rest and drink lots of water. I'll give you some medicine for the earache.

Track 48

Kaya: Good morning everyone. My name's Kaya and I'm going to talk about why it is important to eat healthily.

Vegetables

We should eat fruit and vegetables every day because they give us vitamins and minerals which our body needs to work properly.

Grains and cereals

We should also eat grains and cereals such as pasta, rice and bread. These foods provide our bodies with carbohydrates, which give us energy.

Calcium

It is also important that we eat food that has a lot of calcium as this makes our bones and teeth strong. You can get calcium from dairy products such as milk, yogurt and cheese.

Protein

Foods that have protein are meat, fish and eggs. Some people are vegetarian and so they eat more vegetables, grains and nuts, which all have protein in them.

Finally, we can eat sweets, chocolates and cakes but you shouldn't eat them every day as they have a lot of fat and sugar, which is bad for our teeth and bodies.

Track 49

Once there was a young man who travelled around the country looking for work. Times were very hard and he had very little money. One day, feeling tired and hungry, he arrived at a small village. He thought that he might find someone who would give him some food.

He knocked at the door of a house. A woman opened the door. The traveller asked the woman politely for some food, but the woman answered that she had no food at all. The same thing happened at all the houses in the village. Nobody had any food!

However, the traveller had a plan. He knocked on the door of a big house and an old man answered. The traveller asked him if he had a large pot of water that he could use to make a big pot of soup for all the villagers. He was going to make it from a special stone he had found.

The old man helped the traveller build a big fire. The traveller took the stone and put it in the pot of water. As he cooked the soup, he said that the special soup was always better with a little onion and some cabbage to add extra flavour. So the old man gave him a bag of onions and some cabbage. The traveller added these ingredients to the soup.

A woman in the next house smelled the soup cooking. She went to see the traveller. He told her that the special soup was always very good, but that a little bit of meat, some carrots and some potatoes would add extra flavour. So the woman gave him a big piece of meat, a bunch of carrots and a sack of potatoes. These ingredients were also added to the soup.

A little girl also smelled the soup and spoke to the traveller. The traveller told the girl that the special soup was always very good, but it would be even better with a few beans and a pinch of salt and pepper. So, the girl gave him a bowl of beans and some salt and pepper and added them to the pot of soup.

Another woman came by after smelling the soup and she added a few mushrooms and some herbs to the soup.

After a while the soup was cooked and everyone had a bowl of delicious stone soup. No-one could believe that such a flavoursome soup could be made from just a stone and some water. The traveller served himself another bowl of soup and just smiled.

UNIT 9

Track 50

Boy: This is my city – Shanghai in China. It's on the East China coast and is one of the most crowded cities in the country. It's quite a noisy city but I love the colourful streets and the sound of busy people. It's very modern too with high-rise office buildings and amazing towers. There is also an ancient part of the city, which is very popular with tourists.

Girl: This is a photo of my village, Orta San Giulio in Italy. It is a beautiful, peaceful place located on the banks of the Orta lake. I love walking with my family and there are amazing mountains, forests and green hills – we often have picnics in the summer. It has a very small, pretty centre, which is very popular with tourists.

Track 51

Amina:

Part 1

I'm going to talk about my city, Dubai. These are two photos of Dubai, past and present. Photo A is a photo from many years ago. We can see the old houses and streets. There is also a balcony on the top floor of one of the houses. If you look closely you can see that there are no cars or street lights. I think I prefer these streets to roads today because they were quieter and safer!

Part 2

In the present day photo we can see a lot of differences. There are tall buildings and skyscrapers. There are also lots of cars driving down a big road. The streets are wider and busier than in the older photo. And there is a metro! I can move faster around the city by metro! I prefer modern Dubai. It's easier to travel around now because we have the metro. But I really like the old quiet streets.

Track 52

Amina: Many years ago, Emirati homes were very different from homes today. There was no electricity, so people cooked on stoves with oil or wood. There weren't any dishwashers to wash plates and pans; or microwaves to heat food quickly. Life was much more difficult than it is today. There were no televisions – imagine that! And no mobile phones! People washed clothes by hand because there weren't any washing machines.

Track 53

needed
cooked
washed
cleaned
used
painted
travelled
walked

Track 54

The Lost City

Jassim and Hamad walked a long way.

'I'm getting tired,' Jassim said. 'Where are we going anyway?'

'We are going to find a city, a lost city. There are wonderful surprises for whoever finds the ancient city,' replied Hamad.

'Does anyone live there?' Jassim asked.

'Not anymore,' said Hamad.

'Why not?' asked Jassim.

'Because it's too far from all the modern cities and roads. In the past it was the busiest city in all of the Middle East,' replied Hamad.

'What kind of surprises are there? Good surprises?' Jassim asked.

'Beautiful surprises,' Hamad smiled. 'Come.'

'Are there date trees in the Lost City?' Jassim asked.

'A lot,' replied Hamad.

'Good. Let's hurry up then. I'm very hungry,' said Jassim.

Track 55

Hamad and Jassim continued their journey to the centre of the Lost City.

'This is where we shall find our surprise,' Hamad said.

When they reached the centre of the city, they found a huge, golden drum.

'Look at that!' said Jassim. 'Can I bang the drum?' he asked.

'Yes,' said his friend.

Jassim picked up a stick and hit the drum.

The drum was very loud. When the noise stopped, everything went very quiet. Then the crickets began to chirp.

'Listen,' Hamad said. 'It is beautiful.'

'When do we get the gold and silver?' Jassim whispered.

Hamad didn't answer him. He was listening to the beautiful music of the crickets.

The two boys stood quietly for an hour, until the crickets stopped singing.

'Our surprise?' Jassim whispered again.

'Jassim, that was our surprise. Nobody in the world has heard anything that beautiful before. It is our reward for our journey,' Hamad said.

'What about the gold and silver?' Jassim asked.

'We cannot touch those things. They belong to the people who once lived in this city. You can eat all the dates you want, but the rest must stay in the city,' Hamad explained.

When his friend mentioned dates, Jassim forgot all about the gold and silver.

'Dates!' he cried, and ran off to search for his prize.

UNIT 10

Track 56

I am a scientist! My job is very exciting. I work in a laboratory with other scientists, but sometimes I go out to hospitals. Why? Because I work with doctors and patients too. I find new ways to help doctors make their patients better. At the moment, I am working on something called a 'brain scan'. This is a picture of the patient's brain, inside their head. Imagine that! I want to find a way to make the pictures clearer. Then the doctors can find out quickly what is wrong with their patients.

My favourite part of the job is helping people. I feel very happy to know that my work helps people who are sick, and helps doctors to make them better.

Track 57

I am Dr Snore and I am a sleep scientist. I want to find out what happens when people don't get enough sleep. I study how people sleep in our sleep laboratory. Here's what happens.

At 8 o'clock in the evening, six people arrive to help with the experiment. We call them 'testers'. They stay all night in the laboratory.

First we ask them to do a test on the computer.

At midnight, the testers go to bed. We put special machines on them. These machines tell us how the testers are sleeping.

At 4 o'clock in the morning, the testers wake up. They do another test on the computer. After that, they can't go back to sleep!

At half past seven, the testers have breakfast together.

At a quarter to nine, they do another test on the computer. That's three tests so far!

For the rest of the day, the testers stay awake – they can't go to bed again until midnight. It's very hard for the testers to stay awake so long, but it tells me very useful information. We use the information to tell us how much sleep people need when they are working in important jobs, like doctors, nurses, firefighters and the police. It helps to make sure they are working safely.

Track 58

Girl 1: My name is Meera. The most important scientific invention for me is the Tablet computer. My dad works away in different countries most of the time. I can use my tablet to talk to him and to walk around the house showing him what I've been doing.

Boy 1: My name is Abeer. The most important scientific invention for me is new medicine. Last year my mum was very ill. The doctors gave her a new medicine they

were testing and it made her better. I want to be a scientist when I grow up.

Girl 2: My name is Muna. My favourite scientific invention is the solar panel. I live outside a small village in the desert and we use solar panels to make electricity for our house. We have a generator too, but it is noisy and smelly. The solar panels are quiet and clean and give us electricity for everything – even the TV!

Boy 2: My name is Ahmed. The most important scientific invention for me is lenses for my glasses. I am very short-sighted and without glasses I can't see much at all. With my glasses I can play football, see the board in the classroom and even make sure I get the right school bus.

Track 59

Man 1: I am Professor Walid. I study space. I am very clever and I have discovered three new stars. My students are sometimes lazy so I shout at them. They think I am rude and moody because I don't speak politely, but they just don't work enough!

Man 2: I am Professor Yasser. I study insects. I want to stop insects from eating the plants we grow for food. When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot.

Woman: I am Professor Zainab. I study new medicines. I am a jolly person, but I'm hard-working too. I am very tough and like to make my students work hard. I have already thought of many new medicines to help others, which have been bought by medicine companies.

Track 60

Mr A: Right, boys. We will have a visitor to the class today. Can you help me to set up, Hassan and Faisal?

Hassan: Can I help you with those boxes, Mr Alhamli?

Mr A: Thanks, Hassan, can you put it over there?

Faisal: Can I open the boxes, Mr Alhamli?

Mr A: No, Faisal. Our visitor will open them when he arrives.

UNIT 11

Track 61

1

Alexander Graham Bell was a famous inventor who was born in Scotland. He changed the world with his invention! Do you know what it was? It was

the telephone! In 1876 he sent the first message by telephone. That was over 140 years ago!

2

Frida Kahlo was a famous artist from Mexico. When she was young, she was hurt in a very bad accident. But her terrible accident made her start painting ... and soon she was one of the most famous artists in Mexico.

3

Ahmed ibn Majid was an Arab explorer. He was born in 1421 in Julphar, the old name of Ras Al Khaimah. He sailed his first ship when he was only 17 years old. He was so famous that he was known as the first Arab seaman. He saw many new places and made maps to find the way.

4

Marie Curie was a famous scientist. She was born in Poland in 1867. She made medicines for people who were very sick. She was the first woman to win a very important prize for her work. Why was her work so important? Because today, her medicines are used in hospitals all over the world.

5

Steve Jobs was a very famous business person from the USA. Do you know why? He was one of the men who started Apple computers. Can you name some famous Apple products? Of course you can! Steve Jobs was the man behind the iPhone, the iPad and the iPod!

Track 62

Ed Viesturs was born in the United States in 1959. He is a famous American mountain climber and has climbed to the top of Mount Everest seven times.

Hayao Miyazaki is a Japanese film director and manga artist. He was born in Tokyo in 1941.

JK Rowling is a famous British writer. She was born in 1965 and she liked to write stories when she was a child. Her children's books are famous all over the world.

Track 63

Girl: Today, I am going to talk about my favourite footballer, Ismail Matar. I think he's amazing. He was born on 7th April 1983 in Abu Dhabi and he has two footballer brothers. He plays for Al Wahda football club and he's the captain of the UAE national team. At the age of 20, Ismail won the Golden Ball in an international competition.

Boy: For my presentation, I am going to talk about Jane Goodall. I think she is very interesting because her job is exciting. She is famous for her work with chimpanzees in Africa. She watched their actions, and discovered many interesting things about them.

She was born in England in 1934. She lived in London, and in the beautiful town of Bournemouth. When she was a child, she liked watching the animals and birds in her garden. Jane really wanted to travel to Africa to look at the animals that lived in the forests. When she was older, her dream came true and she worked with animals in Africa for many years.

I think she must be a very intelligent and caring person who loves animals very much.

Track 64

For my presentation, I am going to talk about Jane Goodall. I think she is very interesting because her job is exciting. She is famous for her work with chimpanzees in Africa. She watched their actions, and discovered many interesting things about them.

She was born in England in 1934. She lived in London, and in the beautiful town of Bournemouth. When she was a child, she liked watching the animals and birds in her garden. Jane really wanted to travel to Africa to look at the animals that lived in the forests. When she was older, her dream came true and she worked with animals in Africa for many years.

I think she must be a very intelligent and caring person who loves animals very much.

Track 65

1. Jane Goodall is British, isn't she?
2. She lived in London, didn't she?
3. She dreamed of travelling to Africa, didn't she?
4. Ismail Matar plays for Al Wahda, doesn't he?
5. Ismail Matar was born in Abu Dhabi, wasn't he?

Track 66

Part 1

One hot summer day, a merchant was walking down a country road when he came to a river. He thought, 'Why don't I cool myself in the water?' So he put his bag of money on top of some rocks and jumped into the water. How cool it was!

Suddenly he heard a noise behind him. He turned quickly and saw an eagle flying into the air with his moneybag in its claws. The bird probably thought the bag was something good to eat.

The merchant shouted. He jumped out of the water and shouted again. But the great bird was high in the air and flying towards the far away Black Mountains with all his money.

Part 2

After some time, the merchant went to the Ruler of the land because everyone loved him. 'Oh Ruler,' he said, 'I am so poor and I have lost all my money.' Then the merchant told him about the eagle flying to the Black Mountains with his moneybag.

So the Ruler asked all the men who lived in the Black Mountains, 'Do you know any person who was poor but who suddenly became rich?'

The men said that there was a gardener who was so poor that he had no clothes for his back or food for his family. But then one day everything changed for him and now he and his family dressed well and they had good food to eat.

The Ruler called the gardener and the merchant to his palace the next day.

UNIT 12

Track 67

Part 1

There once was a man who had a farm and two sons.

The man worked all day, but his sons were lazy and never helped their father.

When he saw all his beautiful trees dying because no one was taking care of them, he called his sons.

'My sons,' said the man, 'I am old. My farm is now yours.'

'Remember this: you will find a treasure in this farm if you look very hard.'

Part 2

The sons thought, 'The treasure must be gold! If we dig the land, we'll surely find it!' So they worked on the farm for days and days, looking for the treasure, but they found nothing.

The sons dug the land, and turned the soil, and the trees grew strong and beautiful. After a month of hard work, they went to their father. 'We have looked everywhere, but we haven't found any treasure.' 'My sons,' said the father, 'look at the farm. Can you see how beautiful the trees are after all your hard work? That is your treasure!'

Track 68

Last weekend, I went camping with my family. We drove from our house and went to the desert nearby. There were lots of great things to do – we talked with my family, played and had a barbecue and tea.

After we ate, I was talking with my sister when we heard a strange noise. We thought it was an animal – snakes and scorpions live in the desert. We stopped to listen but the noise stopped, but as we were talking again we saw something move in the sand near us. We were very scared and as we were looking for somewhere to hide, we heard someone laughing. It was just my little brother playing a trick on us!

Track 69

STARS

High in the sky,
Late at night,
You can see stars
Shining bright.

They twinkle and shine
So far away,
But where do they go
In the light of day?

Like little dots,
High up above.
I wonder what
They are made of.

Are they just holes,
Out in the sky,
To make us wonder
Where and why?

I'd like to be,
Way up there too,
Just to get close,
How about you?

Track 70

a) night	write
b) rule	school
c) late	eight
d) tea	see
e) zoo	two

Activity Book

UNIT 1

Track 2

Speaker: Hello, my name's Talya and I live in Turkey. I live in a city called Istanbul. It's a very big and busy city. Ten million people live in this city and it has got the biggest seaport in Turkey. I live near my family and friends and I visit my grandparents a lot. They live in the old part of the city – their house is traditional and it's wooden. I love their house because it's big and old.

My friend Nadide lives in the city centre – I go to her house after school sometimes to do our homework. I like her house because it's very modern and comfortable, but I love my house the most because my bedroom is cool and we've got a football net in our garden!

I live outside the city in an eco-house, so it uses energy efficiently. We have solar panels on the roof to heat the house and to give us electricity. It's very modern and has big windows – my favourite room is at the top because there are big windows in the roof. I can watch the clouds in the sky.

UNIT 3

Track 3

Speaker 1: What would you like for lunch today, Pablo? We've got soup, pasta or salad to start. For the main course, there's chicken with rice and mixed vegetables or fish and chips with a green salad.

Boy: Hmm ... I'm not sure. I quite like soup. What kind of soup is it?

Speaker 1: It's carrot soup.

Boy: Oh, I don't like carrots very much! What's in the pasta?

Speaker 1: Sweetcorn, tuna, pepper and cheese.

Boy: Yum! I think I'll have the pasta then.

Speaker 1: And the main course?

Boy: I like both the chicken and the fish. The fish is with chips, isn't it?

Speaker 1: Yes it is.

Boy: Well, I'll have the fish then, please.

Speaker 1: For dessert, there's fruit or apple pie.

Boy: What kind of fruit is it?

Speaker 1: Pears.

Boy: Apple pie for me then, please. I don't like pears very much.

Track 4

Boy 1: Hi, Pablo, what did you have for lunch today?

Boy 2: I had some pasta.

Boy 1: Were there any vegetables in the pasta?

Boy 2: Yes, there were and there was some melted cheese too.

Boy 1: Hmm, delicious! What about the main course?

Boy 2: There wasn't any pizza today, so I had fish instead.

Boy 1: What about dessert? I didn't see any ice cream on the menu today and it's my favourite!

Boy 2: You're right – there wasn't. I'm not keen on pears, so I had some apple pie.

UNIT 4

Track 5

1 300 grams

2 500 grams

3 65 centimetres

4 85 centimetres

UNIT 5

Track 6

First draw a big, square face.

Then draw the eyes, which are small and round.

Above the eyes draw two thick eyebrows. One is higher than the other.

Next draw a long nose and two small ears. After that, draw a big, smiling mouth.

Finally draw lots of short, curly hair on top of his head.

UNIT 6

Track 7

John: Hey, what's up? Oh, dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

John: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Danny: No!

Tom: Well, actually, yeah ... you're right.

John: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: Really? But you're fourteen!

John: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Danny: Do you really think so?

John: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ... ?

John: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big brothers ...

John: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Danny: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

UNIT 7

Track 8

Hi, my name's Khalid. I'm from the UAE. I'm 11 years old and I live with my family: my mum, my dad and my little brother in Ras al-Khaimah. I play football and basketball for the school team.

I've got two best friends, Rashid who is in my class at school and my cousin Abdul Latif who I've known all my life.

What do people like about me? Mmm, well ... I suppose I'm quite outgoing and cheerful most of the time, so people think I'm fun to be with.

What do I like about me? Well ... I'm quite a tidy person.

I hate it if my bedroom gets messy. I'm also a generous person especially with my little brother!

What could I improve about me? Well, my family would say that I am very bad-tempered when I get up in the morning.

It's something I really need to change.

Track 9

1 Where were you born?

2 What are you like?

3 Who are your best friends?

4 What are you good at?

5 Do you have a favourite sport?

6 What are your favourite things?

7 Do you have any brothers?

UNIT 8

Track 10

1

Doctor: Hello, Maria. What's the matter?

Maria: Well, my stomach hurts and I feel sick.

Doctor: How long has it been hurting you?

Maria: Since yesterday afternoon when I came back from my friend's party.

Doctor: What did you eat?

Maria: I ate a few sandwiches, some crisps and two large slices of chocolate cake.

Doctor: Hmm, well it sounds to me like you've got stomachache because you've eaten too much chocolate cake. You need to drink lots of water today and no chocolate!

2

Doctor: Hello Abdul. What seems to be the matter?

Abdul: My throat hurts and I've lost my voice.

Doctor: Yes, I can hear. Let's have a look at your throat. Say, arrr ...

Abdul: Arrr ...

Doctor: Yes, it's very red. Does it hurt when you swallow?

Abdul: Yes, it does.

Doctor: Well, you've got a very sore throat. You need to drink a lot of water and take this medicine twice a day.

3

Doctor: Hello Jess. What's wrong?

Jess: Well, I keep sneezing all the time and I've got a bad cough. My ear hurts, too.

Doctor: Do you feel sick?

Jess: No, I don't.

Doctor: Have you got a fever?

Jess: No, I haven't, but I've got a very blocked nose and I feel tired a lot. I have got no energy.

Doctor: OK, you have got a bad cold and also an earache. You need to keep warm, rest and drink lots of water. I'll give you some medicine for the earache.

Track 11

Kaya: Good morning everyone. My name's Kaya and I'm going to talk about why it is important to eat healthily.

Vegetables

We should eat fruit and vegetables every day because they give us vitamins and minerals which our body needs to work properly.

Grains and cereals

We should also eat grains and cereals such as pasta, rice and bread. These foods provide our bodies with carbohydrates, which give us energy.

Calcium

It is also important that we eat food that has a lot of calcium as this makes our bones and teeth strong. You can get calcium from dairy products such as milk, yogurt and cheese.

Protein

Foods that have protein are meat, fish and eggs. Some people are vegetarian and so they eat more vegetables, grains and nuts, which all have protein in them.

Finally, we can eat sweets, chocolates and cakes but you shouldn't eat them every day as they have a lot of fat and sugar, which is bad for our teeth and bodies.

Track 12

a pot of soup

a sack of potatoes

a pinch of salt and pepper

a bowl of beans

a bunch of carrots

a bag of onions

UNIT 9

Track 13

Ahmed: Hi! I'm Ahmed and I live in Sharjah. One hundred years ago my city was very different to how it is today. In old Sharjah, families lived together around a courtyard. There were small houses – one for the older family members, and one for the younger family members. There was also a sitting room and eating area for everyone to meet and eat. But these houses didn't have proper kitchens or bathrooms, so I don't think life was very easy in the past. People walked around the city instead of going by car. Today there are thousands of cars on the city streets. In my opinion, we should walk more, because cars make the air dirty.

Nowadays, many families live in small apartment blocks. My apartment has all kinds of modern appliances. We've got a fridge, a microwave, a dishwasher, a television and mobile phones. I really like going out with my friends and we have lots of shopping malls and cinemas nearby, so there's lots to do in modern Sharjah. I think that living in Sharjah now is probably better than 100 years ago.

Track 14

Nowadays, many families live in small apartment blocks. My apartment has all kinds of modern appliances. We've got a fridge, a microwave, a dishwasher, a television and mobile phones. I really like going out with my friends and we have lots of shopping malls and cinemas nearby, so there's lots to do in modern Sharjah. I think that living in Sharjah now is probably better than 100 years ago.

UNIT 10

Track 15

Dear Doctor,

I hope you and your family are well.

I have just read the new book by Ibn Nafis. It is about his idea of how the heart and lungs work together. Ibn Nafis's idea is one which will change medicine forever.

I will now change the way I look after many of my patients.

Would you like me to send a copy to you? I think we should discuss this great discovery.

Yours sincerely,

Doctor Yussuf al Harthi

UNIT 11

Track 16

1. Ahmed Zewail was born in 1946, wasn't he?
2. He didn't study to be a teacher, did he?
3. His father was generous wasn't he?
4. He didn't live in Canada, did he?
5. His mother was very kind to her children, wasn't she?

PCM 1: Word cards



desert

mountain
range

wadi

oasis

coast

PCM 2: Book report

Title _____

Author _____

Rating ★ ★★ ★★★★★ ★★★★★★ ★★★★★★

Quick summary

Who is your favourite character and why?

Where does the story take place?

Draw your favourite character

What was the best part in the story and why?

Would you recommend this to a friend? Yes No

Name _____ Date _____

PCM 3: Character profile sheet

Appearance – What do they look like?

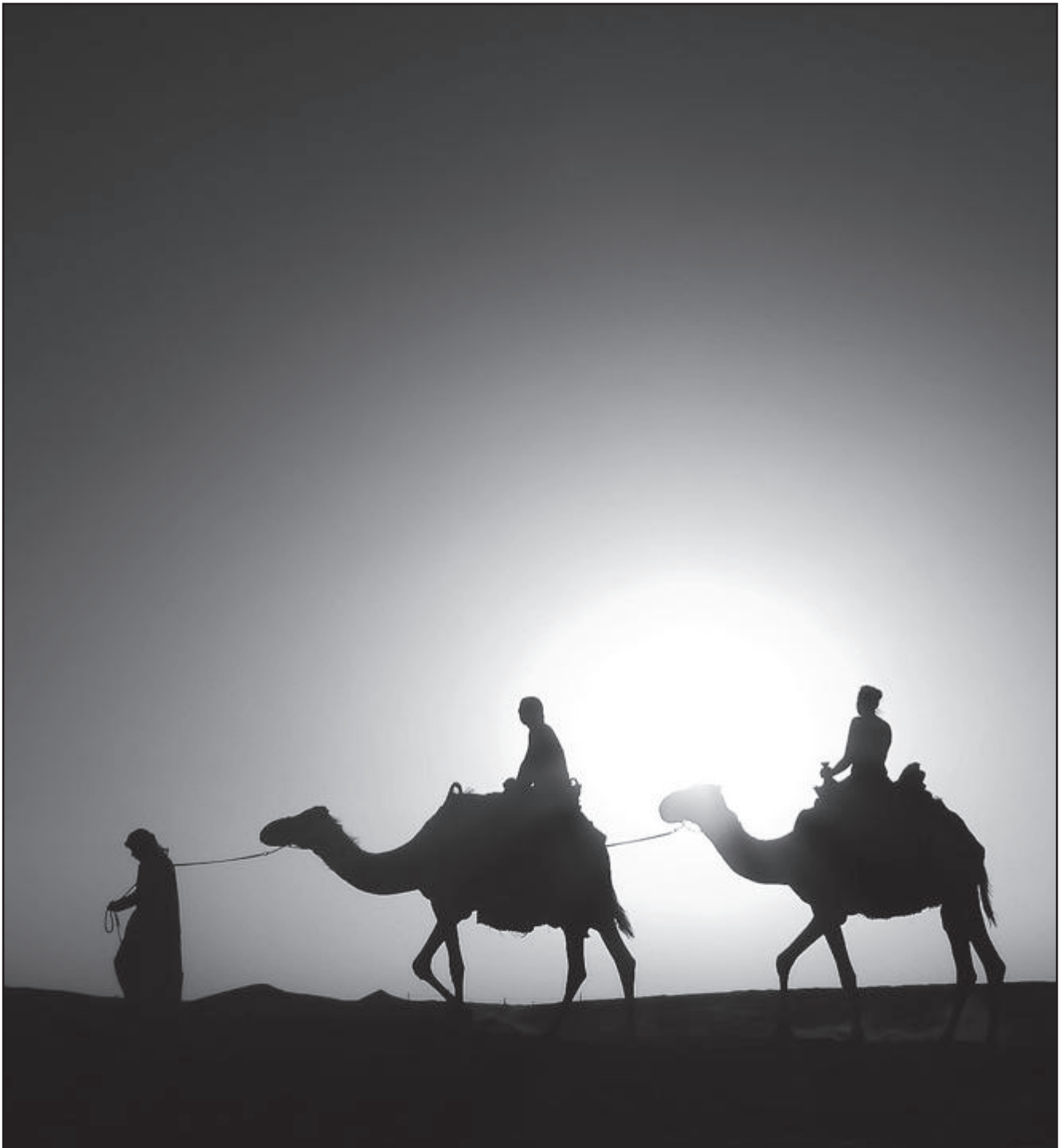
Behaviour – How do they behave?

Good/bad points – Why do you like/dislike them?

Something you would change about them and why

Actions – What do they do in the story?

PCM 4a



PCM 4b



PCM 5

Experiment 1:

Using a balloon to make sounds louder

Does the amount of air in a balloon change how well it makes sound travel?

Equipment:

4 balloons



Method:

1. Blow up the first balloon as big as you can.
2. Tap gently on a desk with your finger. How loud is it?
3. Hold the balloon close to your ear while someone taps gently. How loud is it?
4. Blow up balloon number 2 until it is half as big as the first balloon.
5. Hold the balloon close to your ear while someone taps gently. How loud is it? Is it louder or quieter than the bigger balloon?
6. Blow up balloons 3 and 4 as big as you can.
7. Press the balloons next to each other so they are touching.
8. Put your ear up to one balloon while someone gently taps on the other. How loud is it? Is it louder or quieter than one big balloon?
9. Record your findings. How loud would the sound be if the balloon was even bigger?

PCM 6: Find someone who

Do the questionnaire in class. Circle your friends' answers and write their reason. For example, *Maytha is sometimes unfriendly when she is tired.*

	always	sometimes	never
1 Are you kind? _____ [name] is ...			
2 Are you responsible? _____ [name] is ...			
3 Are you friendly? _____ [name] is ...			
4 Are you respectful? _____ [name] is ...			
5 Are you honest? _____ [name] is ...			

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