



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Term 1 material 2017

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 6 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 Life Experience Pages 6–20	Free time activities First time experiences	Question words + <i>do + you + verb</i> Present perfect for life experiences Past continuous to describe past actions happening at the same time as another action	Read about first time experiences Organise a presentation about a person you admire Biography: JK Rowling Literature: The story of Helen Keller Write a short biography Write a summary Create a pie chart	Listen to an interview about free time activities Read and listen simultaneously to a biography Talk about free time activities; first time experiences; favourite characters from books; life in the past for blind and deaf people Deliver a presentation Carry out a survey	History: The story of Helen Keller Maths: create a pie chart	Sequencing phrases for presentations	What makes some experiences special? Who do we admire and why? Attitudes to blindness and deafness Analysing a pie chart
Unit 2 School Pages 21–40	School subjects After-school activities Words to describe behaviour	First conditional Modal verbs, <i>would, should, could</i> in formal emails	Read about a typical school day Read about diet and studying Create a learning tips poster Read an email to the head teacher Read a story about a problem at school	Talk about school life Listen to descriptions of school life around the world Create a role play about starting a new school Listen to and talk about conversations about school problems Discuss a story ending Make a presentation about school life in another country	Social science: school life	Match words to definitions	Compare and contrast Evaluate solutions to problems
Unit 3 Sport Pages 41–54	Types of sports Sports equipment Parts of the body Qualities of an athlete Words about a football match	<i>Need, should, must</i> to give advice and instructions	Read about healthy lifestyles Read a factual text: <i>Mohammed Khamis Khalaf: Paralympic athlete</i> Read an article: <i>The Fun Run</i> Story about a football match Write a radio commentary Read an athlete's profile: <i>Hamda Al Hosni</i> Reading with expression Write an interview for a sport star Make a commentary of a sporting event	Talk about sport Listen to instructions Listen to information about a famous athlete Talk about and listen to information about healthy lifestyles Listen for expression and emphasis Give instructions for exercises	Maths: read and understand a bar chart Physical education	Use a dictionary to find meanings to new words Discuss new word meanings Match words to definitions Word emphasis	Qualities needed to be an athlete

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 4 The Big Screen Pages 55–69	Types of films Adjectives to describe films Words about film history	Linking words: <i>who, that</i> Making suggestions: <i>Why don't we...? Let's put a... How about...?</i> Reporting verbs	Read facts about the history of films Describe a film Read a storyboard Create a storyboard Non-fiction text: <i>Special effect in Jurassic Park</i> Fiction: <i>Jurassic Park novel extract</i> Create a poster: tips for looking after yourself Write an email about a film Write a film review Create a poster: a film or TV timeline Punctuation in direct speech	Listen and match film trailers Talk about film preferences Listen to a dialogue about a film Listen and choose correct words to complete a summary Listen to a brief history of animation Talk about film plots Present a film review	History: create a timeline of film or TV history	Adverbs of degree: <i>really, very, a bit</i> Pronunciation: saying decades Guess word meanings from context	Looking after yourself Expressing opinions
Unit 5 Inventions Pages 70–86	Gadgets and equipment	Describe what we use something for: <i>Use it to + infinitive verb</i> ; use it for + verb with <i>ing</i> Comparative adjectives <i>Will and won't</i> to predict future Adverbs	Quiz: gadgets and inventions Describe your favourite gadget Read about the history of the telephone Read about old-style gadgets Read about important modern inventions Write about an invention that is important to you Read about young Emirati inventor Adeeb al Balooshi Write about advantages and disadvantages Read the story <i>Start Small, Think Big</i> Read about descriptions of gadgets Make comparisons Write a quiz about inventions	Listen to people talk about their favourite gadgets Talk about gadgets Talk about an invention that is very important to you Talk about famous inventors and their inventions Talk about advantages and disadvantages Listen to a presentation about a new invention Listen to descriptions of unusual gadgets Make a presentation about the history of an invention	Design and technology: inventions and gadgets History: the telephone; inventors	Working out the meaning of words from context Match words to definitions	Expressing opinions and preferences Describing objects: advantages and disadvantages Creating and expressing ideas

Introduction

Welcome to *Bridge to Success Grade 6*

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

Bridge to Success Grade 6 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

- ***Rich vocabulary development***
Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning***
We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each 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 twelve thematic units of study. Each unit contains 15 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.
Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as poems and read-along stories. We recommend that learners are encouraged to use the Audio CDs at home to practise the poems and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom.
At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 6 contains twelve units, spread over three terms. Each unit in the Grade 6 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 *Choose a 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 *Choose a 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. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

- Monitor your learners. If they need additional support for some elements, tailor the material to their needs.
- Bring as much 'real' material into the classroom as possible in order to create more interest for the lessons.
- Encourage learning/teaching/showing between classes, even of different age groups.
- Don't forget to draw on parent support where possible.

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

Before using the Learner's Book

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

- Pre-teach and practise key language that learners will encounter in the Learner's Book and Audio CDs. (Try to make learning experiences concrete, interactive and motivating.)

While using the Learner's Book

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

Using the Activity Book and further suggestions

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

F Assessment

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

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

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions.

Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. *Backs to the board*, see *Teaching Strategies*), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the

style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lesson's 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 students to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

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

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

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by 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 (*should, which, etc.*) and the silent *e* (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

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

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase at the weekend.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as a party, wedding, concert, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

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

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

Punctuation with apostrophes

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

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

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

This is a particularly frequent error for Arabic 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

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task or create a product. They participate in thoughtful discussion, resulting in a more positive attitude about learning and about 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 attempts 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 comments and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

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

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

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

Experiential learning

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

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

Look–say–cover–write–check spelling strategy

Look–say–cover–write–check is a strategy used to help 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 level they are able to engage with independently.

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run 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 practise 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 their partner, and repeat what they read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

'Find someone who'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem Based Learning (PBL)

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

Challenge Based Learning (CBL)

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

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

Task Based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To demonstrate an ability to understand clear standard speech on the topic of leisure. Speaking: To use general knowledge and visuals to understand key words and expressions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify their own preferences from a choice of activities • express their preferences and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: Free-time activities: <i>play video games, paint, play football, take photos, meet up with my friends</i> ; Expressing preferences: <i>quite like / can't stand / don't like / quite good at / hopeless at / prefer ... to</i> Key expressions/structures: <i>Wh-</i> question forms with <i>What, When, Who</i> and <i>Do you ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel lost when listening to two or more speakers in a conversation. Tell learners to listen out for whether the person speaking is asking a question or answering a question. Tell learners that this may help them to predict what will be said. 		
Resources/equipment needed: Learner's Book page 6 Activity Book page 6 Audio Track LB2 Poster paper or interactive whiteboard (IWB) slides		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 6	<ol style="list-style-type: none"> 1. Start by telling the class that this unit is going to be about life experiences. Explain that we can always learn something from our own and other people's experiences in life, including people from the past and well-known people. So the big question is ... <i>What can we learn from our own and other people's life experiences?</i> 2. Write the question on the board (or for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer the question. 3. Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board. 4. Tell learners that you will answer the big question and look again at the objectives at the end of the unit. Keep the objectives slide/poster to revisit at the end of the unit. 5. Tell learners that you are going to start by looking at free-time activities. You (the teacher) are going to mime an activity you like doing in your free time and they have to guess what it is. Choose one from the pictures in the book, mime it and elicit the whole phrase (for example, <i>take photos</i>). Mime a couple more yourself, or ask learners to come to the front of the class and mime. The idea is to get learners thinking about the topic and to generate words and phrases that they already know. 6. Focus learners on the first page of the unit and ask if they can see any of the mimed activities in the pictures.
Resources	Main activity
Learner's Book page 6	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to talk about the two questions. Model the activity first with a pair of learners in front of the class. 2. Learners identify their own preferences from a choice of activities. Learners can be challenged by being asked to give reasons too. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners whether any of their family members also like doing the activities they prefer.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>Structure the pairwork by giving each learner a letter A or B. Ask the first question to Bs (and then swap over and do the same for As).</p>
Learner's Book page 6	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the phrases in the box and ask learners to match them to the pictures. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>a read; b take photos; c play video games; d paint</p>

Learner's Book page 6 Audio Track LB 2	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to a girl interviewing her classmates. Elicit from learners what they think the interview will be about (free-time activities). 2. Focus learners' attention on the instruction in the book and ask them to tell you what they have to do while listening to the interview for the first time (write the activities from Activity 2 that they hear in their notebooks). 3. Play the interview; listen for and write the activities mentioned from Activity 2. <p>Feedback Elicit responses and check as a class.</p> <p>Answers play video games, take photos</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners who need more support could write the activities first and then tick the ones they hear in the interview. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Elicit other activities mentioned by the children in the interview (<i>play basketball; meet up with friends; watch TV; draw cartoons; watch films; go to the park</i>). Ask learners which activities from the interview they talked about in Activity 1.
Learner's Book page 6 Audio Track LB 2	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Focus learners' attention on sentences a–e. Tell them that they are going to listen again to complete the sentences. Before they listen, ask them to predict what words might be missing. Listen to check. Then learners complete the sentences in their notebooks. <p>Feedback Elicit responses and check as a class.</p> <p>Answers a quite / stand; b mind; c at; d at; e prefer / to</p>
Activity Book page 6	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the short texts (speech bubbles) with a verb phrase from the box. <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class. Ask individual learners to read the speech bubbles to the class.</p> <p>Answers 1 playing football; 2 painting; 3 take photos; 4 read; 5 meet up with my friends; 6 play video games</p>

Resources	Plenary		
	<ol style="list-style-type: none">1. Write vocab lary from Learner’s Book Activity 2 on the board in columns: A) read, B) take photos, C) play video games, D) paint.2. Learners vote on the most popular of these pastimes in the class.3. Write learners’ responses under column headings.4. Ask one or two learners to give a summary of the results, for example <i>Three learners like reading but only one likes painting.</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: (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To recognise main points in straightforward text on familiar subjects. Speaking: To ask and answer questions and exchange ideas and information on familiar topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the components of <i>Wh-</i> question forms • conduct a peer interview and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Free-time activities: <i>play video games, paint, play football, take photos, meet up with my friends</i> ; Expressing preferences: <i>quite like, can't stand, don't like, quite good at, hopeless at, prefer ... to</i> Key expressions/structures: <i>Wh-</i> question forms with <i>What, When, Who</i> and <i>Do you ...?</i> ; Verb + gerund/ing form.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners confuse the word order of <i>wh-</i> question forms. For example, they should write and say, <i>What does she like doing in her free time?</i> If learners get confused, display the following structure on the board throughout the lesson: • <i>wh-</i> word + auxiliary / modal verb + subject + main verb 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 7	<ol style="list-style-type: none"> Write on the board: I really love / I don't like / I can't stand / I don't mind / I prefer 1 I really love 2 _____ 3 _____ 4 _____ 5 _____ Put learners in pairs and ask them to put the expressions in order from love to hate, where 1 = I really love. Elicit responses from learners and write answers on the board: 1 <u>I really love</u> 2 <u>I prefer</u> 3 <u>I don't mind</u> 4 <u>I don't like</u> 5 <u>I can't stand</u> Write on the board the verbs used in Audio Track 2: <i>play / go / have / meet</i>. Start at one end of the class and tell learners that they should follow the order of expressions from 1 to 5 and make a sentence with the expression and a verb from the board when it is their turn. Model the first sentence yourself. Teacher: I really love playing tennis at the weekend / 1st Learner: I prefer ... 2nd learner: I don't mind ... Ensure learners use the verb + gerund (<i>ing</i> form) correctly.
Resources	Main activity
Learner's Book page 7	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> Put learners in pairs and ask them to talk about the three questions in the Use of English box. Model the activity first with a pair of learners in front of the class. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners: <i>How often do you and your family do these activities? Who in your family chooses to do these activities? Why do you think they prefer this/these activities to that/those activities?</i></p>
Learner's Book page 7	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask learners if they can remember any of the questions asked by the interviewer in the audio in Lesson 1. Then focus attention on the Use of English box. Conduct a short review of <i>Wh-</i> question forms, focusing on the order of the components. Ask learners to tell you which words in the example questions are question words (<i>What/Who/Which</i>), then which words follow the question words (<i>do + you + verb</i>). Answer the question in Activity 2 together as a class. To keep learners engaged, tell them to close/cover their books and then elicit the last two questions in the Use of English box word by word. If necessary, mime or give clues to elicit each word (<i>Tell me a question word! Give me a preposition!</i>) 1 <i>Who do you spend your free time with?</i> 2 <i>Which places do you like going to?</i> Then elicit the main components of each question to show what happens to the order of the words. Write the answers on the board. Ask learners to write their own question and to identify the components in their notebook. <p>Feedback</p> <p>Monitor learners and assist where necessary.</p> <p>Answers</p> <ol style="list-style-type: none"> Question word (Who) + do (auxiliary verb) + you (subject) + verb (spend) Question word (Which) + object (places) + do (auxiliary verb) + you (subject) + verb (like)

	Differentiation activities (Support): 1. Ask learners to complete their sentence in pairs. Pair less able learners with more able learners if learners are comfortable with this.
	Differentiation activities (Stretch): 1. Encourage able learners to write one or two more sentences. Encourage able learners to peer teach less able learners.
Learner's Book page 7	Read: Activity 3 1. Focus learners on the quotes a to d in Activity 3. Conduct a quick reading race to keep learners focused and encourage them to notice key information. Ask questions like: Who likes meeting up with their cousins? (Answer – b) Who likes being outdoors? (Answer – d) 2. Then ask learners to read the questions and match with a quotation. If your learners need more support, do the first one together as a class. The rest of the task can be done individually or in pairs. Feedback Elicit responses and check as a class. Answers 1 c; 2 a; 3 d; 4 b
Learner's Book page 7	Talk: Activity 4 1. Tell learners that they are now going to interview each other using the questions in Activity 3. First, practise the questions to ensure learners are confident with pronunciation. Feedback Monitor learners and assist where necessary. Differentiation activities (Support): 1. You could use the effective backchaining method to drill the questions, starting with the last word and building up the question from there; for example Question 4 could be drilled like this: <i>With?</i> (Learners repeat) <i>Time with? Free time with? Your free time with? Spend your free time with? Do you spend your free time with? Who do you spend your free time with?</i> 2. Split learners into pairs and tell them to interview each other using the questions in the book. They need to listen to their partner's answers and write short notes. Model the procedure first by asking a confident learner a question, and focus class attention on which words you are noting down (on the board) from the answer. Point out to learners that you are only noting down the words that directly answer the questions. Teacher: <i>When you go out, which places do you like going to, Hessa?</i> Hessa: <i>Well, I really like going to the park which is very near my house. It's very beautiful and there is lots of space ...</i> Short notes: park near house 3. Stress to learners that this is a speaking activity and they should try and give full and interesting answers, even if their partner is only noting down basic details.

	Differentiation activities (Stretch): 1. To develop learners’ fluency and to discourage them from simply reading the questions directly from the book, try a disappearing drill. Tell learners to close their books. Write each question on the board, eliciting the words from learners. 2. Erase a couple of words and ask learners to repeat the question. Erase more words and ask them to repeat again; leave the partially completed question on the board and repeat the procedure with the other questions. Then tell them to interview each other, using just the words on the boards as question prompts.		
Activity Book page 7	Use of English: Activity 1 1. Learners make questions with <i>Wh-</i> question words by rearranging jumbled words. They then match the questions to the answers (the speech bubbles) in Activity Book Lesson 1 Activity 1. Feedback Monitor learners and assist where necessary. Elicit responses and check as a class. Answers 1 How much free time do you have? Response c 2 What do you do at the weekends? Response d 3 Who do you like playing football with? Response a 4 Which activities do you prefer? Response b		
Resources	Plenary		
	1. To finish off, nominate learners to tell the class about activities that they had in common with their partner and ones that were very different.		
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: (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand general meaning by identifying key words in a text. Speaking: To express feelings about special experiences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key words in short reading texts • compare their experiences and feelings to the content of the reading texts.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key words • Adjectives to describe feelings 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>first time, sea, school trip, amazement, beautiful, huge, rollercoaster, scared, exciting, terrifying, sense of pride, proud, learned to swim, excitement, satisfied, six years old, fear of water</i> Key expressions/structures: <i>It was amazing, I was terrified, I felt excited, I felt a sense of pride</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often find it difficult to understand the concept of key words and choose items that are subordinate in relation to the main idea. Assure learners that this is a skill that they will develop the more they practise. Tell learners that they can practise this skill any time and anywhere by reading what is displayed around them on, for example notices, advertisements, posters etc., and then thinking about which words they would choose to describe the main idea. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 8 Pictures reflecting a special experience you've had (for Starter)		

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
Learner's Book page 8	<ol style="list-style-type: none"> 1. Introduce the topic by telling the class briefly about a special experience you've had in your life, such as visiting a special place, or learning to do something for the first time like learning enough of a new language to have a conversation, learning a new sport or learning to drive. Show some pictures to elicit what you are going to talk about. Tell the class briefly about your experience and ask them how they think the experience made you feel. Write any good suggestions on the board to come back to later; use this opportunity to introduce any words that later come up in Lesson 3 Activity 2 (<i>amazement, brave, beautiful, excitement, terrifying, satisfied, pride</i>).
Resources	Main activity
Learner's Book page 8	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus attention on the questions. Elicit responses from volunteers, or nominate learners and ask them the questions. Write any interesting words to describe feelings on the board to support learners when they talk in pairs in the next stage. 2. Put learners in pairs and ask them to ask each other the questions. 3. Learners give a personal response and express personal feelings. <p>Feedback</p> <p>Monitor learners and assist where necessary. Encourage learners to use the vocabulary identified earlier by pointing to the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 8	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Reading Strategy box and the idea of approaching a reading text in stages, rather than trying to tackle all aspects of the text at once. The first step is to understand the general meaning (rather than details) by looking for key words first. Make learners aware of what they do understand in the text and then pick out certain words (key words) that link closely with the main theme of the text and have strong images or associations with it. Images and headings around the text will also give clues to help identify general meaning and key words. 2. Ask learners which approach they think makes more sense: to try and understand every word in a text the first time you read it, or approach the text step by step, first trying to understand the general meaning by picking out key words and then reading for detail if the task requires. Encourage learners to see that the second approach will support them better in managing reading texts. 3. Focus attention on the pictures and texts. Tell learners that they are going to read about when someone did something for the first time. Ask them to look at the pictures and quickly predict key themes in each child's story (i.e. the sea; a rollercoaster; swimming). 4. Tell them that they are going to read the texts and explain the first reading task: while they are reading, they need to find key words and short phrases which show what each child did, why it was special and how the experience made them feel. Write these headings on the board to focus learners on the task.

	<p>5. Before they read, demonstrate the task with the whole class. Write the first sentence of story 1 on the board and ask learners to identify the key word (in bold): <i>Last year, I went on a rollercoaster for the first time.</i> (These words link closely with the main theme of the text.)</p> <p>6. Ask learners to complete the activity individually, then compare their choices of key words with a partner.</p> <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>Key words: (Salem) – rollercoaster / scared / exciting / terrifying / sense of pride (Ahmed) – proud / learned to swim / excitement / satisfied / six years old / fear of water</p> <p>Differentiation activities (Support): Ask learners to read individually and then look for key words in pairs.</p>
Activity Book page 8	<p>Read: Activity 1</p> <p>1. Learners do a matching activity to support their understanding of the reading strategy.</p> <p>2. Learners read two comments about first-time experiences and match each one to a picture.</p> <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 b; 2 a</p>
Activity Book page 8	<p>Activity 2</p> <p>1. Learners practise identifying key words in texts by finding key words and short phrases in the comments in Activity 1.</p> <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>Sumalee: first time / elephant / terrified / never seen before / beautiful Jayal: excited / learned / ride / bike / proud / four years old</p>
Resources	<p>Plenary</p> <p>1. At the end of the lesson, ask learners to respond to the children's experiences in the Learner's Book Activity 2. Ask learners: <i>Which of these experiences have you had? How did it make you feel?</i></p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe personal experiences. To identify stress patterns in target nouns and adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify corresponding adjectives and nouns • talk about their experiences and feelings using adjectives and nouns • talk and write about experiences using the present perfect.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: Adjectives and nouns 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Adjective forms, describing emotions and feelings: <i>amazement / amazing; beauty / beautiful; terror / terrifying; pride / proud; bravery / brave; excitement / exciting; satisfaction / satisfying</i> Key expressions/structures: Present perfect to describe experiences (time unspecified)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may continue to mix up the noun and adjective forms especially when speaking. Tell them: <ol style="list-style-type: none"> 1. A noun is a word that refers to a thing, person, place or defining a form or substance of something, for example <i>beauty, terror, satisfaction</i>. 2. An adjective is a word that describes a noun, for example <i>(the sea is) beautiful / (I was) terrified / (they were) satisfied</i>. 		
Resources/equipment needed: Learner's Book page 9 Activity Book page 9		

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
Learner's Book page 9	<ol style="list-style-type: none"> 1. Play the adjective game. Tell learners that they have to describe an imaginary cat (or any animal). All learners sit in a circle, and the first learner describes the cat with an adjective. Tell learners that they must leave the circle (or stand up) if they are unable to think of an adjective, or if they repeat one previously used. The last person in the circle or sitting down is the winner. 2. Draw a cat on the whiteboard and write <i>The cat is beautiful.</i> 3. Do another one as a class and elicit a response from a learner.
Resources	Main activity
Learner's Book page 9	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write the three examples from the Use of English box on the board, leaving a space for the present perfect forms, for example _____ you ever _____ the sea? Elicit the missing components from learners. Change 'you' to 'he' and elicit what happens to 'have' (answer: it changes to 'has'). 2. Ask learners some concept-check questions to establish when the present perfect form is used in this context, for example <i>What are the sentences and questions talking about?</i> (Experiences / doing things) <i>Do we know exactly when the experiences happened?</i> (No). 3. Focus learners on Activity 1 and ask them to work out if the statements are true or false. If false, they need to correct the statements. <p>Feedback</p> <p>Review the answers as a class. Clarify any confusions with the concept by presenting more example sentences and asking the concept questions again.</p> <p>Answers</p> <p>1 true</p> <p>2 false – we use the present perfect when we don't know the time something happened, or if the time is not important.</p>

Learner's Book page 9	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match questions a–b with the stories in Lesson 3 Activity 2. a Have you ever felt really proud of yourself? What did you do? b Have you ever done something you were scared of? Ask them which key words in the questions helped them match with the stories (for example, <i>felt really proud ... scared of</i>). 2. Draw learners' attention to the secondary question <i>What did you do?</i> and the tense (past simple). Ask why the tense changes (we want to know about completed actions). 3. Tell learners that they are now going to write two more questions to ask their partner to find out about interesting experiences. Elicit a few examples from the class. To give more scope for suggestions, encourage learners to focus on something specific, for example <i>Have you ever tried Japanese / Italian / Thai food?</i> Then elicit a follow-up question to find out more information, for example <i>When / where did you try it?</i> 4. Give learners two minutes to write two more questions to ask their partner. 5. Put learners in pairs to ask and answer the four questions. Give them a time limit. 6. To build learners' confidence in speaking, drill the first two questions a–b. You could try a whispering drill to help learners gain confidence: ask them to repeatedly whisper the questions and then gradually raise their voices. <p>Feedback Monitor learners and check they are using the correct forms.</p> <p>Answers Learners' own answers.</p>
Learner's Book page 9	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the gap fill activity. Tell learners to refer to the Use of English box. <p>Feedback Monitor and then elicit responses and check as a class if we don't know the time something happened, or if the time is not important.</p>
Activity Book page 9	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete sentences with the correct form of the present perfect in the gap-fill activity. <p>Feedback Answers 1 has won; 2 have / seen; 3 has / been; 4 hasn't tried</p>
Activity Book page 9	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write two sentences using the present perfect in their notebooks about things they have or haven't experienced. <p>Feedback Monitor learners and assist where necessary.</p> <p>Answers Learners' own answers.</p>

Resources	Plenary		
	1. Ask learners to tell the class about interesting and surprising things they have experienced. Put prompts on the board, for example <i>The most unusual place visited / the most exciting experience / the scariest experience</i> (if appropriate), etc.		
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:			
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To express admiration and justify the reasons for praise. Reading: To categorise facts about H H Sheikh Zayed Bin Sultan Al Nahyan.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • categorise facts under background achievement and personal linterests • talk about people they admire.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: Sequencing words and phrases 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>admire, falconry, born, around, horse riding, background, achievements, personal isnterests</i> Key expressions/structures: <i>united the nation, made sure</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners with a good level of vocabulary may find it easier to process information and are therefore quicker at responding to comprehension questions. However, this may not make them better listeners. Explain to less able learners that understanding the gist can help them to understand the general meaning and they should not give up if they can't understand some of the questions. 		
Resources/equipment needed: Learner's Book page 10 Activity Book page 10 Audio Track AB2 Pictures of well-known people (for Starter)		

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
Learner's Book page 10	<ol style="list-style-type: none"> Put a selection of pictures on the board of well-known people, familiar to your learners, for example cultural icons (past and present), sports stars, people in entertainment. Make sure that these are people who have done admirable things, for example charity work, shown bravery or are good role models in sport (and not simply famous in their given profession). Ask learners to name the people and tell you something about what they have achieved. Establish that these are all people who have done good things and that we can call them heroes.
Resources	Main activity
Learner's Book page 10	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners <i>Do you have a hero?</i> Point out to them that a hero can be someone famous or someone they know (for example, a member of their family or a friend). Elicit some responses and ask: Why is this person your hero? Write some responses on the board to build up some words and phrases to describe why we admire certain people. Ask learners to talk about the questions in pairs. Then nominate some learners to share their partner's responses with the class. <p>Feedback</p> <p>Monitor learners and interact with them during their discussions ensuring that they give reasons why they think the person they choose is a hero.</p>
Learner's Book page 10	<p>Activity 2</p> <ol style="list-style-type: none"> Look at the picture of His Highness Sheikh Zayed Bin Sultan Al Nahyan. Ask learners to talk about why he is referred to as the father of the nation in pairs. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Learner's own answers.</p>
Learner's Book page 10	<p>Make a presentation: Activity 3</p> <ol style="list-style-type: none"> Ask learners when Sheikh Zayed Bin Sultan Al Nahyan was born (1918). Place the date next to the example <i>Born in Al Ain in 1918</i>. Learners complete the activity in pairs. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Background: Born in Al Ain / 1918 Achievements: United the nation / December 1971; Started the first modern school; Made sure everyone had access to water Personal interests: Falconry; Horse riding</p>

Learner's Book page 10	<p>Talk: Activity 4</p> <p>1. After Activity 3 ask learners to give you one or two facts about Sheikh Zayed Bin Sultan Al Nahyan without looking at their book.</p> <p>Feedback</p> <p>Monitor learners and interact with them during their discussions. Ask individual learners for their responses.</p> <p>Differentiation activities (Support):</p> <p>1. After Activity 3 ask learners to give you one more fact about Sheikh Zayed Bin Sultan Al Nahyan without looking at their book.</p> <p>Differentiation activities (Stretch):</p> <p>1. After Activity 3 ask early finishers to create one or two questions about Sheikh Zayed Bin Sultan Al Nahyan. Check their work when monitoring the class.</p>
Activity Book page 10 Audio Track AB2	<p>Pronunciation: Activity 1</p> <p>1. Focus learners' attention on the words in Activity 1 and ask them to practise saying the words themselves in pairs and try and identify which sound comes at the end of the words. Then play the audio for them to check and have them repeat the words. Ask again which sound they hear at the end of each word.</p> <p>Answers</p> <p>Sound heard at the end of these words is /fən/.</p>
Activity Book page 10	<p>Challenge: Activity 2</p> <p>1. Learners complete the model presentation with the correct sentences.</p> <p>Feedback</p> <p>Monitor learners. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 d; 2 g; 3 b; 4 c; 5 e; 6 a; 7 f</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to complete the activity in pairs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask able learners a few comprehension questions about Waleed's presentation, for example <i>Why did Kurt's cousin do a charity jump?</i></p>
Resources	<p>Plenary</p> <p>1. Ask learners to tell the class about the person they admire and why.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write appropriately structured short sentences to express preferences. Speaking: To talk about family free time activities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • construct sentences about experiences using the present perfect • express their family's preferences and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes • Present perfect to express experience. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>start, business, founder, located, sequencing, props</i> Key expressions/structures: <i>Do you ...?, first of all, today I'm going to, to begin with, as well as this, as I said, since then, to sum up, to finish, finally</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner's Book page 11 Activity Book pages 11–12 Interactive whiteboard		

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												
Learner's Book page 11	<ol style="list-style-type: none">Review free-time activities by asking learners to come to the front of the class and mime a free-time activity. The rest of the class must guess the activity. Elicit the whole phrase (for example, <i>take photos</i>). The idea is to get learners to review the topic and to generate words and phrases that they already know.												
Resources	Main activity												
Learner's Book page 11	<p>Use of English: Activity 1</p> <ol style="list-style-type: none">Learners complete the activity and check their answers in pairs. Tell learners that the sequence phrases can be used anywhere in a presentation if used in the appropriate context. However, the task here is to find the most common position of their use.As extra support you could recite a one-minute presentation using some of the sequence words in order. <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <table><tr><th>Beginning</th><th>During</th><th>End</th></tr><tr><td>First of all</td><td>As well as this</td><td>To sum up</td></tr><tr><td>Today I'm going to</td><td>As I said</td><td>To finish</td></tr><tr><td>To begin with</td><td>Since then</td><td>Finally</td></tr></table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">Put less able learners and able learners in pairs (if appropriate). Ask them to check their responses together. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">Encourage able learners to peer teach and (if appropriate) assist less able learners.	Beginning	During	End	First of all	As well as this	To sum up	Today I'm going to	As I said	To finish	To begin with	Since then	Finally
Beginning	During	End											
First of all	As well as this	To sum up											
Today I'm going to	As I said	To finish											
To begin with	Since then	Finally											
Learner's Book page 11	<p>Write: Activity 2</p> <ol style="list-style-type: none">Focus attention on the breakdown of the <i>wh</i>- question in the box. Conduct a short review of <i>wh</i>- question forms, focusing on the order of the components.Go over the example question with the class. <p>Feedback</p> <p>Remind learners to bring their books back to school before the next lesson and if there is time elicit responses and check as a class. Ask individual learners to read their responses to the questions.</p> <p>Answers</p> <p>1 What; 2 What; 3 Where; 4 Why; 5 Who</p>												

<p>Activity Book page 11</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1 Ask learners to read the Speaking Tip box. 2 Refer learners to the Use of English box. In pairs learners decide which phrases are used at the beginning and end of presentations. 3 Give a small one-minute presentation on any topic using the sequencing phrases. You could choose another teacher you admire or someone that has done something innovative for the school. 4 Learners read the presentation instructions individually and in pairs. Ask learners to discuss in pairs who their presentation will be about and why. 5 You may wish to give learners time to think about the sequencing phrases, props, pictures etc. for homework before they make their presentations in class. 6 After learners have practised their presentations with a partner ask them to evaluate their partner's work using the presentation instructions as the criteria. For example learner A may suggest that the presentation could work better if pictures or other realia are used or a etc. <p>Feedback</p> <p>Circulate and monitor learners' discussions and assist with suggestions where necessary.</p> <p>Answers</p> <p>Beginning Today I'm going to talk about ...</p> <p>End To sum up, I chose to ...</p>
<p>Activity Book page 12</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. This task can be set as homework. Tell learners to look at the statement of facts of Khalid's life. Ask them to identify experiences that Khalid has had in his life and continues to have. 2. Go over the example with learners and explain how Khalid's experience of living in Dubai relates to the present. Point out that <i>Since</i> can come at the beginning of the sentence or near the end. 3. Learners take their Activity Books home and complete the activity before the next lesson. <p>Feedback</p> <p>If there's time before Lesson 8 ask pupils to open their Activity Books on page 12, elicit responses and check as a class.</p> <p>Answers</p> <p>1 has lived; 2 has worked; 3 has driven; 4 has been</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write on the board: <i>What can we learn from doing things for the first time, seeing new things and going to new places?</i> 2. Give learners one minute in groups to discuss this. 3. As a class elicit possible answers, for example we can think about our reactions and feelings to things we see and do. We learn that we might be afraid at first but then it is exciting, etc.

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: (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about characters from books and their authors, and how authors get their ideas. To discuss the issue of succeeding when life is difficult. Reading: To read a biography of a well-known author.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their favourite characters in books • understand connections between paragraphs and order the text in logical sequence.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and language associated with well-known characters 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>biography, characters, authors, world famous, fabulous, creation, published, life story</i> Key expressions/structures: <i>thought of, turned them into, bringing up, give up on, sold out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may lose concentration as they feel under pressure to finish reading a text. Reassure them that the aim is to develop confidence, fluency and accuracy and they should ignore or underline unknown words when the aim is to get the gist of the text. When the task asks them to read for detail they will be given time to revisit the text. 		
Resources/equipment needed: Learner's Book page 12 Activity Book page 13 A picture of any well-known author familiar to your learners; a selection of story books; pictures of familiar well-known people who have achieved success despite adversity (optional)		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Before learners open their books, play Twenty questions with your class. Choose an author that they know and like as your subject. Hold the author's picture so that the class can't see the image. Tell learners to ask you questions to guess the name of the well-known person in the picture. They can ask a maximum of 20 'yes/no' questions, for example: <i>Does this person live in (country)? Is it a man? Does he play a sport? Has she written a book?</i> etc. You could make it into a competition and give points to teams or individuals, for example a point for a question with correct grammar, an extra five points for guessing correctly. When learners have guessed correctly, talk a little bit about the author; for example, who are the characters in their books? What do you know about the author and their life?
Resources	Main activity
Learner's Book page 12	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> For this activity, you could show learners some other books and ask if they know who the characters are and anything about the authors. Then focus on the first two questions and ask them to discuss their answers in pairs. <p>Feedback</p> <p>Do some quick feedback, asking learners to tell the class which book characters they talked about. Then ask if anyone has any information about the authors themselves.</p> <p>Ask learners if they have ever written a story (or refer to a specific story-writing activity that your class have taken part in). Ask them where they got their ideas for the characters. Then ask if they know, or can guess, where some of the authors they have just discussed got their ideas for characters.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 12	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Focus learners on the picture of JK Rowling. Elicit any information that learners already know about her (including the answer to the first question, <i>Which famous story character did she create?</i>) and write suggestions on the board in a spider-diagram. Tell learners that they are going to read a short biography of JK Rowling. Elicit what a biography is (<i>the story of someone's life, written by another person</i>). Focus on the second question and read it aloud to learners. <i>How many years did it take for her idea to become a book?</i> (Only focus on the first question if it has not been answered in the first stage.) Explain that the learners are going to read the text quickly and that they are just looking for the answer to this question; they should not try to understand every word at this stage. Give learners a time limit of about two minutes. After reading, ask learners to briefly discuss the initial question/s in pairs and then elicit the answers. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Harry Potter; six years</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. As well as the set questions, ask learners if the text mentioned any of the information that they offered in the first stage (recorded in the spider-gram).
Learner's Book page 12	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on the statements (1–5). Read them together and ask if anyone already knows which are true or false. Then tell learners to read the text again, this time more slowly, and decide if the statements are true or false. 2. After reading, they should discuss the statements with their partner and correct any that they think are false in their notebook. <p>Feedback</p> <p>Monitor and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 false. She studied at a UK university. 2 true 3 false. She is a world-famous author. 4 false. Adults like them too. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Whilst monitoring the class ask learners who need more support some of the questions on a one to one basis. Guide them to where the answer is by pointing to the area of the text.
Learner's Book page 12	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. Check that they understand the word <i>inspiring</i> (someone or something who shows us that it is possible to do something very good) and ask what we can learn from JK Rowling's story (suggestions: she shows that it is possible to turn ideas into best-selling books; she never forgot about her ideas, even when she didn't have time to do anything with them; she never gave up on her dream of being a writer). Ask why it was difficult for JK Rowling to start writing the Harry Potter books before she did (she was a single mum with a small daughter to look after). 2. Ask learners to discuss the two questions in pairs, stressing that the focus here is to give personal opinions (they may disagree that JK Rowling is inspiring and have differing opinions about what constitutes a 'difficult life', and that is fine). <p>Feedback</p> <p>Nominate some pairs to give feedback to the class about what they discussed.</p> <p>Answers</p> <p>Learner's own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If you think learners might struggle to think of examples, show the class a few pictures of examples, then ask or give clues to elicit what they have in common.

Activity Book page 13	Read: Activity 1 1. Learners read the biography of Fabrice Muamba and answer the questions. Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.		
	Answers		
	1 Fabrice Muamba		
	2 During a football match, he had a heart attack in front of thousands of fans and nearly died.		
Resources	Plenary		
	1. Ask learners to think of someone that they know who is inspiring and tell the class who they are and why they think this person is inspiring.		
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: (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand texts related to concrete ideas and personal subjects. Vocabulary: To practise multi-word verbs as chunks. Writing: To plan to write a short biography of a well-known person.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use verbs and prepositions from the reading text of the lesson • complete sentences using the past continuous • recognise two actions occurring in the past continuous around the same time • recognise different themes at paragraph level.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key phrases • Lexis and language associated with well-known characters 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>author, scientist, sportsperson, artist, explorer, national leader</i> Key expressions/structures: Multi-word verbs, past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may take time understanding the past continuous with the past simple. Give several example sentences, for example <i>I <u>was walking</u> to class when I <u>saw</u> Ahmed</i>. Then ask the learner to give you a similar example. 		
Resources/equipment needed: Learner's Book page 13 Activity Book page 14		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show the class a picture of Sheikh Zayed. Write on the board: <i>Why was Sheikh Zayed bin Sultan Al Nahyan an inspirational leader? Who What When</i> 2. Tell learners to use the <i>wh-</i> question words as prompts. Give learners one minute to plan their responses. You could add related vocabulary from previous lessons and encourage learners to incorporate these in their responses, for example <i>brave, admire, talented</i>, etc. 3. Discuss as a class.
Resources	Main activity
Learner's Book page 13	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember what JK Rowling was doing at the same time as working full time. Elicit or tell learners that she was bringing up her small daughter. 2. Focus attention on the Use of English box and ask learners to complete the rule about forming the past continuous tense. 3. Ask learners how many actions there are in the two sentences (two) and if they are in the present or the past (past). Ask if one was happening after the other, or if they were happening at the same time (at the same time). Ask how we know they were happening at the same time and elicit or tell learners that we know because of the tense used (past continuous). 4. Go over the example sentence with the learners. Ask them to identify the two actions of playing and laughing/smiling. Ask learners to complete sentences 1 and 2 paying attention to the two actions. <p>Feedback Check answers as a class.</p> <p>Answers</p> <p><i>Use of English: Was or were / and the verb + ing</i></p> <p>1 doing 2 listening</p>
Learner's Book page 13	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. This activity can be done at home, if necessary. Elicit from learners which tense they need to use to complete the sentences (past continuous) and the reason why (because they are describing actions that were happening at the same time as other actions in the past). Draw their attention to the fact that these sentences need to be completed with their own ideas, recording real events about themselves. <p>Feedback Ask learners to read out their responses to the class.</p> <p>Answers</p> <p>Learner's own answers.</p>

Learner's Book page 13	Activity 3 1. Tell learners they are going to write their own biographies. Draw their attention to the suggested categories. Brainstorm ideas for biography subjects. Learners will probably need some time to research their subjects. This can be done outside of class. In this case, set this and the writing of the first draft for homework. You could then allow time in the next class for learners to polish up their drafts while you circulate and offer assistance. They then write a final draft.		
Activity Book page 14	Use of English: Activity 1 1. Learners complete sentences using the correct form of the past continuous with verbs from the box. Feedback Elicit responses and check as a class. <div>Answers 1 was playing / were cheering; 2 was lying / were working; 3 was studying / was playing; 4 was learning / was going; 5 was getting / were celebrating</div>		
Resources	Plenary 1. To finish off, have a quick competition. Write the following categories of people on the board: an author / a sportsperson / a national leader. 2. In groups, give learners two minutes to write an example for each category. 3. Tell learners they will get one point for naming a person under each category, and, if the name is unique, i.e. no other group has thought of that person, they will get 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: (G6.3.1.1.2) 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: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand general meaning by identifying key words in a text. Listening and reading: To listen to and read a biography of an inspiring person from the past. Speaking: To discuss attitudes to blindness and deafness.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key words in short reading texts • compare their experiences and feelings to the content of the reading texts • understand that success is possible when someone faces difficulty.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key words • Theme of inspirational people 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>blind, deaf, dozen, respect, society, independent, throughout, extremely, frustrated, vision</i> Key expressions/structures: <i>look after yourself (independent), think well of someone (respect), make friends, care for, all over the world, entering a different world</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often find it difficult to understand the concept of key words and choose items that are subordinate in relation to the main idea. Assure learners that this is a skill that they will develop the more they practise. Tell learners that they can practise this skill any time and anywhere by reading what is displayed around them on, for example notices, advertisements, posters, etc. and then thinking about which words they would choose to describe the main idea. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 15 Audio Track LB3 Positive images associated with blind / deaf people (see Starter) Some items such as a cup, a pen, a paper clip, a rubber (see Plenary)		

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
Learner's Book page 14	<ol style="list-style-type: none"> 1. Show learners some positive images associated with blindness and deafness that are relevant to the culture in which you work, for example a picture of a guide dog, something written in braille, signs seen in public places (shops, libraries, etc.) to indicate that assistance is available, a video clip or a picture of someone signing, etc. Ask learners to tell you what they understand from these images. Pre-teach <i>blind</i> and <i>deaf</i>, if necessary. Once you have established the association of the images, ask learners to tell you what day-to-day challenges blind and deaf people face. Then show how each item is used to address these challenges. Write any relevant vocabulary on the board.
Resources	Main activity
Learner's Book page 14	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the two questions and ask learners what they think life was like for blind and deaf people in the past. 2. Elicit or give information yourself (if learners do not know) and write notes on the board. Then contrast with the information generated in the <i>Starter activity</i> to show how things are different today. Keep your notes about past and present attitudes visible on the board (in preparation for the first reading activity). 3. If necessary, search the Internet for websites giving information about historical attitudes to blind and deaf people, conditions and education. Note: Today, in many countries, people who are blind can be found in a variety of professions: judges, lawyers, accountants, secretaries, librarians, teachers, doctors. There are famous blind musicians, such as Stevie Wonder and Ray Charles and public figures like the former British MP, David Blunkett. Facilities for blind and deaf people have improved immensely – in many countries people have guide dogs, public service provision and care in the home. There are national organisations that protect the rights of blind and deaf people, especially in the work place. <p>Feedback</p> <p>Prompt learners to use the vocabulary and ideas you identified in the Starter activity by pointing to the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 14 Audio Track LB 3	<p>Read: Activities 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to and read about a person from history who worked very hard to change attitudes towards blind and deaf people. If you think learners may have already heard of Helen Keller, give them a few clues from the text to elicit her name; if your learners won't have heard of her, tell them her name, nationality and that she was completely blind and deaf for most of her life. 2. To generate interest, write the following statements on the board and ask learners to predict / tell you if they <i>think</i> they are true or false: <ol style="list-style-type: none"> 1 During her life, Helen travelled all over the world. (true but not revealed in Part 1) 2 She met a US president. (false – she met 12 US presidents!) 3 She spoke English and could read four other languages. (true but not revealed in Part 1)

	<ol style="list-style-type: none"> 3. Tell the class to listen and read Part 1 quickly, looking for the ideas that have already been mentioned in Activity 1. Draw learners' attention to the notes on the board about past and present attitudes. Stress to them that, at this point, they only need look for this information and not worry about words they do not understand. 4. Start the audio and tell learners to read Part 1 while listening. 5. After reading/listening, conduct a short feedback session pointing out information generated from Activity 1 that also appears in the text. 6. In preparation for learners reading the text again, pre-teach the following words, paragraph by paragraph: <i>dozen</i>, <i>respect</i>, <i>independent</i>, <i>vision</i>. Write the words on the board and ask learners to find the words in the text. 7. Conduct a reading race and say, <i>Find me a word that means: Twelve of something (dozen). When you think well of someone and listen to their opinions (respect). When you can look after yourself (independent). The ability to see (vision).</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to read individually and then look for key words in pairs.
Activity Book page 15	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Learners do a <i>true / false / not given</i> activity to support their understanding of Part 1 of the reading text. 2. Explain to learners the concept of 'not given' (the information is not in the text so you don't know the answer as it is not given). 3. Learners write a correct sentence for the false statements in their notebook. <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 false. It was difficult because there were few opportunities. 2 false. Helen lived to be 87 / Helen was 87 when she died. 3 false. She was 18 months old. 4 false. Helen taught the world to respect deaf and blind people. 5 true 6 true 7 NG 8 NG 9 true

Resources	Plenary		
	<ol style="list-style-type: none">1. Select some items such as a cup, a pen, a paper clip, a rubber or any other item you can bring into the class however, do not show them to the learners (hide them away in your desk or bag).2. Ask for a volunteer to come to the front of the class and blindfold them.3. Place an object in their hand and ask them to identify what it is.4. Do this with other learners until you have used all the objects.5. As a class ask the volunteers how they felt about not being able to see.6. Tell learners that the story of Helen Keller will continue over the next two lessons and if they can do further research at home or in the library they should research the following question: <i>Who was Louis Braille?</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: (G6.3.1.1.2) 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: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand general meaning by identifying key words in a text. To practise different comprehension question types: multiple-choice questions (MCQ), true/false questions, gap fill. Listening and reading: To listen to and read a biography of an inspiring person from the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key words in short reading texts • answer different styles of reading comprehension questions • Identify transitional phrases.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key words • Theme of inspirational people 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>frustrated, manual, sign language, bent down, tapped, sign language, by hand</i> Key expressions/structures: <i>By the time, in just a few days, the trouble was, until one morning, then, that day, from then on, often, meanwhile</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the word 'research' overwhelming. Tell learners that the question they were given to research at the end of lesson 10 – <i>Who was Louis Braille?</i> – could be answered simply but the aim was to invite them to investigate a topic in a way that allows them to develop a wider interest. 		
Resources/equipment needed: Learner's Book pages 15–16 Activity Book page 16 Audio Tracks LB 4–6		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following quote from Helen Keller on the board: <i>When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us. (1929)</i> Ask learners in pairs to discuss what they think this means. Give them one minute. As a class elicit responses. Possible answers: Everything happens for a reason. /We often only think about the disappointments in life and not the good things. /Helen Keller felt that she could feel sorry for herself or she could try to be successful.
Resources	Main activity
Learner's Book pages 15–16 Audio Tracks LB4–6	<p>Read: Activities 1-3</p> <ol style="list-style-type: none"> Ask learners to open their books at Lesson 10. In preparation for learners reading the text and to answer the comprehension questions, pre-teach the following words: <i>manual, sign language, bent down, tapped</i>. Write the words on the board and ask learners to find the words in the text. Conduct a reading race and say: <i>Find me a word that means:</i> <ul style="list-style-type: none"> A way of communicating for deaf people, using hand gestures (<i>sign language</i>) 'By hand' and is an adjective (<i>manual</i>) Mime the other two meanings yourself: <ul style="list-style-type: none"> (<i>bent down</i>) (<i>tapped</i>) Start the audio for Part 2 and tell learners to read while listening. Learners answer the comprehension questions 1–3. Ask learners to check their answers in pairs and then check as a class. Repeat steps 3–5 for Part 3 (questions 4–5) and Part 4 (questions 6–7). <p>Feedback</p> <p>Elicit feedback by nominating some learners to share their responses with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> They hired a teacher, Anne Sullivan. She taught Helen how to spell words with her hands. Helen didn't understand what the words meant. Anne held Helen's hand under the water so she could feel it. 30 words. Helen learned to speak by feeling her teacher's mouth. a

Activity Book page 16	<p>Read: Activity 1</p> <p>1. Look at question 1 together as a class. Explain to learners that in question 1 all the answers are correct but they have to find the best answer. Ask learners:</p> <ul style="list-style-type: none"> a Was Helen Keller blind and deaf? (yes) b Was she an author? (yes) c Was she both blind and deaf and an author? (yes) <p>The best answer is c because it has the most information.</p> <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>1 c; 2 c; 3 b</p> <p>Differentiation activities (Support):</p> <p>1. For further support direct less able learners on a one to one basis to where the information is in the text.</p>
Activity Book page 16	<p>Read and write: Activity 2</p> <p>1. Learners read the biography about Helen Keller in the Learner's Book Parts 2–4 again and decide if the sentences about the text are true or false. They correct the false sentences. Learners check their answers in pairs.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 true</p> <p>2 false. Helen learned to speak when she was ten years old.</p> <p>3 true</p> <p>4 true</p> <p>5 false. People could read her first book in 50 languages.</p>
Activity Book page 16	<p>Read: Activity 3</p> <p>1. Learners complete sentences about the text with a number from the box. They then order the sentences to reflect the order of events outlined in the text.</p> <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>a 20; b 100; c 7; d 18; e 10; f 12; g 30</p> <p>Order: b; d; c; g; e; a; f</p>

Resources	Plenary		
	<div>1. Ask learners who researched the question in the last lesson: <i>Who was Louis Braille?</i></div> <div>2. Not all learners have access to the Internet at home so put those who managed to do the research with those who couldn't. Tell learners they have one minute to discuss their research in groups.</div> <div>3. As a class discuss a few facts about Louis Braille: <i>Louis Braille invented a system of reading and writing for the blind. He was born 4th January 1809. He was French. He was blind in both eyes.</i></div> <div>4. Ask learners how this research is linked to your lesson. (Helen Keller learned to read and write because of Braille.)</div>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</div> <div>G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</div>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand and identify the main idea, the sequence of events of the biography on Helen Keller.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • change the end of the story • identify the main ide. • describe the story's setting • identify a problem and its resolution in the story • describe the main character.
Link to prior learning: <ul style="list-style-type: none"> • Identify key words • Theme of inspirational people 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>values, attitudes, blindness, deafness</i> Key expressions/structures: <i>By the time, in just a few days, the trouble was, from then on, meanwhile.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often think of linking words for use with presentations. Reiterate to learners that linking words and phrases are also used to make a text or speech flow and are used to indicate time and order in a variety of ways including retelling a story or giving information about something to others. 		
Resources/equipment needed: Learner's Book page 17 Activity Book page 17 Materials: Poster paper		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following transitional words on the board: <i>By the time; In just a few days; The trouble was; From then on; Meanwhile.</i> Tell learners to look at Parts 2–4 in Lesson 10. Tell learners they have one minute to revise these phrases and then (with their books closed) they have to retell the information on Helen Keller using these phrases to their partner. As a class nominate individual learners to tell the class their sentence. Personalise, using the first phrase as an example: <i>By the time I got to school this morning I had already had two cups of tea.</i> Nominate individual learners to use one of the phrases in a personal context and share it with the class.
Resources	Main activity
Learner's Book page 17	<p>Reading spinner: Activity 1</p> <ol style="list-style-type: none"> Put learners in groups of six. Learner 1 reports back to the group on question 1, Learner 2 does the same for question 2 until the whole group have answered their question. You can vary the game to suit your learners, for example Learner 1 throws a dice and has to answer the question represented by the number on the dice.
Learner's Book page 17	<p>Values: Activity 2</p> <ol style="list-style-type: none"> Focus learners on the questions. If you feel it is appropriate, you could ask the class together if they know anyone who is blind or deaf and what they know about their life. However, be sensitive to the fact that some children may not be comfortable discussing someone close to them (for example, a family member). Ask learners to discuss the two parts of question 1 in pairs (<i>Do you know anyone who is blind or deaf? What do you think it is like to be blind or deaf?</i>). Then conduct a short class feedback. You could ask learners to give you adjectives to describe what it might be like to be blind or deaf, as this might be an easier way for learners to respond to the second question. Focus learners on question 2. Check that they are clear about the meaning of <i>respect</i> (from earlier in Lesson 9: treating a person with kindness, consideration, valuing who they are and treating them like an equal). Ask them to think of three ways that we can all make sure we respect blind and deaf people. <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 17	Write: Activity 1 1. Put learners into groups. Ask them to pool their ideas and make a list of fair ways to treat blind or deaf people, using the prompts 1 and 2. Tell learners to come up with at least three ideas. 2. Display the lists on the wall and have learners walk around and read each other's, making a note of any different points that they didn't mention in their own lists. Feedback Monitor and circulate, giving support with grammar and vocabulary. Answers Learners' own answers.			
	Resources			
	Plenary			
	1. Ask for volunteers to report back to the class about the points they noted in the Learner's Book Activity 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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.				

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To self-assess and peer evaluate previously learned work.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> construct familiar structured sentences in a personal context.
Link to prior learning: <ul style="list-style-type: none"> Verb/noun collocations Past continuous Present perfect 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>hobby, terrified, brushing, brave, shower, driving, washing, helping, walking America, Oman, Italian</i> Key expressions/structures: <i>afraid of, while I was + ing ..., I have been ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner's Book page 18 Activity Book page 18		

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																																																																																				
	<div>1. Write on the board: <i>My learning</i></div> <div>2. Ask learners what they think the lesson will be about (what they have learned in previous lessons).</div> <div>3. Ask learners when they last had a <i>My learning</i> lesson (Lesson 6). What did they do? (revise language from Lessons 1–5)</div> <div>4. In groups of four ask learners to identify one area that they learned and which they thought was important in each lesson from Lessons 7–11 (they could start by looking at the Contents list).</div> <div>5. As a class ask individual learners from different groups to tell the class what their group thought was important from each lesson.</div>																																																																																				
Resources	Main activity																																																																																				
<div>Learner’s Book</div> <div>page 18</div>	<div>Game: Snakes and ladders</div> <div>1. Go over the rules in the Learner Book of the game Snakes and ladders.</div> <div>2. Put learners in groups of three to four.</div> <div>3. Distribute counters to each and a dice to each group.</div> <div>4. Tell learners to put their counter on the space that says ‘start’.</div> <div>5. Go over a few moves of the game with an able student showing the class how you can advance up and go down the snake.</div> <div>Feedback</div> <div>Monitor learners and assist where necessary. Ensure learners’ sentences are structurally correct.</div>																																																																																				
<div>Activity Book</div> <div>page 18</div>	<div>Read: Activity 1</div> <div>1 Learners search for key words from Part 1 in the wordsearch grid.</div> <div>Feedback</div> <div>Monitor learners and elicit answers. If possible project the wordsearch on the board. Ask individual learners to come to the board and circle the words.</div> <div><table><tr><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td></tr><tr><td>1</td><td>d</td><td>s</td><td>p</td><td>o</td><td>e</td><td>e</td><td>n</td><td>f</td><td>i</td><td>o</td><td>e</td></tr><tr><td>2</td><td>e</td><td>r</td><td>e</td><td>s</td><td>o</td><td>c</td><td>i</td><td>e</td><td>t</td><td>y</td><td>b</td></tr><tr><td>3</td><td>i</td><td>n</td><td>d</td><td>e</td><td>p</td><td>e</td><td>n</td><td>d</td><td>e</td><td>n</td><td>t</td></tr><tr><td>4</td><td>i</td><td>d</td><td>r</td><td>e</td><td>s</td><td>p</td><td>e</td><td>c</td><td>t</td><td>e</td><td>c</td></tr><tr><td>5</td><td>v</td><td>i</td><td>s</td><td>i</td><td>o</td><td>n</td><td>d</td><td>o</td><td>z</td><td>e</td><td>n</td></tr><tr><td>6</td><td>b</td><td>l</td><td>i</td><td>n</td><td>d</td><td>e</td><td>a</td><td>f</td><td>n</td><td>e</td><td>s</td></tr></table><div>(C4, E) respect (A3, E) independent (G5, E) dozen (D2, E) society (E6, E) deaf (A6, E) blind (A5, E) vision</div></div> <div>Differentiation activities (Support):</div> <div>1. Allow less able learners to refer back to Lessons 10–11 to find the words in context in the texts on Helen Keller to check their answers.</div>		A	B	C	D	E	F	G	H	I	J	K	1	d	s	p	o	e	e	n	f	i	o	e	2	e	r	e	s	o	c	i	e	t	y	b	3	i	n	d	e	p	e	n	d	e	n	t	4	i	d	r	e	s	p	e	c	t	e	c	5	v	i	s	i	o	n	d	o	z	e	n	6	b	l	i	n	d	e	a	f	n	e	s
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Activity Book page 18	Write: Activity 2		
	1. Learners complete the matching activity and compare their answers in pairs..		
	Feedback		
	Monitor learners and elicit answers from individuals.		
	Answers		
	A respect		
	B independent		
	C vision		
Resources	Plenary		
	1. Ask learners to read the Look what I can do! statements and tick the box for their ability.		
	2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner’s Book and Activity Book to remind themselves of the tasks they found easy or more challenging.		
	3. Learners then compare their answers in pairs.		
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:			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			
(G6.4.2.1.2) Use language structures of: time phrases, past continuous , past continuous interrupted by past simple.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To review and use previously learned language items: Question forms / present perfect forms (to describe experiences) / past continuous forms (to describe continuous actions happening at the same time in the past) / vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the correct use of: Question forms / present perfect forms (to describe experiences) / past continuous forms (to describe continuous actions happening at the same time in the past) / vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations.
Link to prior learning: <ul style="list-style-type: none"> Question forms Present perfect forms (to describe experiences) Past continuous forms (to describe continuous actions happening at the same time in the past) Vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>prefers, excitement, excited, exciting, performed, produced, admired</i> Key expressions/structures: <i>meeting up, think of, raise money, do research, like + ing, present perfect, past continuous</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner's Book page 19		

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		
	<p>1. Write the structures and language areas on the board: Go through each item and as a class elicit examples from learners. Write any responses on the board. If learners do not come up with a response for certain areas just leave them and move on to Activity 1.</p> <p>verb + <i>ing</i> wh- question format adjectives of feeling verb + preposition verb/noun collocations past continuous present perfect</p>		
Resources	Main activity		
Learner’s Book page 19	<p>Multiple-choice quiz: Activity 1</p> <p>1. Learners complete sentences 1–7 alone by choosing the correct answer a–c. Sentences cover key grammar and vocabulary from Lessons 1–12 in Unit 1.</p> <p>2. Learners check their answers in pairs.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check answers as a class.</p>		
	<p>Answers</p> <p>1 b; 2 c; 3 c; 4 c; 5 a; 6 a; 7 c</p>		
	<p>Differentiation activities (Support):</p> <p>Allow less able learners to work in pairs.</p>		
Resources	Plenary		
	<p>1. Ask learners to choose one language item from the board to revise for homework.</p> <p>2. Go through each item and ask learners to raise their hand if they will study questions forms, etc.</p> <p>3. Keep a tally on the board next to each item and at the end total up how many learners will revise the different language areas; for example, three learners will revise question forms and two will revise present perfect, etc.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the plan for the project with teammates. Reading: To read information from multiple sources to research the project. Writing: To plan and write appropriately structured short descriptive sentences or paragraphs for a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> organise and prepare notes for a presentation; record survey responses and write a mini-report collaborate with a team to plan and construct a short presentation.
Link to prior learning: <ul style="list-style-type: none"> Team work Language points from Unit 1, i.e. question forms; present perfect; sequencing words Vocabulary from Unit 1, i.e. free-time activities; phrases describing preferences; noun and adjective forms 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>inspiring, characters, purpose, props, pie chart, summary, survey</i> Key expressions/structures: <i>Today I'm going to, To sum up, First of all, As well as this, To finish, As I said, Since then, Finally, To begin with</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may spend most of their time talking about what they are going to do leaving little time for documenting the procedure. Encourage learners to set personal time limits and make notes as they progress during their preparation for the presentations. 		
Resources/equipment needed: Learner's Book page 20 Poster paper		

UNIT 1 LESSONS 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Say to learners: <i>Today I'm going to talk about presentations and surveys. In teams, you need to choose a project to create and present. First of all, we will look at what you need to do for a presentation. As well as this, we will look at surveys and presenting your results. As I said, your team will choose which project to do and work together as a group. Finally, you will present your work to the class.</i> 2. Write or project the above message on the board. 3. Tell learners to read the paragraph and in pairs write down the sequence phrases. 4. Elicit answers and highlight/underline phrases (answers). 5. Put learners into groups and ask them to scan the two options and decide as a group which project they will do. <p>Answers</p> <p>Today I'm going to talk about presentations and surveys. In teams you need to choose a project to create and present. First of all, we will look at what you need to do for a presentation. As well as this, we will look at surveys and presenting your results. As I said, your team will choose which project to do and work together as a group. Finally, you will present your work to the class in the following lesson.</p> <p>Project notes:</p> <ol style="list-style-type: none"> 1. You may decide to go over both the presentation and the survey procedures with the whole class or divide the class by their chosen project. Therefore, you will be addressing/teaching the presentation groups while the survey groups collaborate on their initial thoughts; and then vice versa. 2. The preparation for the projects should be done in Lesson 14 and the presentation of the projects in Lesson 15. 3. Inform learners of the following points so they can plan for time limits when preparing to present the projects and survey results. In order to ensure that each group gets equal amount of time to present and receive feedback, there will be a time limit for each group; for example, presentations / presenting survey results should be three to five minutes long and feedback no more than two minutes.
Resources	Main activity
Learner's Book page 20	<p>1 A presentation</p> <ol style="list-style-type: none"> 1. Take learners through the step-by-step instructions presented in the Learner's Book. Spend time helping them to generate ideas for their chosen theme, for example; Theme 1 Ask questions about recent local newspaper stories or a school newsletter; refer learners to these sources for more ideas and information on an inspiring person. Learners could even arrange to interview their subject, if time permits. Theme 2 Encourage learners to find information about the author and any links between their life and the book characters. Theme 3 This could be linked with a holiday or school trip. Learners could bring in photos to stimulate ideas. 2. When learners are drafting the presentation, make sure they use sequencing phrases to give structure to the piece. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ensure learners' writing is structurally correct.</p> <p>Answers</p> <p>Learners' own work.</p>

Learner's Book page 20	2 A survey about favourite free-time activities 1. Focus learners' attention on the pie chart and tell them to answer the four questions. Draw their attention to the percentages and ask them to think of other ways to describe these quantities, for example 40% = almost half of the learners; 10% = a few of them. They could use a combination of these phrases and the percentages in their summaries. 2. Learners then think of another question about free-time activities to conduct a survey with their classmates. Give them a number of classmates to interview (ideally a number that is easily divided, for example 20). Ask learners to share the interviewing, each asking an equal number of classmates the question. 3. They put the results together and design the pie chart, calculating the portions to represent the answers. 4. They then write the summary, using a variety of phrases to express the results. 5. Tell them to make a small poster showing pie charts and summaries for display. As an extension, you could ask learners to give a personal reaction to the results of their survey. Which results did they predict? Which surprised them? What were the similarities and differences with the pie chart in the example? They could use this information in the presentation of their results in Lesson 15. Feedback Monitor learners and assist where necessary. Answers Learners' own work.			
	Resources			
	Plenary			
	1. Ask the class for a show of hands about how ready learners feel to do their presentation in the next lesson. Ask learners to raise their hands for: completely ready, nearly ready, not ready. 2. Check that learners who are nearly/not ready know what they are doing before 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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers; making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.4.2.1.1) Build on and continue applying concepts learned previously. (G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.				

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the presentations of a project and the results of a survey, commenting and asking questions. Speaking: To give a short, rehearsed presentation (3–5) with or without technology on an everyday topic, briefly giving reasons and explanations for opinions, plans and actions. To respond appropriately to a limited number of straightforward follow up questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask questions relevant to a presentation of a project and a presentation on the results of a survey take part in a presentation.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and structures from Unit 1 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Vocabulary from Unit 1 Key expressions/structures: Expressions and structures from Unit 1		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Encourage learners to use visual aids in their presentations. Learners may spend most of their time on conveying their message through sentence and paragraph structure but remind them that in a presentation their aim is equally to communicate their learned information to an audience and visual aids may help them remember what to say. 		
Resources/equipment needed: Learner's Book page 20		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter																				
	<ol style="list-style-type: none">1. Ask learners to move to sit in their groups for the presentation. Before they start work, ask at least one person from each group to share with the class something good about their teamwork from the previous lesson.																				
Resources	Main activity																				
Learner's Book page 20	Presentations <ol style="list-style-type: none">1. Give learners time to practise their presentation, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, etc.).2. If learners need assistance with finding a way to attract the audience's attention, make the following suggestions: one or two direct questions to the audience to find out what they already know about the subject; a quick guessing game; using pictures; some 'amazing facts' or true/false statements.3. When learners deliver the presentation, ask the audience to note down an interesting fact that they have learned.4. Try to ensure that each learner has asked a question or offered feedback on one of the presentations.5. Conduct a feedback session at the end of the presentations where the audience share points they found interesting.																				
	Feedback <p>Offer some verbal feedback directly to the presenters and to the audience who have asked questions. You may wish to assess learners' performance using the table below.</p>																				
	<table><tr><th></th><th>Great!</th><th>Very good!</th><th>OK</th><th>Not so good</th></tr><tr><td>Pronunciation</td><td>Sounds almost like a native speaker.</td><td>Easy to understand.</td><td>Slightly difficult to understand.</td><td>Incomprehensible.</td></tr><tr><td>Completion of task</td><td>Extensive information provided. It includes detailed information about the topic.</td><td>Adequate information provided. It includes general information about the topic.</td><td>Information provided was limited. It includes some information about the topic.</td><td>The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.</td></tr><tr><td>Fluency</td><td>Natural pattern of speech.</td><td>Occasional pauses.</td><td>Frequent pauses.</td><td>It does not flow.</td></tr></table>		Great!	Very good!	OK	Not so good	Pronunciation	Sounds almost like a native speaker.	Easy to understand.	Slightly difficult to understand.	Incomprehensible.	Completion of task	Extensive information provided. It includes detailed information about the topic.	Adequate information provided. It includes general information about the topic.	Information provided was limited. It includes some information about the topic.	The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.	Fluency	Natural pattern of speech.	Occasional pauses.	Frequent pauses.	It does not flow.
		Great!	Very good!	OK	Not so good																
	Pronunciation	Sounds almost like a native speaker.	Easy to understand.	Slightly difficult to understand.	Incomprehensible.																
Completion of task	Extensive information provided. It includes detailed information about the topic.	Adequate information provided. It includes general information about the topic.	Information provided was limited. It includes some information about the topic.	The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.																	
Fluency	Natural pattern of speech.	Occasional pauses.	Frequent pauses.	It does not flow.																	

	Language control	Mastery of basic language structures with no or few mistakes.	Emerging control of basic language structures, some mistakes do not affect comprehension.	Some mistakes but still comprehensible.	Inadequate and or inaccurate use of most basic language structures.
	Tone of voice, body language and eye contact	Appropriate tone of voice. Body language accompanies speech. Eye contact with the audience is established	Audible tone of voice. Some movements or gestures that enhance articulation. Consistent use of direct eye contact	Acceptable tone of voice. Very little movement or descriptive features. Minimal eye contact.	Inaudible tone of voice. No movement or descriptive features. No eye contact.
	Differentiation activities (Support): 1. These learners may take a shorter speaking part in the presentation. If a question is asked from the audience about their part in the presentation, you can encourage these learners to confer with a partner before answering.				
	Differentiation activities (Stretch): 1. These learners can take on the role of question master, answering some questions themselves, or directing them to others in the group, with an explanation of why that person is the expert (for example, <i>Hashir did the research on the author's life, so he can answer the question best.</i>).				
Resources	Plenary				
	1. As a class, do a final wrap up of Unit 1. Write on the board: <i>What can we learn from our own and other people's life experiences?</i> 2. Learners may need guiding to help them make the connection between the question and the unit themes and tasks. Write these prompts on the board (or put them on a slide). Prompts: 1 Our reactions and feelings to things we see and do 2 Ways to respect other people 3 Our preferences – likes, dislikes 4 What we are good at 5 How people use their experiences to do good things Alternatively, put learners in groups, print the prompts on different colour paper and give a set to each group; then call out the questions and have them hold up the 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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers; making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a child talk about his school in Egypt. Speaking: To speak about their favourite part of the school day. Reading: To read about a child's school day in Egypt. Writing: To write sentences about school subjects.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare their own school to that of others in the UAE • compare the details of their school day with another child.
Link to prior learning: <ul style="list-style-type: none"> • Comparative 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: School subjects: <i>National History, Arabic, Science, Art and Design, French, Islamic education, Social Studies, Spanish, Physical Education</i> Key expressions/structures: comparing and contrasting		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Remind learners that when contrasting things about their own school and other schools, they must compare similar things. For example: <i>At my school we study French. At the other school they study German.</i> Not: <i>At my school we study French. At the other school, lunch time is 2pm.</i> 		
Resources/equipment needed: Learner's Book pages 21–22 Activity Book page 19 Audio Track LB7 Photographs of other schools in the UAE		

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
	<ol style="list-style-type: none"> 1. Start by telling the class that this unit is going to be about school. Explain that, through school, we learn a lot of new things through school subjects and we also learn other important lessons from other experiences that we have at school. These lessons can help us in other parts of our lives now and in the future. Therefore, the big question for Unit 2 is ... <i>What can we learn in school besides school subjects?</i> 2. Write the question on the board (for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question. 3. Tell learners that you will look again at the objectives at the end of the unit. Keep the objectives slide/poster to revisit at the end of the unit.
Resources	Main activity
Learner's Book page 21	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Start by showing learners a selection of photographs of other schools in their country. Choose images that show similarities and contrasts, for example much bigger/smaller; inner city / rural; design of building, etc. 2. Ask them to tell you first how they think their school is the same as the schools in the pictures. Prompt with question: <i>Does anyone know someone who goes to a school in the UAE that is different to this one?</i> (friends/cousins). Elicit points such as hours of study, school subjects and uniform. Then brainstorm any differences, using the pictures to stimulate discussion. 3. Ask the second question: <i>What could you tell someone from another country about schools in the UAE?</i> Prompt with school starting age, different types of school, start time, subjects studied. <p>Feedback</p> <p>Write learners' ideas on the side of the board. Ask individual learners questions to check understanding.</p>
Learner's Book page 21	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to close their books while you read out the list of school subjects in Activity 2. Ask them to raise their hands when you mention a subject that they study. At the end, elicit all the school subjects again – see how many they can remember from your list without looking at their books. 2. Focus learners' attention on the subjects listed in the Learner's Book. Ask them to read the list with a partner and identify again the subjects they study. 3. Ask learners to work in pairs and note down other subjects that they study (that are not mentioned in the box). Give a time limit of about a minute. <p>Feedback</p> <p>Clarify any subjects that are unfamiliar to learners. The pair that comes up with the first full list reads it out to the class. The others check their list against it and amend/correct as appropriate.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 19	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to finish the sentences below with their own experience.</p> <p>Feedback</p> <p>Work individually, and then swap with a partner to check answers.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to refer to their Learner's Books to complete the exercise.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to close their textbooks and complete this exercise from memory.</p>
Learner's Book page 21	<p>Read: Activity 3</p> <p>1. Tell learners they are going to read about school life in Egypt. Put learners in pairs and ask them to read the passage aloud, alternating sentences.</p> <p>2. Bring the class back together and check for any unknown vocabulary. Ask for first impressions: <i>What is the same about Omar's day and your own? What is different?</i></p> <p>3. Give learners a few minutes in pairs to think of any answers.</p> <p>Feedback</p> <p>Ask for volunteers to guess unknown vocabulary, then nominate one learner to look up the word in a dictionary and write up the definition on the board. Call on pairs to give answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 22 Audio Track LB7	<p>Read and listen: Activity 4</p> <p>1. Ask learners to read through the text about Omar again and complete the table with information they find, and with information about themselves.</p> <p>2. Now play the audio. Play twice, pausing after each paragraph the second time.</p> <p>Feedback</p> <p>Circulate around the class checking learners' work as you go and offering corrections to answers and spelling as appropriate. At the end of the exercise, call on individual learners to share their answers with the class. The second time you play the audio, ask learners if they have heard any of the answers during this paragraph.</p> <p>Answers</p> <p>(for Omar)</p> <p>1 walks; 2 exercises; 3 8.25 am; 4 45 minutes; 5 Science, Maths, Social Studies, Computers, Arabic, English, French, Art and Music; 6 Science and Maths</p> <p>Differentiation activities (Support):</p> <p>1. Less confident learners can work in pairs, completing the table in note form.</p> <p>Differentiation activities (Stretch):</p> <p>1. More confident learners can work alone, completing the table in full sentences.</p>

Learner's Book page 22	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners into groups of five to interview each other, or allow learners to move around the classroom interviewing others. 2. Check that learners are not struggling with any vocabulary and write any words needed on the board. 3. Ask learners to look at the information they have gathered and think of some sentences to describe the data. Write up some examples on the board: <i>One person walks to school, but four people come in a car.</i> <i>Three people like English best, but two people prefer Arabic.</i> <i>Two people don't like Physical Education and Maths. One person doesn't like History.</i> <p>Feedback</p> <p>Call on learners to share the information they have gathered with the class. Direct them to the sample sentences if they are struggling.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before you reach the time for class feedback, go through some of the results with individual learners so they can practise their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Instead of just reporting their own results, ask them to compare and contrast the results of others in the class.
Activity Book page 19	<p>Write: Activity 2</p> <p>Note: this can be set as an extension activity for more able learners, or set as homework.</p> <ol style="list-style-type: none"> 1. Ask learners to write about their own school day. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write one sentence about their own school day including a comparison or contrast. If time is short, ask learners to work in a pair to think of their own sentence to tell the class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to complete a paragraph about school in the UAE. Ask them to think about what happens as well as lessons (after-school clubs, breaks, lunchtime, holidays).
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Prompt learners to help you write up different parts of the school day (<i>lessons, lunch time, after-school clubs, registration</i>). Once you have at least four things on the list, allocate a corner or other part of the room to each one. Ask learners to get up and go to the place that represents their favourite part of the day. Once everyone is in a corner, ask one or two people from each group to say why it is their favourite.

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: (G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to children in other countries talking about their schools. Speaking: To compare their school life with that in other countries. Writing: To write their sentences about schools around the world.		Learning outcomes: By the end of the lesson, learners will be able to <ul style="list-style-type: none"> • compare and contrast their own school life with others around the world • understand and identify differences in experiences described by children from different countries.
Link to prior learning: <ul style="list-style-type: none"> • Comparison 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively. Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing). Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills. 		
Key vocabulary: School subjects: <i>National History, Arabic, Science, Art and Design, French, Islamic Education, Social Studies, Spanish, Physical Education</i> ; <i>uniform, break, day off</i> Key expressions/structures: comparing and contrasting		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be confused by the different use of 'Maths' and 'Math' in the audio. Reassure learners that both versions are correct. British English (which also includes Australian and Irish native speakers) use 'Maths'. North American speakers from Canada and the USA use 'Math'. Remind learners that English often has idiosyncrasies like this, and a dictionary is the best place to look for clarification. 		
Resources/equipment needed: Learner's Book page 23 Activity Book page 20 Audio Track LB8 Pictures of schools and classrooms from other countries		

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
	<ol style="list-style-type: none"> 1. Show the class pictures of schools and classrooms in other countries that show similarities and differences to your school. You could ask learners to guess first which country the schools come from, and then elicit the differences from the pictures. 2. Extend the activity by asking learners to imagine further similarities and differences based on the images and what they may already know about the country. This may be an opportunity to increase learners' awareness of and generate a discussion about conditions in schools in poorer nations.
Learner's Book page 23	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask the first question: <i>What do you know about schools in other countries?</i> Model the activity first with a pair of learners in front of the class. 2. Encourage any responses from learners who have personal experience of learning in another country or family members or friends that have studied abroad. Also encourage learners to imagine similarities and differences, even if they have no direct experience. If learners have no responses for this question, simply tell them that they are going to find out more about schools in other countries later in the lesson. 3. Ask: <i>How are they the same as the UAE? How are they different?</i> Learners compare and contrast their experience of school with other national and international examples. They can be challenged by being asked to imagine what school life might be like in other places, if they have no direct experience. This may be an opportunity to increase learners' awareness of and generate a discussion about conditions in schools in poorer nations. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners questions to check understanding.</p>
Resources	Main activity
Learner's Book page 23 Learner's Book Audio Track LB8	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to three children talking about school life in their countries. They need to listen and note down the school subjects that each child mentions from the list in the previous lesson. Tell them that you will stop the audio after each speaker to give them a chance to write. Emphasise to learners that, at this stage, they need only listen for school subjects and they should not worry about trying to understand the other details. <p>Feedback</p> <p>After listening to the three speakers, ask learners to compare their answers with their partners and then tell you the school subjects that were mentioned from the list in Lesson 1.</p> <p>Answers</p> <p>School subjects mentioned: Maths; National History; Islamic Education; Arabic; Science; Social Studies; Physical Education; French</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners who need more support could write the school subjects first and then tick the ones they hear in the listening task.

	<p>Differentiation activities (Stretch):</p> <p>1. Elicit other school subjects mentioned by the children (Tian, China: <i>Language, Maths, Chinese</i>; Haniya, Bahrain: <i>Maths</i>; Mia, Canada: <i>Reading, Writing, Math</i>). Ask learners which subjects were similar to the list from the previous lesson and which are different.</p>																				
<p>Activity Book page 20</p> <p>Learner's Book Audio Track LB8</p>	<p>Listen: Activity 1</p> <p>1. Focus learners' attention on the table in Activity 1. Explain to the whole class that they are going to listen again for the information needed to complete the table. Ask them to tell you exactly which information they are going to listen for from each speaker by having them read out the table headings (school hours; days at school; the months of the school year). Explain that you are going to stop after each speaker to give them time to write.</p> <p>2. Ask learners if they can remember any of the information from the first listening (but make it clear that this was not the task for the previous listening and it is OK if they can't tell you). If some learners can remember, ask them to listen again to check.</p> <p>3. Play the audio again, stopping after each speaker.</p> <p>Feedback</p> <p>After listening to the three speakers, ask learners to compare their answers with their partners and then conduct class feedback to share the answers. If necessary, play the audio again all the way through.</p> <table><tr><th colspan="4">Answers</th></tr><tr><td></td><td>School hours</td><td>Days at school</td><td>School year</td></tr><tr><td>China</td><td>7.30 am–5 pm</td><td>Monday–Saturday</td><td>September–July</td></tr><tr><td>Bahrain</td><td>8 am–2 pm</td><td>Sunday–Thursday</td><td>September–July</td></tr><tr><td>Canada</td><td>9 am–3.30 pm</td><td>Monday–Friday</td><td>September–June</td></tr></table>	Answers					School hours	Days at school	School year	China	7.30 am–5 pm	Monday–Saturday	September–July	Bahrain	8 am–2 pm	Sunday–Thursday	September–July	Canada	9 am–3.30 pm	Monday–Friday	September–June
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<p>Learner's Book page 23</p>	<p>Talk: Activity 3</p> <p>1. Put learners into groups of three or four to discuss the questions. Ask them to look at their answers for the previous activities and to make notes on similarities and differences.</p> <p>Feedback</p> <p>Conduct a quick class feedback session for questions a and b. If learners are reluctant to speak in front of the class, ask them to appoint a spokesperson (or choose one yourself) to give feedback on behalf of the group. After discussion, conduct class feedback, establishing points in common and different ideas within each group. Ask learners to refer to the country where they got the idea from (for example, <i>We would like to have long holidays like Canada</i>).</p> <p>Differentiation activities (Support):</p> <p>1. Less confident or reluctant speakers may find this task more manageable if you divide the questions up, giving one question to each group, according to ability (less confident learners could take questions a or b).</p> <p>Differentiation activities (Stretch):</p> <p>1. Give more confident learners question c, in which learners discuss things about their school that they would like to change, after hearing the examples from the other countries (such as school hours and length of holidays).</p>																				

Activity Book page 20	Write: Activity 2 Note: If lesson time is short, this can be set as homework. 1. Ask learners to write three sentences comparing their school day with the children in China, Bahrain and Canada. 2. This work can be completed alone in class or as homework. Feedback Written work can be handed in for written feedback if set as homework. If done in class, circulate around the room checking for common mistakes and correcting errors. Ask learners to swap work with a partner and discuss.		
Resources	Plenary		
	1. To finish off, ask the class if there was anything that surprised them about school life in the other countries.		
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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. ((G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about which study tips learners already follow. Reading: To read information about study tips. Writing: To write information into a mind map about study tips.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • find information in a text and record it in a mind map • talk about learning tips with others.
Link to prior learning: <ul style="list-style-type: none"> • Question word + <i>do</i> 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively. Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing). Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills. 		
Key vocabulary: <i>study, brain, eat, sleep, exercise, drink, energy, mind map</i> Key expressions/structures: First conditional to express likely future events		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can struggle with the use of the future with the first conditional only in the second half of the sentence. You may find that learners naturally use either the present tense or the future tense for both clauses (for example, <i>If you don't exercise, you are tired.</i> / <i>If you will not exercise, you will be tired.</i>) Remind learners that the 'will' in the second clause is talking about the result of the first action, so must happen next (or after it). If the first clause is in the present (i.e. is happening now), then the thing that happens next must be in the future. 		
Resources/equipment needed: Learner's Book pages 24–25 Activity Book page 21 Print-outs of Activity 1 quiz statements. A selection of objects to represent good and bad study habits including a water bottle, some dark chocolate, fresh fruit, sweets, a fast food menu, sports equipment. If objects are unavailable, use photographs instead.		

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
	<ol style="list-style-type: none"> 1. Introduce the topic by handing around objects that that reflect good and bad study habits such a fast food menu, a bottle of water, some fresh fruit, some chocolate or some exercise equipment. After learners have had chance to handle the objects, ask them to look at the title of the lesson and to tell you what the connection is with the objects. Elicit that these objects are all things that either improve or take away your brain power (and consequently your ability to study well) and that they are going to find out more later. Let learners speculate on which is which. If you cannot supply these objects, you may wish to use photographs or illustrations instead. 2. Focus attention on the question: <i>What do you do to make sure you work well at school?</i> Elicit responses from volunteers or nominate learners and ask them the question. Put some answers on the board and use them to elicit comments around the class.
Resources	Main activity
	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to do a quiz to find out more about brain power. If you want to energise your class or give them extra practice in all four skills, you could introduce the quiz as a running dictation. 2. Tell learners to shut their Learner's Books. Let learners watch you fix the four statements from Activity 1 on the classroom walls and tell you exactly where you are putting them (for example, <i>by the window</i>, <i>next to the cupboard</i>) for extra language practice. Then divide them into A/B pairs and give A the task of 'runner' and B, 'writer'. (Make sure learners are clear about their role.) Then explain that A has to walk up to the statement, read it, remember as much as possible, go back and dictate it to B. B listens and copies. (A doesn't have to remember the whole line but should try and remember as much as possible. He or she can go back to check.) If appropriate, you can swap the roles halfway through by clapping your hands (make sure learners know beforehand that this is the signal to change). The objective is to write down the statements within a time limit or as fast as possible. 3. Learners then read the statements they have written (or in the Learner's Book) in the same A/B pairs and consider whether they are true or false (this will calm them down after the dictation). Ask them to record their answers in preparation for the next stage. <p>Feedback</p> <p>Take a class vote on whether the statements are true or false.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Instead of the running dictation activity, you could read out the quiz statements to the class (ask learners to close their books first). Take a class vote, then ask them to look at the statements again in pairs and record their answer in preparation for the next stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If you are not doing the running dictation activity, you can ask learners needing to be stretched to write down the questions as you read them to the class. 2. When learners have done this dictation they can check their statements against the book and make any corrections.

<p>Learner's Book page 24</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Reading strategy box on page 24 and the idea of focusing on finding specific information in a text, rather than trying to understand all of the information at once. Ask them which approach they think makes more sense: try and understand all the information in a text the first time you read it or approach the text step by step, first just looking for specific information. Encourage learners to see that the second approach will support them better in managing reading texts. Remind them of the 'step-by-step' approach presented in Unit 1 and point out that this approach links closely with that one. 2. Go back to the quiz and tell learners that they are going to find out the answers in the reading text. Ask them to tell you which key words from the quiz they will be looking out for when they scan the text for the answers. Elicit one or two key words from each statement (for example, <i>nuts / remember; sugary food / energy; chocolate; water / concentrate</i>). Focus attention on the pictures and remind learners that these give clues about major themes in a text. 3. Ask learners to read the text in a time limit (about four minutes) to encourage them to just focus on finding specific information to answer the quiz statements. 4. When they have finished reading ask them to check their answers to the quiz statements and then compare with a partner. <p>Feedback</p> <p>Conduct class feedback, eliciting the answers and corrections for the false sentences.</p> <p>Answers</p> <p>1 true 2 false. Your energy will drop and you'll feel tired and unable to concentrate. 3 false. Only dark chocolate. 4 true</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write up the key words on the board for each section of the text. Encourage learners to identify one more word that shows whether the quiz question is true or false. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask early finishers to think of tips to add to the list in the text.
<p>Learner's Book page 25</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to consider whether each picture shows a good study habit or a bad one. Give a time limit. <p>Feedback</p> <p>Conduct class feedback, asking the class to vote on whether each photo shows something good or bad. Ask for a volunteer to explain their reasoning for each photo.</p> <p>Answers</p> <p>Answers learners' own, but may include: TV at midnight: Bad (staying up late means you won't get enough sleep). Doughnuts: Bad (sugary food can stop you from concentrating). Football: Good (represents exercise which builds concentration). Sandwich: Good and bad (white bread is not as good as wholemeal bread, but the vegetables in the sandwich contain vitamins). Milk chocolate: Bad (it's not dark chocolate, so it's not good for you). Fizzy drink: Bad (it's important to drink plenty of water, but fizzy drinks have too much sugar).</p>

Activity Book page 21	Mind maps: Activity 1 1. Ask the class if they have ever used mind maps before. If not, draw a simple one on the board, perhaps showing information about the school, showing teachers, non-teaching staff, learners and parents. Explain that it is a good way of representing information so that it is memorable. 2. Direct learners' attention to the mind map then complete it with information from the <i>Tips for a good day at school</i> text on page 24 of the Learner's Book. Encourage learners to use the pictures as prompts for vocabulary. Feedback Ask learners to stick their mind maps up on the board. Call on one or two learners to come up to the front and describe their mind map to the class. Answers Learners' own answers. Differentiation activities (Support): 1. Refer learners back to the key words you identified as part of Activity 2. Can they work out how to add the key words to the mind map? If necessary, complete one section of the mind map together on the board. For example, they could work together to add information to the section on foods not to eat. Differentiation activities (Stretch): 1. Encourage learners to add information from Activity 1 in the Learners' Book Activity Book to their mind map, and also any other ideas for good study habits from the earlier class discussion.		
	Resources		
	Plenary 1. To finish off, ask the class to vote on which is the best study tip. Encourage four learners to propose tips and then hold a class vote.		
	Learning styles catered for (✓):		
	Visual ✓	Auditory	Read/Write ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others. (G6.3.2.1.4) Use features of text organisation to obtain knowledge (for example, tables, pictures and diagrams). (G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas for study tips using the first conditional. Reading: To read a text looking for examples of the first conditional. Writing: To create a poster with study tips written in the first conditional.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give advice in writing and speaking, using the first conditional • identify examples of the first conditional in a written text.
Link to prior learning: <ul style="list-style-type: none"> • First conditional 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>study, brain, eat, sleep exercise, drink, energy, problem</i> Key expressions/structures: First conditional: <i>if ... will/won't</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with making negative statements with 'if': Positive: <i>If you eat the vegetables, you will be healthy.</i> Negative: <i>If you don't eat the vegetables, you won't be healthy.</i> Some learners will try to form the negative without the additional verb: <i>If you not eat the vegetables, you won't be healthy. X</i> Drill learners on negative first conditional clauses using funny or extreme scenarios to embed their learning. Remind learners that in the second person, the 'don't' and 'won't' go together as this is easy to remember. 		
Resources/equipment needed: Learner's Book page 26 Activity Book page 22 Markers or coloured pencils; A4 sheets of paper for making posters, magazines with pictures of healthy living objects/people that can be cut out.		

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
	<p>1. Ask who can remember any good or bad study habits from the previous lesson. Ask: <i>What are good things to eat?</i> (nuts, berries, fish, dark chocolate), <i>What are bad things to eat?</i> (white bread, sugary food).</p>
Resources	Main activity
Learner's Book page 24	<p>Talk about it: Activity 1</p> <p>1. Put learners in pairs and ask them to talk about the questions: <i>How do you do your best? Who gives you advice? Do you ever give advice to others?</i></p> <p>2. Model the activity first with a pair of learners in front of the class.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners questions to check understanding.</p>
Learner's Book page 26	<p>Use of English: Activity 2</p> <p>1. Write the two examples from the Use of English box on the board, leaving a space for the first conditional forms (1: _____ you _____ plenty of water, you _____ able to concentrate better in class. 2: Your body _____ as well, _____ you _____ plenty of sleep). Elicit the missing words from learners if possible (or input yourself). Use different colours to highlight the target language.</p> <p>2. Explain that we use first conditional structures when we want to say that there is a real possibility of something happening. Tell learners that first conditional sentences like these are often used to give advice (for example, sentence 1) or to warn someone about something that we think is likely to happen (for example, sentence 2).</p> <p>3. Focus learners on form. Show them that each sentence has two parts and that these can be swapped over (for example, <i>If you don't get plenty of sleep, your body won't grow as well</i>). Change the pronoun (for example, 'you' to 'she') and elicit any changes that occur in the 'if' clause; point out that 'will' and 'won't' stay the same.</p> <p>4. Focus learners on Activity 2. Ask them to match the sentence halves to complete the sentences.</p> <p>Feedback</p> <p>Review the answers as a class. Clarify any confusion with the concept by presenting more example sentences.</p> <p>Note: There are many more opportunities in this lesson for returning to this grammar point from different perspectives, so move the lesson on if you think that the lesson pace is a little slow. There may be time for one-to-one work while learners work on their A4 posters if individual learners needs additional drilling.</p> <p>Answers</p> <p>1 c ; 2 d; 3 e; 4 f; 5 b; 6 a</p>

Learner's Book pages 24 and 26	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to find more examples of first conditional sentences in the quiz and text on page 24. They could do this activity in pairs. 2. Alternatively, you could do the activity as a class and make it into a race by having learners read the quiz and text and put their hands up as soon as they find an example. All learners could then copy all the examples into their notebooks. <p>Feedback</p> <p>Conduct class feedback to check that learners have identified all the examples.</p> <p>Answers</p> <p>(from the quiz)</p> <p>2 If you eat sugary food, you'll have enough energy to study for a long time.</p> <p>4 If you drink plenty of water, it'll help you to concentrate better.</p> <p>(From Tips for a good day at school)</p> <p>If you eat these foods, you'll get a quick energy lift.</p> <p>If you drink plenty of water, you'll be able to concentrate better in class.</p> <p>Your body won't work as well if you don't plenty of sleep.</p>
Activity Book page 22	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to attempt the activity individually. <p>Feedback</p> <p>Ask learners to compare answers with a partner, and then ask for volunteers from the class to share the correct answers.</p> <p>Answers</p> <p>1 use; 2 won't; 3 make; 4 will; 5 find; 6 can</p>
Learner's Book page 26	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to form their own first conditional sentences from the words provided. 2. Go through the first example. Show possible variations of person (I / you / he / she / we / they). 3. Ask learners to do the activity individually. <p>Feedback</p> <p>Check answers together as a class.</p> <p>Answers</p> <p>Include the following, but could be in a different person:</p> <p>a You'll have energy to do homework if you get enough sleep.</p> <p>b If you eat fish and vegetables, your brain will remember things more easily.</p> <p>c You will be able to concentrate if you eat wholemeal bread and fruit.</p> <p>d You will work well if you eat healthy food.</p> <p>e If you get enough exercise, your memory will improve.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to write only in 'you' singular person. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write more than one version of each sentence, in a different person.

Activity Book page 22	<p>Challenge: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will now form their own sentences with advice or warnings, using the pictures and a smaller number of words. 2. Working individually or in pairs, ask the learners to decide what vocabulary they need to form the sentence, then write a first conditional sentence for each picture. <p>Feedback</p> <p>Circulate around the class checking learners' work as you go. At the end of the exercise, call on individual learners to share their answers with the class.</p> <p>Answers</p> <p>To include:</p> <ol style="list-style-type: none"> 1. If you sleep well, you'll study better. 2. If you drink plenty of / enough water, you'll concentrate better. 3. If you do (enough / plenty of) exercise, you'll (be able to) remember things well/better. 4. If you eat healthy food, you'll have energy (for studying). <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use 'you' for each sentence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write at least two sentences for each picture. Make each sentence in a different person.
Learner's Book page 26	<p>Write: Activity 5</p> <p>Note: If lesson time is short, this can be set as homework.</p> <ol style="list-style-type: none"> 1. Put learners in groups of three and explain that they are going to make a learning tips poster. They need to write learning tips using the first conditional; they can get information from the quiz and text and also use their own ideas. Stipulate the minimum number of sentences you require (about eight – but adjust this according to the ability of your class). At the end, they will display their posters for others to look at and read. 2. Tell learners to write their favourite tips – the ones that they feel are the most useful or interesting. Elicit a couple of examples first from the class. 3. Ask learners to write the tips first before making the poster. Monitor groups and help with language and vocabulary. Check that sentences are grammatically accurate before allowing learners to prepare the poster. 4. When learners have produced a series of satisfactory sentences, let them start the poster. Supply poster paper and coloured pens so learners can make the posters visually eye-catching. They could decorate with pictures (from magazines, or their own art work). 5. If time is an issue, this activity can be completed for homework. <p>Feedback</p> <p>When everyone has finished, ask learners to walk around and look at each other's posters. They need to note down a tip from another poster that doesn't appear on their own and which poster they think is most eye-catching.</p> <p>Note: You may find an opportunity during this activity for one to one work with any learners who need additional support with the first conditional.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Remind learners to look through the sentences they have worked with during the class. How can they adapt the sentences to make them their own? (For example, change the noun in the advice about what (not) to eat.)		
	Differentiation activities (Stretch): 1. Learners can add additional sentences including ideas of their own for advice.		
Resources	Plenary		
	1. Take a class vote on the most eye-catching poster and nominate a few learners to tell the class about tips they noted down. 2. Ask each learner to choose two learning tips that they are going to follow from now on. Nominate a few learners to tell the class about the tips they’ve chosen 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: (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to learners from around the world talk about starting new schools. Speaking: To take part in a role-play about starting a new school. Writing: To write a role-play giving advice.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • create a role-play about a familiar subject • give advice.
Link to prior learning: <ul style="list-style-type: none"> • First conditional • Advice and suggestions 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>nervous, worried, afraid, happy, problem, advice</i> Key expressions/structures: <i>Why don't you ..., You should ..., You could...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need reminding of the difference between 'should' and 'could' in giving advice/suggestions. Remind learners that 'should' carries the meaning 'ought to', i.e. this is the right thing to do. 'Could' is less strong and just gives an idea to the listener. 		
Resources/equipment needed: Learner's Book page 27 Activity Book page 23 Audio Track LB9		

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
	<ol style="list-style-type: none"> 1. Ask learners to think about how school for Cycle 2 is different from their elementary school. Is it bigger or smaller? Are the lessons the same or different? Do they have more teachers or fewer? Have a game of Pictionary. Call a learner up to the board and ask him or her to draw a way in which Cycle 1 and 2 schools are different. Ask other members of the class to call out their ideas of what the drawer is depicting. 2. Ask how learners felt about starting a new school. Brainstorm some vocabulary and write it on the board, for example <i>worried, excited, nervous, happy</i>, etc.
Resources	Main activity
Learner's Book page 27	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to talk about the questions: <i>Have you started a new school this year? What is it like? How is it different to your old school?</i> 2. Model the activity first with a pair of learners in front of the class. Feedback Monitor learners and assist where necessary. Ask individual learners questions to check understanding.
Learner's Book page 27 Audio Track LB9	Listen: Activity 2 <ol style="list-style-type: none"> 1. Tell learners that it is common all around the world to start a new school at around age 11 or 12. They are going to hear from some other children around the world who are in Grade 6 in their countries. Some have started a new school this year, and some are going to start next year. 2. Ask learners to read the questions (see list below) and listen carefully to the audio. 3. Play it once through, pausing after each speaker. 4. Tell learners you are going to play the audio again and they will need to answer questions. Put learners into pairs or small teams and make sure that each pair has blank paper and a pen. 5. There are two questions per speaker in the audio; if you have limited time, or a class needing support, you can ask just one question per speaker. Ask the question or questions before playing the audio for each speaker. Read the question slowly twice and check for unknown vocabulary. Questions: <ol style="list-style-type: none"> 1 Who was noisy in Hassan's old school? 2 How did Hassan feel about starting his new school? 3 What does Daniel like about the school he is at now? 4 Why is Daniel worried about starting a new school? 5 Who does Katie know who is at High School already? 6 Why isn't Katie worried about High School? 7 How long will Luisa stay in Junior High School? 8 Why was Luisa sad about leaving her old school?

	<p>Feedback</p> <p>Ask for a show of hands for whether each speaker has started a new school. When you come to the questions, each pair will need to write their answer to the question (note form is fine) and then hold it up when you announce it is time for answers. Each team with a correct answer will receive a point. The team with the most points wins.</p> <p>Answers</p> <p>Hassan and Luisa have started a new school this year. Daniel and Katie will start a new school next year.</p> <ol style="list-style-type: none"> 1. The little kids were very noisy in Hassan's old school. 2. Hassan was a bit nervous about starting his new school. 3. Daniel likes being in the oldest class in the school. 4. Daniel is worried about starting a new school because he is afraid that he will get lost. (Also accept because it is much bigger / because the older children will be so much bigger / because there might be bullies.) 5. Katie's older sister is at high school already. 6. Katie isn't worried about high school because she thinks her sister will look after her if she has any problems. 7. Luisa will stay in junior high school for three years. 8. Luisa was sad about leaving her old school because she had to say goodbye to teachers she had known for a long time.
<p>Learner's Book page 27 Activity Book page 23</p>	<p>Role-play: Activity 3 + Prepare: Activity 1 and 2 (Activity Book)</p> <ol style="list-style-type: none"> 1. Explain to learners that they are now going to prepare and practise their own role-plays about starting a new school. 2. First, go through the problems that they discussed about starting a new school throughout the lesson, by referring them back to the notes made on the board (rewrite these if they have been removed, to help with this stage). Ask learners to work in groups writing down a few ideas for problems in the table in their Activity Books. 3. Put learners into pairs and explain that they are going to write a dialogue together, explaining what the problem is (Learner A) and offering a solution (Learner B). Tell learners that they need to choose a problem then think of a solution to the problem in their role-play. Remind them of the functional language for suggestions, direct them to look at the Activity Book for key words and elicit the phrases again on the board. Ask learners to write what their chosen role-play is about, on the line provided in their Activity Books, Activity 1. 4. Learners write their role-play in pairs in their Activity Books or notebooks if they need more space for a second role-play. Ask them to write about one or two problems depending on time and ability. Monitor the pairs, helping with language and vocabulary. 5. Check the dialogues for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas rather than perfectly accurate scripts. Ask learners to identify any words which could be emphasised to make a strong point.

	<p>6. Now ask learners to choose a 'role': Learner A has a problem, Learner B is going to offer a solution or advice. Ask learners to practise their role-plays in pairs. Again, monitor the pairs, helping with pronunciation and guiding them to noticing which words could be emphasised to make strong points.</p> <p>7. When learners have finished practising, you could either ask a few confident pairs to deliver their role-plays in front of the class, or move all learners into groups of six and have three pairs perform for each other.</p> <p>Feedback</p> <p>While pairs are performing their role-plays, ask listeners to note down the solutions offered for each problem because, at the end of the class, you are all going to vote on the best solution.</p>		
	<p>Differentiation activities (Support):</p> <p>1. To give learners extra support in writing the role-play, write part of one together as a class. Choose a problem to discuss (for example, <i>I am worried I will get lost</i>) and elicit a simple dialogue line by line; for example: A: <i>I'm scared I will get lost when I go to my new school.</i> B: <i>Why are you scared you will get lost?</i> A: <i>Because it's so much bigger than my elementary school ...</i> B: <i>Why don't you ... ?</i></p> <p>2. Leave the dialogue on the board to give learners a structure. (Or you could erase certain words, or just leave prompts, so they have to work a little harder to remember.)</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of new worries that a learner might have when starting a new school, not something that has already been used in a previous activity. Encourage each pair to think of two possible suggestions or pieces of advice for each worry/problem to put into their dialogue.</p>		
Resources	Plenary		
	<p>1. Ask learners to share a piece of advice for someone starting a new school with the class.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about their roles in a group task. Reading: To follow instructions to complete a leaflet. Writing: To write a leaflet to help Grade 5 learners make the transition to Grade 6.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write information and advice for an audience of younger learners • divide up tasks within a team.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 2, lessons 1–5. 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
Key vocabulary: Review of Unit 2, lessons 1–5 Key expressions/structures: Review of Unit 2, lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Writing a complete leaflet can be a very daunting task, particularly for learners needing extra support. In addition to the guidance supplied for this task below, help learners to break down any information-writing task further: <i>What information do I need here? What is the best way to present it?</i> It can be better to present information in a table or a diagram, or even in pictures, rather than full sentences. Even learners with very limited English skills can manage to present information effectively if they plan ahead. 		
Resources/equipment needed: Learner's Book page 28 Activity Book page 24 Markers or coloured pencils, A4 sheets of paper		

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
	<ol style="list-style-type: none"> 1. Play a school subject mime game. Cut up a list of school subjects to make a set of words for each team, folding each word in half so it can't be seen. Put learners into teams of four to six. Tell them to put the pile of school subjects in the middle of the group. Each member must take a turn choosing a slip of paper and then miming the school subject shown. The winning team is the one that solves all the mimes first.
Resources	Main activity
Learner's Book page 28	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into pairs and ask them to work through the definitions of school subjects and words, writing the answers in their notebooks. 2. To add interest, you can make this activity a race, with the first team to get a complete list of correctly spelled subjects and words the winner. <p>Feedback</p> <p>Call on a learner to come and write each answer on the board. Check with the class by a show of hands.</p> <p>Answers</p> <p>1 day off; 2 Art; 3 Physical Education; 4 Maths; 5 National History; 6 school uniform</p>
Activity Book page 24	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to match the sentence halves to make complete sentences using vocabulary from Lessons 1–5. Ask learners to work in pairs or alone. <p>Feedback</p> <p>Write up the sentences on the board as they appear in the book. Ask for a volunteer from the class to come up and draw the line to link the sentence halves for each answer.</p> <p>Answers</p> <p>1c; 2a; 3d; 4b; 5e</p>
Learner's Book page 28	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Working alone or in pairs, ask learners to choose the correct word to make first conditional sentences. <p>Feedback</p> <p>Ask learners to compare answers with a partner, then ask for volunteers from the class to share the correct answers.</p> <p>Answers</p> <p>1 will; 2 get; 3 gives; 4 eat; 5 won't</p>
Learner's Book page 28	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Working alone or in pairs, ask learners to choose the correct words to fill the gaps in the role play. <p>Feedback</p> <p>Ask learners to compare answers with a partner, then ask for volunteers from the class to share the correct answers.</p> <p>Answers</p> <p>1 won't; 2 you; 3 will; 4 do; 5 you</p>

<p>Activity Book page 24</p>	<p>Talk and write: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners into small, mixed-ability groups of four to five to make their leaflets. 2. Prepare the whole class for the activity. Divide the board up into five sections. First, ask: <i>What will you need in each section?</i> Prompt for ideas, and write up in section 1: <i>A heading, a picture, words.</i> 3. For the second section on the board, write up <i>Part 1</i>. Prompt for what goes in this section. Write up learner ideas to include: <i>Start time, lessons, breaks, lunch, end time.</i> 4. For section 3, <i>Part 2</i>, prompt for ideas including: <i>school subjects</i>. Tell learners to use at least one sentence each with <i>instead of</i> and <i>as well as</i>. 5. For section 4, <i>Part 3</i>, prompt for ideas on good study habits and encourage learners to look back at Lessons 3 and 4. 6. For section 5, <i>Part 4</i>, ask learners to include one or two examples of worries Grade 5 learners might have about moving up to Grade 6, and a piece of advice for each. Encourage learners to look back at Lesson 5 for ideas. 7. Give each group paper and pens to complete their leaflet. Encourage the groups to divide up the work so that everyone has a task. If there isn't time to complete the leaflet, ask each group to do a plan of what should go in the leaflet, with a sample sentence and a picture idea for each section. Encourage learners to think about creative presentation. What will the Grade 5 children like? What will help them? <p>Feedback</p> <p>At the end of the task, ask learners to display their leaflets on their desks and move around the classroom, looking at the leaflets created by other groups. Ask at least one member of each group for something they like about their own leaflet, and something they like about another group's leaflet.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners in this group can take on Part 1 of the leaflet, which requires fewer complete sentences. They can also support other learners in design and illustration. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners needing to be stretched can be asked to focus on Parts 3 and 4 of the leaflet, writing more complex complete sentences.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to read the Look what I can do! statements and tick the box for their ability. 2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner's book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners then compare their answers in pairs.

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: (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.4.1.1.1) Produce connected texts of six or more simple, compound or complex sentences for a range of purposes. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to children talking about problems at school. Speaking: To make suggestions for solving a problem. Reading: To read about problems people have in school. Writing: To write possible solutions for problems.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use new vocabulary about problems at school • make suggestions and give advice about a range of issues.
Link to prior learning: <ul style="list-style-type: none"> • Giving advice/suggestions (<i>could/should</i>) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>tell off, mess about, join in, bully, make fun of, waste time</i> Key expressions/structures: <i>Why don't you ..., You could ..., You should...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson deals with problems in school, including bullying. You may need to be sensitive to the personal experiences of learners in your class when dealing with this topic. You may need to check that all learners are giving appropriate responses within groups when giving advice on the fictional scenarios and offer the opportunity for any learners to talk to you or another appropriate adult if they feel they have been affected by any of the issues raised in the class. 		
Resources/equipment needed: Learner's Book pages 29–30 Activity Book page 25 Audio Track LB10 A clip from a film or TV programme, depicting a problem at school		

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
	<ol style="list-style-type: none"> 1. You could introduce the topic of this lesson by showing learners a clip from a film or TV programme, depicting a problem at school (bullying, bad behaviour in class, etc.) to generate interest and initiate a discussion. Ask learners to watch and explain what problem is being played out on the clip. Alternatively, you could show learners images showing problems in a school environment or use the pictures in the Learner's Book. Ask them to speculate on what the problem might be by looking at the images.
Resources	Main activity
Learner's Book page 29	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the questions in Activity 1: <i>What kind of problems can children have at school? What kind of behaviour causes problems at school?</i> 2. Put learners into pairs and ask them to discuss briefly in pairs. If you haven't used the picture on page 29 in the Starter stage, ask learners to look at it and speculate what problem is depicted before moving on to the questions. <p>Feedback</p> <p>Ask for volunteers or nominate some learners to share their ideas with the class. Note down ideas on the board to help learners with the next activity.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 29	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the comments in Activity 2 and explain that they all describe problems at school. Tell them to read the comments and look out for any that mention the same problems that they talked about in Activity 1. Refer them to the notes on the board as a reminder. 2. Remind learners just to focus on looking for the specific information and not to worry about any unknown words at this stage. <p>Feedback</p> <p>Give a time limit of about four minutes. Then conduct class feedback, identifying common problems.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learners' Book page 30	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. First, conduct this activity as a reading race with the whole class. Focus learners on the verbs highlighted in the texts, read out the definitions and ask them to match to a verb in the text. 2. Check learners understand the meaning of the verbs by asking questions like: <i>Why did the teacher tell the children off?</i> (comment 1); <i>Who is annoyed because her classmates waste time?</i> <i>What does she want them to do?</i> (comment 3); <i>What is the child afraid of in number 4?</i> <i>Why?</i>; <i>What unkind things does the boy describe in number 5?</i> 3. Ask learners to record the verbs and definitions in their notebooks. <p>Feedback</p> <p>Ask learners to volunteer answers and choose learners from across the spectrum to check wider understanding.</p>

	<p>Answers</p> <p>a mess about; b make fun of; c tell them/someone off; d join in with; e bully</p>
<p>Activity Book page 25</p>	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to complete the dialogue with the verbs describing behaviour. Learners can work alone or in pairs.</p> <p>Feedback</p> <p>Check answers together as a class.</p> <p>Answers</p> <p>1 messes about; 2 laugh at; 3 tells us off; 4 bully; 5 join in with</p>
<p>Learner's Book page 30 Audio Track LB10</p>	<p>Listen: Activity 4</p> <p>1. This is an optional activity. Tell learners that they are going to listen to two conversations about problems at school.</p> <p>2. Focus learners on the question in Activity 4 and ask them to read it out to you. Make sure that they understand that they need to listen to identify which problems in Activity 2 the children are talking about. Tell them that this time they need to just listen to answer the question and that you will stop the audio after each conversation.</p> <p>3. Play the audio, stopping after each conversation. Elicit which problem the children are talking about.</p> <p>Feedback</p> <p>Ask learners to volunteer answers and check if the class agree.</p> <p>Answers</p> <p>Conversation 1 is about comment 3 – attitudes to group work. Conversation 2 is about comment 5 – bullying.</p>
<p>Learner's Book page 30 Audio Track LB10</p>	<p>Activity 5</p> <p>1. Ask learners to copy the sentences a–e into their notebooks, leaving gaps for the missing words. Before they listen again, ask if anyone can remember the phrases from the conversations and can guess any of the missing words.</p> <p>2. Explain to learners that they have two tasks to do now – to listen and complete the phrases and to tell you what solutions the friends suggest.</p> <p>3. Play the first conversation again, then give learners a few minutes to discuss in pairs the missing words in sentences a–c, and the suggested solution. Then repeat with the second conversation (sentences d–e).</p> <p>Feedback</p> <p>Conduct class feedback, eliciting missing words and suggested solutions. Ask the class what they think about the solutions; if they don't agree with them, why not?</p> <p>Answers</p> <p>a could; b How about giving; c could ask / to; d Why don't; e don't tell / will / get</p> <p>Solutions suggested by friends are:</p> <p>Conversation 1 – to do nothing until Tara and Rachel take the initiative and start the activity; to give Tara and Rachel specific jobs to do; to ask the teacher to change the groups around so the girls can work with different classmates.</p> <p>Conversation 2 – to tell the teacher about the bullying; but ask the teacher to give the bullies the idea that <i>he</i> (the teacher) saw them bullying Marcus and not that Marcus had told him.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For the second part of the activity (what solutions do the friends suggest / are they good solutions), ask learners to read through the phrases they have completed to help them articulate the suggested solutions. Give them a sentence starter: <i>This is a good solution because... / This is a bad solution because ...</i> 2. Encourage learners to work in pairs to decide whether the proposed solutions are good and why. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Start by asking learners what they think about the solutions given in the conversations. Ask if these solutions would work if there were similar problems at their school. Use your discretion about how personal you make the discussion, especially if similar problems have occurred in your class. Extend the discussion further by asking learners to suggest other solutions for these problems.
<p>Activity Book page 25</p>	<p>Challenge: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read about the problem. Working in pairs, ask them to think of four suggestions for solutions and write them out using the prompts in the Activity Book. <p>Feedback</p> <p>Ask each pair to share a solution with the class and write up on the board. Ask learners to take down any corrections in their notebooks.</p> <p>Answers</p> <p>Suggested answers:</p> <p>I think you should organise a study plan.</p> <p>Why don't you tell your teacher how you feel and ask them for study tips?</p> <p>If I were you, I would tell my parents and ask for their advice.</p> <p>How about preparing for the exams with a friend? You can test each other.</p> <p>I think you should stop worrying and start studying. If you do something, you will feel better.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write up three pieces of advice for someone who is finding Maths lessons too difficult, for example <i>Ask your teacher to help you / Study harder in your spare time / Pretend to be sick so you don't have to go to Maths lessons.</i> 2. Ask learners to take a vote on which is the best piece of advice. If there is time, solicit ideas for other solutions to the problem.

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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.3.4.2.8) Determine the meanings of idioms, connotative and technical meaning in context. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about after-school activities. Reading: To read a brochure about after-school activities. Writing: To write up and present their findings about after-school clubs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • conduct research among their classmates • write up the results of their research using words and charts • use noun phrases in speech and writing.
Link to prior learning: <ul style="list-style-type: none"> • First conditional: <i>If you ..., you will ...</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>club, team, group, activity, pie chart, chess, football, computer, swimming, art</i> Key expressions/structures: after-school activities described in noun–verb collocations: <i>belong to a chess club / football club / computer club / reading group; learn about how to use the Internet, draw, dive</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with noun–verb collocations. It can be useful to teach whole phrases, for example <i>I belong to a chess club</i>, but practise using the phrase with the verb in a different person, so that learners understand how parts of the phrase can change. 		
Resources/equipment needed: Learner's Book page 31 Activity Book page 26		

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
	<ol style="list-style-type: none"> On the board, write a couple of after-school activities at your school that you know some of your learners attend. Elicit from learners what the words are describing (i.e. <i>after-school / extra-curricular activities</i>) and then ask who in the class goes to these activities. Ask a few more questions (for example: <i>How often do you go? Which teacher runs the activity?</i>).
Resources	Main activity
Learner's Book page 31	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to tell you more after-school activities and write their suggestions on the board. Alternatively, if there is a large choice of after-school activities at your school, you could ask learners to think of one, write it down and mime it for the class to guess. <p>Feedback</p> <p>Write all suggestions on the board to come back to later.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book pages 31	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Put learners in small groups of around four. Ask them to look at the six different leaflets about after-school clubs at Al Rihla School. Tell learners you are going to ask some questions about the leaflets. For each question a different member of the team will have to come up and collect the question and then return with the answer. Only when they bring the correct answer can they go back and send the next team member for a new question. The winning team is the one that finds all the answers first. <p>Questions:</p> <ol style="list-style-type: none"> What is the name of the school newspaper? What day does the computer club meet? Where does the quad bike club go once a month? Name two things you can do at Computer Club. True or false – At the Cooking Club, children only make traditional food from the UAE. What is the name of the football club? Which club plans events for the school? Which clubs meet on a Wednesday? Which clubs meet in the ICT room? Mohamed wants to join the school newspaper and the football team. What is the problem? <p>Feedback</p> <p>Ensure that all teams have the opportunity to tackle all the questions.</p> <p>Answers</p> <p>1 Al Rihla News; 2 Sundays; 3 The desert; 4 2 of make and test computer games, build website, make a robot move; 5 False – they also cook food from around the world; 6 Al Rhila Jets; 7 Eco Club; 8 Eco Club and Cooking Club; 9 Computer Club and the school newspaper; 10 They happen on the same day.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Print the questions out and give a copy of the question to the learner. 2. Allow the teams to confer and write out the answer together for the team member to bring back to you.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give the questions verbally, so the learners must remember it and write it down when they get back to their team. 2. The team member answering the question must work alone to find it and then take back a verbal answer to you.
Learner's Book page 31	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners in teams of four, or retain teams from Activity 2. 2. Ask each team to pick one of the activities from the leaflets on page 31. The team will need to create a tableau showing their chosen club. Explain that this means that they will need to stand as though in a photo taken of the club in action. 3. Tell the teams that each learner must be able to say what they are doing in the tableau. For example: <i>I am riding a quad bike.</i> 4. Give the teams a few minutes to decide on their club and to choose a scene to act out. 5. Give each team a turn at doing their tableau while the other learners guess which club they represent. <p>Feedback</p> <p>Ask the rest of the class: <i>Which club do you think they are? Why? What do you think _____ is doing?</i></p> <p>Once the class have guessed correctly, ask each participant in the tableau to describe what they are doing.</p> <p>Ask the learners to vote on which was the best tableau. Pick out reasons why the pose in a tableau is particularly good to explore vocabulary of what happens in each club. Draw attention to the use of any noun phrases.</p> <p>Answers</p> <p>Learners' own answers.</p>

<p>Activity Book page 26</p>	<p>Survey: Activity 1</p> <ol style="list-style-type: none"> 1. Return to your list on the board of extra-curricular activities done by learners in the class. Ask how many learners do each of the activities through a show of hands and record the numbers on the board. 2. Ask learners to make a table or bar chart showing the information, either by hand, or using a computer-based package. 3. Put learners into groups and ask them to come up with questions about what they enjoy about the activity, and why others should do it. 4. If, within the group, a range of activities are covered, the learners can ask each other the questions. If necessary, group members can move around the class asking their questions. <p>Feedback</p> <p>Check that learners all have appropriate vocabulary to ask and answer questions. Circulate around the classroom, ensuring that the activity progresses smoothly.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When conducting interviews, encourage learners to work in pairs, alternating one learner asking questions while the other records key words from the answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask and answer more complex questions about activities (for example, <i>What do you learn? How can this activity help your school work?</i>).
<p>Activity Book page 25</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sample sentences. Write one up on the board and remind learners about the first conditional. 2. Ask learners to write their sentences. Encourage them to write at least one sentence about each activity (up to five activities). 3. If necessary, learners can work in pairs, using the information from their interviews with other learners. <p>Feedback</p> <p>Ask learners to share a sentence with the class and write it up on the board. Ask learners which activity they think sounds best.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to think again about activities that are not offered at their school. What would be the best activities to offer? Why would they be beneficial? Encourage learners to use their imaginations: for example, <i>If you join the zoo club, you will learn to ride a lion.</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: (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.2.1.4) Use features of text organisation to obtain knowledge (for example, tables, pictures and diagrams). (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G6.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about ideas for extra-curricular activities. Reading: To read a formal email about extra-curricular activities. Writing: To write a formal email to a teacher about extra-curricular activities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use modal verbs to write a formal sentence.
Link to prior learning: <ul style="list-style-type: none"> Modal verbs (<i>could, should, would</i>) 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>could, should would, club, group, dear, greeting, ending, polite</i> Key expressions/structures: Modal verbs: using <i>could, should, would</i> to request permission		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the difference between <i>could, would</i> and <i>should</i>. The Writing Tip on page 32 of the Learner's Book will help, but you may need an alternative wording for learners who are struggling: <i>could</i> = polite <i>can</i>; <i>would</i> = polite <i>want</i>, <i>should</i> = polite '<i>I know this is a good idea</i>'. 		
Resources/equipment needed: Learner's Book pages 32–33 Activity Book page 27 Pictures of people doing exciting activities: for example, building robots, diving, driving quad bikes, sailing		

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
	<ol style="list-style-type: none"> Put up some pictures of people doing a range of exciting activities: for example, building robots, diving, driving quad bikes, sailing. Ask learners if they would like to do these activities at school. Prompt them to think of other new activities they could do at school using their imaginations.
Resources	Main activity
Learner's Book page 32	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to read through the questions: <i>Is there anything new you would like to see at your school? New equipment? New clubs? School trips?</i> Put learners into pairs and ask them to think about what would be good to have at their school. Prompt with simple ideas: for example, more computers or tablets, an art club, a trip to the zoo. If possible, encourage learners to use their imaginations: for example, a giant playground, a camel for every child, ice cream for lunch every day. <p>Feedback</p> <p>Write all suggestions on the board to come back to later.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 32	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Focus learners on the email on page 32. Ask them to tell you who has written the email (<i>Kareem Jassim and Naeem Saeed</i>); who the boys are (<i>Grade 6 learners</i>) and who the email is written to (<i>Mr Malek</i>). Ask them to read the email and decide who they think Mr Malek is. Give a time limit of about four minutes and tell them just to concentrate on the questions you have asked them. Stop learners and ask who they think Mr Malek is. Check learners understand the meaning of <i>newsletter</i> (<i>a short letter that tells you interesting and important things that have happened recently</i>) and show them an example if you can; also check they understand <i>permission</i> (<i>when you ask someone if you can do something</i>) and give them an example of a situation when you have to ask permission for something. <p>Feedback</p> <p>Check that everyone has answered all the questions correctly and write up the answers on the board.</p> <p>Answers</p> <p>Mr Malek is the head teacher.</p>

Use of English: Activity 3

1. Focus learners on the email text again and ask learners to underline the words *would*, *could* and *should* in the email to Mr Malek.
Then put learners in groups of at least three. Ask them discuss why each modal verb has been used.
2. Tackle the first one as a class. Draw two stick figures on the board with a thought bubble coming out from both of their heads. Ask learners: *What were Kareem and Naeem thinking?* If you need further prompts, draw learners' attention to the first line of the email: *to start a newsletter for Grade 6*. Write in the thought bubble: *We want to start a newsletter*. Underline the word 'want'. Remind learners that a polite way to say you want something is *I would like* (especially used in formal writing).
3. Go through the rest of the instances of modal verbs asking the groups to work out who to draw a thought bubble for. (Number 2 is some classmates, all others are Kareem and Naeem.)
4. Ask the groups to work out what the intention of each modal verb is. Once they have worked it out, ask them to do a rotating role-play saying the formal version with the next learner interpreting the formal sentence.
Learner 1 to Learner 2: *We would like to start a newsletter*.
Learner 2 to Learner 3: *Kareem and Naeem want to start a newsletter*.
Learner 3 to Learner 1: *They would like to write for the newsletter*.
Learner 1 to learner 2: *Some of our classmates want to write for the newsletter*.
etc.

Feedback

Circulate around the class listening in to the groups. If necessary, write up on the board: *Could* = polite **can**
Would = polite **want**
Should = polite **ought**

Answers

Dear Mr Malek

We [1] would like to ask your permission to start a newsletter for Grade 6. We think that there are a lot of exciting things happening in our year and lots to write about. Our classmates are interested and some said that they [2] would like to write for the newsletter too.

We [3] would like to produce the newsletter every two months. We both belong to the Computer Club, so [4] could we make the newsletter there? Our class teacher, Mr Salman, has offered to help us.

He says that we [5] should ask your permission first before we can start and that we [6] should show you the newsletter before we send it to our classmates. If you like our idea, [7] could we come and see you to tell you more?

Yours sincerely,

Kareem Jassim and Naeem Saeed (Class 2, Grade 6)

- 1 Express politely that they **want** to start a newsletter.
2. Express politely that some of their classmates **want** to write for the newsletter.
3. Express politely when they **want** to produce the newsletter.
4. Ask politely if they **can** make the newsletter in Computer Club.
5. Express obligation that they **ought** to ask permission before they start.
6. Express obligation that they **ought** to show Mr Malek the newsletter before they distribute it to the students.
7. Ask politely if they **can** come and see Mr Malek.

Learner's Book page 33	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Call learners' attention to the Writing tip box. To introduce the language in the Writing tip, write the following sentence on the board: <i>We want to ask your permission ...</i> Tell learners (or elicit from them) that this sentence is not very polite (or too direct) when asking your head teacher for permission to do something. Ask learners what needs to change to make it more polite. Elicit: <i>We would like to ask your permission ...</i> 2. Ask learners to find the target sentence, <i>We would like to ask your permission ...</i>, in the email in Activity 2; or write the sentence on the board, leaving gaps as follows, then elicit or input <i>would + like</i> (verb) and highlight the target language: <i>We _____ to ask your permission ...</i> 3. Write the following question on the board and follow the same procedure to illustrate <i>could</i>: <i>Can we come and see you?</i> 4. Now write the following gapped sentence on the board. Ask them to find it in the email and tell you the missing words: <i>We _____ you the newsletter before we send it.</i> Then complete the sentence, highlighting the target language. 5. To check learners understand the meaning of <i>should</i> in this context, ask them: <i>Do the boys think it is a good idea or not a good idea to show the head teacher the newsletter before they send it?</i> Elicit that they think it is a good idea and explain that here, <i>should</i> expresses that <i>it is a good idea to do something</i>. Now highlight the form used in these sentences. Replace the pronouns (for example, <i>we</i> → <i>he / I / you</i>) in the sentences and ask learners if you need to change the verbs too. Establish that the verbs don't change when the pronoun is changed. Highlight too that the verb after the modal verbs is without <i>to</i>. 6. Refer learners to Activity 3. Ask them what they think Mr Malek's reply will be to the boys' request. Then ask them to read the text to find out and to choose the correct modal verb to complete the reply. They should do the activity on their own and then check with their partner. If necessary, do the first one together. <p>Feedback</p> <p>Conduct class feedback. If you think your learners will have problems with this, have more similar examples to hand to illustrate how the modals are used.</p> <p>Answers</p> <p>a would; b Could; c should; d should; e Could; f would</p>
Activity Book page 27	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the email again and choose the correct modal verb for each gap. 2. If necessary work through the first one or two as a class, then ask learners to complete the exercise alone or in pairs. <p>Feedback</p> <p>Circulate around the class, checking progress with the exercise. Ask each learner or pair to swap answers with a partner or pair and discuss. Share the answers as a class.</p> <p>Answers</p> <p>1 would; 2 would; 3 would; 4 would; 5 would; 6 should; 7 could; 8 should; 9 could</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to think back to the beginning of the lesson, and the list of things that they would like for the school (clubs/equipment). In pairs, can they work out how to ask politely for their request? Once each pair has asked politely using a modal verb, the class can vote for their favourite 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: (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.6) Understand the purpose and content of a range of information texts (for example, historical information, world knowledge, announcements). (G6.3.2.1.3) Describe the key features of short informational texts (for example, introduction, details ordered by feature (e.g. chronological order, compare and contrast, cause and effect, sequential and description).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story about problems in school. Speaking: To talk about a story within a group, inferring information. Reading: To read a story about problems in school.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a story • talk about the motivations of a character • discuss inferred information from a story.
Link to prior learning: <ul style="list-style-type: none"> • Modal verbs <i>could, should, would</i>. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>maths, test, study, difficult, cry, sick, important, hurt, upset</i> Key expressions/structures: modal verbs: <i>could, should, would</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the questions about the text ask learners to infer information. If learners struggle with this, tell learners that inferring just means looking out for clues in the text. You may need to give them an example of how words sometimes tell you more than you think. Write an example on the board: <i>Next time, I will listen more carefully</i>. Ask learners: <i>Did I listen carefully last time?</i> Circle the words <i>next</i> and <i>more</i>. <i>Next</i> implies that the speaker has already done something at least once. <i>More</i> implies that it was <i>less</i> last time. 		
Resources/equipment needed: Learner's Book pages 34–35 Activity Book page 28 Audio Track LB11		

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
	<ol style="list-style-type: none"> 1. Tell learners that they are going to read and listen to a story. Ask learners to look at the title of the story. Will this story be about someone who is happy or sad? Why? 2. Ask learners to speculate on what kind of story it will be. Write down any ideas for reference later.
Resources	Main activity
Learner's Book page 34	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture of Mohamed. How do you think he feels? Why do you think he feels this way? 2. Put learners into pairs and ask them to think about the picture and what might make people happy or sad in school. Prompt for school work, friends, problems at home. <p>Feedback</p> <p>Write all suggestions on the board to come back to later.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 34 Audio Track LB11	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to and read a story about a boy. Tell the class to listen and read the whole text quickly, looking for answers to the two questions and ideas already mentioned in the Starter and Activity 1. Draw learners' attention to the notes on the board. Stress that, at this point, they only need look for this information and not to worry about words they do not understand. 2. Play the audio and tell learners to read the text while listening. <p>Feedback</p> <p>After reading/listening, conduct a short feedback session pointing out information generated from the Starter and Activity 1 that also appears in the text.</p> <p>Answers</p> <p>Mohamed feels sad because he has to stay in and work for a Maths test instead of playing outside with his friends.</p>
Learner's Book page 35	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners there is a second part of the story. Ask them to look at the picture and discuss in pairs what might happen next. <p>Feedback</p> <p>Call on pairs to share their ideas of what will happen next. Record ideas on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 35 Audio Track LB11	<p>Read and listen: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to Part 2 of the story now. Remind learners that they do not need to worry about words they don't understand. They just need to understand broadly what happens next. 2. Play the audio and tell learners to read the text while listening. <p>Feedback</p> <p>After reading/listening, conduct a short feedback session pointing out information generated from Activity 3 that appears in the text.</p> <p>Answers</p> <p>Mohamed takes the test. He can only do one question. He gets upset. He shouts at his friend Abdullah.</p>
Activity Book page 28	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into pairs or small groups to talk about the statements. Tell learners that the first three statements are from Part 1 of the story and the other two are from Part 2. 2. Give the groups a few minutes to read through the statements first and discuss their ideas, making a note of whether they think each is true or false. 3. Then work through the first statement, looking at the story and searching for key words. <i>Is Mohamed working? Yes, he is reading</i> (underline 'read' in line 1). <i>Is he doing Maths? Yes</i> (underline word 'Maths' in line 1). <i>Is there a test? Yes</i> (underline word 'test' in line 2). <i>Is the statement true? Yes.</i> 4. Tell the groups to work through each statement in this way, writing an alternative true statement if necessary. <p>Feedback</p> <p>Ask each group to tackle a statement for the rest of the class. Ask them to work through the key words in the text.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 True. 2 False. Mohamed didn't understand the maths. 3. False. Mohamed goes out to play with his friends for the evening. 4. False. Mohamed answered only one question in the test. 5. True.

<p>Activity Book page 28</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Put the learners into small groups (the same or different to the groups for the previous activity). Tell them that they need to write a summary of both parts of the story in the Learner's Book pages 34–35. Tell learners that this will be a competition. The best and shortest summary will win. 2. Remind learners to start with jotting down any key words from the story in the box in their Activity Books. How few key words can they use to summarise the story? 3. Each group must then turn their key words into the shortest possible summary in full sentences. <p>Feedback</p> <p>Circulate around checking on progress. Prompt learners to revise a sentence if it is too long or has too much information. <i>Can you make that shorter? Is that really important?</i></p> <p>Ask each group to nominate someone to read out their summary and give a word count. Note which is the shortest. Ask the class to vote on which is the best summary. Is the same group the winner?</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 35</p>	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read through the questions. Put learners into three groups and assign each group a question (there will not be time for all learners to tackle all questions). 2. Remind learners to use the ideas and vocabulary they explored in the previous exercise in the Activity Book. 3. Circulate around the class checking that each group is making progress and asking questions to prompt further discussion. (<i>Why? What makes you think that? What does it say in the story about that?</i>) <p>Feedback</p> <p>Ask each group to appoint a leader to feed back to the class. Ask the first group for question a to share a quick summary of the group's ideas. Go around the other groups tackling the same question and ask if they agree/disagree and how. Ask the learners in the other groups to say whether they agree through a vote. Move on to the next questions.</p> <p>Answers</p> <p>Learners' own answers. Sample answers may include:</p> <p>a No, Mohamed is not well prepared for the test. He did try reading the Maths book 5–6 times, but he didn't spend long enough studying. He went out to play with his friends instead.</p> <p>b Mohamed shouted at Abdullah because he was very unhappy that he had found the test so hard.</p> <p>c No, Abdullah had not done anything to upset Mohamed. But maybe Abdullah should have seen that Mohamed was upset and tried to comfort him, instead of talking about the test.</p>

	Differentiation activities (Support): 1. Question a is the most accessible for learners needing more support. When using mixed-ability groups, ensure that learners divide up roles. There should be a note taker (sometimes a learner needing more stretch). After two or three minutes of discussion, each group member should state their position: <i>I think _____ because _____</i> . Write this phrase up on the board for learners needing support. One learner should record the result of everyone’s position and whether there is agreement in the group or not.		
	Differentiation activities (Stretch): 1. These questions offer learners needing to be stretched the opportunity to discuss their ideas about the text. Ask: <i>What would you do if you were Mohamed?</i> In mixed-ability groups, learners needing to be stretched can take notes for the group and/or present their ideas back to the class.		
Resources	Plenary		
	1. Ask learners to think about what might happen next in the story and share their ideas with the class. <i>Will Mohamed get a bad mark in the test? Will Mr Salman be angry with him?</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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recordings, and films. (G6.2.1.1.9) Listen to, review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.3.1.1.3) 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. (G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an extract from a story about a problem at school. Speaking: To be able to pronounce words containing silent letters. Reading: To read an extract from a story about a problem at school. Writing: To write a role-play predicting what happens next in the story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • pronounce a range of words containing a silent letter • predict what might happen next in a story.
Link to prior learning: <ul style="list-style-type: none"> • Modal verbs: <i>could, should, would</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>handed, pack up, jump, run, grab, brought, couldn't, wrong, straight, hour</i> Key expressions/structures: Modal verbs: <i>could, should, would</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often struggle with the silent letters in English. Reassure learners that this is a very difficult thing for all non-native speakers to grasp. There are some combinations that appear regularly, such as 'gh' in the middle of a word, or 'ed' at the end of a word, which have silent letters. However, many silent letters just need to be learned one at a time. 		
Resources/equipment needed: Learner's Book pages 36–37 Activity Book page 29 Audio Track LB12		

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. Remind learners about the story they read last lesson. <i>Who was the main character? What problems did he have?</i>
Resources	Main activity
Learner's Book page 36	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read through the questions: <i>Have you ever had a bad mark for a test? How would you feel if you did?</i> 2. Put learners in pairs and think about a time when things haven't gone well at school, or what they would do if they got in trouble. <i>How would you feel? Would you be upset? Why? How would your parents feel?</i> <p>Feedback</p> <p>Write all suggestions on the board to come back to later.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 36 Audio Track LB12	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to and read the next part of the story about Mohamed. Before playing the audio, ask them to make predictions about what will happen to Mohamed. Write ideas up on the board. 2. Start the audio and tell learners to read the text while listening. 3. Ask: <i>Were your predictions correct?</i> <p>Feedback</p> <p>If any learners guess correctly, ask them to confirm that they were right. Where possible, use the pictures in the book to illustrate the answers.</p> <p>Answers</p>
Learner's Book page 36	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into five groups. Give each group one of the statements. Tell them they will need to read the text carefully and work out if the statement is true. If not, they will need to provide a corrected statement. 2. Remind learners of the process they followed last lesson, of looking for key words to support or contradict the statement in the text. <p>Feedback</p> <p>Circulate around the groups checking that each one is making progress and that no-one is left out.</p> <p>After a few minutes, nominate a member of each group to feed back their answer to the class, along with the key words in the text that support their answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 False. Corrected version: Mr Salman had marked the tests. 2 True 3 False. Corrected version: Mr Salman spoke quietly to Mohamed. 4 True 5 True

Activity Book page 29	<p>Pronunciation: Activity 1</p> <p>This is an optional activity.</p> <ol style="list-style-type: none"> 1. Tell learners they have met some tricky words in this story that they are going to use again in the next part of the lesson. <i>Lots of words in English have silent letters.</i> The words will be useful in the role-play for Activity Book Activity 2. 2. Put learners into pairs and ask them to look at the five words with silent letters. 3. Tell them that they must take it in turns to listen to you read out the word and then draw the silent letter on their partner's back with their finger. The partner must then guess which letter has been drawn and write it down. 4. Read out the words, with space in between for learners to carry out the exercise: <i>would, shouldn't, right, pushed, shouted.</i> <p>Feedback</p> <p>Ask learners to check with their partner that they have guessed the letters correctly and check that they agree this is the silent letter. Write up the words on the board and call up learners to come and circle the silent letters.</p> <p>Answers</p> <p>would, shouldn't, right, pushed, shouted (none).</p>
Activity Book page 29	<p>Role-play: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they need to think about what might happen next in the story. They will work in pairs to create a role-play of Mohamed apologising to Mr Salman or his friend Abdullah for shouting at them. 2. Brainstorm a set of vocabulary for each character and write them up on the board; for example, Mohamed: <i>sorry, apologise, shout, shouldn't, upset, worried.</i> Mr Salman: <i>Thank you, worried, difficult, help, could, better.</i> Abdullah: <i>It's OK, help, work, hard, together.</i> 3. Put learners in pairs and ask them to say three things each in the role-play. <p>Feedback</p> <p>Circulate around the class listening to the role-plays as learners practise. Correct pronunciation and grammar as you go. Choose some sets of learners to do their role-play for the class (depending on the time available).</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may need some more detailed scaffolding, for example: Mohamed: I'm sorry that ... Mr Salman: Thank you for ... Mohamed: Next time I will ... Mr Salman: I could help ... Mohamed: Thank you, I would / Mr Salman: I hope you will ... <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners needing to be stretched to think about how Mohamed and Mr Salman feel. What would they do differently next time? Encourage a longer role-play if learners can manage it in the time.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to think about what might happen next in the story and share their ideas with the class. <i>Will Mohamed's mother be angry? Will he get in trouble at school? What would you like to happen to Mohamed?</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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recordings, and films. (G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about the school newsletter. Reading: To read an email asking permission. Writing: To write an email asking permission to buy a laptop.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a formal email requesting permission • take part in a group discussion with a visual aid.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 2, lessons 7–11 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Review of Unit 2, Lessons 7–11 Key expressions/structures: Review of Unit 2, Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to write the email in Activity Book Activity 2 from the perspective of the fictional Class 6B. Before they start writing, encourage learners to role-play out loud, using the sentences with information in the box: <i>I am in class 6B. We have raised 1000 dirhams.</i> 		
Resources/equipment needed: Learner's Book page 38 Activity Book page 30 Copies of school newsletter		

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								
	<p>1. Play a memory game with the class about after-school clubs. Model the first sentence: <i>On Sunday I go to the chess club</i>. The second speaker must repeat the sentence, and add a club of their own: <i>On Sunday I go to the chess club and the computer club</i>. Learner 3 must repeat the first two clubs and a club of their own. Play a practice round, then start again and see how many different clubs learners can remember.</p>								
Resources	Main activity								
Learner’s Book page 38	Vocabulary: Activity 1								
	<p>1. Put learners into small teams of three or four. Draw a table on the board and ask learners to copy it onto a piece of paper or their notebook so there is one per team.</p>								
	<table><tr><td>After-school activities</td><td>Feelings about a new school</td><td>Modal verbs to be polite</td><td>Behaviour that causes a problem</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	After-school activities	Feelings about a new school	Modal verbs to be polite	Behaviour that causes a problem				
	After-school activities	Feelings about a new school	Modal verbs to be polite	Behaviour that causes a problem					
<p>2. Each team needs to think of three examples of each category. The first team to complete all categories shouts ‘Stop!’ Tell the learners that they must be sure of their answers. Wrong answers will put them out of the competition!</p> <p>3. When a team shouts stop, everyone stops work. Inspect their table. If it isn’t complete or any of the answers are wrong, tell the other teams to start working again until someone shouts ‘Stop!’ The first team is now disqualified.</p>									
<p>Feedback</p> <p>At the end, ask a member of each team to come up and write their answers in the table on the board for one category. Once all categories are full, ask for individual volunteers to come up and write any additional words that other teams didn’t think of. Celebrate how much vocabulary everyone has learned from this unit.</p>									
	<p>Answers</p> <p>Learners’ own answers.</p>								
Activity Book page 30	<p>Silent Letters: Activity 1</p> <p>This is an optional activity.</p> <p>1. Put learners into five different teams. Write up or project the five sentences on the board. Give each team one sentence and ask them to find the silent letter. The first team to put their hands up wins.</p> <p>2. Ask all teams to find their silent letter.</p> <p>Feedback</p> <p>Call on a learner from each group to come and circle their silent letter. Check that the other groups agree. Say the word aloud to model pronunciation.</p>								

Learner Book page 38	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the email and think about the choices for each modal verb. Ask: <i>What is this verb trying to do?</i> 2. Tell learners they are going to answer these questions with their bodies. For answer 1, they should put their hands on their heads. For answer 2, they should put their hands in the air. For answer 3, they should put their hands on their shoulders. Run the first one as a trial. <i>We could (heads) would (air) will (shoulders) like to interview you.</i> Pause and confirm that the answer is <i>would (air)</i>. 3. Tell learners this time they need to keep their eyes shut while they answer. Read through the rest of the email pausing after each answer to confirm the correct word and position of hands. You may want to allow learners to open their eyes between answers, but remind them to keep them shut once you start to read again. <p>Feedback</p> <p>If you notice that there are some learners who persistently choose the wrong answer, you may wish to spend some one-to-one time reviewing modal verbs.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 would (air) 2 would (heads) 3 done (heads) 4 could (shoulders) 5 should (air) 6 should (heads) 7 could (heads)
Activity Book page 30	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners into pairs to write an email to the principal about a laptop. 2. Read through the task rubric with the class. Check that there is no unknown vocabulary and that everyone understands the task. 3. As a whole class, brainstorm some ideas for using the grammar points and write them up on the board. (For example, <i>We would like to buy ... We have raised money from __ as well as __. If we have the laptop, we will ... etc.</i>) Try to write at least two ideas for each point. 4. Check that learners know that they need to write in the first person plural ('we'), because they are writing as though they are Class 6B. <p>Feedback</p> <p>At the end of the task, ask learners to leave their emails on their desks and circulate around the room, reading each other's work. Ask learners to comment to the whole class on which emails are most persuasive and why.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners in this group to use the scaffolded sentences from the class brainstorm to complete their emails. Ask if they can add one sentence of their own with a modal verb. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use their imaginations and add extra detail to their email. Have they used all the options within the grammar points (all of <i>could, should, would, as well as, instead of, if, unless</i>)?

Learner's Book Page 38	Talk: Activity 3 1. If your school has a newsletter, bring out some copies of it to stimulate discussion. If not, you might wish to print out one from another school, either in the UAE or internationally. 2. Put learners into small groups of up to four to discuss the questions in the Learner's Book. 3. If you have time, you can extend the discussion by asking learners to think of other things that could go in a school/class newsletter, and even draw out how the information could be presented. Feedback Bring the groups back together and ask one person from each group to feed back the content of their discussion. Follow up with a question to another member of the group.		
Resources	Plenary 1. Ask learners to read the <i>Look what I can do!</i> statements and tick the box for their ability. 2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners then compare their answers in pairs.		
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: (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss appropriate advice for a character in a story. Reading: To read and understand an email. Writing: To write advice for other learners.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give advice orally or in writing • use modal verbs correctly in formal emails • understand what they learn at school.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from Unit 2 21st Century Skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • If learners struggle with the big question (<i>What do we learn in school as well as school subjects?</i>), ask learners to tell you something about schools in other countries or a study tip. Follow up with questions about what type of knowledge this is (<i>Is that English language?</i>). Ensure that learners can identify what they have learned about the world around them and about health. 		
Resources/equipment needed: Learner's Book page 39 Spinner (one per team of four learners) Slides for the plenary activity		

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
	<ol style="list-style-type: none"> Put learners in small teams and play a game to revise language and themes from this unit. Write six themes from this unit on the board or slide, numbered 1–6. These can be vocabulary based, (for example, 1 after-school activities; 2 food that is good for the brain; 3 school subjects; 4 behaviour; 5 body language; 6 words with a silent letter); or theme-based (for example, 1 your favourite school subject; 2 an after-school activity you do; 3 a problem described in Lesson 7; 4 something you'd like to ask for at your school; 5 Mohamed's story in Lessons 10–11; 6 learning tips) or a mixture of the two. Give each team a spinner. They need to spin, and then talk about the item on the board that corresponds with the number that appears (for example, number 3 (vocabulary) = school subjects). When they have finished, they pass the spinner to the next person who does the same. All team members should have at least one turn. You can give a time limit for each turn (for example, one minute – the learners need to talk continuously for this time) or allow learners to talk for as long as they want to for each turn and give the whole activity a time limit. Do a practice round first to make sure learners are clear about the rules of the game. If you choose to make the activity theme-based, ask learners to focus on fluency rather than accuracy in this activity. Circulate as learners are doing the activity and praise good speaking efforts at the end. <p>Note: The following activities 1–5 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question. Alternatively, you could conduct a revision session – ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed.</p>
Resources	Main activity
Learner's Book page 39	<p>Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the question and write their sentences in their notebooks, working either in pairs or in small teams. Prompt learners to look back at the Learner's Book to read about the other schools. The Starter activity should have given a sufficient refresher on vocabulary needed, but if learners are struggling, write the potential areas of similarity and difference up on the board. <i>School hours, Holidays, School subjects.</i> <p>Feedback</p> <p>If working with teams of learners, ask each team to nominate a different member to feed back answers from the group for each question. If working with pairs, call on different pairs to stand up and state one similarity and one difference.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 39	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write down their tips for improving brain power in their pairs or groups. 2. Encourage learners to write as many as they can from memory, without looking back at Lesson 3. If necessary prompt with headings: <i>Eating, Drinking, Doing.</i> <p>Feedback</p> <p>If working with teams of learners, ask each team to nominate a different member to feed back answers from the group for each question. Write each tip up on the board as learners read it out. If working with pairs, call on a representative from each pair to stand up and share one tip that has not yet gone up on the board.</p> <p>Answers</p> <p>Possible answers:</p> <p>If you eat healthy food, you'll have enough energy to study for a long time.</p> <p>If you drink plenty of water, it'll help you to concentrate better.</p> <p>If you eat fish and vegetables, your brain will remember things more easily.</p> <p>You won't be able to concentrate if you eat too much white bread and sugar.</p> <p>If you get enough activity, your memory will improve.</p>
Learner's Book page 39	<p>Activity 3</p> <ol style="list-style-type: none"> 1. If learners are working in teams, ask each team to think of a problem, write it down and pass it on to the team next to them. The team can then discuss the problem and work together to write down some advice. 2. For learners working in pairs, each learner should write down a problem and then pass it to their partner. <p>Feedback</p> <p>If working with teams of learners, ask each team to nominate a different member to feed back answers from the group for each question. Ask the nominated learner to read out the problem and the advice given. You can ask other groups to vote with a show of hands on whether they think the advice is good. If working with pairs, call on a pair to stand up. Ask one learner to read out their problem, and the other learner to read their advice, then vice versa. Correct any pronunciation and grammar errors by repeating back corrected sentences.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For these learners, a group or pair approach to thinking of advice may be more productive. Encourage learners to support each other and suggest vocabulary when others struggle. The group can appoint one learner to record the decision of the final advice so that these learners are not held back by slower writing. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners needing to be stretched may benefit from taking on a role of supporting others in a group through suggesting vocabulary and taking notes on the discussion (although you must ensure that these learners do not take over the group and that they allow others to speak). 2. These learners may also benefit from working in pairs, where they must find a solution to the problem alone and then discuss their suggestions with their partner afterwards.

Learner's Book page 39	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look back at the story from Lessons 10 and 11 and discuss with their group/partner what study habits Mohamed has. What advice would they give him? 2. If necessary, ask questions about what Mohamed did (<i>Did Mohamed stay in and study? Mohamed says he thinks that relaxing will help him to learn. Did he get it right? What does Abdullah say after the test? Do you think that he and Mohamed have been working hard in Maths class?</i>) <p>Feedback</p> <p>If working with teams of learners, ask each team to nominate a different member to feedback answers from the group for each question. Ask the nominated learner to share a piece of advice for Mohamed and a reason for giving it. Go around the groups or pairs until all the advice is written up on the board. If working with pairs, call on pairs to share a piece of advice with the class. Correct any pronunciation and grammar errors by repeating back corrected sentences.</p> <p>Answers</p> <p>Learners' own answers, but could include:</p> <p>If Mohamed eats a healthy meal he will have more energy to study.</p> <p>If Mohamed goes out to play for a little while, his memory will improve and he can study more.</p> <p>If Mohamed goes to bed early, he will be able to concentrate better.</p>
Learner's Book page 39	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Ask each group or pair to read through the email together. Check for any unknown vocabulary and discuss with the class. 2. Run this exercise as a race where each pair or group must check with you at the front of the room that they have the correct answer. Each group or pair must change runners for each answer. <p>Feedback</p> <p>At the end of the race, go through the answers and check that learners understand each one.</p> <p>Answers</p> <p>could; 2 should; 3 should; 4 could; 5 would</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. As a class, look at the big question again on a slide or written on the board: <i>What can we learn in school besides school subjects?</i> 2. Help learners make the connection between the question and the unit themes and tasks by first reading out the following questions and asking learners to find the corresponding unit in their Learner's Book: 1 <i>Which lesson taught us how to improve our brain power?</i> (Lesson 3) 2 <i>Which lessons told us the story of one boy's experience in class?</i> (Lessons 10 and 11) 3 <i>Which lesson taught us about school life in other countries?</i> (Lesson 2) 4 <i>Which lesson taught us the proper way to ask for something from the head teacher?</i> (Lesson 9) 5 <i>In which lesson did we talk about problems at school?</i> (Lesson 7)

<p>3. Now show learners the following ‘answers’ to the big question and ask them to match to a lesson in Unit 2. Put the following on a slide or write on the board: <i>What can we learn in school besides school subjects? Ways to look after ourselves and be healthy and strong.</i> <i>Lesson _____ [3] What school life is like for children in other countries. Lesson _____ [2] Ways to handle problems and who can help. Lesson _____ [7] How to help other people. Lesson _____ [7,10,11] How to bring an idea to life or make a change. Lesson _____ [9]</i></p> <p>4. Alternatively, call out the big question answers and ask learners to listen (instead of reading from a slide or the board) and match to a Unit 2 lesson.</p> <p>5. You may feel it more appropriate and challenging to let learners come up with their own answers to the big question, having worked through Unit 2. Rather than present the suggested answers to learners for them to match with a unit, ask them to work in small groups to look through the unit in their Learner’s Book and discuss their own interpretation of the big question. Conduct a group by group feedback at the end, noting down similar ideas and highlighting different viewpoints.</p>			
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.3.1.1.3) 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. (G6.3.4.1.1) 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. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the plan for the project with their teammates. Reading: To read information from multiple sources to research their project. Writing: To write information about a school, or a role-play about their own school.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together in a team to produce a joint presentation • write a role-play asking permission • write extended information based on research about schools.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from Unit 2 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project. 		
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: <ul style="list-style-type: none"> • Learners working on Project 2 (the role-play) may struggle with writing more than two parts. Encourage learners to think about who might be involved in this kind of discussion, and how to represent their point of view in the role-play. For example, would a class teacher have a different point of view to a principal? Why? Should there be more than one learner 'part'? 		
Resources/equipment needed: Learner's Book page 40 Internet access or books about schools in other countries (Project 1)		

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
	<ol style="list-style-type: none"> 1. Tell learners they are going to choose from the two projects and follow the instructions below for the one they have decided on. Remind learners of things to keep in mind when doing a project: <i>Make sure everyone has a role; Make a plan for the work you need to do; Make a plan for the presentation; Remember to use pictures as well as words.</i> 2. Talk through the guidelines so that everyone understands that they will have this lesson to plan and research their project. Next lesson will be taken up with presentation and feedback.
Resources	Main activity
Learner's Book page 40	<p>Project 1: A presentation on school life in another country</p> <ol style="list-style-type: none"> 1. Put learners in small groups to do the presentation. Take them through the step-by-step instructions presented in the Learner's Book. 2. Spend time helping them to choose a country to research. If they don't have a strong preference, they could choose a country that has featured recently in another school subject, or a country that they have a family connection to. Learners will need access to the Internet to complete this task, unless you have appropriate texts in the school library. 3. When learners are drafting the presentation, the topic list in the instructions will give them a structure to follow. Make sure they also use the standard sections for a presentation: <i>an introductory phrase; a device to attract the audience's attention; using sequencing phrases to give structure to the piece; an appropriate ending.</i> 4. Ensure that learners have divided the work among the group, researching information and pictures, planning the presentation, writing the words, designing the slides. Check that the groups are keeping track of time. If necessary, suggest that they spend 5 minutes on planning, 15 minutes on research, 5 minutes planning out the presentation, then 10–15 minutes working on their individual part of the presentation (writing or designing). <p>Feedback</p> <p>Circulate around groups working on this presentation. Check that no one is left without a task. Praise good teamwork and repeat back any sentences from learners with corrections if necessary. If not enough progress has been made on projects by the end of the lesson, ask learners to complete the presentation for homework.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners can take on a leadership role within the group by monitoring time-keeping and progress on the tasks. Encourage learners undertaking picture research to use English for online research. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners needing to be stretched can be tasked with ensuring that there are some eye-catching facts that will catch the audience's attention.

Learner's Book page 40	<p>Project 2: A role-play about adding something new to your school</p> <ol style="list-style-type: none"> 1. Put learners in pairs or small groups (depending on ability and confidence – larger groups might be better for some learners) to do this project. Ask them to spend some time discussing something that they feel their school needs. 2. They now create a role-play using the guidelines set out in Lesson 5. The functional language is the same for this project, but the theme is different (discussing something to enhance your school rather than a school problem). See guidelines in Lesson 5 for further guidance on setting on up a role-play. 3. Draw learners' attention to the language examples in Lesson 8 and 9 of the Learner's Book, to help them with expressing their ideas for this role-play activity. 4. If necessary, provide help with timings. Encourage learners to spend 5 minutes discussing the idea, then another 10 minutes on how the ideas might happen. For 10 minutes they can discuss what role each person will have in the role-play, and the points they will need to make. Learners can then spend 10 minutes writing out their own parts. They can spend the final 5 minutes in a first run through of their role-play and write down any issues that arise. These can be solved as homework, or at the beginning of the next lesson. <p>Feedback</p> <p>Circulate around the groups checking that all learners are engaged in the discussion. Praise good team work and repeat back any sentences from learners with corrections if necessary. If not enough progress has been made on projects by the end of the lesson, ask learners to complete the presentation for homework.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When the group is in the discussion phase, talking about ideas and how they could happen, encourage all the learners to take a few minutes for quiet reflection. Learners needing support can make notes or draw their ideas. They can then feed these ideas back to the group using their drawing to prompt discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to think about the perspective of each of the roles within the role-play. Depending on the size of the group, there could be learners, a teacher, the head teacher, or even a parent. Ask learners to think about how these different people would speak to each other. For example, if there are two learner characters in the role-play, they might speak to each other informally, although they speak to the teacher formally.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class for a show of hands about how ready learners feel to do their presentation in the next lesson. Ask learners to raise their hands for: completely ready, nearly ready, not ready. 2. Check that learners who are nearly/not ready know what they are doing before 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: (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G6.4.4.1.2) 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. (G6.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the presentations and role-plays on the subject of schools by other groups, commenting and asking questions. Speaking: To take part in a presentation or role-play on the subject of schools.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask questions relevant to a presentation or role-play take part in a presentation or role-play.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and structures from Unit 2 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
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: <ul style="list-style-type: none"> Learners may struggle with how to give feedback and ask questions about a role-play, in contrast to presentations (of which they are likely to have more experience). Model the feedback and question style for learners after the first role-play. <i>What did the head teacher think? Why did you choose ____ as the club to ask permission for?</i> 		
Resources/equipment needed: Learner's Book page 40		

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. Ask learners to move to sit in their groups for the project. Before they start work, ask at least one person from each group to share with the class sometime good about their teamwork from the previous lesson.																									
Resources	Main activity																									
Learner's Book page 40	Project 1: A presentation on school life in another country 1. Let all the groups have a few minutes to practise their presentations and correct any problems. 2. Let each group have three minutes for their presentation, followed by two minutes for questions and feedback from the floor. 3. Try to ensure that each learner has asked a question or offered feedback on one of the presentations. Feedback Offer some verbal feedback directly to the presenters and to the audience who have asked questions. Collect in the short descriptions of school life in the country and return later with more detailed feedback if there is time. You may wish to assess learners' performance using the table below.																									
	<table><tr><td></td><td>✓✓ Great!</td><td>✓ Very good!</td><td>✓ Ok</td><td>✓ Not so good</td></tr><tr><td>Pronunciation</td><td>Sounds almost like a native speaker.</td><td>Easy to understand.</td><td>Slightly difficult to understand.</td><td>Incomprehensible.</td></tr><tr><td>Completion of task</td><td>Extensive information provided. It includes detailed information about school life in another country, including several interesting ways in which school life is different there.</td><td>Adequate information provided. It includes general information about school life in another country with one additional way in which school life is different there.</td><td>Information provided was limited. It includes some information about school life in another country, but only covers the four bulleted points (terms, hours/days, subjects, clothing).</td><td>The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.</td></tr><tr><td>Fluency</td><td>Natural pattern of speech.</td><td>Occasional pauses.</td><td>Frequent pauses.</td><td>It does not flow.</td></tr><tr><td>Language control</td><td>Mastery of basic language structures with none to few mistakes.</td><td>Emerging control of basic language structures, some mistakes do not affect comprehension.</td><td>Some mistakes but still comprehensible.</td><td>Inadequate and or inaccurate use of most basic language structures.</td></tr></table>		✓✓ Great!	✓ Very good!	✓ Ok	✓ Not so good	Pronunciation	Sounds almost like a native speaker.	Easy to understand.	Slightly difficult to understand.	Incomprehensible.	Completion of task	Extensive information provided. It includes detailed information about school life in another country, including several interesting ways in which school life is different there.	Adequate information provided. It includes general information about school life in another country with one additional way in which school life is different there.	Information provided was limited. It includes some information about school life in another country, but only covers the four bulleted points (terms, hours/days, subjects, clothing).	The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.	Fluency	Natural pattern of speech.	Occasional pauses.	Frequent pauses.	It does not flow.	Language control	Mastery of basic language structures with none to few mistakes.	Emerging control of basic language structures, some mistakes do not affect comprehension.	Some mistakes but still comprehensible.	Inadequate and or inaccurate use of most basic language structures.
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	<p>Differentiation activities (Support):</p> <p>1. These learners may take a shorter speaking part in the presentation. If a question is asked from the audience about their part in the presentation, you can encourage these learners to confer with a partner before answering.</p>					
	<p>Differentiation activities (Stretch):</p> <p>1. These learners can take on the role of question master, answering some questions themselves, or directing them to others in the group, with an explanation of why that person is the expert (for example, <i>Hassan researched about school uniform in France, so he can answer the question best</i>).</p>					
Learner’s Book page 40	<p>Project 2: A role-play about adding something new to your school</p> <p>1. Encourage learners in each group to spend a few minutes practising and adjusting their role-play.</p> <p>2. Give each group three minutes to perform their role-play, with two minutes for questions afterwards.</p> <p>3. Try to ensure that each learner has asked a question or offered feedback on one of the role-plays.</p> <p>Feedback</p> <p>Offer some verbal feedback directly to the groups and to the audience who have asked questions. Collect in the scripts for the role-plays and return later with more detailed feedback if there is time. You may wish to assess learners’ performance using the table above.</p> <p>Differentiation activities (Support):</p> <p>1. These learners may take a shorter speaking part in the role-play. If a question is asked from the audience about their part in the presentation, you can encourage these learners to confer with a partner before answering.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can take on the role of question master, answering some questions themselves, or directing them to others in the group, with an explanation of why that person is the expert (for example, <i>Asma thought about what the head teacher might say, so she can answer the question best</i>).</p>					
Resources	<p>Plenary</p> <p>1. Ask the class to take a vote on which country they would like to attend school in (based on the presentations given). For the role-plays, take a vote on the best idea for something new for the school.</p>					

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers; making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.2.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for detail in a text about children's sporting preferences. Speaking: To ask and answer questions about personal sport preferences. Reading: To read and follow instructions. Writing: To write personalised sentences about different sports.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific and detailed information in a text about sports • discuss personal preferences for different sports • develop their lexical range of a variety of sports • write complex sentences about sporting preferences.
Link to prior learning: <ul style="list-style-type: none"> • Sport vocabulary • Collocations of <i>do</i> and <i>play</i> with different sports • Present simple • Present perfect • Talking about preferences using present simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>javelin, shot put, discus, track races, athletics, badminton, gymnastics, hockey, volleyball, basketball</i> Key expressions/structures: <i>I like/love + sport ... because...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the new sports vocabulary may be challenging for learners in terms of identifying where the correct word stress lies. Ensure that clear oral models are given to learners and provide choral and individual drilling. Monitor carefully during pair/group work to learners' pronunciation as required. 		
Resources/equipment needed: Learner's Book page 41 Activity Book page 31 Audio Track LB13 Copy of Activity Book Activity 1 Answer key for learners (1 per small group)		

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
	<ol style="list-style-type: none"> 1. Draw a circle on the board and write <i>Sports</i> in the middle. 2. Elicit some examples from the whole group and ask learners to brainstorm other examples with their partner or small group. Write the examples around the main circle. 3. Ask learners what sports they do or like, and why sports are a good thing to do, for example, <i>helps to keep you fit and active, good for your health, make new friends, etc.</i>
Resources	Main activity
Learner's Book page 41	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 41 of the Learner's Book. 2. Elicit the sports from the learners, for example, <i>athletics, badminton, gymnastics, hockey</i> and <i>volleyball</i>. Drill chorally and individually and mark the word stress on the board examples, for example, <i>athletics</i> (oOo), <i>gymnastics</i> (oOo), <i>badminton</i> (Ooo), <i>volleyball</i> (Ooo), <i>hockey</i> (Oo). 3. Put learners in pairs and ask them to answer the questions: <i>Which of these sports do you do? What other sports do you do? Where and when do you do sport?</i> 4. Monitor, and correct pronunciation as necessary. Feedback Nominate learners by asking them to raise their hands.
	Answers Learners' own answers, but possible answers could be <i>I play badminton because it's fun</i> and <i>I love track races because it is good exercise</i> .
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. If learners are finding the task challenging, prompt them to use the pictures in their Learner's Book page 41, or one of the sports on the board. Provide support and prompts as necessary. Praise learners' attempts to use the vocabulary, rather than focusing on grammatical accuracy of their utterances.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask fast finishers to work with another partner and repeat the questions to recycle the task and develop fluency.
Learner's Book page 41	Vocabulary: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the words in the box and match to a picture. 2. Learners work individually. Monitor to correct as necessary. 3. Ask learners to check their answers in pairs or small groups. Feedback After learners have checked their answers in pairs, write the letters <i>a</i> to <i>f</i> on the board and nominate individual learners to write the answers on the board.
	Answers a athletics; b javelin; c badminton; d volleyball; e hockey; f gymnastics

	Differentiation activities (Support): 1. Ask these learners to work with more able learners during the pair check to encourage peer correction.
	Differentiation activities (Stretch): 1. Ask these learners to work with a less able learner during the pair check to encourage peer correction.
Learner's Book page 41 Audio Track LB13	Listen: Activity 3 1. Ask the learners to look at the sports in Activity 2 box and elicit the pronunciation of each word. 2. Focus learners on the Listening strategy box. Ask learners to listen to the four children and tick the sports words in the box that they talk about. 3. Play the audio and learners complete the task. Ask learners to compare their answers with their partner or small group. Feedback After learners have checked their answers in pairs or small groups, nominate learners by asking them to raise their hands.
	Answers Speaker 1 football; Speaker 2 hockey; Speaker 3 swimming; Speaker 4 badminton
	Differentiation activities (Support): 1. Learners can become anxious during listening tasks, so it is essential to focus them on only listening for the sports the speakers talk about.
	Differentiation activities (Stretch): 1. During the pair group check, ask learners if they can remember any other information that the speakers talked about.
Activity Book page 31	Vocabulary: Activity 1 1. Ask learners to work in small groups to look at the word search and find ten sports. Once complete, give learners a copy of the answer key to check their answers. 2. On the board, write the three categories: <i>Sports I've tried</i> , <i>Sports I often do</i> and <i>Popular sports in my country</i> . Give own examples before focusing learners on page 31 of the Activity Book. 3. Learners complete the task individually. Monitor for correct use of the commas in the lists and accurate spelling. Feedback Give a copy of the answer key to each small group and ask them to check their answers.

	Answers											
	F	H	O	C	K	E	Y					B
		O							B			A
		V	O	L	L	E	Y	B	A	L	L	S
	S	A		T					D		T	K
	W		T		B				M		E	E
	I	J		H		A			I		N	T
	M	U			L		L		N		N	B
	M	D				E		L	T		I	A
	I	O					T		O		S	L
	N							I	N			L
	G	Y	M	N	A	S	T	I	C	S		
										S		
	Learners' own answers for the sports they've tried/often do/popular sports in their country.											
	Differentiation activities (Support):											
	1. Encourage these learners to use their Learner's Book page 41 to support them during the word search and personalisation tasks.											
	Differentiation activities (Stretch):											
	1. Ask these learners to work in pairs and talk about where each sport in the word search grid is played, for example, <i>You play basketball, tennis, volleyball and badminton on a court.</i>											
Resources	Plenary											
Learner's Book page 41	<ol style="list-style-type: none"> 1. To round off the lesson, ask learners to brainstorm all the sports they can think of in three minutes and write a list. Encourage learners to use their Learner's Book and Activity Book to maximise the vocabulary input for the task. 2. The teacher divides the class into two groups and one learner from each group sits in a chair with their back to the board, facing their group. Initially the teacher writes one of the sports on the board so that the learners sitting with their backs to the board cannot see the word. Each group gives prompts, hints or definitions to help the learners guess the word. A correct guess wins a point. 3. Once learners have had a few practice rounds, hand over to the learners who can then choose which words to write on the board. Monitor to ensure that points are awarded correctly. 											

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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.4.1.1) 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. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.3.1.5) 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: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand instructions. Speaking: To ask and answer questions about what equipment is needed to play different sports. To ask and answer questions about their favourite sport. Reading: To read for specific information using a bar chart and interpret visual information. Writing: To write a personalised paragraph about their favourite sports.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their lexical range of common sporting equipment • discuss sporting equipment needs for different types of sporting activity • speak more fluently about personal sporting preferences and rationale for preferences • identify information presented in a bar chart diagram • write a short paragraph about their favourite sport and develop learner autonomy by checking their peers' work.
Link to prior learning: <ul style="list-style-type: none"> • Sport vocabulary • Collocations of <i>do</i> and <i>play</i> with different sports • Present simple • Talking about preferences using present simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a shuttlecock, swimming shorts, goalposts, a net, shin pads, a racquet, a hockey stick, goggles, athletics, badminton, gymnastics, hockey, volleyball, football, judo, swimming, tennis</i> Key expressions/structures: <i>I need a ... to play + sport</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners at this level will often focus on the completion of speaking tasks as quickly as possible, rather than the content of what they are saying. Encourage learners to use the model sentence prompts on the board and also to extend the interactive communication during speaking tasks by asking extension questions, for example, <i>Do you play football? What do you need to play football? Do you play football often? Who do you play with? Where do you play football?</i> Give written prompts for learners on the board so that the teacher can use them as prompts / direct learners' focus on them when learners complete tasks too quickly. 		
Resources/equipment needed: Learner's Book page 42 Activity Book page 32 Audio Track AB3 Prepare a Writing checklist template. Include points such as <i>My handwriting is neat, My spelling is correct, I used correct capital letters and full stops, I checked my work, I corrected my mistakes.</i> Learner dictionaries per individual/pair		

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
	<ol style="list-style-type: none"> 1. Ask learners if they can remember the sports from the previous lesson. 2. Ask learners to work in groups, and the teacher calls out different sports. 3. The first group to spell the word correctly gets the point for their team.
Resources	Main activity
Learner's Book page 42	Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at page 42 of their Learner's Book and the pictures of the sports equipment. 2. Distribute dictionaries to individuals or pairs to look up the words in the box. Encourage learners to work out the pronunciation using the word stress provided. Learners work in pairs to match the picture to the correct word. 3. Ask learner pairs to check with another pair. Feedback Nominate learners by name. Correct pronunciation as necessary by giving clear oral models, choral and individual drilling.
	Answers a goggles; b racquet; c shuttlecock; d shin pads; e hockey stick; f swimming shorts; g goalposts; h net
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask these learners to work with a more able learner, but ensure less able learners are looking up the words in the dictionary, and the more able learners are in a supportive rather than a leading role.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners, but ensure that they are supporting the less able learners to look up the words by prompting them with spelling.
Learner's Book page 42	Talk about it: Activity 2 <ol style="list-style-type: none"> 1. Write _ _ o _ b _ _ l on the board and elicit the sport from learners (<i>football</i>). Elicit from learners what you need to play football, for example, <i>a football, possibly trainers, something for goalposts</i>. Write the model sentence on the board. 2. Elicit some other questions that learners can ask each other to encourage a longer conversation, for example, <i>What do you need to play football? Do you have a football? Do you play football often? Who do you play with? Where do you play football?</i> Drill the sentences chorally and individually and then write some of the prompts on the board, as this will help support learners during the task. 3. Ask learners to work in pairs or small groups and monitor for content. Feedback Nominate learners by name.
	Answers Possible answers: You need goalposts and a net to play football. You need shin pads and a hockey stick to play hockey. You need swimming shorts and goggles to go swimming. You need a shuttlecock and a racquet to play badminton.

Learner's Book page 42	Read: Activity 3 1. Ask learners to look at the bar chart on page 42 of their Learner's Book. 2. Ask learners to read the examples along the horizontal line, and elicit how many learners there are for each category. Focus learners on the task instructions to choose the question Mahra asked her classmates. 3. Learners read the three questions choices and circle the correct question. Ask learners to check their answers with a peer or small group. Feedback Ask learners to raise their hands if they think it is question a, question b or question c. Answers Question b <i>What is the best thing about your favourite sport?</i>																		
Activity Book page 32 Audio Track AB3	Vocabulary: Activity 1 1. Ask learners to read the task instructions and complete the sentences with a word from the box. 2. Give an example of the first sentence for the whole group. 3. Learners work individually and when completed, check their answers in pairs. Feedback Play the audio for learners to check their answers. Pause between each sentence to give learners enough processing time to check their answers, and upgrade as necessary. Answers 1 goggles; 2 shin pads; 3 shuttlecock; 4 swimming shorts; 5 racquet; 6 goalposts																		
Activity Book page 32	Write: Activity 2 1. Ask learners to choose a sport they do, or know something about. Ask learners to focus on the Writing tip box. 2. Ask learners to write a paragraph about their chosen sport, using the activities in their Learner's Book and Activity Book to help them. Either show the writing checklist template on an IWB/overhead projector, or give learners a copy of the checklist to make sure they address all points. 3. Once learners have completed their written tasks, ask the learners to swap books with a learner from a different group. Ask the learners to check their peer's work using their checklist. Feedback <table border="1"><tr><td></td><td>My paragraph</td><td>My friend's paragraph</td></tr><tr><td>Sport?</td><td></td><td></td></tr><tr><td>How often?</td><td></td><td></td></tr><tr><td>Where?</td><td></td><td></td></tr><tr><td>Equipment?</td><td></td><td></td></tr><tr><td>Why ?</td><td></td><td></td></tr></table> Answers Possible answer: My favourite sport is football and I play it every weekend. I play in the local park with my brothers and cousins. I need a T-shirt, shorts and trainers to play football and we use our water bottles for the goalposts. I love it because I like exercise, playing with my family and having fun.		My paragraph	My friend's paragraph	Sport?			How often?			Where?			Equipment?			Why ?		
	My paragraph	My friend's paragraph																	
Sport?																			
How often?																			
Where?																			
Equipment?																			
Why ?																			

	Differentiation activities (Support): 1. Allow a little more time for these learners to prepare to write by focusing them on writing key words for each of the points on their checklist. Prompt them by asking them: <i>What is your favourite sport? Do you play every day? Do you play by yourself or with friends? What do you need to play it? Why do you like this sport? Is it fun? Do you see your friends? Do you get fit?</i> Monitor carefully and praise for content ideas.		
	Differentiation activities (Stretch): 1. For fast finishers, ask them to read their written example again, and add another two or three more examples, for example, writing another reason why they like the sport, when they do the sport in the morning, afternoon or evening, etc.		
Resources	Plenary		
Learner's Book page 42	1. To round off the lesson, ask learners to look at their Learner's Book page 42 and the three questions <i>What sport do you like best? What is the best thing about your favourite sport?</i> and <i>What equipment do you need for your favourite sport?</i> Elicit some examples from learners and write the questions on the board as prompts. 2. Set a timer, either on the IWB or the teacher's phone to count down from five minutes. Learners have to speak to as many people as they can in that time and ask and answer the three questions. Monitor while learners are on task to feed back on content and pronunciation. 3. Give learners a one-minute reminder to complete the task. Ask learners how many of their peers they spoke to and to tell the whole group what they said. Give feedback on accurate/inaccurate content and language use by writing some examples on the board and eliciting from learners how to correct the inaccurate content and language. It is important not to indicate which learner provided the accurate/inaccurate language, but to raise awareness for the whole group.		
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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.3.2.1.4) Use features of text organisation to obtain knowledge (e.g. tables, pictures and diagrams). (G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words. . (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow warm-up instructions in the context of sport. Speaking: To give instructions to their peers to warm-up. Reading: To read and understand instructions. Writing: To spell parts of the body vocabulary accurately. To write multi-step instructions for warming-up.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen and complete instructions in the context of warm-up exercises • give instructions in the context of warm-up exercises • spell parts of the body vocabulary accurately • produce written multi-step instructional exercises for warming-up • develop awareness of the importance of warming-up before sport or physical activity.
Link to prior learning: <ul style="list-style-type: none"> • Sport related vocabulary • Parts of the body vocabulary • Health • Imperatives for giving instructions 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. 		
Key vocabulary: <i>ankle/s, shoulder/s, thigh/s, heart, hip/s, toe/s, knee/s, hamstring/s, arm/s, neck, muscles</i> Key expressions/structures: <i>stand up, bend over, rotate your shoulders, touch your toes, keep your arms straight</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Listening to audio texts can be very challenging for learners at this level, as they are not yet fully aware of listening strategies to employ and will tend to try to listen and understand everything in the text. Make it clear to learners during the instruction stage of the listening tasks that they do not need to listen and understand everything, to focus on the task, which may require global understanding, or more detailed understanding. Support learners by pausing the audio to provide additional processing time. 		
Resources/equipment needed: Learner's Book page 43 Activity Book page 33 Audio Track LB14 Audio Track AB4		

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
Learner's Book page 43	<ol style="list-style-type: none"> 1. Ask learners to look at the picture of the boy on page 43 of their Learner's Book. 2. Ask learners what they think he is doing i.e. stretching his muscles / warming up. Ask learners: <i>What do you think he will do after he finishes? (exercise or do sport).</i> 3. Ask learners why they think warming up before sport is important, for example, <i>you need to warm up so your muscles work properly, so that you don't hurt yourself.</i>
Resources	Main activity
Learner's Book page 43	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the instructions for the task and ask learners to answer the questions in pairs or small groups. 2. Monitor while learners are on task and input language and vocabulary as needed. 3. Ask pairs and small groups to then work with another pair or small group and compare their ideas. <p>Feedback</p> <p>Ask learners to show you their ideas for warming up by miming the action. Provide any vocabulary as needed, by providing clear oral models and choral and individual drilling.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to use mime or drawing to convey meaning of the warm up activities, and input vocabulary and language as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of additional ways of warming up, for example, <i>running up and down stairs</i> or <i>lifting some heavy books above your head ten times.</i>
Learner's Book page 43	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the parts of the body vocabulary. 2. Ask learners to work in pairs to match the number with the letter on the picture of the boy. 3. Learner pairs then check their answers with another pair. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Write the letters 1 to 10 on the board and nominate learners to come to the board and write the correct letter. Other learners correct their own work, upgrading as necessary.</p> <p>Answers</p> <p>1 b; 2 d; 3 g; 4 a; 5 c; 6 l; 7 h; 8 e; 9 f; 10 j</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support learners by encouraging them to focus on the parts of the body they already know before guessing any new vocabulary. Encourage learners to take risks with the language and praise their attempts, even if not accurate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For fast finishers, ask them to work in pairs or small groups to label as many other parts of the body on the diagram as they can.

Learner's Book page 43 Audio Track LB14	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three pictures and describe what the three children are doing (they are warming up). 2. Tell learners that they are going to listen to Amna giving warm-up instructions. Learners listen and put the pictures in the correct order by writing a, b or c next to the correct picture. Emphasise that learners do not need to listen and understand everything in the text. 3. Play the audio and learners order the pictures. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>1 c; 2 a; 3 b</p>
Learner's Book page 43 Audio Track LB14	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to stand up on their tiptoes and stretch their arms over their heads, counting from one to ten. 2. Tell learners that they are going to listen to Amna again, and do the warm-up exercises. 3. Play the audio and learners do the actions. Pause the audio after each part.
Activity Book page 33	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words with missing letters. 2. Do an example with the learners so that they are clear what they have to do. 3. Learners work individually to complete the missing letters. Ask learners to then check their answers with their partner or small group. <p>Feedback</p> <p>Nominate learners by name to answer. Ask the learner to say and then spell the word. Ensure the class is focused and listening to the correct spelling.</p> <p>Answers</p> <p>1 hip; 2 thighs; 3 shoulders; 4 heart; 5 neck; 6 ankles; 7 knees; 8 arms</p>
Activity Book page 33 Audio Track AB4	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to instructions for warming up. 2. Before they listen, ask learners to read the instructions. 3. While learners listen, they tick the instructions they hear. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Ask learners to raise their hands if the instruction was correct and shake their heads if the instruction was incorrect.</p> <p>Answers</p> <p>a Bend over and touch your toes. ✓ b Keep your arms straight. ✓ c Rotate your shoulders ten times. ✗ d Bend your neck to the left shoulder and then the right shoulder. ✓ e Rotate your shoulders quickly. ✗ f Stand up straight. ✓ g Bend your right leg and hold your toes. ✗ h Count to ten and relax. ✓</p>

	Differentiation activities (Support): 1. Allow learners more time to read through the instructions before playing the audio, and pause after the end of each instruction to provide more processing time.		
	Differentiation activities (Stretch): 1. Encourage these learners to support less able learners during the pair check for this task.		
Resources	Plenary		
Activity Book page 33	1. To round off the lesson, ask learners to look at the instructions again for Activity 2. Give learners time to practise giving and doing the instructions. Tell the learners that they are going to play a game called Ali says (for male classes) and Amna says (for female classes). 2. Ask learners to stand up and listen to the instructions, for example, <i>Amna says hold your arms out straight, Amna says touch your toes, do five jumping jacks</i> . Every time the name Amna (or Ali) starts the instruction, learners do the movement. If there is no name at the beginning of the instruction, learners do not do the action. If they do the action, they are out of the game. 3. As the game progresses, you can deliver the instructions more quickly, until there is one learner left, who is the winner. Alternatively, you can encourage more learner-centredness by asking the learners to work in groups, and one learner gives the instructions for their group. Give time for learners to write down multi-step instructions in their groups, then swap the instruction lists with another group.		
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: (G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (e.g., how to get around by walking or using public transportation). (G6.3.4.1.1) 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. (G6.4.1.1.4) Write multi-step instructions using appropriate sequence connectives. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for gist in the context of healthy lifestyles. Speaking: To give advice and instructions for a healthy lifestyle. Reading: To read for detail in the context of healthy lifestyles. Writing: To write personalised sentences using <i>need</i> , <i>must</i> and <i>should</i> for advice and instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>need</i>, <i>must</i> and <i>should</i> to talk about advice and instructions • listen for global understanding of a text about healthy lifestyles • write sentences giving advice and instructions using <i>need</i>, <i>must</i> and <i>should</i> in the context of healthy lifestyles.
Link to prior learning: <ul style="list-style-type: none"> • Being active and staying healthy • Healthy lifestyles • Food and drink related vocabulary • <i>Should</i> for advice 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>healthy, unhealthy, exercise, warm-up, diet, active</i> Key expressions/structures: <i>need, must</i> and <i>should</i> for instructions and advice		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it challenging to differentiate between the meanings of <i>must</i>, <i>should</i> and <i>need</i>. Give clear examples, and use concept check questions, for examples, <i>Which sentence talks about something that is necessary? Which sentence talks about advice? Which sentence talks about not being allowed to do something?</i> Ask learners to give examples, using the context of eating healthily and doing sport and exercise. • They may also over-apply from rules when using <i>must</i> and <i>should</i>, for example, adding suffixes to the third person (<i>S/he musts/needs</i>). Give clear written models on the board and highlight the form using different colours to focus learners. 		
Resources/equipment needed: Learner's Book page 44 Activity Book page 34 Audio Track LB15		

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
	<ol style="list-style-type: none"> 1. Ask learners if they can remember some of the warm-up activities from the previous lesson. Elicit some answers from the learners. 2. Ask learners to work with a partner and tell them their favourite warm-up activity. 3. Ask several learners to give their favourite warm-up activity instruction and the whole group mimes the instruction.
Resources	Main activity
Learner's Book page 44	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at page 44 of their Learner's Book and ask and answer the question with their partner or small group. Before learners begin the task, elicit a few examples from the whole group, or the teacher gives examples. 2. Monitor carefully and correct pronunciation and language as needed. Feedback Nominate learners who had good content ideas, accurate language and pronunciation. Write ideas on the board.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. If learners find it challenging to come up with content ideas, prompt them: for example, <i>Are fruit and vegetables healthy or unhealthy? Do you eat a lot of chocolate? Do you do any sports?</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to think of two more examples of ways to stay fit and healthy.
Learner's Book page 44 Audio Track LB15	Read and listen: Activity 2 <ol style="list-style-type: none"> 1. Tell learners they are going to read and listen to Salem and Huda talking about their lifestyles. One has a healthy lifestyle and the other does not. Emphasise that learners do not have to understand everything they hear and read. 2. Learners listen to the audio. 3. Ask learners to compare their answers in pairs or small groups. Feedback After learners have checked their answers in pairs or small groups, ask learners to raise their hands if they think Salem has a healthy lifestyle or Huda has a healthy lifestyle.
	Answers Conversation 1 – Salem: Unhealthy lifestyle Conversation 2 – Huda: Healthy lifestyle
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners can become quite anxious as they try to understand everything in the texts. It is important to emphasise that learners only need to listen and focus on whether Salem or Huda have healthy or unhealthy lifestyles.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to check with less able learners during the pair check.

Learner's Book page 44	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups and match the numbers and letters. 2. Monitor while groups are on task and step in to correct as necessary. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Ask learners for some more examples of what they <i>must</i>, <i>should</i> and <i>need</i> to do to have a healthy lifestyle.</p> <p>Answers</p> <p>1 c; 2 b; 3 a</p>
Activity Book page 34	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and complete, using a word from the box. 2. Learners work individually. Monitor when learners are on task and step in to correct language as needed, particularly the suffix for number 5. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Ask learners to say why they chose each answer by focusing them on the Use of English box.</p> <p>Answers</p> <p>1 mustn't; 2 need; 3 should; 4 should; 5 mustn't</p>

Activity Book page 34	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and discuss possible answers before they begin writing their personalised answers. 2. Monitor while learners are on task and encourage them to extend their written answers. 3. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Write some learners' examples of good/incorrect language and content on the board that you picked up while monitoring the learners on task. Ensure that you have a balance of both. Ask learners to work in small groups to identify the accurate/inaccurate sentences. Once identified, ask learners to correct the inaccurate examples. Please remember not to indicate which learner provided the language examples.</p> <p>Answers</p> <p>Learners' own answers, but will use must, should and need in the context of having a healthy lifestyle.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find this task challenging to come up with a range of ideas, so prompt them and focus them on examples in the Learner's Books and Activity Books. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For fast finishers, ask learners to write an additional two or three examples.
Resources Activity Book page 34	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work in small groups and talk about their sentences for Activity 2. 2. In groups, learners choose their top two sentences from the group's written examples. Encourage the learners to think about why they chose the sentences, for example, interesting ideas, vocabulary, accurate language use. 3. Groups then write their two examples on the board, and the whole group votes for, which is the best sentence. Learners cannot chose a sentence from their own group.

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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to their partner's statements in present reported speech. Speaking: To use present reported speech to talk about what someone said. Reading: To read for specific information in the context of an Emirati parathlete. Writing: To write notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop awareness of disabilities and the challenges parathletes face • apply scanning reading strategies in a text about a local paralympian • use present reported speech to tell their classmates what someone else said.
Link to prior learning: <ul style="list-style-type: none"> • Being active and staying healthy • Sport-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>The Paralympics, parathlete, athlete, disabled, able-bodied, wheel chair, weight lifting, impossible</i> Key expressions/structures: Reported Speech in the present		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems with word order when transforming direct speech into reported speech. Provide clear written models on the board of both direct and indirect speech, for example: "<i>I worked hard</i>". Prompt learners by writing <i>Mohammed worked hard</i>. Ask learners what are the differences between the two statements (one has the words the person said with speech marks, and the other is telling someone else what he said). Ask learners to identify the differences in the indirect form by underlining in a different colour; for example, <i>Mohamed says that <u>he</u> worked hard</i>. 		
Resources/equipment needed: Learner's Book page 45 Activity Book page 35 Short video clip of the Paralympic Games Teacher-sourced images of Emirati parathlete Mohammed Khamis Khalaf, and any of the following: Mohammed al Hammadi, Abdullah Sultan Al Aryani, Hamda Al Hosni and Siham Al Rasheedi		

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
	<ol style="list-style-type: none"> 1. Show three teacher-sourced images for Emirati parathletes and ask learners if they know any of the athletes and what sport they do, for example, Mohammed al Hammadi (100–800 m wheelchair racing), Abdullah Sultan Al Aryani (shooting), Hamda Al Hosni (running) and Siham Al Rasheedi (javelin). 2. Pre-teach the words <i>disabled</i>, <i>able-bodied</i>, <i>wheelchair</i> and <i>weight lifting</i>, using the visuals. And the word <i>impossible</i>: something you are not able to do. Drill the words chorally and individually, paying attention to accurate word stress. 3. Write the words on the board and ask learners to copy them down in their notebooks.
Resources	Main activity
Learner's Book page 45	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions: <i>What are the Paralympic Games? What Paralympic athletes do you know from your country?</i> 2. Put learners in pairs or small groups to discuss the questions. 3. Monitor while learners are on task to pick up content ideas. <p>Feedback</p> <p>Nominate learners during feedback. The key points that need to be drawn out during feedback are that the athletes who compete in the Paralympics have physical or mental conditions that may limit movement, their senses or abilities, but they are amazing athletes. The teacher could show a short video clip of the Paralympic games.</p> <p>Answers</p> <p>The Paralympic Games happen every four years, after the Olympic Games. They are for athletes with disabilities.</p> <p>If learners do not know any more Emirati parathletes, show the other teacher-sourced visuals to learners.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by prompting them during the speaking task, for example, <i>Can slhe walk? Is slhe an athlete? Can slhe do sport? Can slhe do sport well?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners to help prompt them to answer the questions during the pair work task.
Learner's Book page 45	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures you obtained of Mohammed Khamis Khalaf. Ask learners to focus on the Reading strategy box. 2. Ask learners to read through the questions first and underline the key words. 3. Learners then read and answer the questions. Learners then check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>1 a parathlete; 2 Yes, he does; 3 two; 4 He cannot walk; 5 He was 20 years old.</p>

	Differentiation activities (Support): 1. Support these learners as necessary when underlining the key words and phrases in the questions and the text.
	Differentiation activities (Stretch): 1. Ask these learners to support less able learners while you assist other support learners.
Activity Book page 35	Talk about it: Activity 1 1. Ask learners what they can remember from the text about Mohammed Khamis Khalaf. 2. Elicit some examples of other Paralympic sports and ask learners to work together to think of five more examples. 3. Monitor carefully to pick up examples of interesting ideas. Feedback Nominate learners by asking them to raise their hands. Focus on the fact that parathletes do all sports that able-bodied athletes do. Answers Learners' own answers.
Activity Book page 53	Write: Activity 2 1. Ask learners to write the answers to the Activity 1 questions on the lines provided. Feedback Invite volunteers to read aloud their answers to the class. Answers Learners' own answers.
Resources	Plenary
Activity Book page 35	1. To round off the lesson, write an example on the board, for example, " <i>I think parathletes are very strong and work hard.</i> " Elicit from learners if this is direct or indirect speech (direct speech). Elicit from learners how to change this example into reported speech (<i>She thinks that parathletes are very strong and work hard</i>). 2. Ask learners to think of something to say about parathletes. Nominate one learner to give their opinion and choose another learner to report what they said. This learner then continues by saying what they think, and choose another learner to change into reported speech. This process continues so learners have a chance to practise before the freer task follow-up. 3. Learners work in small groups and one by one, tell the other members what they think. The other members of the group transform the direct speech into reported speech. Monitor carefully to correct 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: (G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.3.4.1.1) 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. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in dialogues about favourite sports and related equipment. Speaking: To ask and answer questions giving advice and instructions. To use indirect speech to talk about what someone else said. Reading: To read and follow instructions. Writing: To make notes while listening.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate their lexical range of theme related vocabulary • listen for specific information • review and consolidate indirect speech • review and consolidate <i>must</i>, <i>need</i> and <i>should</i> in the context of advice and suggestions for healthy lifestyles.
Link to prior learning: <ul style="list-style-type: none"> • Sports related vocabulary • Parts of the body vocabulary • Being healthy and active • Reported speech 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. 		
Key vocabulary: <i>athletics, badminton, gymnastics, hockey, volleyball, football, judo, swimming, tennis, a shuttlecock, swimming shorts, goalposts, a net, shin pads, a racquet, a hockey stick</i> Key expressions/structures: <i>must, should, need</i> , reported speech in the present		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be focusing on a variety of lexis and structures in this lesson from Lessons 1–5, so it is key that the teacher gives clear models of tasks throughout. Encourage learners to look through lessons 1–5 in their Learner’s Book and Activity Book to find other examples and develop their autonomy during tasks. 		
Resources/equipment needed: Learner’s Book page 46 Activity Book page 36 Audio Track LB16 Audio Track AB5 Photocopy of answer key for Learner’s Book Activity 2		

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																				
	<ol style="list-style-type: none">1. Ask the learners to look through Unit 3 of their Learner’s Book and choose a lesson (from Lessons 1 – 5) that they liked the most.2. Learners discuss their favourite lessons with their small group, telling each other why they liked their specific choice the most.3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on, eliciting answers from the groups.																				
Resources	Main activity																				
Learner’s Book page 46	Talk about it: Activity 1 <ol style="list-style-type: none">1. Ask learners to read the instructions and work with their partner or small group to ask and answer the questions.2. Monitor while learners are on task and pick up any content or language errors to focus on during delayed feedback.3. Ask learners to work with another partner or small group to recycle the task and develop oral fluency.																				
	Feedback <p>Nominate learners by asking them to raise their hands. Write a couple of examples of accurate/inaccurate language use on the board and ask learners to identify accurate/inaccurate language. Learners then correct all language.</p>																				
	Answers <p>Learners’ own answers.</p>																				
	Differentiation activities (Support): <ol style="list-style-type: none">1. Encourage these learners to extend their utterances by prompting them, for example, <i>Why do you like football? Do you play with your friends?</i>																				
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. For early finishers, ask them to rank all the sports in the box from favourite to least favourite and give a reason why.																				
Learner’s Book page 46 Audio Track LB16	Listen: Activity 2 <ol style="list-style-type: none">1. Tell learners they are going to listen to brother and sister Helal and Alia talking about the equipment they need for their favourite sports.2. Give learners time to read through the top row of different types of sporting equipment before playing the audio.3. Learners listen to the audio and tick the equipment for Helal and Alia. Learners then check their answers in pairs or small groups.																				
	Feedback <p>Draw the grid for Helal and Alia on the board. Nominate learners to come and tick the correct boxes. Learners correct their own work. Alternatively, the teacher can give out the answer key and learners check their answers.</p>																				
	Answers <table><tr><td></td><td>shin pads</td><td>racquet</td><td>swimming shorts</td><td>shuttlecock</td><td>goalposts</td><td>football</td></tr><tr><td>Helal</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>Alia</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr></table>		shin pads	racquet	swimming shorts	shuttlecock	goalposts	football	Helal	✓				✓	✓	Alia		✓		✓	
	shin pads	racquet	swimming shorts	shuttlecock	goalposts	football															
Helal	✓				✓	✓															
Alia		✓		✓																	

	Differentiation activities (Support): 1. Pause the audio as needed to give these learners additional processing time to complete the task.
	Differentiation activities (Stretch): 1. These learners could think of a sport and ask their partner or small group what equipment they need.
Learner's Book page 46	Quiz: Activity 3 1. Ask the learners to read through the quiz questions. 2. Elicit some examples for each question from the team. Clarify pronunciation and spelling as needed. 3. Tell learners they should work in small groups and have to complete the quiz as fast as they can. Learners can use their Learner's Book to check spelling of items. Feedback Nominate learners from each group and they write the answers on the board. One point is awarded to each correctly spelled answer. Possible answers 1 football, hockey; 2 football, hockey, tennis; 3 football, hockey, tennis, badminton, swimming; 4 football, swimming
Activity Book page 36	Talk about it: Activity 1 1. Ask learners to look at page 36 of their Activity Book and read the different sports in the grid. Correct pronunciation as required. 2. Model the task with a more able learner by asking them: <i>What is your favourite sport?</i> Show the learners that you are writing their name and ticking the appropriate column. Write the example question and answer on the board, so that learners can use this as a model during the task. 3. Ask learners to write the names of five of their peers. These should be peers not sitting near them in the classroom. Tell learners to stand up and ask their five peers about their favourite sports. Answers Learners' own answers.
Activity Book page 36 Audio Track AB5	Listen: Activity 2 1. Ask learners to look at the pictures for questions 1–3. 2. Play the audio. Learners listen and tick one box only. 3. Ask learners to check their answers in pairs or small groups. Feedback Nominate learners by asking them to raise their hands. Answers 1 b; 2 c; 3 c Differentiation activities (Support): 1. Give these learners additional processing time during the while listening task and pause the audio after each of the three speakers. Play the audio another time, only if needed by the majority of the whole group. Differentiation activities (Stretch): 1. Ask these learners to check their answers with less able learners during the pair check.

Resources	Plenary		
Activity Book page 36	<div>1. Ask learners to read the four ‘can do’ statements and tick the box for their ability.</div> <div>2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner book and Activity book to remind themselves of the tasks they found easy or more challenging.</div> <div>3. Learners then compare their answers in pairs.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</div> <div>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</div> <div>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</div> <div>(G6.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</div>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about a female Emirati athlete. Speaking: To ask and answer questions about an athlete's characteristics. Reading: To read for detailed information in a text about a female Emirati athlete. Writing: To write a paragraph about an athlete's characteristics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a wider range of vocabulary to describe athletes' characteristics • develop their scanning skills in both oral and written texts • to discuss their opinions about an athlete's characteristics • write a cohesive paragraph about an athlete's characteristics • accurately spell adjectives to describe an athlete's characteristics.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Paralympic athletes • <i>Must, need to and should</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>confident, positive, terrible, worried, impossible, strong, hard-working, healthy</i> Key expressions/structures: <i>must/need to/should ... because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners tend to focus on accurate use of grammar when writing a paragraph. Providing a guided writing template on the board before learners write will provide them with a flexible framework to work with. It is important to stress the importance of content and ideas to learners. 		
Resources/equipment needed: Learner's Book page 47 Activity Book page 37 Audio Track LB17 Learner dictionaries Teacher-sourced images of Hamda Al Hosni (Emirati parathlete: athletics)		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the word <i>athlete</i> on the board and elicit from learners what kind of characteristics an athlete has, for example, <i>strong, hard-working and healthy</i>. 2. Ask learners who their favourite athlete is and why. You could use the visuals from Lesson 5 of the Emirati Paralympians, or other famous athletes that the learners may know. 3. Learners discuss in pairs.
Resources	Main activity
Learner's Book page 47	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions on page 47 of their Learner's Book. 2. Nominate pairs to work together and ask and answer the questions. 3. Monitor while pairs are on task to support and provide content as needed. <p>Feedback</p> <p>Nominate learners by name and comment on their ideas.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 47	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the vocabulary in the box. 2. Learners work with a partner or small group and peer teach each other the words if they already know them. Provide learner dictionaries for pairs to work with as needed to find out the meaning. 3. Give learners an additional two minutes to check with another pair or small group. Focus learners again on the pictures you provided of Hamda, and elicit from the learners what kind of athlete she is. Encourage learners to use the vocabulary from the task. Give clear oral models and drill chorally and individually as required. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Give oral models and drill chorally and individually as required.</p> <p>Answers</p> <p>confident – when you are sure about yourself worried – when you think something bad will happen positive – you look at the good things in life terrible – very bad hard-working - when you try very hard</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to look up the unknown words in the dictionaries. Focus learners on using the words in the box to ensure they are using the correct spelling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners, but ensure that they do not dominate the task. These learners should help their peers with spelling.

Learner's Book page 47 Audio Track LB17	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Allow learners time to read through the text before they listen to the audio track. 3. Learners listen and complete the gaps. Learners then check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Write numbers one to six on the board and ask learners to spell the missing words. Then ask volunteers to come up and circle the adjectives.</p> <p>Answers</p> <p>1 Hamda; 2 87; 3 shot put; 4 every day; 5 positive; 6 confident</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners additional processing time by pausing the audio after each gap in the listening text. Replay the audio after the pair check if the majority of learners require an additional reading. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner or small group to practise the spelling of the adjectives.
Activity Book page 37	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the mind map on page 37 of their Activity Book. 2. Learners work with a partner and brainstorm characteristics of an athlete. Monitor while learners are on task and step in to support as necessary. 3. Ask pairs to find another pair so they can work together in small groups of four to compare their answers. Learners then ask and answer questions about themselves using the target vocabulary. <p>Feedback</p> <p>Draw a mind map on the board and elicit examples from learners. Focus on supporting pronunciation by giving clear oral models and providing choral and individual drilling. Praise learners' own examples as well.</p> <p>Answers</p> <p>Learners' own answers but should include the target vocabulary.</p>

<p>Activity Book page 37</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to choose three of the vocabulary items from the previous activity. 2. On the board, elicit from the whole group to produce a paragraph (sentence by sentence) about an athlete to include the three vocabulary items. Encourage learners to use <i>must</i>, <i>should</i> and <i>need to</i> to extend the example sentences on the board. 3. Learners work individually to choose three different athlete characteristics and write their paragraphs. Ask learners to use and refer to the guided writing model on the board. <p>Feedback</p> <p>Ask learners to leave their books, stand up and move one seat along, so that they have a peer's book. Ask the learners to read their peer's paragraph and elicit some examples.</p> <p>Answers</p> <p>Possible paragraph model:</p> <p>I think an athlete should be determined, motivated and confident. They must be determined because it is not easy to be an athlete and they have to work very hard. They need to be motivated because they must exercise every day, but they shouldn't eat unhealthy food or have fizzy drinks. They also need to be confident and believe they can do well and win.</p>
<p>Resources</p> <p>Activity Book page 36</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to brainstorm all the characteristics they can think of in three minutes and write a list. Encourage learners to use their Learner's and Activity Books to maximise the vocabulary input for the task. 2. The teacher divides the class into two groups and one learner from each group sits in a chair with their back to the board, facing their group. Initially the teacher writes one of the sports on the board so that the learners sitting with their backs to the board cannot see the word. Each group gives prompts, hints or definitions to help the learners guess the word. A correct guess wins a point. 3. Once learners have had a few practice rounds, hand over to the learners who can then choose which words to write on the board. Monitor to ensure that points are awarded correctly.

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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G6.3.4.1.1) 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. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.3.1.5) 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: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to peers' opinions and responses. Speaking: To discuss challenging activities. Reading: To read a text for detail in the context of a local charity fun run. Writing: To plan and write a summary of an article in the context of a local sponsored walk for charity.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their scanning skills when reading a text • discuss and give opinions about challenging opinions • develop their lexical range in the context of charity and sponsored walks • write a short summary about a text.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to dress up, fun run, to clap, to cheer, a spectator, to challenge, charity</i> Key expressions/structures: present simple, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When reading text, this learner level needs to develop the reading strategy of continuing to read, even when faced with unknown lexis. It is important for the teacher to encourage learners not to stop reading when they come across a word they don't know, but to keep reading until the end. 		
Resources/equipment needed: Learner's Book page 48 Activity Book page 38 Teacher sourced clip of a fun run from the Internet		

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
	<ol style="list-style-type: none"> 1. Ask learners to focus on the short clip(s) of a fun run. This should be judiciously chosen to show the large number of runners at the beginning of the run, and possibly the end, showing the race time. 2. Before learners watch, ask them to answer questions, for example, <i>What is the running race called? (a fun run) Is it a short run or a very long run? Is it an easy or difficult thing to do? (Very difficult)</i>. Pause the video to elicit the vocabulary for <i>spectator, clap</i> and <i>cheer</i>. 3. After learners have compared their answers about the clip(s), drill the vocabulary and write it on the board.
Resources	Main activity
Learner's Book page 48	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to work with a partner or small group to discuss the three questions. 2. Monitor while learners are on task to inform feedback. 3. Ask learners to change partners or small groups and recycle the task. Feedback Nominate learners by asking them to raise their hands.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pair these learners with more able peers to help support them during this task.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners during the pair or small group task.
Learner's Book page 48	Read: Activity 2 <ol style="list-style-type: none"> 1. Tell learners they are going to read about The Fun Run. 2. Ask learners to read the three questions and answer them. 3. Ask learners to check their answers in pairs or small groups. Feedback Nominate learners by name.
	Answers <ol style="list-style-type: none"> 1 To raise money for charity. 2 Students and friends take part. 3 The school has raised over 20,000 Dirhams.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage learners to underline the key words in the questions before they begin the task.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to work with a partner or small group to think of other ways they can raise money for charity by doing sport.

Learner's Book page 48	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the three questions and elicit some ideas on the board. 2. Learners work in small groups to discuss the remaining questions. Monitor learners during the task to inform feedback. 3. Ask learners to change small groups and discuss their ideas. <p>Feedback</p> <p>Nominate specific learners, based on their ideas that you picked up during monitoring . Praise content ideas.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 38	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the Writing tip box and read through the five points together as a group. Tell learners that the five points will help them to write a summary. 2. Ask learners to use the notes to write a summary. Clarify that a summary should be 75–80 words. <p>Feedback</p> <p>Ask learners to work in small groups to read each other's summaries and find similarities.</p> <p>Answers</p> <p>Possible summary:</p> <p>Every year in June, our school does a sponsored walk for charity in our local park. Lots of people take part and more people watch and cheer.</p> <p>Learners, teachers, families take part! Some people dress up in fancy dress costumes. We ask our family and friends to sponsor us to raise money for charity and we get fit too. Our school Fun Run raised over \$20 000 Dirhams for charity.</p>
Resources Activity Book page 38	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to close their eyes, and imagine that their class is doing a sponsored walk for charity. Ask learners if there are a lot of people there, who is there, if there are a lot of spectators, there are people in fancy dress costumes. 2. Ask learners to draw a picture of the sponsored walk. Encourage learners to label their picture with relevant vocabulary. 3. Ask learners to share their pictures with their group and describe what is happening in the picture.

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: (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.4.1.1) 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. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences. (G6.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop awareness of emphasis and expression in a text about a live football match in the UAE. Speaking: To ask and answer questions about personal preferences and popular live sports in the UAE. Reading: To read for detail in a text about a live football match in the UAE. Writing: To write notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their listening for specific information skills • develop their scanning skills • develop a wider lexical range in the context of football • develop oral fluency when discussing popular live sports in their local context.
Link to prior learning: <ul style="list-style-type: none"> • Sports • Past simple, present simple and present continuous • Disability 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a live match, football match, blind, describe, home match, away match, supporter</i> Key expressions/structures: past simple, present continuous, present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners at this level will want to listen and understand everything that they listen to and read. It is important that before learners access spoken and written texts, it is clarified that they do not need to understand every word they hear or read, but to focus on the information they need in order to complete the task successfully. 		
Resources/equipment needed: Learner's Book page 49 Activity Book page 39 Audio Track LB18 Learner dictionaries Teacher-sourced YouTube clip of a sporting event, for example, <i>a football match, a tennis match or an Olympic 100 metres race.</i> Copy of answer key for Activity Book Activity 1		

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
	<ol style="list-style-type: none"> 1. Show the learners a brief clip of a football match, a formula one race or a tennis match. Before the learners watch the clip, ask them: <i>Are these matches/races/events happening now?</i> (<i>No</i>) 2. Elicit from the learners that these are recorded matches. Elicit the opposite of a recorded match (a live match) and write it on the board. 3. If learners have not been to a live match, ask them what they think it is like, for example, <i>Are there a lot of people or a few?</i> (<i>A lot</i>), <i>Is it noisy or quiet?</i> (<i>noisy</i>) <i>Is it exciting?</i> (<i>Yes</i>) <i>Is it fun?</i> (<i>Yes</i>). It may be useful to prompt learners to think about why some people go to live matches rather than watch them on TV.
Resources	Main activity
Learner's Book page 49	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Hold a class discussion. Ask the questions about live sports events and encourage discussion around how we can help others (younger siblings/older relatives/disabled people) enjoy events. 2. Put learners into small groups, recycle the task but monitor and help groups to expand and build on what was said first time. Feedback Nominate learners to give answers and ideas. Write them on the board.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage these learners to work with more able learners for this task to provide additional support.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ensure that these learners prompt their peers during this task and encourage them to participate.
Learner's Book page 49	Vocabulary: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the words in the vocabulary box. 2. Encourage peer teaching by asking learners to work in small groups to teach their peers any of the lexical items that they already know. 3. After this stage of the task, ask learners to use their dictionaries to look up any of the remaining words that they don't know, and match the letters and numbers. Feedback Nominate learners by asking them to raise their hand. Ask learners to write the number and corresponding letter on the board.
	Answers 1 c; 2 a; 3 d; 4 b; 5 e
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. During the peer teaching stage of the task, encourage learners to develop their dictionary skills by asking them to take responsibility for looking up the unknown words for their pair or small group.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners can work in small groups and take turns spelling the new vocabulary items to each other.

Learner's Book page 49 Audio Track LB18	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the Listening strategy box. Give an example of this by saying <i>I really love football</i> in a flat pitch, with no emphasis or expression. Then repeat the sentence again for learners, but this time with expression and interest. 2. Elicit from learners, <i>Did I sound interested/excited in sentence 1? (No). Did I sound interested/excited in sentence 2? (Yes)</i>. Elicit from learners that it is very important in English to use expression and interest. 3. Ask learners to read the questions. Then play the audio and learners listen, read and answer the questions. <p>Feedback</p> <p>During the pair check for the task, monitor to inform feedback and to decide whether another playing of the audio is justified, or not.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 He helps by describing the football match. 2 He needs to do this because his father is blind. 3 The team is Al Jazira. 4 They go to football games in their home city. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to underline the key words in the questions and the text to help them focus on the key information during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish quickly, ask them to support their peers. 												
Activity Book page 39	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the six sentences about the text. 2. Learners work individually to answer the statements true or false. 3. Once completed, ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Give a copy of the answer key to learners and ask them to correct their work to encourage learner autonomy.</p> <p>Answers</p> <table border="1"> <tbody> <tr> <td>1.Salem and his father never go to football matches.</td> <td>False</td> </tr> <tr> <td>2.Salem's father cannot see.</td> <td>True</td> </tr> <tr> <td>3.Salem's father has always been blind.</td> <td>False</td> </tr> <tr> <td>4.Salem's father doesn't play football.</td> <td>True</td> </tr> <tr> <td>5.Both Salem and his father love football.</td> <td>True</td> </tr> <tr> <td>6.Salem's father listens to Salem telling him the details of the football matches.</td> <td>True</td> </tr> </tbody> </table>	1.Salem and his father never go to football matches.	False	2.Salem's father cannot see.	True	3.Salem's father has always been blind.	False	4.Salem's father doesn't play football.	True	5.Both Salem and his father love football.	True	6.Salem's father listens to Salem telling him the details of the football matches.	True
1.Salem and his father never go to football matches.	False												
2.Salem's father cannot see.	True												
3.Salem's father has always been blind.	False												
4.Salem's father doesn't play football.	True												
5.Both Salem and his father love football.	True												
6.Salem's father listens to Salem telling him the details of the football matches.	True												

Activity Book page 39	Talk about it: Activity 2		
	1. Ask learners to read the instruction. Learners then draw a picture of a live sporting event and describe it to their partner or small group.		
	2. Monitor while learners are on task and pick up examples of accurate/inaccurate language use and content.		
	Feedback Nominate learners by asking them to raise their hands. Write some examples of inaccurate/inaccurate language use from the task on the board and ask learners to identify the issues. Learners then work in small groups to correct the inaccurate language.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. To round off the lesson, ask the learners if they liked the first part of the story and why they think Salem is a good son (possible answer: <i>he takes care of his father/helps his father</i>).		
	2. As a whole group, ask learners what they think will happen next in the story about Salem and his father. Encourage all learners to participate and brainstorm ideas. Praise all efforts to contribute.		
	3. Write the learners' predictions on the board, or make a note of them, and tell learners that they will find out in the next lesson what happens in the story about Salem and his father.		
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:			
(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recordings, and films.			
(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.			
(G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future).			
(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.			
(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.			
(G6.3.4.1.1) 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.			
(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a live football commentary. Speaking: To discuss their text responses. Reading: To read for detailed information in a football commentary text. Writing: To spell football-related vocabulary items accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • further develop their lexical range of football-themed vocabulary • develop their global listening skills • accurately spell football-related vocabulary items • develop their reading for gist skills.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Past simple • Football-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>first half (of a football match), a football pitch, a striker, a football net, a defender, a goalkeeper, midfield, goal, a crowd</i> Key expressions/structures: past simple, present continuous, present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When faced with new vocabulary, many learners of this age can feel quite anxious. However, at this level it is key to develop their lexical range. Encourage learners to use the new vocabulary items, give clear oral models and provide choral and individual drills to improve learners' pronunciation. Write new vocabulary items in a section of the IWB/board that is easily referred to during the lesson as necessary. Use praise effectively, even when learners' pronunciation may not be completely accurate at this stage. 		
Resources/equipment needed: Learner's Book page 50 Activity Book page 40 Audio Track LB19 Dictionaries		

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
	<ol style="list-style-type: none"> 1. Ask learners if they can remember their predictions about what will happen in the story about Salem and his father. 2. Learners work in small groups to recall the whole group's predictions. 3. Give a point to each correct prediction groups can remember, based on your notes from the previous lesson.
Resources	Main activity
Learner's Book page 50	Word study: Activity 1 <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a live description (or commentary) about the football match that Salem and his father watched, but before this, they are going to look at some vocabulary. 2. Ask learners to look at the labelled diagram. 3. Learners work in pairs and discuss their meanings. Encourage learners to use their dictionaries to encourage learner autonomy. <ul style="list-style-type: none"> 1 = goalkeeper 2 = defenders 3 = goal (area) 4 = midfield 5 = strikers 6 = net 4. Learners work individually to label the diagram. Feedback Nominate the learners for feedback by asking them to raise their hands. Write the correct answers on the board.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage these learners to work in small groups to provide peer-teaching opportunities.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to work with a partner, cover their answers and ask their partner <i>What/Who is this?</i> and <i>What/Who are these?</i> To give additional peer practice.
Learner's Book page 50 Audio Track LB19	Read and listen: Activity 2 <ol style="list-style-type: none"> 1. Tell learners they are going to read and listen to a live description or commentary about the football match that Salem and his father watched. 2. Ask learners to read the questions before playing the audio. 3. Learners then compare their answers. Feedback Nominate the learners for feedback by asking them to raise their hands. Write the correct letters on the board.
	Answers 1 a; 2 a; 3 b; 4a

	Differentiation activities (Support): 1. Pause the audio after the answers to the questions in the text have been played to give these learners additional processing time. Replay the audio if required.
	Differentiation activities (Stretch): 1. Ask these learners to work with a partner or small group to recall any additional information about the text.
Activity Book page 40	Read: Activity 1 1. Ask the learners to read the sentences a to e, which are not in the same order as the story. 2. Ask the whole group which sentence is the first in the story (<i>answer e</i>). 3. Learners work individually to logically order the sentences. Ask learners to check their answers in pairs or small groups, before checking with the story on page 50 of their Learner's Book.
	Feedback
	Answers 1 e; 2 c; 3 b; 4 d; 5 a
	Differentiation activities (Support): 1. Encourage learners to use their Learner's Book as a support during the task to help them order the sentences correctly.
	Differentiation activities (Stretch): 1. Ask learners to work with a partner or small group to re-tell the story in as much detail as possible, using their correctly ordered sentences as prompts.
Resources	Plenary 1. To round off the lesson, brainstorm the football vocabulary items on the board as a whole group. Correct pronunciation as necessary by giving clear oral models and providing choral and individual drills. 2. Ask learners to work in small groups. Point to different vocabulary items written on the board and ask learners to give a simple definition. If the definition is correct, their team gains a point. If the definition is incorrect, ask another team. 3. Ask learners to copy the football vocabulary items into their notebooks.

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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recordings, and films. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information. (G6.3.4.1.1) 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. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for emphatic stress. Speaking: To use emphatic stress in a short radio commentary. Reading: To deduce meaning from context in a short radio commentary. Writing: To spell theme-related lexis accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop awareness of emphatic stress in a short dialogue • listen for specific information • develop their strategies for deducing meaning from context • develop their lexical range in the context of a sports commentary • discuss their opinions about teamwork.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Past simple • Football-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>goalkeeper, fired, blasted, struggled, cheered, strike, very fast, to find something difficult, to kick, a hit, to shout very loudly.</i> Key expressions/structures: Past simple and present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When a text is challenging for learners, it is usual for them to automatically use a dictionary to check the meaning of every word that they do not understand as they are unaware of reading strategies to deduce meaning from context. This is a key reading strategy for learners to develop. It is important to set challenging, but graded and achievable tasks. This allows learners to access authentic texts and feel a real sense of achievement when tasks are achieved. It is important to note that the text is not graded, but the tasks are. 		
Resources/equipment needed: Learner's Book page 51 Activity Book page 41 Audio Track LB20–21 Pieces of paper in red and green, one for each child A copy of the answer key for Learner's Book Activity 2 for each learner		

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
	<ol style="list-style-type: none"> 1. Give each learner two pieces of paper of a different colour. One colour represents true statements, the other colour represents false statements. 2. Tell learners that you will say some sentences about Salem's story (the teacher can pre-prepare these based on the first two parts of Salem's story). If the statement is true, learners hold up the green card (for example). If the statement is false, learners hold up the yellow card (for example). 3. Ask learners to close their eyes as you read out the statements to encourage them to focus on the task, rather than copying what their peers are doing. Alternatively, ask a learner or learners to read out the statements for the whole group.
Resources	Main activity
Learner's Book page 51 Audio Track LB20	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Tell learners that they are going to read and listen to what happens next in the story about Salem and his father. 2. Ask learners to read the question first and clarify that learners only choose one answer from A, B or C. 3. Ask learners to check their answers in pairs or small groups. Feedback Ask learners to raise their hands if they think it is A, B or C.
	Answers C
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pause the audio to give these learners additional processing time.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to support less able learners during the pair or small group checks.
Learner's Book page 51 Audio Track LB21	Talk about it: Activity 2 <ol style="list-style-type: none"> 1. On the board, write the first example, and ask the whole group to read aloud. Ask learners to read the task instruction. 2. Ask learners to listen to the first example, and underline the words that sound stressed; for example, the words will sound a little louder and longer than the other words. Play the audio for the first example for learners. Learners repeat chorally. 3. Play the remaining audio for learners to repeat chorally. Ask learners to underline the emphatic stress in each example. Feedback Provide a copy of the answer key for each learner. Correct pronunciation as required. The sentences are quite long for learners to produce during the initial drills, so employ back chaining.
	Answers <ol style="list-style-type: none"> 1. Al Jazira's amazing Emirati has scored the goal of the day. 2. He blasted down the pitch and the defenders struggled to stop him. 3. He fired a volley past the goalkeeper that was impossible to stop. 4. That's Al Qasimi's twentieth goal so far this year.

	Differentiation activities (Support): 1. Ask these learners to close their eyes when repeating the examples so they focus on the sound, rather than the written form.
	Differentiation activities (Stretch): 1. Ask learners to practise the example sentences with their partner to develop fluency.
Activity Book page 41	Write: Activity 1 1. Tell learners that they are going to write a description of someone scoring a goal or winning a race or sports competition. 2. Ask learners to use the words from their Learner's Book page 51 Activity 2. 3. Monitor while learners are on task and provide input or error correction as needed. Ask learners to underline the words they want to emphasise. Ask learners to practise their commentary orally. Learners then work together in small groups to practise their commentaries. Feedback Nominate learners to read their commentaries. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Learners' own answers.
Resources	Plenary 1. To round off the lesson, ask learners to work in small groups. Using the vocabulary from Activity 2, ask the learners to write the synonyms of the lexis. 2. Learners write down the synonyms in their small groups. Ask the groups to swap their lists with another group. 3. Ask learners to spell the words and phrases and write them on the board for the learners to check their peers' spelling accuracy. One point is awarded for each correct 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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recordings, and films. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.3.4.1.1) 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. (G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes. (G6.4.3.1.5) 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: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand instructions and descriptions. Speaking: To paraphrase and use descriptive vocabulary to elicit definitions. Reading: To read and understand instructions. Writing: To accurately spell theme-related vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review and consolidate their lexical range of theme-related vocabulary • reflect on their language strengths and areas to develop • review and consolidate parts of the body, sports and sports equipment vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Past simple • Football-related vocabulary • Parts of the body 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a goalkeeper, a live match, a home match, a net, goalposts, a striker, a crowd, confident, worried, terrible, positive, motivated</i> Key expressions/structures: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find paraphrasing initially quite challenging when describing lexis, without using the item themselves. Encourage the learners to exploit a range of strategies for conveying meaning, including describing, drawing and mime. 		
Resources/equipment needed: Learner's Book page 52 Activity Book page 42 One copy per learner of answer key for crossword in Learner's Book Activity 1		

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
	<ol style="list-style-type: none"> 1. Draw two bubbles on the board and write <i>Sports</i> in one and <i>Sports equipment</i> in the other. 2. Ask learners to work in small groups and give them two minutes to come up with as many words as they can. 3. Ask one learner from each group to come to the board and write some examples around each bubble. Correct pronunciation and spelling as required.
Resources	Main activity
Learner's Book page 52	Read: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the crossword. 2. Draw one arrow on the board indicating <i>Down</i> and another arrow on the board indicating <i>Across</i> and ensure learners know the difference. 3. Monitor learners to ensure that they are on task and provide input and error correction as required. Feedback Provide learners with a copy of the answer key to encourage learner autonomy.
	Answers Down: 1 swimming; 2 knee; 4 inside; 6 medals; 7 strike Across: 3 warm; 5 need; 6 muscles; 8 team; 9 do; 10 stick; 11 goal; 12 race
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage learners to work with a more able learner to support them with accurate spelling.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners during the task.
	Talk about it: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the football-related words in the box. 2. Do an example with the whole class, for example, <i>Who is the person who tries to stop the football going into the net? (a goalkeeper)</i> 3. Ask learners to work in pairs and describe/guess the correct words. Monitor while learners are on task to support or provide content and language input as required. Feedback Nominate learners by asking them to raise their hands.
Learner's Book page 52	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask these learners to make notes about the vocabulary items before the task begins.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners if they know of any more football-related words to add to the box and describe to their partner or small group.

Activity Book page 42	Talk about it: Activity 1 1. Ask learners to read the questions on page 42 of their Activity Book. 2. Ask learners to ask and answer the questions with their partner or small group. 3. Stop the task and ask learners to work with another partner or small group to recycle the task and develop their oral fluency. Monitor while learners are on task and take notes of accurate/inaccurate language and content to inform feedback. Feedback Write some examples of accurate/inaccurate language (aim to provide a balance of these rather than focusing mainly on inaccurate examples) and content use on the board and, without naming who produced the utterances, ask the whole group to indicate the accurate/inaccurate examples. Ask learners to work in small groups to correct the incorrect examples. Answers Learners' own answers.			
	Resources			
	Plenary 1. To round off the lesson, ask learners to read the five Look what I can do! statements and tick the box for their ability. 2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners then compare their answers in pairs.			
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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.3.4.1.1) 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. (G6.4.2.1.1) Build on and continue applying concepts learned previously. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.				

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to specific warm-up exercises. Speaking: To give warm-up instructions. To brainstorm vocabulary ideas in small groups. Reading: To read and follow step-by-step instructions. Writing: To spell unit vocabulary accurately. To complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use unit related lexis confidently • revise and refine their writing skills • reflect on and discuss their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Unit 3 topics and content 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 3 vocabulary Key expressions/structures: Unit 3 structures		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Activity 2 in particular requires learners to supply information from their own experience. This may cause anxiety for some learners, so it is imperative that the primary focus for this activity is the ability to talk fluently. The learners do not need to supply complex details about themselves and should not use a dictionary to find new lexis or language. The aim is to have an interactive exchange between the learners when working with a partner or small group. 		
Resources/equipment needed: Learner's Book page 53 Lollipop sticks (if possible) and pre-prepared circles of white card (alternatively, learners can make these themselves)		

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
	<ol style="list-style-type: none"> 1. Ask the learners to choose, in pairs, a lesson they like a lot in the unit and say why. 2. Give out the white-card circles and markers; ask the learners to make smiley faces and stick them to the lollipop sticks. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why.
Resources	Main activity
Learner's Book page 53	Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to read question 1. 2. Learners work individually to write sentences about their five pieces of sporting equipment and how they are used. Monitor while learners are on task to provide input and/or error correction as needed. 3. Ask learners to work with a partner or small group to read their sentences without naming the sports equipment. Feedback Nominate learners by asking them to raise their hands.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners may still need support to understand key information in the lesson.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners may be able to give summaries of the information in the lesson to other learners.
Learner's Book page 53	Talk about it: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to think about their favourite sport and four things they like about it. 2. Ask learners to write down some short notes to act as prompts for them during the speaking task. 3. Ask learners to talk about their favourite sport with a partner or small group. Feedback Nominate learners whose answers were particularly creative.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide these learners with more time to note their written prompts.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners could be asked to make notes about two additional reasons why they like their favourite sport.

Learner's Book page 53	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Learners work individually to complete the sentence heads in their notebooks. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners to write their examples on the board. Help with the language as needed.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 53	<p>Talk about it: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups. It may be a good idea to give some examples of warm-up exercises with the whole group to activate their background knowledge at this stage. 2. Ask learners to write down some notes for three warm-up exercises that they want their partner or small group to do. 3. Learners then give their instructions to their partner or whole group orally, and they perform the warm-up activities <p>Feedback</p> <p>Nominate learners by name, and elicit what parts of the body their warm-up tasks exercised.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Talk about it: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the activity questions. 2. Learners work in small groups to discuss. 3. Monitor while learners are on task to provide input or correct language as required. <p>Feedback</p> <p>Nominate learners based on the responses that were picked up during monitoring.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, have a spelling race at the board. Organise learners into two teams and ask them to stand in two lines facing the board. Give the first person in each team a marker pen. 2. Call out different vocabulary or phrases from the lesson, and the player with the marker pen in each team has to spell it correctly on the board. They then pass the marker pen to the next member in their team and move to the back of the line. It may be a good idea to play a couple of rounds first, so that learners are clear about the rules. 3. The team with the most points wins the game.

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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (for example, how to get around by walking or using public transportation). (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.4.1.1) 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. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To give their opinion and share ideas about the topics. Reading: To read and understand instructions and descriptions. Writing: To write a summary of an article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • share ideas and collaborate on a project • research relevant information to complete a projects • use a greater range of theme-related lexis and structures • Write interview questions for a sports star • Develop oral fluency in an interview role play.
Link to prior learning: <ul style="list-style-type: none"> • Unit 3 topics and themes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 3 vocabulary Key expressions/structures: Present simple, present continuous, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their projects in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 54 Coloured paper, scissors, glue, coloured pens and pencils, poster paper, recording equipment (a phone would suffice to capture audio, or if available, learners could share a recording device for each small group) 1) You can prepare an example of each project pre-lesson, so that learners can see what the final product will look like and have a model they can handle and get ideas from. You could also provide a good model / messy model for one of the projects, to raise learners' awareness of the importance of the presentation of their work; for example: organisation, use of colour and visuals, neat handwriting and general tidiness. 2) Prepare a project checklist for learners that includes the following key points: <i>My work is organised. My handwriting is neat. My spelling is correct. I used correct capital letters and full stops. I wrote my name on the poster. I listened to my friends' ideas and helped my team. I helped tidy the desk and put the rubbish in the rubbish bin.</i>		

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
Learner's Book page 54	<ol style="list-style-type: none"> 1. Ask learners to look at page 54 of their Learner's Book and read about the projects: Project 1: Write an interview questions for a sports star. Project 2: Make a commentary of a sporting event. 2. Give learners time to read through both projects before grouping learners evenly between the two projects. 3. Ask the learners to move into their Project 1 or Project 2 groups.
Resources	Main activity
Learner's Book page 54	<p>Write an interview a sports star: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and read the project instructions. Clarify any questions learners may have about their project. 2. Ask learners to brainstorm in groups the questions they would like to ask. Monitor learners while on task to provide language input, writing question examples on the board. Once learners have produced their questions, they have to research their ideas on the Internet or in the library. If learners are unable to find exact answers, they can guess, based on their background knowledge. Refer learners to Lessons 5 and 7 for models. Monitor the groups carefully. <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in the understanding and execution of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Consider the pairings carefully for this task, so that the support and stretch learners work together.
Learner's Book page 54	<p>Make a commentary of a sporting event: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and read through the project instructions. Learners choose a sports match, race or competition, or they can invent one of their own. Learners can access Internet clips if they choose a real sporting event. 2. As learners write their descriptions, refer them to the descriptive words and examples in Lesson 11, as well as the example sentences in the Project 2 description. Learners can write the commentaries using present tenses, if they prefer. When learners have completed their initial drafts, encourage them to practise reading their commentaries aloud and identifying words to emphasise.

	<p>3. Monitor while learners are on task to ensure input and error correction is provided as necessary. Provide learners with an audio recording device per group, if possible, and learners choose one member from their team to record the commentary, reading with emphasis. This will encourage learners to listen for areas of strength and areas to improve as required, and possibly re-record. If possible, suggest that learners use technology for presenting their projects. See notes below: Use of technology for presentation projects. As with any exercise, you should model the activity in front of the learners to act as their guide.</p> <p>Presentation software: Generic software programs such as PowerPoint contain all the features that the learners will need. Children can select from the numerous template options (or use one you have prepared), and then experiment with font, colour of text, size of text — as well as the options for direction of text boxes, speed of slideshow, etc. Images are easily inserted and audio clips can be created without the use of an additional program. You may, of course, wish to explore other, education-specific software options, such as Prezi. For interactive whiteboards (IWB), programs such as ActivInspire offer far more than presentation work and can be integrated across all subjects. For tablets, educational apps such as Book Creator can be used confidently by learners in Grade 6. Images: The learners should be able to complete an online search, for example, using Google images, and save their selected image to a designated area of their computer. Images on wikipedia, for example, contain clear icon instructions for downloading images. Designated royalty-free image sites are also useful, for example www.freedigitalphotos.net. In all cases, teachers should trial likely searches before the lesson and be able to suggest the best search terms. Alternatively, teachers can prepare a folder of pre-selected images for the learners to use. This might include photos/scans of the learners and their work, for example their drawings. Presentation technique: Unless variety is the aim, ensure that all learners present the same task using the same technology, for example all via the IWB, or all via tablets. The learners should be encouraged to interact with technology throughout their learning, for example highlighting items on the IWB. These skills can then be used in their presentations. Adapt your process to the presentation in hand. So, for a single screen presentation, the learners could hold their own tablets and talk at the same time. For more complex work, it would be best for you to hold the tablet and allow the learner to interact at key points only. This would also be the case if you want the learners to focus on their oral skills rather than the interaction with IT per se.</p> <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in the understanding and execution of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Consider the pairings carefully for this task, so that the support and stretch learners work together.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the project preparation lesson, give all the learners the project checklist and ask them to tick or cross the items as applicable. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a cross, the team needs to check their project again and address errors, as required. 3. Ensure that you have collected all of the project samples at the end of the lesson and store them carefully 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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.3) Talk using appropriate tenses (e.g. simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.2.1.1.7) 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). (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.			

LESSON PLAN		LESSON:15
Teacher:		Subject: English
Grade: 6	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to each other's ideas and opinions. Speaking: To ask and answer questions about a sports star or sporting event. Reading: To read commentaries, articles and summaries in the context of sports people and events. Writing: To write simple notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about their project listen for detail in their peers' spoken texts about a sporting star or sporting event read for detail in their peers' written texts about a sporting star or sporting event give constructive feedback on their peers' projects.
Link to prior learning: <ul style="list-style-type: none"> Unit 3 themes and topics 21st Century Skills: <ul style="list-style-type: none"> Not applicable. 		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This makes many learners anxious, and in particular less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitoring while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use, for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 54 Project checklist from previous lesson, but focusing on these aspects: <i>My work is organised.</i> <i>My handwriting is neat.</i> <i>My spelling is correct.</i> <i>I used correct capital letters and full stops.</i> The teacher can write these on the board, and learners can use them as a guide when giving feedback to their peers.		

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
	<ol style="list-style-type: none"> 1. Ask learners to work with the same project preparation groups as the previous lesson. 2. Give learners time to read through their projects again to make final adjustments, practise their commentaries and upgrade the visual presentations as required. 3. Monitor learners and provide input on content and language if required. Distribute learners' projects.
Resources	Main activity
	<p>Write an interview for a sports star</p> <ol style="list-style-type: none"> 1. Ask the pairs/small groups for this project to stand up at the front of the class with their work. Nominate pairs / small groups from Project 2 to create small groups of four. 2. Ask Project 1 learners to show their projects to their Project 2 peers. Learners can read through the information in the interview and summary on their posters, and ask and answer clarifying questions if needed. Project 1 learners respond and draw Project 2 learners' attention to the visuals, to help support comprehension. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that are particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 2 learners to give feedback on their peers' work, using the first four points of the project checklist as a guide.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to prompt less able learners and ask questions about their projects. <p>Make a commentary of a sporting event</p> <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and, with their Project 2 partner, tell them to move to a different Project 1 pair / small group. 2. Project 2 learners read their commentaries with emphasis and Project 1 learners listen and comment. If learners have not provided visuals for their commentary, listeners guess the sporting event. Prompt learners to ask questions about the commentary, for example, <i>Why did you choose this sporting event?</i> 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also noting any examples of language that is particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 1 learners to give feedback on their peers' work, using the first four points of the project checklist as a guide.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion.

	Differentiation activities (Stretch): 1. Encourage these learners to prompt less able learners and ask questions about their projects.		
Resources	Plenary 1. To round off the lesson, ask learners to work together to mount their projects on the wall. 2. Encourage learners to work together to decide how they want to display their materials on the walls. 3. Encourage learners to look at the finished projects on the wall and make comments, for example, which project they like the best 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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasize main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings. (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to movie trailers to identify the film type. Speaking: To talk about types of films and say which one they would prefer to watch. Reading: To read descriptions of film types. Writing: To write about the last film they saw using language learned in the lesson to describe the film type.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about film types and films they like to watch • use vocabulary associated with film categories such as comedy, animation and action.
Link to prior learning: <ul style="list-style-type: none"> • Talking about likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively 		
Key vocabulary: Types of films: <i>animation, comedy, horror, science-fiction, adventure, drama, action, historical.</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may find it difficult to deduce the film types from listening to the trailers. Before playing the audio talk with learners about key words or phrases that could alert them to the film type.		
Resources/equipment needed: Learner's Book page 55 Activity Book page 43 Audio Track LB22 Electronic slides; two or three trailers from popular current children's movies (optional – see Starter)		

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
Learner's Book page 55	<ol style="list-style-type: none"> 1. If you have the facilities, you could introduce the unit by playing two or three short trailers of current popular films (without showing the opening shots and titles) and ask learners to quickly guess the films. 2. Ask learners to guess what this unit is going to be about (<i>films</i>). Explain that they are going to look at several different sides to films and movie-making – recent films and films in the past – and also look at how scenes are put together. Ask the big question, <i>What goes into making a film?</i> 3. Write the question on the board (or for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question. 4. Draw learners' attention to the unit objectives at the top of page 55 to show them what tasks are coming up. Tell learners that you will answer the question and look again at the objectives at the end of the unit. 5. Tell learners that you are going to start by looking at types of films. Choose a film that falls into a distinct category and play a quick game of Twenty questions, where learners ask yes/no questions to guess the name of the film. 6. When learners have guessed the name of the film, ask them if they can tell you what type of film it is. Then elicit other words for film types and write their suggestions on the board for reference in the next stage.
Resources	Main activity
Learner's Book page 55	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into pairs, focus them on Activity 1 and ask them to talk about the questions: <i>What type of films do you like? Where do you like watching them – at the cinema or at home? Which is better?</i> <p>Feedback</p> <p>Do quick feedback around the class, asking learners to tell you what type of film their partner likes. Then do a class vote on where they prefer to watch films.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before learners discuss the questions remind them of the film types discussed in the Starter and written on the board or direct them to look at page 55 of the Learner's Book for additional support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to talk about all the film types that they have seen. <i>Are they allowed to watch all the film types? Which is their favourite / least favourite?</i>

Learner's Book page 55	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the words in the box and ask learners to match them to the pictures. 2. Then ask around the class which of these types of films learners have seen recently. 3. Use this stage to focus on stress and pronunciation, if necessary. <p>Feedback</p> <p>Ask learners to raise their hand to contribute answers.</p> <p>Answers</p> <p>a adventure; b horror; c historical; d animation; e drama; f comedy; g science fiction; h action</p>
Learner's Book page 55 Audio Track LB22	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to some movie trailers and match to the film types in Activity 2. 2. Play each trailer, pause and ask learners to tell you the type of film. 3. Play the trailers again and ask learners if they can tell you a little about the story from what they've heard. <p>Feedback</p> <p>Learners could discuss their answers in pairs or small groups before you select individuals to say their answers to the class.</p> <p>Answers</p> <p>1 Comedy; 2 Adventure; 3 Horror; 4 Science fiction</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may require prompts in order to describe the film types and storylines. You could ask the following questions: <ol style="list-style-type: none"> a Trailer 1 Are Horis and Boris nice or naughty? (naughty) Are they friends or enemies? (enemies) Why is their dad going to take them for a weekend away? (to make them friendlier towards each other) Do you think it will be a success? (no) b Trailer 2 What is the heroine's name? (Torah) What must she do? (go on a journey to protect the secret of her country) Do you think it will be a safe or dangerous journey? (dangerous) c Trailer 3 Who is going to frighten everyone in this movie? (Suzi – an evil old cat) What do you think she will do? (learners' own answers) d Trailer 4 Where are the heroes? (lost in space in their spaceship) Are they safe? (no, something is attacking them) What do you think is going to attack them? (a monster? An alien?) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to say <i>how</i> they know what film type each trailer is.
Learner's Book page 55	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners which movie they would like to see after hearing the trailers. They can either answer this as a class or in pairs. Learners can be challenged by being asked why they would like to see that film. <p>Feedback</p> <p>Select learners that raise hands to volunteer their answer.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 43	Write: Activity 1 1. Learners write about the last film they saw and the types of film they like. Feedback Monitor learners and assist where necessary. Elicit responses and check as a class. Ask individual learners to read their writing to the class.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. To finish off, ask learners which films they are planning to see in the near future 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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programmes, audio recording and films. (G6.2.1.1.9) Listen to, review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.4.1.1) 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: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others talk about films they know using adjectives. Speaking: To talk about films they know using adjectives. Reading: To read descriptions of films containing adjectives. Writing: To write a description of a film they have recently seen using adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adjectives when describing films they know or have recently seen.
Link to prior learning: <ul style="list-style-type: none"> • Describing using adjectives 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: <i>sad, funny, exciting, beautiful, heart-breaking, amazing</i> Key expressions/structures: Describing: <i>I saw ... It was ... and...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to distinguish between the shades of meaning of the lesson vocabulary. Provide plenty of examples and use gestures to indicate the degree of meaning. 		
Resources/equipment needed: Learner's Book page 56 Activity Book page 44		

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
	<ol style="list-style-type: none"> 1. Play a game of Twenty questions, where learners ask yes/no questions to guess the name of the film and the type of film. This will revise vocabulary from Lesson 1 and get learners thinking about a variety of films ready for Lesson 2.
Resources	Main activity
Learner's Book page 56	Word study: Activity 1 <ol style="list-style-type: none"> 1. Focus learners on sentences 1–5 in Activity 1 and check understanding of the words <i>special effects</i>, <i>scenes</i>, <i>accident</i>, <i>character</i> and <i>mission</i> by giving learners the following definitions and asking them to match the words. You could challenge them more by reading out the definitions and ask them to find the words in the text. <i>Definitions: A part of a film (scene); when someone hurts themselves badly (accident); someone in the film's story (character); a special journey to achieve a goal (mission).</i> Note: illustrate special effects with an example rather than a definition, for example when you see characters travelling in space in a film, it is done with special effects because they can't film scenes in real space. 2. Ask learners to point and tell you the words in bold. Ask them if they know the purpose of these words (they are adjectives - they describe what the films were like). 3. Discuss each word in bold to check learners' understanding of the meanings. 4. Ask learners to match each comment to a type of film. Feedback Call out the answers. Ask learners to repeat the adjectives.
	Answers 1 c; 2 a; 3 d; 4 b; 5 e
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Before asking learners to complete the activity, go through all of the adjectives and all of the words in the sentences in bold and discuss their meaning.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Challenge learners to create some of their own sentences using the new vocabulary.
Learner's Book page 56	Talk: Activity 2 <ol style="list-style-type: none"> 1. Tell learners that they are now going to use the adjectives to describe films they know. Model the activity with a confident learner using the example (about <i>Ice Age 4</i>). 2. Ask learners to practise the dialogues in pairs. Feedback Monitor and circulate, helping with any language issues and noting good use of the descriptive language. Nominate learners who were using the descriptive language well to share their conversations with the class.
	Answers Learners' own answers.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to close their books and focus on the board. Then elicit the example dialogue (about <i>Ice Age 4</i>) using learners' own suggestions for the film example (or a similar dialogue). Elicit the questions by asking learners: <i>Give me a question about the type of film... What type of...?</i> 2. When your example dialogue is complete (just two or three questions), try the disappearing drill technique to give learners extra confidence in the speaking stage.
Activity Book page 44	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners find seven adjectives in the word snake. <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>First half of snake: sad, funny, exciting, beautiful, amazing, heartbreaking Second half of snake: exciting, heartbreaking, funny, sad, beautiful, amazing</p>
Activity Book page 44	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners put the jumbled dialogue in the correct order. This could be made into a competition where learners work in groups to order the dialogue correctly in the fastest time. <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>5, 2, 4, 1, 6, 3</p>
Activity Book page 44	<p>Challenge: Activity 3</p> <ol style="list-style-type: none"> 1. Learners give their opinions of a range of pictures by choosing adjectives to describe them. <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write a selection of film types across the top of the board: <i>adventure, horror, historical, animation, drama, comedy, science-fiction, action</i>. 2. Invite learners to come to the board and write adjectives learned in Lesson 2 (for example, <i>exciting, really funny</i>) underneath the film types to show which words can be used to describe each film type.

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: (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.2.1.3) Describe the key features of short informational texts (for example description). (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To ask and answer questions about the history of films. Speaking: To ask and answer questions about the history of films. Reading: To read factual information about the first films. Writing: To write a paragraph about their favourite animation film.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use dates, timelines and facts to talk about the history of films.
Link to prior learning: <ul style="list-style-type: none"> • Past tense 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
Key vocabulary: cinema history: <i>a film projector, make up, audience, popcorn, a cinema screen, a pianist</i> Key expressions/structures: Past simple passive tense		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Make sure learners say the article when giving words (for example, <i>a pianist</i>). This is especially important for learners who don't use articles in their first language. 		
Resources/equipment needed: Learner's Book page 57 Activity Book page 45 Video clips or images of silent movies (optional)		

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
	<ol style="list-style-type: none"> 1. If possible, introduce the topic of cinema history and the first movies by showing the class a brief clip of a silent movie (for example, Charlie Chaplin or something with a comedy theme). Ask learners when they think the movie was made and then brainstorm how it is different from movies today. 2. Write learners' ideas on the board, and draw attention to items which will help with vocabulary in Activity 2 (for example, heavy make up, effect of the projector, the background music from the pianist). 3. Alternatively, you could show learners some still pictures of silent movies or use the pictures in the Learner's Book to generate interest at this stage.
Resources	Main activity
Learner's Book page 57	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the images in the Learner's Book and ask them to match to a word in the box. 2. Refer them to any items that came up during the Starter stage and help with other words as appropriate. <p>Feedback</p> <p>Select learners to suggest answers and ask if other learners agree. During feedback, do some work on pronunciation and word stress, so learners will recognise the words more easily in Activity 3.</p> <p>Answers</p> <p>a make up (stress pattern Oo) b popcorn (Oo) c an audience (Ooo) d a cinema screen (Ooo o) e a pianist (Ooo) f a film projector (O ooo)</p>
Learner's Book page 57	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the facts about the first films. They could read in pairs or small groups or individually. 2. Learners answer the questions underneath the facts. They could answer them by writing sentences, short answers or by discussing the answers with a partner or group. 3. Additional questions you could ask include: <ul style="list-style-type: none"> • In the first cartoons how many drawings were needed to produce one minute of animation? (hundreds) • Were computers used in the 1940s to make animated films? (No) • What was the first full length animated film called? (<i>Snow White and the Seven Dwarves</i>). <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>1 1990s; 2 in cinemas all over the world; 3 2001</p>

Activity Book page 45	<p>Ask and answer: Activity 1</p> <ol style="list-style-type: none"> 1. Organise learners to work in pairs. 2. Tell learners to re-read the film facts. 3. Ask learners to work together to ask and answer their own questions using the facts. If necessary, you could stipulate how many exchanges they should have (for example, three questions). <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask pairs of learners to demonstrate to the class their question and answer exchanges.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 45	<p>Challenge: Activity 2</p> <ol style="list-style-type: none"> 1. Challenge learners to write a short paragraph about their favourite animation film. 2. If possible, allow learners to check on the Internet for the date that their chosen film was released. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners to read their paragraph aloud to other learners.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Organise the learners into two teams. 2. Write a selection of dates on the board using the dates in the first film facts text on page 45 of the Activity Book (for example 2001, 1960s, 1990s, 1920s, 1900s, 1940s, 1970s). 3. Challenge the teams to race against each other to put the dates in the correct order and/or allocate the correct fact to the correct date. 4. Tell the teams to nominate a scribe or presenter to stand up and read their answers to the class when they think they are finished. 5. The quickest team are deemed the winners so long as all the dates are in the correct order / and the facts 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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to dates and repeat to improve pronunciation. Speaking: To use relative clauses beginning with <i>that</i> and <i>who</i> to make information more interesting when talking about films they have seen. Reading: To read information about a film to match content with questions. Writing: To write about a film they like using relative clauses beginning with <i>that</i> and <i>who</i> to make the information more interesting.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use relative clauses beginning with <i>that</i> and <i>who</i> to make information more interesting when talking about or writing about films • improve pronunciation of dates.
Link to prior learning: <ul style="list-style-type: none"> • Dates • Large numbers 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language 		
Key vocabulary: Relative pronouns: <i>who, that</i> Key expressions/structures: Relative clauses to add additional information		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Relative pronouns are quite similar in appearance and can be tricky to differentiate between. Be clear when modeling their use and provide lots of examples. 		
Resources/equipment needed: Learner's Book page 58 Activity Book page 46		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Call out the following years and ask learners to write them down as numerical dates (for example, 1893 = 'eighteen ninety-three'): 1921, 2015, 1899, 1976, 1984, 2007 2. Check by asking learners to compare with a partner, then write the numbers on the board for learners to self-mark.
Resources	Main activity
Learner's Book page 58	<p>Talk about it: Activity 1</p> <p>Focus learners' attention on the two questions about films made in learners' own country: <i>Are any films made in your country? Can you think of two film names?</i> Either discuss as a class or ask learners to discuss in pairs, if you think they will have some knowledge of this topic.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. If learners are unsure about where films are made, look on the Internet for films that are made in your country or talk from your own experiences.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 58	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to describe films they've seen recently to each other, but first you are going to look at ways of making the sentences they use longer and more interesting. 2. Ask learners to close their books, and put them in A/B pairs for a running dictation activity. 3. Fix the following four sentences separately around the classroom on strips of paper: 1 The characters are so life-like that they look like real people. 2 It's about a group of superheroes who have amazing abilities. 3 I like the scene about the superhero who goes to Antarctica. 4 I like the ending that was happy. 4. Have learner A dictate two of the sentences to learner B and then swap over. 5. When learners have completed the sentences, ask them how many parts there are to each sentence. Focus them on the two parts of the sentence (before and after the relative pronoun) and ask them to underline the part that contains the word that joins the two parts of the sentence; for example <i>The characters are so life-like <u>that they look like real people</u></i>. Explain that this part of the sentence gives us extra information. It tells us which person, or thing someone is talking about. 6. Support the learners to complete Activity 2 by deciding on the correct relative pronoun to complete each rule and write these on the board. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>who/that; that</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Show learners which part of the sentence is the extra information, which word is the joining word and whether it relates to a person or a thing. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to identify which part of the sentence is the extra information, which word is the joining word and whether it relates a person or a thing.

Learner's Book page 58	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on Activity 2 and ask them to think of a film that they like. Tell them that they are going to write information about the film to complete the sentences. 2. Give them an example first, by completing the sentences yourself on the board, using a film that you like. Then ask them to do the same with their own film. <p>Feedback</p> <p>Monitor and circulate, helping with structure and vocabulary where needed. When they have finished ask them to compare their sentences with a partner. Choose one or two good examples to show the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Early finishers can write a second set of sentences about another film.
Activity Book page 46	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match answers to questions to form a dialogue about the film, <i>Life of Pi</i>. <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 b; 2 d; 3 e; 4 a; 5 c</p>
Activity Book page 46	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the answers again and discuss questions and plot, setting and characters. <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 e; 2 India; 3 A boy called Pi and a tiger</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write the following anagrams on the board and challenge learners to solve them: <i>ohw, ttha.</i> 2. You could arrange learners into teams and make this a race for fun.
Learning styles catered for (✓):	
Visual ✓	Auditory ✓
Assessment for learning opportunities (✓):	
Observation	Student self-assessment
Quiz	Student presentation
Standards/SLOs:	
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.	
(G6.3.4.2.4) Distinguish shades of meaning among closely related words.	
(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.	

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a conversation describing and recommending a film. Speaking: To describe and recommend a film that they have seen and say why it is good. Reading: To read a summary of the conversation and choose the correct words to complete it. Writing: To write about a film they have seen to describe what makes it good.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe what makes a film good or bad using topic-based language such as <i>character, plot</i> and <i>special effects</i>.
Link to prior learning: <ul style="list-style-type: none"> Describing preferences, likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> Critical thinking and problem solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language 		
Key vocabulary: <i>actors, setting, plot, special effect, costumes, good and bad points, type of film, characters</i> Key expressions/structures: <i>Wh-</i> questions, for example <i>Would you recommend it? Where is it set?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners confuse the word order of <i>wh-</i> question forms. For example, they should write and say, <i>What was the film about?</i> NOT <i>What the film was about?</i> If learners get confused, display the following structure on the board throughout the lesson: In <i>wh-</i> questions, the word order changes to <i>wh-</i> word + auxillary/modal verb + subject + main verb 		
Resources/equipment needed: Learner's Book page 59 Activity Book page 47 Audio Track LB23 Visual materials of recent children's films (optional for Starter)		

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
	<ol style="list-style-type: none"> Put a selection of images on the board of well-known children's films (for example stills, movie advertisements/posters, characters, etc.) that your learners might have seen. Ask them to tell you the films the images are from and which ones they have seen. If images are not available, you could just write the names of films on the board and ask learners which ones they have seen. Now ask learners which films they liked and didn't like and why. Use this stage to find out how much learners can describe different aspects of films and express their opinions.
Resources	Main activity
Learner's Book page 59	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Focus the learners on Activity 1 and read the two questions together. Then ask learners individually to think of a film they liked and write down three good things about it; then think of a film they didn't like and write three negative points about it. Now ask learners to compare their notes with their partner. Then ask them questions as a class. <p>Feedback</p> <p>As learners share their answers, use this stage to elicit or input any useful vocabulary for Activity 2 (for example <i>plot</i>, <i>actors</i>, <i>characters</i>, <i>setting</i>, <i>special effects</i>).</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 59 Audio Track LB23	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Tell learners that they are going to listen to two girls, Asma and Samira, talking about the film <i>Rise of the Guardians</i>. Ask if anyone has seen the film and what they thought about it. Draw their attention to the words in the word cloud and read them through as a class, checking that learners understand what the words mean. Tell them they are going to listen to the audio and write down which of these things the girls talk about. Stress that this is all they have to do in the first listening and not to worry if they don't understand all of the conversation. Play the audio and ask learners to write down what the girls talk about. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Plot / good and bad points / type of film / setting / characters / special effects</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If you think your learners will struggle to write the things the girls talk about as they listen, ask them to write them first in their notebook and circle them as they hear them in the conversation. When you've finished playing the conversation, give learners a little time to finish writing down any points and compare their answers with their partner. Then conduct feedback with the whole class. If necessary, play the audio again and stop after the girls mention the points in Activity 2.

	Differentiation activities (Stretch): 1. Ask learners to make brief notes on any other information they can glean from the conversation.
Learner's Book page 59 Audio Track 23	Activity 3 1. Focus learners on Activity 3 and read the task together. Ask learners to read through the summary before listening to see if they can guess any words. Then ask them to listen for any points that they couldn't guess and to check any they guessed. 2. When they have listened to the conversation once more, give them enough time to read through the summary again, write down the correct words and check with a partner. Feedback Elicit responses and check as a class. Answers 1 adventure; 2 stories; 3 evil; 4 frighten; 5 steal; 6 set; 7 recommend; 8 but not; 9 difficult
Activity Book page 47	Write: Activity 1 1. Ask learners to write their own answers to the questions, thinking about a film they like or have recently seen. Feedback Monitor learners and assist where necessary. Answers Learners' own answers.
Activity Book page 47	Activity 2 1. Focus learners' attention on the word box on page 47 of the Activity Book. Ask learners what other questions could be asked when talking about a new film. If learners are slow to respond, give an example, <i>Who are the actors?</i> or <i>How many main actors are there?</i> 2. Learners write three of their own questions that could be asked about a film, using the word box for support. Feedback Select learners to read their questions to the class. Answers Learners' own answers.
Resources	Plenary
	1. To wrap up, ask learners if there are any films they would now like to see, after talking to their partners and listening to other classmates' summaries. Ask them to explain the reason why too.

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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information about the history of animation. Speaking: To correctly say decades. Reading: To read and revise topic vocabulary. Writing: To write about what makes a good film.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review and consolidate learning from Lessons 1–5 including topic vocabulary • listen for specific information.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from other teachers and other learners 		
Key vocabulary: Revision of Lessons 1–5: types of films; strong adjectives to describe films; dates in years Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be focusing on a variety of lexis and structures in this lesson from Lessons 1 – 5, so it is key that the teacher gives clear models of tasks throughout. Encourage learners to look through lessons 1–5 in their Learner’s Book and Activity Book to find other examples. 		
Resources/equipment needed: Learner’s Book page 60 Activity Book page 48 Audio Tracks LB24–25		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to look through Unit 4 of their Learner's Book and choose a lesson (from Lessons 1–5) that they liked the most. 2. Learners discuss their favourite lessons with a small group, telling each other why they liked their specific choice the most. 3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on, eliciting answers from the groups.
Resources	Main activity
Learner's Book page 60 Audio Track LB24	Listen: Activity 1 <ol style="list-style-type: none"> 1. Tell the learners that they will listen to a brief history of animation and they will need to listen out specifically for the dates mentioned. 2. Give learners time to read through the text on page 60 of the Learner's Book and think about what the answers might be. 3. Then play the audio through the first time for learners to just listen. Play the audio a second time and tell the learners to try and match the dates with the facts. Feedback Elicit answers and check as a class. Play the audio and pause it frequently to enable learners to check by listening.
	Answers 1 b; 2 f; 3 d; 4 e; 5 g; 6 c; 7 a
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Support learners by reading through the information together and helping them make predictions about the answers. Write learners' predictions on the board.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to use the dates to make a horizontal timeline to show the history of animation.
Learner's Book page 60	Pronunciation: Activity 2 <ol style="list-style-type: none"> 1. Ask learners if they know what the word 'decade' means. Elicit ideas and establish that it refers to a period of ten years. Give examples such as 'the 1950s'. 2. Draw learners' attention to the question in the Learner's Book and ask: <i>What does the 1940s mean?</i> 3. Tell learners to discuss in pairs. Feedback Ask all learners that agree with answer a to stand up and all learners that agree with answer b to stay seated. Tell learners the correct answer.
	Answers b 1940–1949

Learner's Book page 60 Audio Track LB25	Listen: Activity 3 1. Place four time lines with the dates 1900, 1910, 1920, 1930, 1940, 1950, 1960, 1970, 1980, 1990 and 2000 in different areas of the room (ideally on the four opposing walls). Organise the learners into four groups and allocate each group a different time line. 2. Tell learners to listen carefully to the audio and when they hear a decade they should run to their group's time line and circle the answer. 3. Play the audio through twice to give learners the time to run and circle their answers. Then play the audio a third time, pausing for longer and asking learners in each group to repeat each phrase. Feedback Invite individual learners to write answers on the board at the front of the class. Answers a 1900s; b 1950s; c 1990s; d 1920s																																																																																																																																																																																																				
Activity Book page 48	Vocabulary: Activity 1 1. Remind learners of the vocabulary used earlier in the unit to categorise films according to their type. 2. Arrange the learners into pairs. Ask the pairs of learners to race to complete the wordsearch faster than other learners in the class. 3. Challenge learners to find the vocabulary from the word bank in the wordsearch. Feedback Monitor and circulate in the classroom, checking for understanding and offering support where necessary. Answers <table><tr><td>c</td><td>o</td><td>m</td><td>e</td><td>d</td><td>y</td><td>o</td><td>l</td><td>k</td><td>u</td><td>i</td><td>h</td><td>s</td><td>h</td></tr><tr><td>s</td><td>c</td><td>i</td><td>p</td><td>a</td><td>m</td><td>a</td><td>z</td><td>i</td><td>n</td><td>g</td><td>e</td><td>c</td><td>i</td></tr><tr><td>h</td><td>t</td><td>e</td><td>r</td><td>r</td><td>i</td><td>f</td><td>y</td><td>i</td><td>n</td><td>g</td><td>a</td><td>i</td><td>s</td></tr><tr><td>i</td><td>h</td><td>t</td><td>w</td><td>a</td><td>z</td><td>x</td><td>c</td><td>y</td><td>n</td><td>m</td><td>r</td><td>e</td><td>t</td></tr><tr><td>l</td><td>r</td><td>g</td><td>o</td><td>r</td><td>g</td><td>e</td><td>o</td><td>u</td><td>s</td><td>r</td><td>t</td><td>n</td><td>o</td></tr><tr><td>a</td><td>i</td><td>p</td><td>d</td><td>r</td><td>a</td><td>m</td><td>a</td><td>t</td><td>y</td><td>g</td><td>b</td><td>c</td><td>r</td></tr><tr><td>r</td><td>l</td><td>o</td><td>l</td><td>d</td><td>n</td><td>p</td><td>c</td><td>a</td><td>s</td><td>b</td><td>r</td><td>e</td><td>i</td></tr><tr><td>i</td><td>l</td><td>s</td><td>i</td><td>e</td><td>i</td><td>k</td><td>t</td><td>z</td><td>e</td><td>h</td><td>e</td><td>f</td><td>c</td></tr><tr><td>o</td><td>i</td><td>c</td><td>y</td><td>r</td><td>m</td><td>i</td><td>i</td><td>n</td><td>r</td><td>y</td><td>a</td><td>i</td><td>a</td></tr><tr><td>u</td><td>n</td><td>x</td><td>t</td><td>b</td><td>a</td><td>c</td><td>o</td><td>o</td><td>t</td><td>u</td><td>k</td><td>c</td><td>l</td></tr><tr><td>s</td><td>g</td><td>m</td><td>k</td><td>j</td><td>t</td><td>x</td><td>n</td><td>r</td><td>r</td><td>a</td><td>i</td><td>t</td><td>e</td></tr><tr><td>a</td><td>q</td><td>w</td><td>e</td><td>h</td><td>i</td><td>u</td><td>i</td><td>r</td><td>g</td><td>s</td><td>n</td><td>i</td><td>w</td></tr><tr><td>c</td><td>v</td><td>t</td><td>r</td><td>b</td><td>o</td><td>m</td><td>s</td><td>o</td><td>v</td><td>c</td><td>g</td><td>o</td><td>s</td></tr><tr><td>d</td><td>a</td><td>d</td><td>v</td><td>e</td><td>n</td><td>t</td><td>u</td><td>r</td><td>e</td><td>f</td><td>y</td><td>n</td><td>g</td></tr></table>	c	o	m	e	d	y	o	l	k	u	i	h	s	h	s	c	i	p	a	m	a	z	i	n	g	e	c	i	h	t	e	r	r	i	f	y	i	n	g	a	i	s	i	h	t	w	a	z	x	c	y	n	m	r	e	t	l	r	g	o	r	g	e	o	u	s	r	t	n	o	a	i	p	d	r	a	m	a	t	y	g	b	c	r	r	l	o	l	d	n	p	c	a	s	b	r	e	i	i	l	s	i	e	i	k	t	z	e	h	e	f	c	o	i	c	y	r	m	i	i	n	r	y	a	i	a	u	n	x	t	b	a	c	o	o	t	u	k	c	l	s	g	m	k	j	t	x	n	r	r	a	i	t	e	a	q	w	e	h	i	u	i	r	g	s	n	i	w	c	v	t	r	b	o	m	s	o	v	c	g	o	s	d	a	d	v	e	n	t	u	r	e	f	y	n	g
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Activity Book page 48	Write: Activity 2 1. Remind learners of the previous lesson’s discussion of what makes a good film. 2. Learners write a sentence (or more) to describe what makes a good film. They can use vocabulary from the word box to help them. Challenge learners to complete the task within a time limit, for example, five minutes. Feedback Select five learners to read out their sentences and ask the rest of the class to decide which sentence most closely matches their own. Answers Learners’ own answers.			
	Resources			
	Plenary			
	Activity Book page 48 1. Ask learners to read the three Look what I can do! statements and tick the box for their ability. 2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner’s Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners compare their answers in pairs.			
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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.4.2.1.1) Build on and continue applying concepts learned previously. (G6.3.4.1.1) 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: 7
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates talk about film plots and storyboards. Speaking: To talk about film plots and storyboards. Reading: To read the scene descriptions on a storyboard and choose a film title. Writing: To write reporting verbs to complete exciting dialogue.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use reporting verbs to enhance dialogue • match storyboards to film plots.
Link to prior learning: <ul style="list-style-type: none"> • Simple story plots; dialogue 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: <i>plot, film makers, storyboard, cooking, asked, shouted, hoped, remembered, answered, laughed</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When faced with new vocabulary, such as the reporting verbs in this lesson, learners of this age can feel quite anxious. However, at this level it is key to develop their lexical range. Encourage learners to use the new vocabulary items, give clear oral models and provide choral and individual drills to upgrade learners' pronunciation. Write new vocabulary items in a section of the IWB/board that is easily referred to during the lesson as necessary. Use praise effectively, even when learners' pronunciation may not be completely accurate at this stage. 		
Resources/equipment needed: Learner's Book page 61 Activity Book page 49		

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
	<ol style="list-style-type: none"> Before learners open their books, describe a scene from a film that you know most learners are familiar with. If possible, choose an action-packed scene that they can easily visualise. Describe it in as much detail as you can, using sequencing words like <i>first</i> and <i>next</i>, so learners get a sense of continuity. Ask learners to guess the film title.
Resources	Main activity
Learner's Book page 61	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the two questions in Activity 1: <i>What are your favourite film plots? How do you think the film makers get their ideas?</i> You can either do the questions as a class or ask them to discuss in pairs. If learners struggle with the second question, ask them how they get ideas for their own stories they write in class (refer to a specific class activity if possible) and point out that film makers might get their ideas in the same way. <p>Feedback</p> <p>Elicit suggestions and make notes on the board. During feedback, stretch learners by asking them why particular film plots appeal to them.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 61	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the storyboard illustration in the Learner's Book and explain that film makers plan out their ideas for film scenes by using storyboards. Ask them to look at the illustrations and point out that they are not in the correct order of the story. Tell them to look at the illustrations to get a sense of the story and then discuss, in pairs, the best title for the film. They can either choose one of the titles a–c or invent their own. <p>Feedback</p> <p>Invite suggestions for alternative titles, then have a class vote for the best one.</p> <p>Answers</p> <p>Learners' own answers or any answer a–c.</p>
Learner's Book page 61	<p>Match: Activity 3</p> <ol style="list-style-type: none"> Focus learners' attention on the sentences a–d in Activity 3. First read the sentences aloud to learners, with expression and emphasis, as if reading part of a story. Make sure that your vocal tone clearly reflects the way in which the speech is reported, for example <i>sighed</i>, <i>asked</i>, <i>laughed</i>, as some of this vocabulary will be used later. Ask learners to read the sentences again and match the illustrations. <p>Feedback</p> <p>Ask learners to compare their answers with a partner before giving feedback as a class.</p> <p>Answers</p> <p>1 b; 2 c; 3 d; 4 a</p>

	Differentiation activities (Support): 1. To give learners extra support with matching the sentences to the pictures, ask them to first identify one or two key words in the sentences and then look for those items in the pictures.		
	Differentiation activities (Stretch): 1. Ask learners to practise reading the sentences using expression and emphasis in the way that you modelled.		
Activity Book page 49	Vocabulary: Activity 1 1. Read through the vocabulary in the box. Discuss the meaning of each word and when it might be used in a dialogue; for example, someone might be shouting if they are cross or saying something urgent. 2. Learners fill in the gaps by inserting the most appropriate reporting verb from the box provided. Feedback Select learners to read their answers to the class. Ask learners to try and use expression where possible to emphasise their choice of verb. Answers 1 remembered; 2 laughed; 3 asked; 4 answered; 5 shouted; 6 hoped		
Activity Book page 49	Read: Activity 2 1. Learners read the storyboard and put the pictures in the correct order. Feedback Elicit answers and check as a class. Answers a 3; b 4; c 2; d 1 (picture order: d / c / a / b)		
Resources	Plenary		
	1. Ask learners to suggest predictions for what might happen in the story of Lialya and Sara (Activity Book Activity 2). What could the light in the garden 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: (G6.3.1.1.3) 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. (G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G6.3.2.1.1) 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: 8
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates talking about sound effects and special effects in films. Speaking: To suggest sound effects and special effects to add to film scenes. Reading: To read sentences from scenes, add correct punctuation and change the reporting verbs to be more interesting. Writing: To create a storyboard and storyline.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • imagine scenes following on from scenes depicted in the Learner's Book; suggest sound and special effects to add to film scenes and create their own film scene from their own ideas • use reporting verbs and punctuation for direct speech.
Link to prior learning: <ul style="list-style-type: none"> • Reporting verbs 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project 		
Key vocabulary: <i>asked, shouted, cried, told, explained, offered, agreed</i> Key expressions/structures: Making suggestions: <i>Why don't we add ...? Let's put a ... How about ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed at the task to create their own storyboard. Remind learners to use as much of the content from the Learner's Book as they need to emulate and adapt. Provide more full prompts and structures where necessary. Give positive praise and reinforcement. 		
Resources/equipment needed: Learner's Book page 62 Activity Book page 50 A video clip of a comedy film familiar to learners (optional); poster paper, coloured pens		

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
	<ol style="list-style-type: none"> 1. Play Pass the noise. Organise the learners into a large circle. 2. One learner starts the game by turning to the person on their left and making a noise – it could be a clap, a hiss, a squeal, a pop, a stamp, etc. 3. The person who 'received' the noise then turns to the person on their left and makes a different noise. 4. Each learner in turn 'passes' the noise to the next learner in the circle – making sure it is a different noise from the previous noise. 5. This activity will get learners thinking about different noises ready for the following lesson looking at sound effects in films.
Resources	Main activity
Learner's Book page 62	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. To introduce this activity, if possible, play learners a short video clip of a comedy film (preferably a cartoon or animation) with some humorous and exaggerated sound / special effects. While they are watching, ask them to tell you what is happening so the connection between the action and the sound / special effect is made very clear. Afterwards do a quick round-up of what the class noticed about the sound / special effects and any background music, etc. 2. Now ask learners to look at the illustrations in the storyboard on page 61 of the Learner's Book with their partner and discuss what sound and special effects could be added. Encourage them to use functional language for suggestions. <p>Feedback</p> <p>Conduct a quick class feedback. Ask for volunteers to make the sound effects they discussed in the previous stage.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may struggle with vocabulary associated with sound effects in particular. Rather than input a lot of obscure and low-frequency vocabulary, ask learners to simply make the sound instead. They can have fun doing this (if you don't mind the classroom becoming a little noisy!).
Learner's Book page 62	<p>Punctuation: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to close their books, before you write the examples in the Writing tip on the board without punctuation. Read the lines to learners, emphasising 'offered' and 'cried'. 2. Now ask for volunteers to come to the board and add each item of punctuation to the sentences, ie. first the speech marks, then the commas and finally the exclamation mark. Have a different learner add each different item in a different colour.

	<p>3. Then ask learners to open their Learner's Book again and read the Writing tip together, focusing in particular on the last two sentences (<i>Use speech marks... use a comma</i>), which explain the basic rules for usage when writing.</p> <p>4. Ask learners when they think exclamation marks are used; what information does an exclamation mark give? Elicit or tell them that exclamation marks show emotions and feelings, especially if someone is shocked, surprised or upset; speaks loudly or shouts; or says something funny.</p> <p>5. Focus learners on Activity 2. First look at the reporting verbs and elicit the meanings. Ask learners which verbs means <i>say a question</i> (ask), and illustrate the others by saying something in the manner of the verb and asking learners to say the verb. Then ask learners to read the direct speech for the next four scenes and replace the verb <i>said</i> with a reporting verb.</p> <p>6. Next ask learners to focus on the punctuation. Again, they can do this in pairs, writing and punctuating the sentences in their notebooks.</p> <p>Feedback</p> <p>As learners are doing the activity, write the sentences on the board ready for the feedback stage. When learners are ready, invite volunteers or nominate learners to come to the board and punctuate the sentences. Others check their sentences against these examples.</p> <p>Answers</p> <p>Scene 7: 'Don't be sad' offered Tasha. 'We'll think of something!'</p> <p>Scene 8: 'Boys, here's some money... run to the shop' she quietly whispered.</p> <p>Scene 9: 'We're back' the brothers cried/shouted. 'Look what we have!'</p> <p>Scene 10: 'Surprise!' they all cried/shouted. 'Wow, thank you' gasped/cried Mother.</p> <p>Differentiation activities (Support):</p> <p>1. Place learners in mixed-ability pairs or support the learners to complete the task collaboratively.</p> <p>Differentiation activities (Stretch):</p> <p>1. Early finishers could draw scenes 7–10 and write scene 11 (dialogue and sentence). If learners really enjoy the story, they could write and draw more add-on scenes.</p>
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Learner's Book page 62 and Activity Book page 50	Write: Activity 3 (+ Activity Book Activity 1)		
	1. In this final activity, learners create their own storyboard in small groups using the storyboard template in the Activity Book. They can use the trailers in Lesson 1 for ideas or think of their own. Tell learners that they need to create four to six film scenes (vary the number according to time available and learner ability).		
	2. Ask learners to start by brainstorming ideas in groups. If learners choose one of the trailers in Lesson 1, play the audio again and spend time with each group helping them to brainstorm ideas for their chosen film.		
	3. Learners should aim to synchronise the different parts of this activity and roles can be selected to suit ability and preference, for example while one draws, the others construct dialogue and sentences. Stress that perfect artwork is not essential – simple drawings and stick figures are fine. Provide poster paper and coloured pens.		
	4. Tell learners to think of a title for their film and make a note but not to write it on the poster. Dialogue can go into speech bubbles, or be written in a space under the picture. Sentences go in a space below the picture.		
	Feedback		
	Circulate in the class while learners are working and assist where needed.		
	Answers		
	Learners' own answers.		
	Differentiation activities (Support):		
	1. Place learners in mixed-ability groups and remind learners to use content from the Learner's Book to support their storyboard content.		
	Differentiation activities (Stretch):		
	1. Learners could direct and film one or two scenes from their storyboard in their groups. Pre-teach instructions such as <i>Action!</i> and <i>Cut!</i> first.		
Resources	Plenary		
	1. When learners have looked at all the storyboards, ask them to give their ideas for titles to the storyboard creators. Learners compare the titles and choose the best one for their storyboard. The class could also vote on funniest storyboard, best art work, etc.		
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:			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			
(G6.4.3.1.1) Apply the rules of capitalisation.			
(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates when discussing the film <i>Jurassic Park</i> . Speaking: To make predictions about the film <i>Jurassic Park</i> . Reading: To read a summary of the film <i>Jurassic Park</i> . Writing: To write a summary of the film <i>Jurassic Park</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> comment upon why the film <i>Jurassic Park</i> was made into a popular film.
Link to prior learning: <ul style="list-style-type: none"> Summarising 21st Century Skills: <ul style="list-style-type: none"> Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language 		
Key vocabulary: <i>Jurassic Park, controlled, island, science-fiction, dinosaurs, escape, breaks, scientists, special effects</i> Key expressions/structures: Prediction and reasoning		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it challenging to make predictions about why <i>Jurassic Park</i> was significant in cinema history if they have little experience of the film. If you cannot provide a short video clip of the film tell learners about the special effects involved to make the links more obvious. 		
Resources/equipment needed: Learner's Book page 63 Activity Book page 51 Video or picture images from films with good special effects, for example <i>Lord of the Rings</i> , <i>Avatar</i> , <i>Jurassic Park</i> (optional)		

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
	<ol style="list-style-type: none"> 1. Tell learners that they are going to read about a story that has been made into a film. Fix or project some images of films with good special effects (or show some short video clips) and ask what the films have in common. Elicit or tell learners that all the films have good special effects. 2. Once learners make the link between the films in question and special effects, see if they can identify some special effects in preparation for the next stage (for example <i>make-up</i>, <i>scenery</i>, <i>movement of characters</i>, <i>crowd scenes</i>, etc).
Resources	Main activity
Learner's Book page 63	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the questions in Activity 1 and ask learners as a class to respond. Find out which films learners have seen with good special effects and ask them how they think special effects are created. 2. Ask learners if they have ever seen any of the <i>Jurassic Park</i> films and what they are about. If possible, show learners some still images from the films to generate interest, or focus them on the picture in the Learner's Book. 3. Tell them that the first <i>Jurassic Park</i> film was important in cinema history and ask them to try and guess why. Write their ideas on the board but don't say at this point if they are correct or not. <p>Feedback</p> <p>Elicit answers and feed back to the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>How special effects are created in films: traditionally, special effects can be photographic, using techniques with cameras to produce special visual effects; they can be mechanical, using props, scenery, models and special machines that produce weather extremes or pyrotechnics (effects with fire); special effects can also be produced using make-up (to change an actor's physical appearance) and set design (for example using special materials to build constructions that will easily collapse). However, since the early 1990s, computer generated imagery (CGI) has played a major part in creating special effects; many of the effects previously produced photographically or mechanically are now produced with CGI, resulting in cheaper and after ways to create special effects in films.</p>
Learner's Book page 63	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the learners' ideas on the board and then ask them to read the paragraph to find out why <i>Jurassic Park</i> is important in cinema history, and if their predictions were correct. Tell them to read and discuss the answer with their partner. <p>Feedback</p> <p>Elicit answers from the class. If possible, show a video clip from <i>Jurassic Park</i> 1 and point out some of the CGI in question.</p> <p>Answers</p> <p>It is regarded as the first film to make major advances on digital film making in the use of CGI. Afterwards many other films followed its lead in creating special effects primarily using CGI.</p>

Activity Book page 51	Read: Activity 1 1. Learners complete a gapped summary of the <i>Jurassic Park</i> film story using words in the box. Feedback Elicit answers and check as a class. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> Answers 1 science fiction; 2 scientists; 3 island; 4 dinosaurs; 5 controlled; 6 escape; 7 breaks; 8 dinosaurs; 9 escape </div>
Activity Book page 51	Write: Activity 2 1. Learners answer the question <i>Why is Jurassic Park famous in cinema history?</i> by writing a sentence to describe why. Feedback Select learners to share their ideas with the class. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> Answers It showed computer generated special effects that were new at the time. </div>
Resources	<div style="background-color: #f2f2f2; padding: 5px;"> Plenary </div> 1. If possible show a video clip of <i>Jurassic Park</i> and ask learners to count all the examples of special effects they see. 2. If it is not possible to show a clip of <i>Jurassic Park</i> , split the class into two teams and ask each team to brainstorm as many examples of special effects as they can think of while you time them for one minute only. 3. Ask a representative from each team to read out the examples. The team with the most examples wins.
Learning styles catered for (✓):	
Visual ✓	Auditory ✓
Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):	
Observation	Student self-assessment
Quiz	Student presentation
Oral questioning	Peer assessment
Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.1.1.3) Summarise or retell main ideas, facts, and key details in a text; retell the main event in stories, and folktales from diverse cultures; identify the theme. (G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text.	

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an extract from the novel <i>Jurassic Park</i> , which has been made into a film. Speaking: To discuss themes that are inferred in the book. Reading: To read an extract from the novel <i>Jurassic Park</i> , which has been made into a film, and answer comprehension questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make deductions from inferences made in the text • speculate on why some stories make good films • consider aspects of personal safety by looking at the example in the text and how to look after yourself when outside home.
Link to prior learning: <ul style="list-style-type: none"> • Special effects in films 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>exhausted, gleefully, mangrove, chirping, rustling, foot, cocked, salamander</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners at this level will want to listen and understand everything that they listen to and read. It is important that before learners access spoken and written texts, it is clarified that they do not need to understand every word they hear or read, but to focus on the information they need in order to complete the task successfully. 		
Resources/equipment needed: Learner's Book pages 64–65 Activity Book page 52 Audio Track LB26		

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
	<ol style="list-style-type: none"> 1. Ask learners to recall the summary that they read about <i>Jurassic Park</i> in Lesson 9. Ask learners to turn to a partner and together try to remember the storyline of <i>Jurassic Park</i>. 2. If learners need support ask prompt questions such as <i>What type of film is Jurassic Park? Why were the scientists visiting the island? Why was everyone in danger on the island?</i>
Resources	Main activity
Learner's Book page 64 Audio Track LB26	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask all learners to look at the picture at the top right of the page and establish the name of the character and where she is (Tina; on the beach). Elicit some predictions about what might happen to Tina. 2. Organise the learners into four groups and allocate each group of learners an extract from the text (numbered 1–4). Ask each group to read their extract and answer the questions (these are designed to simplify the text). 3. Ask each group to summarise their extract in three sentences. Extract 2 doesn't have any accompanying questions, so this could be given to a smaller group, or one that doesn't need more support. 4. Organise the learners to regroup into groups of four, where each child has read a different extract. They have to give each other a summary of their extract, in the order that the extracts appear on pages 64–65. 5. Keep learners in the same groups to work on Activity Book page 52 Activity 1. This task consolidates their understanding of the main events of the story. <p>Feedback</p> <p>Ask learners to raise their hand to contribute an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> a Tina and her parents were at the beach. b No. Tina was near the sea. c bird tracks d A lizard came out of the jungle e It stood on two legs. f No, she thought it was cute. g No, it came towards her (without fear). h The lizard was about the same size as a chicken. i It jumped on her hand and then moved up her arm towards her face.
Activity Book page 52	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners re-read the extract and put pictures from the story in the correct order. <p>Feedback</p> <p>Select a learner to come to the front of the class and write the answers on the board. Check as a class.</p> <p>Answers</p> <p>Picture order: 1 / 3 / 4 / 2</p>

Activity Book page 52	After-reading spinner: Activity 2		
	1. Learners spin a pencil on the spinner and answer the question it points to. Learners should play this game in the same groups they have been working in through the lesson.		
	Feedback As learners play the game, circulate in the classroom listening to their answers and supporting with pronunciation where necessary.		
	Answers Learners’ own answers.		
Resources	Plenary		
	1. Ask learners to consider whether they enjoyed the extract from <i>Jurassic Park</i> or not. Ask learners to turn to a partner and tell them how they feel about the story and try to give at least one reason 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:			
(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.			
(G6.3.1.1.2) Demonstrate understanding of the main idea and detail of the text; explain the text referring to explicitly stated or inferred information.			
(G6.3.1.1.3) 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: 11
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates as they discuss questions related to the <i>Jurassic Park</i> story. Speaking: To discuss the value of looking after themselves linked to the <i>Jurassic Park</i> storyline. Reading: To use the reading strategy: guess meaning from context to deduce the meaning of new words. Writing: To write reasons to justify an opinion.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the reading strategy: guess meaning from context to deduce the meaning of new words • recognise and say hard and soft 'th' sounds.
Link to prior learning: <ul style="list-style-type: none"> • Pronunciation of consonant sounds • Exploring the Jurassic Park story 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
Key vocabulary: <i>shade, emerge, hind, palm, weight, scrambled, threw, breath, thick, thought, then</i> Key expressions/structures: Giving advice: <i>You should/shouldn't ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the hard and soft 'th' sounds difficult to pronounce and difficult to distinguish. Provide plenty of modelling and encouragement. 		
Resources/equipment needed: Learner's Book page 66 Activity Book page 53		

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
	<ol style="list-style-type: none"> 1. Split the class into two teams. Challenge each team to write down as many words as they can remember in English from the story <i>Jurassic Park</i>. 2. Time the teams for one minute. At the end of the minute ask a representative from each team to read out the word list. 3. The team with the most words wins.
Resources	Main activity
Learner's Book page 66	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Read questions 1–3 together, then ask learners to work in small groups to discuss one question per group and be prepared to give feedback to the class afterwards. <p>Feedback</p> <p>Do class feedback, asking volunteers or nominating learners to share their thoughts with the class. Help learners with the language they need to express their thoughts by reformulating sentences where appropriate and highlighting useful phrases on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Ideas: it is very dramatic and has a lot of exciting action scenes; the plot is original and contains a lot of drama, action and suspense (will people on the islands manage to escape the dinosaurs?); it is very exciting to look at, for example beautiful, dramatic tropical island landscapes; huge, fierce dinosaurs ... 2 Famous examples are: the Harry Potter books; <i>Life of Pi</i>; <i>The Lion, the Witch and the Wardrobe</i>; <i>Diary of a Wimpey Kid</i>; Disney classics: <i>Adventures of Pinocchio</i>; <i>Bambi</i>, <i>a Life in the Woods</i>; <i>Snow White and the Seven Dwarves</i>, etc. There are many other examples. 3 The kind of books that make good films for children are stories with a simple plot structure (not too many twists and turns); a varied dramatic element – lots of 'highs and lows'; a 'problem' and the quest for a solution; a variety of sympathetic characters and villains; interesting and varied settings; stories containing a moral element or 'life lesson'. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Questions 1–3 could be divided up, rather than have all learners tackling all questions; for example put learners into groups of three and give each child a question to think about and then share with the group. Or just give one question per group. At the end of this stage, each group would give feedback on a different question and others could listen and see if they agree or not with the answer given. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Early finishers could be given another question to discuss while others finish.

<p>Learner's Book page 66</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> To introduce the reading strategy, write the following sentences on the board (or slide) and ask learners to tell you which ideas they feel are the most helpful if they don't understand a word in a reading text: <ul style="list-style-type: none"> Don't read the sentence, just the word, and try to guess it. Read the whole sentence to get an idea of the word's meaning and then guess the word. Always check the words in a dictionary. Elicit learners' responses and then explain that strategy 2 is the most helpful because, if you look at the words and the phrases around the unfamiliar word, they will usually give you clues and it is easier to guess the meaning. Tell them that it is also helpful to look at pictures around the text, the theme of the paragraph and any headings or titles. Focus learners' attention on the verbs highlighted blue in the story. Tell them that they have to read the sentence before and after each word and look for clues in the meanings of other words. Then they choose the correct definition or synonym from the options given in Activity 2. Do the first one as an example. Find <i>shade</i> in the text and ask learners to tell you which words/phrases can help them understand the meaning (for example <i>move out of the sun, palm trees</i>). Then ask learners to do questions 2–4 in pairs. Make the task more interactive and pacy by setting it up as a reading race – ask learners to work in pairs to look in the story extracts and choose the correct definition. <p>Feedback</p> <p>Conduct class feedback. If learners mention any other unknown words from the text, ask them to identify the word in the text and deduce its meaning in the same way.</p> <p>Answers</p> <p>1 a; 2 b; 3 a; 4 b</p>
<p>Activity Book page 53</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read, discuss and tick the strategy check. While they are doing this, scribe the sentences from the activity below onto the board. Learners identify a strategy (from a choice of three) that will help them deduce unknown words from context. They discuss the sentences briefly, then ask volunteers to come up to the board and underline the relevant words. <p>Feedback</p> <p>Circulate in the class as learners work, offering support as required.</p> <p>Answers</p> <p>Strategy check: Read the whole sentence to get an idea of the word's meaning.</p> <p>1 ...Tina decided to <u>move out of the sun</u>, back from the water, to the shade of the <u>palm trees</u>.</p> <p>2 The lizard <u>stood</u> on its hind legs, <u>balancing on its thick tail</u> ...</p> <p>3 ... the lizard jumped onto her <u>hand</u>. Tina could feel its little toes pinching the skin of her palm and she felt the surprising weight of the animal's body <u>pressing her arm down</u>.</p> <p>4 And then the lizard scrambled up her arm, <u>toward</u> her face.</p>

Learner's Book page 66 Activity Book page 53	Values: Activity 3 1. Focus learners on the first two questions and put them into pairs or small groups to discuss the answers. Also ask them to discuss what they would have done in Tina's situation. 2. Conduct class feedback then focus learners on question 3 and ask them to think of at least three points for each example. Elicit an example for each category first, for example <i>When you are in a place with lots of traffic, you should always use a pedestrian crossing. If you are in the countryside, you mustn't go near any wild animals.</i> Feedback Circulate in the class as learners discuss the questions and offer support as required. Answers Learners' own answers. General suggestions: Always let an adult you trust know where you are or where you're going. Don't talk to people you don't know. Remember your home phone number. Know what number to call if there is an emergency.		
Resources	Plenary 1. If time allows, extend Activity 3 by having learners create a safety poster or leaflet, relevant to their environment, on how children can look after themselves in the city or countryside.		
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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and complete a film review using Unit 4 topic vocabulary and grammar. Writing: To write their own film review using Unit 4 topic vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review and consolidate learning from Lessons 7–11 including topic vocabulary • read and write a film review.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 Lessons 7–11 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from other teachers and other learners 		
Key vocabulary: Revision of Lessons 7–11: types of films; special effects; creating scenes Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be focusing on a variety of lexis and structures in this lesson from Lessons 7–11, so it is key that the teacher gives clear models of tasks throughout. Encourage learners to look through lessons 7–11 in their Learner’s Book and Activity Book to find other examples. 		
Resources/equipment needed: Learner’s Book page 67 Activity Book page 54		

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
	<ol style="list-style-type: none"> 1. Ask the learners to look through Unit 4 of their Learner's Book and choose a lesson (from Lessons 7–11) that they liked the most. 2. Learners discuss their favourite lessons with a small group, telling each other why they liked their specific choice the most. 3. Ask each group to raise their hand if they liked Lesson 7, Lesson 8 and so on, eliciting answers from the groups.
Resources	Main activity
Learner's Book page 67	Use of English: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the passage on page 67 of the Learner's Book. 2. Ask learners to read through the passage first. Explain that they will be choosing the correct words to complete the sentence. This will practise some of the grammar and vocabulary they been learning about during the past few lessons. 3. When learners are ready, allow them to start choosing the correct word to complete each sentence. They should record their answers in their notebook. Feedback Invite individual learners to write answers on the board at the front of the class.
	Answers 1 that; 2 that; 3 really; 4 who; 5 very; 6 a bit.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners could work in pairs. Alternatively you could spend time before starting the activity to recap on the language that will be used.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners could search on the Internet for other film reviews and find examples of the vocabulary: <i>that, really, very, a bit, was, has</i>.
Learner's Book page 67	Review: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to re-read the film review from Activity 1 and extract the relevant information to complete the fact file in their notebook. Feedback Monitor and circulate the classroom, checking for understanding and offering support where necessary.
	Answers Type of film: Science fiction; Setting: Outer space (in another galaxy); Plot: It's about a lost spaceship that encounters an evil mutant monster (that lives on another planet); Good points: The special effects; Bad points: The film is very long and a bit boring in parts; Fun fact: When the film was shown in cinemas for the first time in the 1950s, people ran out screaming!
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Remind learners to look for key words in the text that will help them find the relevant facts.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to write in full sentences, for example: <i>This film is a science fiction film.</i>

Learner's Book page 67	Write: Activity 3		
	1. Ask learners to write an email to a friend about a film that they have seen recently, mentioning the type of film, plot and setting and the good and bad points about the film.		
	Feedback Monitor and circulate in the classroom, checking for understanding and offering support where necessary.		
	Answers Learners' own answers.		
	Differentiation activities (Support):		
	1. Remind learners to use the passage on page 67 of the Learner's Book as a model for their writing if they are unsure what to write or how to structure their sentences.		
	Differentiation activities (Stretch):		
	1. Encourage learners to write without referring to the Learner's Book for support and to include as much detail as they can.		
Activity Book page 54	Quiz: Activity 1		
	1. Learners complete sentences 1–8 by choosing the correct answer, a–c.		
	Feedback Invite individual learners to write answers on the board at the front of the class.		
	Answers 1b; 2b; 3c; 4a; 5c; 6c; 7a; 8b		
Resources	Plenary		
Activity Book page 54	1. Ask learners to read the three Look what I can do! statements and tick the box for their ability.		
	2. It is important to emphasise that there is not a correct answer, and learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging.		
	3. Learners compare their answers in pairs.		
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:			
(G6.3.4.1.1) 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.			
(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events.			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to revision questions that review Unit 4 content. Speaking: To talk with peers about Unit 4 revision answers and reflect upon learning. Reading: To read revision questions that review Unit 4 content. Writing: To write responses to Unit 4 revision questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use unit-themed lexis confidently • revise and refine their writing skills • reflect on and discuss their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 topic and content 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Reinforce creative thinking activities – such as brainstorming – and introduce gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing) 		
Key vocabulary: Unit 4 vocabulary Key expressions/structures: Unit 4 structures		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel anxious about covering a broad range of content within one lesson. Reassure them that they can refer to their Learner's Book and Activity Book for support. 		
Resources/equipment needed: Learner's Book page 68		

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
	<ol style="list-style-type: none"> 1. Introduce the lesson by telling learners that this is a review lesson. They will be reviewing their learning during Unit 4 and reflecting on their progress. 2. Ask learners if they can remember what the big question is for Unit 4. Elicit the answer and write it on the board: <i>What goes into making a film?</i> 3. Ask learners to briefly brainstorm with you things they have learned about during Unit 4. Note these on the board but don't spend long discussing them as you will do this during the main part of the lesson.
Resources	Main activity
Learner's Book page 68	<p>What goes into making a film?: Activity 1</p> <ol style="list-style-type: none"> 1. These revision activities can be approached in different ways, according to the level and character of your class. 2. Questions 1–7 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question. 3. Alternatively, you could conduct a revision session. Ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed. <p>Feedback</p> <p>Nominate learners as individuals or in teams to present different answers to the class either by standing and reading their answer or by writing it on the board. Provide whole class feedback.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 comedy – really hilarious, adventure – really thrilling/gorgeous, science fiction – amazing 2 Learners' own answers. 3 In 1895 the first moving pictures were shown to an audience. In 1927 the first film with sound was released. 4 Eighteen seventy-five / nineteen thirty-two / nineteen fifty-eight / eighteen eighty-one 5 Learners' own answers. 6 The cake does not cook nicely, it looks flat and sloppy. Sara was making a surprise cake for her mum's birthday.. 7 The story extract is set on an island (Costa Rica) at a beach. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to refer to earlier pages in their Learner's Book. Enable learners to work together in pairs or small groups. Allocate more time for learners to complete the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a short passage summarising what they have learned during Unit 4.

Resources	Plenary		
Learner's Book page 68	<ol style="list-style-type: none">1. Focus learners' attention on the Look what I can do! statements on page 68 and read through together. You could put these on a slide or write them on the board.2. Ask learners if they feel they can now do these tasks after completing Unit 4. By this point you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self assessment.3. Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating as follows: ✓ Yes, I can – no problem! ? A little – I need more practice. ⊗ No – I need a lot more practice.4. Conduct general feedback at the end to find out which task learners found the most interesting/useful/challenging, etc.		
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: (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To give their opinion and share ideas. Reading: To read instructions. Writing: To plan and write a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • share ideas and collaborate on a project • research relevant information to complete a project • use a range of theme-related lexis and structures • write a film review presentation or create a timeline about film or TV history.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 topics and themes 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
Key vocabulary: Unit 4 vocabulary Key expressions/structures: Present simple, present continuous, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their projects in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 69 Coloured paper, scissors, glue, coloured pens and pencils, poster paper, recording equipment if available Prepare a project checklist for learners that includes the following key points: <i>My work is organised. My handwriting is neat. My spelling is correct. I used correct capital letters and full stops. I wrote my name on the poster. I listened to my friends' ideas and helped my team. I helped tidy the desk and put the rubbish in the rubbish bin.</i>		

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
Learner's Book page 69	<ol style="list-style-type: none"> 1. Ask learners to look at page 69 of their Learner's Book and read about Project 1: A film review presentation, and Project 2: Create a timeline about film or TV history. 2. Give learners time to read through both projects before grouping learners evenly between the two projects. 3. Ask the learners to move into their Project 1 or Project 2 groups.
Resources	Main activity
Learner's Book page 69	<p>A film review presentation: Activity 1</p> <ol style="list-style-type: none"> 1. Once learners are arranged in groups, take them through the step by step instructions presented in the Learner's Book. Spend time helping groups to generate ideas for their chosen film. Ask them questions based on the headings outlined in step 2. When they are outlining the plot, help them to summarise to ensure this step doesn't become too long. 2. When learners are drafting the presentation, make sure they follow the headings in step 2 to help them structure the piece; encourage them to use sequencing phrases. 3. Give learners time to practise their presentation, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, video clips, etc). <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor learners' involvement and provide additional support to check that they are confident with their role. Remind learners to use content from the Learner's Book to give them ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Suggest that learners can take lead roles and support less confident learners.
Learner's Book page 69	<p>Create a timeline about film or TV history: Activity 2</p> <ol style="list-style-type: none"> 1. Once learners are arranged in groups, take them through the step by step instructions presented in the Learner's Book. If possible, have each group choose a different topic (including some of their own choice) so that all mini-presentations are different in the final stage. 2. When they are at the drafting stage, ask them to create a first draft and check this for accuracy in grammar and word choice. 3. When they have produced a satisfactory draft, ask them to make a poster showing the timeline clearly. Encourage them to make the poster clear and eye-catching because it will be used later in the mini-presentation. 4. When they have finished the poster, give them time, as a group, to practise delivering a mini-presentation, to explain the timeline. The presentation will just be a few minutes, describing each key point on the timeline and a little bit of information around it. However, draw their attention to some key phrases to structure the mini-talk, for example <i>We're going to talk about ... Our timeline starts in the 1920s when ... And finally, our timeline ends in ... when...</i> <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p>

	Differentiation activities (Support): 1. Monitor learners’ involvement and provide additional support to check that they are confident with their role. Remind learners to use content from the Learner’s Book to give them ideas.		
	Differentiation activities (Stretch): 1. Suggest that learners can take lead roles and support less confident learners.		
Resources	Plenary		
	1. To round off the project preparation lesson, give all the learners the project checklist and ask them to tick or cross the items as applicable. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a cross, the team needs to check their project again and address errors, as required. 3. Ensure that you have collected all of the project samples at the end of the lesson and store carefully 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: (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to each others' ideas and opinions. Speaking: To ask and answer questions about a film review or a film timeline. Reading: To read information from their topic presentation to the class. Writing: To write simple notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about their project listen for detail in their peers' spoken texts give constructive feedback on their peers' projects.
Link to prior learning: <ul style="list-style-type: none"> Unit 4 themes and topics 21st Century Skills: <ul style="list-style-type: none"> Communication and collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project 		
Key vocabulary: Unit 4 topic vocabulary Key expressions/structures: Unit 4 topic structures		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel anxious about presenting their work to their peers. They may worry about making mistakes. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 69 Project checklist from previous lesson, but focusing on these aspects: <i>My work is organised. My handwriting is neat. My spelling is correct. I used correct capital letters and full stops.</i> The teacher can write these on the board, and learners can use them as a guide when giving feedback to their peers.		

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
	<ol style="list-style-type: none"> 1. Ask learners to work with the same project preparation groups as the previous lesson. 2. Give learners time to read through their projects again to make final adjustments, practise their commentaries and upgrade the visual presentations as required. 3. Monitor learners and provide input on content and language if required. Distribute learners' projects.
Resources	Main activity
Learner's Book page 69	A film review presentation <ol style="list-style-type: none"> 1. Ask the pairs / small groups for this project to stand up at the front of the class with their work. Nominate pairs / small groups from Project 2 to create small groups of four. 2. Ask Project 1 learners to show their projects to their Project 2 peers. Learners can read through the information in the review, and ask and answer clarifying questions if needed. Project 1 learners respond and draw Project 2 learners' attention to the visuals, to help support comprehension. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also noting any examples of language that are particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 2 learners to give feedback on their peers' work, using the first four points of the project checklist as a guide.</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage these learners to prompt less able learners and ask questions about their projects.
	Create a timeline about film or TV history <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and, with their Project 2 partner, tell them to move to a different Project 1 pair / small group. 2. Project 2 learners read their timelines and show their posters and Project 1 learners listen and comment.. Prompt learners to ask questions about the commentary, for example, <i>Why did you choose these events in history?</i> 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that is particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 1 learners to give feedback on their peers' work, using the first four points of the project checklist as a guide.</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion.

	Differentiation activities (Stretch): 1. Encourage these learners to prompt less able learners and ask questions about their projects.		
Resources	Plenary		
	1. To round off the lesson, ask learners to work together to mount their projects on the wall. 2. Encourage learners to work together to decide how they want to display their materials on the walls. 3. Encourage learners to look at the finished projects on the wall and make comments, for example, which project they like the best 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: (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read quiz questions and match them to the pictures. Speaking: To talk about things of personal importance. Writing: To write a quiz question.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their favourite gadget and why it is important to them • match the name of gadgets with their descriptions • write a quiz question about a gadget of their choice.
Link to prior learning: <ul style="list-style-type: none"> • Previous topics related to modern and digital technology 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>invention, gadget, tablet, mobile phone, compass, bicycle, velcro, memory stick, MP3 player, camera, laptop</i> Key expressions/structures: <i>it's got to be my ..., I can't live without my ..., the most important gadget for me is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Sometimes learners make mistakes with collocations related to technology, for example, <i>surf the net, download apps, store music</i>. If this is a noticeable problem for learners, have them go through the texts for homework, underlining or highlighting any collocations they find. Go through them in the following lesson and have learners record them by writing them down in their notebooks in a vocabulary section. 		
Resources/equipment needed: Learner's Book page 70 Activity Book page 55		

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
	<ol style="list-style-type: none"> 1. Draw a candle on the board. Ask learners what it is used for (giving light). Then elicit what we use in modern times to give light and draw a picture of a lightbulb. 2. Write the word <i>invention</i> on the board and elicit how we went from using candles to lightbulbs (somebody had the idea and invented a bulb that can work with electricity). 3. Elicit from the learners some other modern inventions and write some of their ideas on the board, for example, mobile phone, computer, camera. Explain that these smaller items are known as <i>gadgets</i> and write the word on the board.
Resources	Main activity
Learner's Book page 70	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the questions and discuss their answers with a partner. <p>Feedback</p> <p>Invite learners to tell the class about what their partner said. Write ideas on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 70	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the quiz questions and match them with a picture. <p>Feedback</p> <p>Nominate learners to give an answer. Then ask learners which gadget they would choose as the most important. Take a vote by asking learners to raise their hands.</p> <p>Answers</p> <p>1 a laptop; 2 velcro; 3 a bicycle; 4 a compass; 5 a mobile phone; 6 a tablet</p>
Activity Book page 55	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the box. 2. Drill the words with the learners. 3. Ask the learners to match the words in the box with the pictures and write the word on the line under the picture. <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <p>a memory stick; b tablet; c camera; d mobile phone; e MP3 player</p>
Activity Book page 55	<p>Quiz: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to take part in a quiz. 2. Learners use the words from Activity 1 to help them complete the quiz questions in Activity 2. <p>Feedback</p> <p>Ask volunteers to read aloud one of their complete sentences.</p> <p>Answers</p> <p>1 camera 2 memory stick 3 mp3 player 4 tablet or smart phone</p>

Activity Book page 55	Write: Activity 3		
	1. Ask learners to imagine another modern gadget and draw it in the empty space.		
	2. They then write a quiz question (number 5 in Activity 2) related to it, using the other quiz questions as models.		
	3. Tell learners to swap books with a partner. Have them look at their partner’s drawing and read the question, then write the answer as a label underneath the drawing.		
	Feedback		
	Conduct feedback as a class by nominating learners to read out their quiz question and have the class guess the answer.		
	Answers		
	Learners’ own answers.		
Resources	Plenary		
	1. Finish with a class discussion with books closed, by asking the learners which facts they can remember from the lesson.		
	2. Ask questions from the quiz and Activity Book Activity 2, for example, <i>How many tablets were sold in 2010? What else do you need to use with an MP3 player?</i> Make this fun by having learners work in small groups and award points for the first group to answer correctly.		
	3. Set collocations homework as described in <i>Common misconceptions</i> notes at the beginning of 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:			
(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.			
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.			
(G6.3.4.2.1) 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: 2
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for detail. Writing: To complete phrases with personal information. Speaking: To discuss, select and justify choices.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a conversation comparing favourite gadgets • complete phrases about gadgets that they and their family use • take part in a class discussion about favourite gadgets.
Link to prior learning: <ul style="list-style-type: none"> • Unit 5 Lesson 1 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills 		
Key vocabulary: <i>invention, gadget, tablet, mobile phone, memory stick, MP3 player, camera, laptop</i> Key expressions/structures: <i>it's got to be my ..., I can't live without my ..., the most important gadget for me is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Sometimes learners make mistakes with collocations related to technology, for example, <i>surf the net, download apps, store music</i>. If this is a noticeable problem for learners, have them go through the texts for homework, underlining or highlighting any collocations they find. Go through them in the following lesson and have learners record them by writing them down in their notebooks in a vocabulary section. 		
Resources/equipment needed: Learner's Book page 71 Activity book page 57 Audio Track LB27		

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
	<ol style="list-style-type: none"> Go through the collocations homework as a class, inviting learners to give you any examples they found in the text. Write them on the board. Elicit other examples from learners' own ideas and write them in the board. Make sure learners record these examples in the vocabulary section of their notebooks.
Resources	Main Activity
Learner's Book page 71 Audio Track LB27	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Tell learners they will listen to a conversation between two friends talking about their favourite gadgets. Elicit from learners which gadgets they might talk about. Tell learners to read the questions before listening. Tell learners to write the gadgets while listening and the advantages/disadvantages after listening. Play the audio and have learners answer the questions. <p>Feedback</p> <p>After listening, learners compare answers with a partner. Nominate learners to give an answer.</p> <p>Answers</p> <p>1 a mobile phone and a laptop; 2: Advantages of a mobile phone - small, multiple uses, can talk to friends, send texts, camera, calculator, stopwatch, calendar. Disadvantages of mobile phone - facilities depend on type of phone, not all phones have same function, can't be used as word processor. Advantages of laptop - surf the net, send emails, play games, do homework. Disadvantages of laptop - bigger than mobile phone, can do same things on a phone.</p>
Learner's Book page 71 Audio Track LB27	<p>Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the phrases a–e from the conversation. Have learners predict what words are missing. Have them listen to the audio and check their predictions and complete sentences in their notebooks after listening. <p>Feedback</p> <p>Invite learners to give an answer. Ask learners if they agree with the points made by Lucia and Ben. If not, why not? What other advantages and disadvantages are there to laptops?</p> <p>Answers</p> <p>a It's got to be my mobile phone - I can't live without it! (Luke) b I can use it to talk to my friends. (Luke) c The most important gadget for me is a laptop. (Ben) d I think it's more useful than a laptop. (Luke) e That's true, but it depends on the type of phone ... (Ben)</p>

Learner's Book page 71	Write: Activity 3 1. Give learners a few minutes to think carefully about which gadgets they use and which is the most important. 2. Have learners complete the sentences. Feedback Have learners compare their answers with a partner then invite learners to share an answer with the class. <div>Answers</div> Learners' own answers.		
Activity Book page 57	Talk: Activity 1 1. Ask learners to tell their partner about their favourite gadgets and compare their answers. Have them choose the three most important gadgets from their list. 2. Tell the pairs of learners to make a group of four with another pair. Have them compare their notes and decide together on the three most important gadgets from their group's list. Tell them to make notes of the reasons why they are more important than the other items. Feedback The groups present their ideas to the class. <div>Answers</div> Learners' own answers.		
Resources	Plenary 1. Have a class discussion about the different groups' ideas and finally decide together on the three most important gadgets. 2. Ask learners to look around the classroom and think of gadgets and inventions that are needed 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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text for information. Speaking: To talk about changes over time. Writing: To make comparisons.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read about the development of the telephone since its invention until now • describe what phones were like and how they functioned • compare old phones with modern mobiles.
Link to prior learning: <ul style="list-style-type: none"> • Past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>mouth/ear piece, home phone, dial, mobile phone, handset, power, battery, functions, touch screen</i> Key expressions/structures: Comparative adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are several forms of comparative adjectives which can be confusing for learners. They must remember a number of rules, specified in the Use of English box. This lesson provides opportunities for learners to discover and focus on examples of each in the reading text followed up with controlled practice in the activity book. 		
Resources/equipment needed: Learner's Book pages 72–73 Activity Book page 58		

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
	<ol style="list-style-type: none"> 1. Have a class discussion and find out how many learners own a mobile phone or a smart phone. Ask the learners what they use them for and have learners describe them.
Resources	Main activity
Learner's Book page 72	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the Reading Strategy box with learners and elicit the answer. Give learners a minute to talk with a partner about the topic and activate their knowledge. 2. Have learners read the text and match a section with a picture. 3. Have learners underline the key vocabulary above and elicit the meaning of each word. <p>Feedback Nominate learners to give an answer.</p> <p>Answers</p> <p>1f; 2d; 3c; 4a; 5e; 6b</p>
Learner's Book page 72	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners decide if the sentences about the text are true or false. Tell them to underline the evidence in the text. <p>Feedback Invite learners to give an answer and ask them to read out the part of the text that supports their answer.</p> <p>Answers</p> <p>1T; 2F; 3F; 4F; 5T; 6T</p>
Learner's Book page 73	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Write the following question on the board: <i>What are some of the differences between old phones and modern mobiles?</i> Have learners discuss their ideas in small groups then discuss as a class and elicit some answers from learners. Ask learners to give you words (adjectives) to describe old phones and modern mobiles. Write these adjectives on the board. 2. Check that learners know the meaning and function of an adjective. 3. Go through the Use of English box with learners. Have learners go through the text and look for further examples of each rule. Write them on the board. <p>Feedback Have a class discussion and write examples on the board.</p> <p>Answers</p> <p>1 lighter; 2 heavier; 3 more expensive; 4 slimmer</p>

Activity Book page 58	Use of English: Activity 1 1. Have learners complete the sentences with the correct form of the adjective in brackets. Remind them to use <i>than</i> . Feedback Nominate learners to give an answer. <div>Answers</div> 1 lighter than; 2 heavier than; 3 more expensive than; 4 cheaper than; 5 slimmer than		
Activity Book page 58	Talk: Activity 2 1. Put learners in pairs and ask them to answer the questions. Feedback Have pairs join with another pair and have learners report to the group about their partner. Circulate and monitor. <div>Answers</div> Learners' own answers.		
	Differentiation activities (Support): Have learners write down their answers.		
	Differentiation activities (Stretch): Have learners ask and answer the questions orally.		
Resources	Plenary 1. Draw a smart phone on the board. Ask learners to think about how today's mobile phones could be improved even more and tell the class their ideas. Write the best ideas on the board. 2. Have learners design a future mobile phone for homework. They can draw a phone and label it with its new and improved functions.		
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: (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.4.2.1.2) Use language structures of: time phrases, past continuous, past continuous interrupted by past simple.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text to locate answers. Writing: To write comparative sentences. Speaking: To compare objects.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match adjectives with their opposites • compare old-fashioned and modern gadgets using comparative adjectives • suggest improvements for existing gadgets
Link to prior learning: <ul style="list-style-type: none"> • Lesson 3 • Adjectives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>fast, slow, easy, difficult, cheap, expensive, light, heavy, large, tiny, big, small, thick, thin, tall, long, short</i> Key expressions/structures: comparative adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have often been exposed to both comparative and superlative forms of adjectives and confuse the two forms. Refer learners to the <i>Use of English</i> box regularly and emphasise that the comparative form is used to compare <i>two (or more) things</i>. 		
Resources/equipment needed: Learner's Book page 74 Activity Book page 59		

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
	<ol style="list-style-type: none"> Put learners in pairs and ask them to discuss the new mobile phones ideas, and designs that they did for homework. Have a brief class discussion based on any interesting ideas.
Resources	Main activity
Learner's Book page 74	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> Have learners look at the pictures and match the old fashioned gadget with the modern version. <p>Feedback</p> <p>Go around the class inviting nominating learners to give an answer. Drill the words with learners for correct pronunciation.</p> <p>Answers</p> <p>1 PC (personal computer) / c laptop; 2 camera / c digital camera; 3 stereo / d MP3 player; 4 'Atari' computer game / b Game console.</p>
Learner's Book page 74	<p>Read: Activity 5</p> <ol style="list-style-type: none"> Have learners read the paragraphs and match them with a picture. Tell them to pay attention to the tenses which will be a clue whether it is an old or modern gadget. <p>Feedback</p> <p>Conduct feedback as a class by inviting learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> PC (personal computer) digital camera MP3 player 'Atari' computer game
Learner's Book page 74	<p>Talk: Activity 6</p> <ol style="list-style-type: none"> Have learners look at the pictures and think about the questions. Give them a few minutes to think of their ideas. Then have learners work together in groups of four to discuss their ideas. Circulate and monitor and encourage them to use comparative forms of the adjectives in brackets. <p>Feedback</p> <p>Invite one learner from each group to give an answer.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners add some more sentences of their own.

Activity Book page 59	Write: Activity 1 1. Go through the Use of English box in the Learner’s Book with the learners once more to review the rules for forming comparatives. 2. Have learners make sentences using comparative sentences. Feedback Have learners swap sentences with a partner and peer edit. Then invite learners to write a sentence on the board. Answers Learners’ own answers.		
Resources	Plenary 1. Go around the class and ask learners to give you a sentence about themselves using the form <i>used to</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: (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.4.2.4) Distinguish shades of meaning among closely related words. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read for information. Writing: To write about features. Listening: To listen to others' ideas.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text about older gadgets and answer questions • write about the benefit of a modern invention.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1–4 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills 		
Key vocabulary: <i>cassette, stereo, video recorder, sweeping, cooking, washing, sewing, hanging, needle, thread, oven, candle, light bulb, clothes dryer, vacuum cleaner</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not applicable 		
Resources/equipment needed: Learner's Book page 75 Activity Book page 60		

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
	1. As a class, have a word race. Have learners work in pairs to write down as many gadgets as they can in two minutes. How many did they think of?
Resources	Main activity
Learner's Book page 75	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from learners how many years ago 1980 was. Have them look at the pictures and ask them if they know any of the gadgets. 2. Ask learners if they know what they were called, what they were for and what gadgets have replaced them in modern days. <p>Feedback</p> <ol style="list-style-type: none"> 1. Write learners' ideas on the board.
Learner's Book page 75	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the text and compare their answers with their predictions from the Starter activity. 2. Have learners read through the questions and underline the key words. 3. Then have learners read through the text and answer the questions. <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 walkman; 2 walkman; 3 TV; 4 video recorder; 5 music cassette</p>
Activity book page 60	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the old activities and label the pictures with a word from the word bank. <p>Feedback</p> <p>Go around the class and nominate learners to give an answer.</p> <p>Answers</p> <p>sweeping/vacuum cleaner; cooking/oven; candle light/light bulb; hanging out clothes/clothes dryer</p>
Activity Book page 60	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners pick two items and write a sentence about the benefit of each. <p>Feedback</p> <p>Have early finishers write some of their sentences on the board and discuss as a class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners complete Activity 2 in small groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners work alone and write one or two paragraphs with sequencing words, rather than just sentences.

Resources	Plenary		
	1. Ask learners to choose any one of the gadgets in today’s lesson. Each learner should say a sentence, explaining one advantage or one disadvantage about their gadget.		
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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text for information. Speaking: To describe an invention; to discuss and compare; to conduct a survey. Writing: To describe an invention. Listening: To participate in a survey.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and answer questions on a text about the importance of the refrigerator • describe an invention of their choice and say why it is important • write a paragraph about this important invention • participate in a group discussion about useful and useless inventions.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing) 		
Key vocabulary: <i>fresh, rotten, simple, complex, to transport, a design</i> Key expressions/structures: the main purpose of something		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Surveys require learners to circulate freely around the classroom, which can lead to problems in a class that is difficult to control. You should establish a clear signal that learners understand means the end of the activity <i>before</i> you start the activity. In this way, you control the duration of the activity and can stop it at any time. • Surveys can be time-consuming if you have a large number of learners. If this is the case, limit the activity by asking learners to ask fewer questions or speak to fewer learners. 		
Resources/equipment needed: Learner’s Book page 76 Activity Book page 61		

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
	<ol style="list-style-type: none"> 1. Ask learners what they have studied so far in the unit. Refer to topics, themes and language. 2. Ask learners to rate how confident they feel about their ability to discuss the topic of gadgets and inventions on a scale of 1–3; 1: not confident at all; 2: need more practice; 3: very confident 3. Explain to the class that this lesson is revision of what they have learned so far and not a test. Learners should work at their own pace.
Resources	Main activity
Learner's Book page 76	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Write the question on the board: <i>What is <u>your</u> most important invention of modern times?</i> 2. Have learners discuss the question in pairs and then invite learners to share their ideas with the class. 3. Learners read the text and answers the questions. <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 to keep food fresh; 2 don't have to go to supermarket every day / don't have to eat everything as soon as we buy it / can transport food from other countries / keeps drinks cold in hot weather; 3 they run on electricity so when there is a power cut, food melts and goes rotten</p>
Learner's Book page 76	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about their own answer to the question. They can make notes using the prompts to help them if they choose. 2. Then have learners work in pairs or small groups to tell other learners about their chosen invention. <p>Feedback</p> <p>Circulate and monitor while the learners are working in their groups.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can do this speaking activity as a question and answer activity. 2. Circulate and monitor, checking for correct question formation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should use the prompts to guide a free speaking activity. 2. Circulate and monitor and encourage them to expand on their answers.
Learner's Book page 76	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write a paragraph based on the invention they described in the speaking activity. <p>Feedback</p> <p>Circulate and monitor. Invite some learners to read their paragraphs to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 61	Talk about it: Activity 1 1. Have learners think of three inventions they use every day and write them in a list. 2. Have them think about the reasons for their choices. 3. Then have them think of two inventions they know that are not very useful and write them in a list. 4. Have them think about the reasons for their choices. 5. Then have learners work with a partner to compare answers. Do they agree with each other? Feedback Have pairs join with another pair and explain what they discussed with their partner. Write some of their ideas on the board.			
	Answers			
	Learners' own answers.			
	Resources			
Activity Book page 61	Plenary			
	Look what I can do! 1. Have learners read the Look what I can do! statements and match them with the various lessons and activities. 2. Complete the table with a smiley face according to how they feel about each achievement. 3. Have learners compare their ratings now with their ratings from the Start activity. Have they changed? 4. Have learners compare with a partner then have a quick class survey, inviting learners to put their hands up.			
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: (G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details. (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.4.4.1.2) 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: 7
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read an article for information; to read instructions. Speaking: To hold a discussion and express opinions. Writing: To complete instructions; to label a diagram.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • to read an article about a young inventor and answer questions • to label a diagram of a cleaning robot • to make collocations related to gadgets and complete a set of instructions • to discuss a young inventor and his inventions.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>robot, prosthetic leg, housework, dangerous, robotics, feathers, motor</i> Key expressions/structures: <i>to be proud of someone, switch it on, plug it in, charge the battery, set the timer, press a button, turn the dial</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Labelling a diagram correctly depends on the learners understanding the purpose and function of the gadget as well as the specific vocabulary needed. It is important to make sure that the learners understand and can explain the vocabulary <i>before</i> they attempt the labeling activity. You should also check that learners know the purpose of the gadget and understand how it functions using their mother tongue. 		
Resources/equipment needed: Learner's Book page 77 Activity Book page 62		

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
	<ol style="list-style-type: none"> Write the following words on the board: <i>to invent</i> (verb), <i>an invention</i> (noun), <i>an inventor</i> (noun), <i>it was invented</i> (passive form). Elicit the meaning of each phrase from the learners and what parts of speech they are. Ask learners if they can give you an example sentence for each phrase. Write their suggestions on the board.
Resources	Main activity
Learner's Book page 77	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Put learners in pairs or groups of four to discuss their answers to the questions: <i>How many famous inventors can you name? Where were they from? What did they invent? Do you know any inventors from the UAE?</i> <p>Feedback</p> <p>Discuss as a class and invite learners to share their answers and ideas. Write ideas on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 77	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Go through the vocabulary box with the learners and make sure they understand the meanings. Ask learners to scan the first paragraph and look at the picture in order to predict what the article will be about. Have learners read the entire article to check their predictions. <p>Feedback</p> <p>Discuss as a class. Were their predictions correct? Ask learners if they can summarise any other details from the article.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 77	<p>Read: Activity 3</p> <ol style="list-style-type: none"> Learners read through the questions and choose an answer. Then they check their answers in the text. <p>Feedback</p> <p>Have learners check their answers with a partner. Then feed back as a class by inviting learners to give an answer.</p> <p>Answers</p> <p>1b; 2b; 3a; 4b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work with a partner to complete each reading activity. Conduct whole class feedback after every stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners work independently to complete reading activities 2 and 3. Conduct whole class feedback at the end.

Activity Book page 62	<p>Write: Activity 1</p> <p>1. Ask learners to look at the housework robot and label the diagram using words from the word bank.</p> <p>Feedback</p> <p>Sketch a copy of the diagram on the board and invite learners to come to the board to write one of the labels.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 62	<p>Collocations: Activity 2</p> <p>1. Have learners match the parts of the phrases together to make collocations related to gadgets.</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>Switch it on; plug it in; charge the battery; set the timer; press a button; turn the dial</p>
Activity book page 62	<p>Read: Activity 3</p> <p>1. Tell learners to read the sentences. Explain that these are the instructions for the housework robot.</p> <p>2. Have them complete the sentences with a collocation from Activity 2.</p> <p>3. Learners put the sentences in order.</p> <p>Feedback</p> <p>Invite learners to write a sentence on the board. Draw their attention to the use of sequencing words.</p> <p>Answers</p> <p>b) First of all, make sure you have charged the battery. a) Next, set the timer for half an hour by turning the dial. c) Finally, press the button to switch it on.</p>
Resources	Plenary
Learner's Book page 77	<p>Talk: Activity 4</p> <p>1. Have learners work with their original group of four to ask and answer the questions. Encourage them to discuss their ideas and to ask their group further questions.</p> <p>2. Finally, open the discussion to the whole class. Invite learners to report to the class what they discussed in their group.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.3.1.1.3) 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. (G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text. (G6.3.1.1.9) Read and understand basic procedural manuals with multi-steps and illustrations (for example, how to use computer commands or video games).			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read for information. Writing: To complete a table with information. Speaking: To share information. Listening: To share information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a paragraph about an umbrella invention and answer questions • complete a table with this information • share this information with other learners • read a newspaper article and complete sentences using information inferred in the text.
Link to prior learning: <ul style="list-style-type: none"> • Lesson 7 • Future tenses 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing) 		
Key vocabulary: <i>handle, button, stick, frame, plastic, device, protection, to spill, wind-proof, waterproof, rainstorm, shape, to design, to create, a design, to inspire</i> Key expressions/structures: <i>will/won’t</i> for future predictions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have pronunciation problems. They may say ‘<i>want</i>’ instead of ‘<i>won’t</i>’ or use the full form of <i>will</i> rather than the contracted form ‘<i>’ll</i>’ when speaking. If this happens, you can drill the correct form. • Learners may know that <i>will</i> and <i>won’t</i> can also be used to promise, refuse, and offer. If the issue comes up, point out that while that’s true, the focus of this lesson is on future predictions. 		
Resources/equipment needed: Learner’s Book pages 78–79 Activity Book page 63		

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												
	<div>1. Have learners read the definition of <i>umbrella</i> and elicit from learners what they are used for.</div> <div>2. Invite a learner to draw one on the board.</div> <div>3. Elicit from learners what umbrellas are made from and how they work.</div> <div>4. Label the different parts – <i>handle, button, stick, frame, plastic</i>.</div>												
Resources	Main activity												
Learner’s Book page 78	<div>Talk about it: Activity 1</div> <div>1. Tell learners to work in small groups to discuss the questions.</div> <div>2. Encourage them to explain their answers using the vocabulary on the board.</div> <div>Feedback</div> <div>Have a class discussion and invite learners to give an answer.</div> <div>Answers</div> <div>1e; 2b; 3d; 4a; 5c</div>												
Learner’s Book page 78	<div>Read: Activity 2</div> <div>1. Put learners in groups of three.</div> <div>2. Each learner chooses a paragraph to read and answer the gist-reading questions.</div> <div>Feedback</div> <div>Have learners tell their partners which picture their paragraph relates to.</div> <div>Answers</div> <div>1d; 2e; 3a</div>												
Learner’s Book page 78	<div>Write: Activity 3</div> <div>1. Have learners read their paragraph once more and complete the table with their information.</div> <div>Feedback</div> <div>Circulate and monitor, checking learners’ answers.</div> <div>Answers</div> <table><tr><th></th><th>Advantages</th><th>Disadvantages</th></tr><tr><td>Umbrella 1</td><td>1 It will keep you dry. 2 You can see where you are going.</td><td>1 It won’t be good on windy days. 2 It will be difficult to get out of.</td></tr><tr><td>Umbrella 2</td><td>1 You can hold on to it in strong winds.</td><td>1 It will be uncomfortable for some people.</td></tr><tr><td>Umbrella 3</td><td>1 You can take your coffee with you. 2 You can keep one hand free for holding other things.</td><td>1 It may spill hot coffee. 2 You have to take it out with one hand to drink.</td></tr></table>		Advantages	Disadvantages	Umbrella 1	1 It will keep you dry. 2 You can see where you are going.	1 It won’t be good on windy days. 2 It will be difficult to get out of.	Umbrella 2	1 You can hold on to it in strong winds.	1 It will be uncomfortable for some people.	Umbrella 3	1 You can take your coffee with you. 2 You can keep one hand free for holding other things.	1 It may spill hot coffee. 2 You have to take it out with one hand to drink.
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	<p>Differentiation activities (Support):</p> <p>1. Have learners partner with another learner to complete the jigsaw reading activity. One can focus on the reading and one can focus on the speaking and they can help each other.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can read all three paragraphs and form questions to ask their partners.</p>												
Learner's Book page 79	<p>Talk: Activity 4</p> <p>1. Tell learners to work with the other learners in their group to share the information from their paragraphs.</p> <p>2. Learners then use the information from their partners to complete their table.</p> <p>Feedback</p> <p>Draw the table on the board. Feed back as a class and nominate learners to give an answer. Write the answers, as above, on the table on the board.</p> <p>Answers</p> <p>See Activity 3 answers.</p>												
Learner's Book page 79	<p>Use of English: Activity 5</p> <p>1. Go through the Use of English box with learners.</p> <p>2. Elicit some more example sentences using <i>will</i> and <i>won't</i>. Write them on the board.</p> <p>3. Draw learners' attention to the full form of <i>will</i> and its contracted form <i>'ll</i>. Tell them that the contracted form is more common when speaking and the full form is more common in writing, but they do overlap.</p> <p>4. Change the full form in the sentences on the board to the contracted form and drill the sentences.</p> <p>5. Have learners read through the paragraphs from Activity 2 and underline the sentences that predict what will happen with the different umbrellas.</p> <p>Feedback</p> <p>Invite learners to give an answer. Underline the sentences on the table on the board, which are taken from the paragraphs. At the end, have learners read the <i>Amazing fact</i> box about Adeeb, from Lesson 7. Draw learners' attention to the tenses in the sentences and elicit when he got the idea (in the past) and when he will design the umbrella (in the future).</p> <p>Answers</p> <table><tr><th></th><th>Advantages</th><th>Disadvantages</th></tr><tr><td>Umbrella 1</td><td>1 It will keep you dry. 2 You can see where you are going.</td><td>1 It won't be good on windy days. 2 It will be difficult to get out of.</td></tr><tr><td>Umbrella 2</td><td>1 You can hold on to it in strong winds.</td><td>1 It will be uncomfortable for some people.</td></tr><tr><td>Umbrella 3</td><td>1 You can take your coffee with you. 2 You can keep one hand free for holding other things.</td><td>1 It may spill hot coffee. 2 You have to take it out with one hand to drink.</td></tr></table>		Advantages	Disadvantages	Umbrella 1	1 It will keep you dry. 2 You can see where you are going.	1 It won't be good on windy days. 2 It will be difficult to get out of.	Umbrella 2	1 You can hold on to it in strong winds.	1 It will be uncomfortable for some people.	Umbrella 3	1 You can take your coffee with you. 2 You can keep one hand free for holding other things.	1 It may spill hot coffee. 2 You have to take it out with one hand to drink.
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Activity Book page 63	Read: Activity 1 1. Tell learners to read through the vocabulary box and check the meaning of the words. 2. Elicit from learners where this text comes from (a newspaper article). 3. Have learners read the article and answer the true or false questions. Feedback Nominate learners to give an answer. <div>Answers</div> 1T; 2F; 3T; 4F		
	Use of English: Activity 2 1. Ask learners to complete the sentences using the correct form of the verb in brackets. 2. Tell them they can refer back to the Use of English box on page 79 of the Learners Book if they need to. Feedback Choose five volunteers to each read one of the complete sentences aloud. <div>Answers</div> 1 will start; 2 will use; 3 won't break; 4 won't be; 5 will be		
Resources	Plenary		
Activity Book page 63	1. Ask learners to think what Adeeb's design will look like and to share their ideas with the class. <div>Answers</div> 1 will start; 2 will use; 3 won't break; 4 won't be; 5 will 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: (G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will. (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.1.1.2) 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: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a story for pleasure. Listening: To listen to a story for pleasure. Speaking: To discuss questions about the story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and listen to a fictional story about a young inventor • guess the meaning of words and phrases from context • discuss their personal reaction to the story and the behaviour of the characters.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 7 and 8 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a strap, a chin, excited, to blow, to wrestle, a lead, amazed, nasty, neighbourhood, quietly, loudly, towards, stupid, a shoulder, roughly, embarrassed, dirty, gently, carefully, a mind, wonderful, prize, a voucher, to spend, fantastic, creative</i> Key expressions/structures: <i>to test something, to solve a problem, his heart sank, to pick up, to enter a competition</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not read much fiction in English and so they may find a text of this length challenging or intimidating. For this reason, it is important to deal with the story in sections, as it appears in the Learner's Book. You can go through the questions and answers as a class, to make sure that learners are able to understand and follow the story as they go along. • There is always vocabulary in a fictional text that learners will not have come across before. This is a good opportunity to practise the skill of deducing meaning from context. Vocabulary activities before, during and after reading, particularly those that focus on parts of speech, will help learners to do this. 		
Resources/equipment needed: Learner's Book pages 80–82 Activity Book page 63–64 Audio Tracks LB28–32		

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
Activity Book page 63	<p>1. Go through the answers to homework from Activity Book Lesson 8 Activity 2. Invite learners to give an answer.</p> <p>Answers</p> <p>1 will start; 2 will use; 3 won't break; 4 won't be; 5 will be</p>
Resources	Main activity
Learner's Book page 80	<p>Talk about it: Activity 1</p> <p>1. Ask learners to think about the questions in Activity 1: <i>Have you ever had a crazy idea for an invention? What was it? Did you tell anyone? What was their reaction?</i></p> <p>Feedback</p> <p>Ask learners to discuss their answers in small groups then have a brief class discussion.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book pages 80–81 Audio Tracks LB28–32	<p>Read and listen: Activities 2 and 3</p> <p>1. Discuss the title of the story with learners and have them predict what the story might be about.</p> <p>2. Have them read/listen to the first section and then elicit what Hamed's 'crazy idea' was.</p> <p>3. Then tell them to read and listen to all the sections and answer the questions.</p> <p>Feedback</p> <p>Discuss the answers as a class and invite learners to give an answer.</p> <p>Suggested answers</p> <p>Hamed's crazy idea is an umbrella hat.</p> <p>1 Hamed was pleased and excited about his new invention.</p> <p>2 It was designed to keep the rain off and to keep the person dry.</p> <p>3 Hamed put it on his head and went out into the street where it was raining.</p> <p>4 They were unfriendly.</p> <p>5 Ali pulled the hat off Hamed's head and then threw it on the road.</p> <p>6 The boys thought it was funny and they laughed at Hamed.</p> <p>7 Hamed felt sad and embarrassed.</p> <p>8 He saw a lady, one of his neighbours.</p> <p>9 She thought it was wonderful.</p> <p>10 He felt better.</p> <p>11 She told him to ignore people when they laugh at him and to keep trying.</p> <p>12 She wanted to organise a competition to find the best young inventor in town.</p> <p>13 He felt very happy.</p> <p>Differentiation activities (Support):</p> <p>1. Do this activity as a class, reading/listening and stopping at the end of each section to discuss the questions and answers.</p>

	Differentiation activities (Stretch): 1. Have learners work alone to complete the activity. 2. Have learners discuss their answers with a partner or small group before feeding back as a class.		
Activity Book page 64	Read: Activity 1 1. Have learners read the sentences and choose the correct answer. Feedback Invite learners to give an answer. Answers 1a; 2b; 3b; 4a		
Resources	Plenary		
Learner’s Book page 82	Talk: Activity 4 1. If time allows, have a class discussion and ask learners what they think of the story so far. Do they like it? Why/why not? 2. Ask learners for their ideas on how to continue the story.		
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: (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot. (G6.3.1.1.7) 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: 10
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To guess the meaning of words from context. Speaking: To talk about personal values. Listening: To participate in a discussion about personal values.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work out the meaning of adverbs from the context of the story • use adverbs to complete sentences from the story • talk about the importance of believing in yourself • talk about positive attitudes.
Link to prior learning: <ul style="list-style-type: none"> • Lesson 9 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>loud, quiet, calm, excited, rough, gentle, quick, slow, careful</i> Key expressions/structures: Adverbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is always vocabulary in a fictional text that learners will not have come across before. This is a good opportunity to practise the skill of deducing meaning from context. Vocabulary activities before, during and after reading, particularly those that focus on parts of speech, will help learners to do this. 		
Resources/equipment needed: Learners Book page 82 Activity Book page 64–65 PCM 1		

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
PCM 1	<ol style="list-style-type: none"> 1. Give each learner a copy of the PCM and a blank sheet of A4 paper. Make sure they have access to scissors and glue. 2. In order to recap the story so far, ask learners to read the sentences from the story, cut them out and stick them on the blank sheet in the correct order. <p>Feedback Nominate learners to read out a sentence.</p> <p>Answers</p> <p>1b, 2g, 3a, 4c, 5j, 6i, 7f, 8h, 9d, 10e</p>
Resources	Main activity
Learner's Book page 82	<p>Read: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with learners and elicit other examples. Write them on the board. 2. Set a strict time limit of ten minutes. 3. Have learners look for the adverbs in blue in the text. 4. Have learners work out the meaning from the context of the story. 5. Then choose the correct adverb to complete the sentences. <p>Feedback Invite learners to give an answer.</p> <p>Answers</p> <p>1 loudly; 2 gently; 3 carefully; 4 roughly; 5 quickly</p>
Activity Book page 64	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in groups of four to discuss the questions. 2. Ask learners for their ideas on how to continue the story. <p>Answers:</p> <p>Activity 1 (suggested):</p> <ol style="list-style-type: none"> 1 They behaved badly. They laughed at him and made fun of his invention. 2 She was kind and interested in his invention. 3 She told Hamed not to care about what they boys said. 4 He believed his invention was good.
Activity Book page 65	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look through the words in the box. Elicit from learners what part of speech they are (adjectives). 2. Learners then change them into their adverb form. 3. Learners choose an adverb to complete the sentences. <p>Feedback Learners work with a partner or in small groups to compare their answers. Then feed back as a class, nominate learners to give an answer and write it on the board.</p> <p>Answers</p> <p>1 carefully; 2 quickly; 3 roughly; 4 gently/carefully; 5 happily/quickly</p>

Activity Book page 65	Activity 4 1. Ask learners to look at the sentences in Activity 3 again and underline the verb that the adverb describes. Feedback Nominate learners to give an answer. Answers 1 put; 2 turned; 3 pulled; 4 took; 5 ran		
	Resources		
	Activity Book page 65		
Activity Book page 65	Plenary Talk: Activity 5 1. Put learners to work in groups of four to discuss their answers to the question and prompts. 2. Circulate and monitor, encouraging learners to explain their opinions in detail. Feedback Feed back as a class by asking a learner from each group to tell the class what they discussed. Answers Learners’ own answers.		
	Learning styles catered for (✓):		
	Visual	Auditory ✓	Read/Write ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.4.1.1) 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. (G6.3.4.2.3) Apply knowledge of suffixes (for example, -ing, -ly), prefixes (for example, over-, un- roots, word patterns, and known words to determine word meanings.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk and share ideas with other learners. Listening: To listen to a presentation. Reading: To read a text for information. Writing: To write questions for a presenter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their ideas for a future invention • listen to a presentation for information • complete the text of a presentation with the correct form of <i>will</i> and <i>won't</i> • match sections of a presentation with headings • write follow up questions about the presentation topic.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 7 and 8 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: <i>a judge, a competition, a prize, audience, communication, transport, comfort entertainment, jet</i> Key expressions/structures: <i>will/won't</i> for future predictions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have pronunciation problems. They may say '<i>want</i>' instead of '<i>won't</i>' or use the full form of <i>will</i> rather than the contracted form '<i>'ll</i>' when speaking. If this happens, you can drill the correct form. • Learners may know that <i>will</i> and <i>won't</i> can also be used to promise, refuse and offer. If the issue comes up, point out that while that's true, the focus of this lesson is on future predictions. 		
Resources/equipment needed: Learner's Book page 83 Activity Book page 66–67 Audio Tracks LB33–35		

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. Spend two minutes brainstorming inventions already mentioned in the unit so far, and any other inventions, not mentioned, that learners can think of.
Resources	Main activity
Learner's Book page 83	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about their answers to the questions: <i>If you could invent something new, what would it be? Think about ideas for inventions under these topics. Compare your ideas with your partner.</i> 2. Put learners in pairs to discuss their ideas. <p>Feedback</p> <p>Conduct a brief class discussion to elicit ideas. Write ideas on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 83 Audio Track LB33	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to Kim give a presentation about her new invention. Elicit from learners the meaning of <i>audience</i>. 2. Have learners listen and complete the questions. <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>Kim is presenting her idea to a group of judges in a competition. If she wins the competition, she'll win a prize of a lot of money. The prize money will enable her to make her invention idea and sell it.</p>
Learner's Book page 83 Audio Track LB34	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to listen to Kim's presentation and choose which picture she is describing. 2. Then learners listen again and answer the questions. <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>Picture c</p> <ol style="list-style-type: none"> 1 She shows her audience a picture of her idea. 2 Organisation of information: 1 A description of the idea; 2 How you use the invention; 3 Why people need this invention; 4 A summary of the idea
Learner's Book page 83 Audio Track LB35	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Learners listen to the audience's questions and complete them. <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 How do you keep your balance on the Super Jet Boots?; 2 Where do you put the jet fuel to give the boots power?

Learner's Book page 83	<p>Write: Activity 5</p> <p>1. Put learners to work in pairs to think and write two questions for Kim using their own ideas.</p> <p>Feedback</p> <p>Ask learners to read out their questions to the class or invite learners to write them on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 66	<p>Use of English: Activity 1</p> <p>1. Tell learners to look at the picture of the invention. Have learners suggest some ideas about what they think the invention will do and how it will work.</p> <p>2. Learners read the text to check their predictions.</p> <p>3. Then learners complete the activity by using <i>will</i> or <i>won't</i> and a verb from the box.</p> <p>Feedback</p> <p>Nominate learners to read out the paragraphs.</p> <p>Answers</p> <p>1 will change; 2 will improve; 3 will be; 4 won't have to; 5 will make; 6 won't get; 7 will like; 8 will do</p>
Activity Book page 67	<p>Read: Activity 2</p> <p>1. Have learners read the text again and match the sections with a heading.</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 Why people need this invention: D; 2 Introduction: A; 3 How you use the invention: C; 4 A summary of the idea: E; 5 Description of the idea: B</p> <p>Differentiation activities (Support):</p> <p>1. Do this activity as a class. Go through the headings and paragraphs one by one, eliciting from the learners where the evidence is in the text.</p> <p>Differentiation activities (Stretch):</p> <p>1. Cover the headings and ask the learners to write their own.</p> <p>2. Then have them compare their ideas with those given.</p>
Activity Book page 67	<p>Write: Activity 3</p> <p>1. Learners sort the words to make five questions from Bassam's audience after his presentation.</p> <p>Feedback</p> <p>Invite learners to write an answer on the board.</p> <p>Answers</p> <p>1 How will the Brain Pen correct mistakes?; 2 What will the handwriting look like?; 3 Will the headphones be comfortable to wear?; 4 Will the pen use electricity?; 5 How much will the Brain Pen cost?</p>

Resources	Plenary		
Activity Book page 67	Activity 4 1. Ask learners to write two more questions to ask Bassam about the Brain Pen.		
	Feedback Feedback as a class by nominating a learner to read out one of their questions and inviting another learner to answer it using their own ideas.		
	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: (G6.1.1.1.1) Understand, responds to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films. (G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.3.2.1.3) Describe the key features of short informational texts (for example, introduction, details ordered by feature (for example, chronological order, compare and contrast, cause and effect, sequential and description). (G6.4.2.1.1) Build on and continue applying concepts learned previously. (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and match descriptions with corresponding pictures. Speaking: To explain the purpose and function of an item; to discuss and rate the usefulness of an item. Writing: To describe the purpose and function of an item.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to adverts for silly gadgets and match them with the picture • describe what these gadgets are for and how they work • write an explanation of how a gadget works based on a diagram • express their opinion on the usefulness of these silly gadgets.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1–7 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>noodle, fan, to press, a press, toothpaste, tube, spoon</i> Key expressions/structures: <i>to be wide awake, to blow cool air</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Correctly explaining how a gadget works depends on the learners understanding the purpose and function of the gadget as well as the specific vocabulary needed. You should check that learners know the purpose of the gadget and understand how it functions using their mother tongue if necessary. 		
Resources/equipment needed: Learner's Book page 84 Activity Book page 68 Audio Track LB36		

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
	<ol style="list-style-type: none"> 1. Ask learners what they have studied so far in the unit. Refer to topics, themes and language. 2. Ask learners to rate how confident they feel about their ability to discuss the topic of gadgets and inventions on a scale of 1–3. 1: not confident at all; 2: need more practice; 3: very confident. 3. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace.
Resources	Main activity
Learner's Book page 84	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners work in groups of four to discuss their answers to the questions: <i>Are all inventions useful? Have you ever seen a stupid gadget? Describe it to a partner. What was it for? Did it work well? Why do you think it was stupid?</i> <p>Feedback Discuss as a class and invite learners to share their answers and ideas. Write ideas on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 84 Audio Track LB36	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures with the text covered. Elicit from learners what the purpose of these gadgets is and how they work. 2. Then learners listen to the audio and match the descriptions with the pictures. <p>Feedback Invite learners to give answers.</p> <p>Answers</p> <p>1c; 2b; 3a</p>
Learner's Book page 84 Audio Track LB36	<p>Listen and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to listen again and answer the questions. 2. Then learners discuss their answers with a partner. <p>Feedback Nominate pairs of learners to give an answer.</p> <p>Answers</p> <p>1 You use it to squeeze toothpaste out of the tube.; 2 You put it over your face to cover your eyes.; 3 You have to remember to charge it before you use it.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can read the text while they listen and complete the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can cover the text while they listen and complete the activity.

Activity Book page 68	<p>Talk: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the diagram and work out how the invention works. Can they think of one problem with the cooling spoon (the air may blow the soup off the spoon and make a mess)? 2. Learners describe the process to their partner. Encourage them to use the language provided. 3. Then have learners discuss whether they think it is useful or if/how it needs improving. <p>Feedback</p> <p>Circulate and monitor. Draw the diagram on the board and invite a learner to come up to the board and explain to the class how it works.</p> <p>Suggested answers</p> <p>You plug it in then you press the on/off button to turn it on. The motor makes the fan work. The fan blows the air in to the fridge unit. The air gets cold. Then the fan blows the cold air out of the hole in the head. The cold air will cool the hot soup on the spoon.</p>
Activity Book page 68	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write some sentences to describe the process of the cooling spoon. <p>Feedback</p> <p>Have learners compare their sentences with their group. Circulate and monitor.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>Learners can work together to write simple sentences.</p> <p>Differentiation activities (Stretch):</p> <p>Learners can write a paragraph using sequencing words.</p>
Resources	<p>Plenary</p>
Activity Book page 68	<p>Look what I can do</p> <ol style="list-style-type: none"> 1. Have learners read the statements and match them with the various lessons and activities. 2. Have learners complete the table with a smiley face according to how they feel about each achievement. 3. Have learners compare their ratings now with their ratings from the Start activity. Have they changed? 4. Have learners compare with a partner then have a quick class survey, inviting learners to put their hands up.

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: (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.4.1.1.4) Write multi-step instructions using appropriate sequence connectives.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To match vocabulary with definitions; to make collocations; to read a conversation. Writing: To make sentence transformations; to make comparisons. Speaking: To participate in a discussion. Listening: To listen and respond in a discussion.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match gadgets with their functions • make collocations related to gadgets and their use • make sentences transformations using <i>used to</i> to describe old-fashioned gadgets • write sentences comparing old-fashioned gadgets with modern gadgets • transform adjectives into adverbs and use them to complete sentences • complete a dialogue with the correct form of <i>will</i> and <i>won't</i> • participate in a conversation with other learners reflecting about the unit, topic, activities and their own progress.
Link to prior learning: <ul style="list-style-type: none"> • All lessons in Unit 5 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from teachers and other learners 		
Key vocabulary: All vocabulary from Unit 5 Key expressions/structures: All structures from Unit 5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed when asked to review a unit as a whole and not know where to start or how to review effectively. This lesson practises the key language and structures using a variety of activities, which will help guide the learner and identify areas of strength and weakness which may need to be addressed with further study. 		
Resources/equipment needed: Learner's Book page 85		

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
	<ol style="list-style-type: none"> 1. Explain to learners that this is the final review lesson for the unit. 2. Write the following questions on the board and ask the learners to spend a few minutes silently looking back through the unit and thinking about their answers to the questions. <i>What topics did you like and why? What activities did you like and why? What did you find challenging and why? What help do you need now? What would you like to find out more about?</i>
Resources	Main activity
Learner's Book page 85	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the gadgets with their uses. 2. Then learners choose two gadgets and write their own sentences for numbers 4 and 5. <p>Feedback Invite learners to give an answer.</p> <p>Answers</p> <p>1b; 2a; 3c; 4e; 5c</p>
Learner's Book page 85	<p>Matching sentence parts: Activity 2</p> <ol style="list-style-type: none"> 1. Learners match the two parts of the sentences. <p>Feedback Nominate learners to give an answer.</p> <p>Answers</p> <p>1c; 2a; 3e; 4 Learners' own; 5 Learners' own</p>
Learner's Book page 85	<p>Making comparisons: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the Language detective box with learners and revise the rules for making comparative adjectives. 2. Do an example with learners on the board using one of the adjectives in the words box. 3. Learners then complete the rest of the activity. <p>Feedback Have learners compare their sentences with a partner. Circulate and monitor. Feed back as a class by inviting a few learners to give an answer.</p> <p>Answers</p> <p>Learners' own answers.</p>

Resources	Plenary		
	<div>1. Refer back to the questions on the board from the Starter activity.</div> <div>2. Ask learners to discuss their answers with a partner.</div> <div>3. Then have pairs join another pair to form groups of four to continue the discussion. Circulate and monitor, making notes about specific areas in which learners may still lack confidence.</div> <div>4. Finally, have a class discussion.</div> <div>5. If there is enough time, have learners briefly look through the next unit and anticipate what they will study next.</div>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty.</div> <div>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions.</div> <div>(G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings.</div> <div>(G6.3.4.2.3) Apply knowledge of suffixes (for example, -ing, -ly), prefixes (for example, over-, un-) roots, word patterns, and known words to determine word meanings.</div> <div>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</div> <div>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.</div>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partner's ideas and suggestions. Speaking: To share ideas and express opinion through creating a project. Reading: To read preparatory notes and follow instructions. Writing: To create a quiz or prepare a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together to achieve a shared goal • organise and manage their time • create a project based on their learning in Unit 5.
Link to prior learning: <ul style="list-style-type: none"> • Unit 5 Lessons 1–13 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining and prioritising tasks to complete the project 		
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: <ul style="list-style-type: none"> • Not applicable 		
Resources/equipment needed: Learner's Book page 86 Paper, pens, coloured paper, card		

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
	<ol style="list-style-type: none"> 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>sadly, happily, excitedly</i> to reflect the adverbs learned in Unit 5. 4. Once finished, ask the learners if they enjoyed it. Delivered well, the answer will be <i>yes</i>. 5. Remind learners 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 86	Research your project <ol style="list-style-type: none"> 1. Direct the learners to look at the project options in the Learner's Book. 2. Learners must decide either to create a quiz or prepare a presentation. 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): <ol style="list-style-type: none"> 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): <ol style="list-style-type: none"> 1. These learners should attempt Project 2. 2. Learners can also give feedback to others on their presentation preparation.
Resources	Plenary
	<ol style="list-style-type: none"> 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: (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest. (G6.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject. (G6.4.4.1.2) 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: 6	Unit: 5	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 ... <ul style="list-style-type: none"> • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 5 21st Century Skills: <ul style="list-style-type: none"> • Productivity and accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts 		
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: <ul style="list-style-type: none"> • Refer to Unit 5, Lessons 1–12. 		
Resources/equipment needed: Learner's Book page 86 Paper, pens, tape to stick work to the walls or windows of the classroom		

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
	<ol style="list-style-type: none"> 1. Introduce the lesson by telling learners that today they will take turns to present their project to the class. 2. Remind learners of the behaviour they should demonstrate when listening to others; for example, not interrupting, not calling out, and maintaining eye contact.
Resources	Main activity
Learner's Book page 86	<p>Presentation preparations: Activity 1</p> <ol style="list-style-type: none"> 1. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area. 2. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary. 3. Decide on a running order.
Learner's Book page 86	<p>Presentation: Activity 2</p> <ol style="list-style-type: none"> 1. Select learners to present their projects to the class. 2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain a good posture and speak in a clear manner and with a suitable pace. <p>Feedback</p> <p>Enable listening learners to ask the presenting learner questions about the presentation. Discuss features of each presentation and ask learners to focus on what worked well and why it worked well.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support 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. 3. This builds confidence in speaking with a focus on fluency in the moment. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to dramatise their presentation.
Learner's Book page 86	<p>Self-reflection: Activity 3</p> <ol style="list-style-type: none"> 1. Advise learners they are going to review their own presentation. 2. Ask the following questions: <i>What went well? What would you change? What did you like that you have seen in other presentations that you could build into yours?</i> 3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Advise learners they can write as much or as little as they like and that if they prefer to use a mind map or equivalent, then that is acceptable as this information is only for their eyes.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Wrap up the lesson with a class discussion based on their self-reflection ideas.

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: (G6.1.1.1.1) Listen to and take notes for requests for information and personal and factual details. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			

Learner's Book

UNIT 1

Track 2

Girl: Hi Aisha, Nadia ... Have you both got a minute?

Aisha and Nadia: Hi ... yeah, sure ...

Girl: I'm interviewing classmates for an article in the school magazine. We want to know what you all get up to when you're not at school. What do you like doing when you've got some free time?

Aisha: I really love playing basketball. There's a court near the block of flats where I live and I love meeting up with my friends and having a game. I really like being outside ...

Girl: So, in general, do you prefer doing activities inside or outside?

Aisha: Outside, definitely! I don't like being inside. I quite like watching TV, but I can't stand playing video games. They're too repetitive – they give me a headache!

Girl: Really? OK. Thanks, Aisha. What about you, Nadia?

Nadia: I don't mind being inside actually. I'm quite good at art and I love drawing cartoons, so I do a lot of that in my free time. I'm better at drawing than sport. I'm hopeless at basketball – I keep tripping over and dropping the ball!

Girl: So Nadia ... when you go out, which places do you like going to?

Nadia: I love going to the park to take photos for my drawings, and watching films at the cinema. I prefer watching films on the big screen to watching DVDs.

Aisha: For me, it's the basketball court around the corner and the park.

Girl: And who do you spend your free time with?

Aisha: Mostly my friends who live in my block of flats and my older brother and his friends too.

Nadia: I go to the park with my two best friends usually and I spend a lot of time with my big sister. She's studying Art at college and she helps me a lot with my drawing.

Track 3

The story of Helen Keller

Part 1

This is the story of a woman, born over 100 years ago, who couldn't see the words on this page or hear them spoken. But she could still talk, write, read, and make friends. In fact, she went to college, wrote nearly a dozen books, travelled all over the world, met 12 US presidents, and lived to be 87.

Meet Helen Keller, a woman from a small farm town in Alabama, United States, who taught the world to respect people who are blind and deaf. Before Helen was born, society did not understand blind and deaf people very well and there were very few opportunities for them to get a good education. It was very difficult for them to be independent and have a job. They often had to have help from other people to care for them throughout their lives.

Helen's mission came from her own life – when she was 18 months old, she was extremely ill, and she lost both her vision and hearing. It was like entering a different world, with completely new rules, and she got very frustrated.

Track 4

The story of Helen Keller

Part 2

By the time she was seven, her parents knew they needed help, so they hired a teacher called Anne Sullivan.

Anne was strict, but she had a lot of energy. In just a few days, she taught Helen how to spell words with her hands (called the manual alphabet, which is part of the sign language that deaf people use). The trouble was, Helen didn't understand what the words meant – until one morning at the water pump (like an outdoor water fountain) she saw things in a new way.

Track 5

The story of Helen Keller

Part 3

Anne helped Helen to hold one hand under the water. Then she spelled 'W-A-T-E-R' into Helen's other hand. It was electric! The feeling turned into a word. Immediately, Helen bent down and tapped the ground; Anne spelled 'earth'. That day, Helen learned 30 words.

Track 6

The story of Helen Keller

Part 4

From then on, Helen's mind raced ahead. She learned to speak when she was ten by feeling her teacher's mouth when she talked. Often people found it hard to understand her, but she never gave up trying. Meanwhile, she learned to read French, German, Greek and Latin in braille! When she was 20, she went to one of the best universities in the country. Her first book, called *The Story of My Life*, was translated into 50 languages. (She used two typewriters: one regular, one braille.) She wrote ten more books and a lot more articles!

UNIT 2

Track 7

Boy 1: Hi, I'm Omar and I live with my family in Alexandria, a big city in Egypt in North Africa. I'm twelve years old and I've just started 6th Grade. Here's how I spend a typical day at school.

I leave my home at about 7.40 am and get to school by 8 am. I live quite near to my school so I always walk. When I get to school, I usually play basketball for ten minutes until the bell rings. School starts at 8.15 am, but first we do ten minutes of exercises to start the day – physical exercises like stretching. Then classes start at 8.25 am. There are nine classes a day, each lasting 45 minutes. We study Science, Maths, Social Studies and Computers, as well as Arabic, English and French. As well as these subjects, we also study Art.

I'm keen on Science because I love doing experiments and I like Maths too, because I enjoy solving problems with numbers. If I could choose, I'd like to have more Science lessons instead of Art. I'm not very good at Art!

Track 8

Girl 1: Here in China, my school day starts at 7.30 am. We have a 2 hour lunch break and then finish school at 5 pm. It's a long day! I go to school from Monday to Saturday, and we have a day off on Sunday. At school we learn all the basic subjects such as Language and Maths, and also about our national history. I've learned to write in Chinese. We use characters instead of letters. The characters are symbols that make words. Our school year is from September to July. During our summer break, we have summer classes to give us more help with our studies.

Girl 2: In Bahrain, our school year is from September to July. We start the day at 8 am and finish at 2 pm, Sunday to Thursday. I'm in the sixth grade and this is an important year for me. I must get good grades so that I can go to the next stage of my basic education. After that, I will join the secondary stage, but not until I am 15 years old.

In school, we study lots of subjects including Islamic Education, Arabic, Science, Maths and Social Studies. At the moment we have the same teacher for most of these subjects. That will change next year when we will have a different teacher for each subject.

Girl 3: In Canada we start school at 9 am and finish at 3.30 pm, Monday to Friday. When I get home from school I start my homework straight away because I always have a lot to do. It's OK though, because we get a nice long holiday in June, July and August for the summer. Then we start the new school year in September. At school we learn reading, writing, Science and Math, as well as Canadian history and Physical Education. We also learn French, because French is spoken in our country, as well as English. I guess my school is quite similar to a lot of American and

European schools, although at my school we don't have to wear a uniform – I wear the same clothes at school and at home.

Track 9

Boy 1: My name is Hassan. I am from the UAE and I am in Grade 6. I have just started at a new school. I will stay here until I finish Grade 9 when I am 14. It is nice to be in a school with just older children, without the little kids in elementary school – they are so noisy. I was a bit nervous about starting at this new school, but I have lots of friends in my class and the teachers are really nice.

Boy 2: My name is Daniel. I am from the UK and I am in Year 6. I am in the last year of primary school. Next year, I will move to secondary school. I like being in the oldest class in the school. I am worried about starting the new school next year. It is much bigger and I am afraid I will get lost. I am also worried that the older children will be so much bigger than me. What if there are bullies?

Girl 1: My name is Katie. I am from Australia and I am in Grade 6. This is my last year in elementary school. I am really happy to be going up to high school next year. My older sister is in Grade 10 and she has lots of really nice friends and they do interesting lessons. Some of my friends are worried about being with so many older children, but I think my sister will look after me if I have any problems next year.

Girl 2: My name is Luisa. I am from Florida in the USA and I am in Grade 6. I have just started junior high school. I'll be here for three years, then move on to the high school. I really like my new school. It is much more grown up. I have my own locker to store my books and bag. I was sad to say goodbye to my teachers at the elementary school, because I had been there for a long time, but I think I will enjoy this school even more.

Track 10

Conversation 1

Girl A: It's really annoying. Every time we work in groups Katie and I do all the work. Tara and Rachel don't do anything! They just mess about, talking and laughing. We're really tired of it!

Girl B: OK, there are a few things you could do ... you could sit and do nothing, so they have to make the first move and start the activity ...

Girl A: Mmm, not sure about that one. We'd probably never get started!

Girl B: How about giving them specific jobs to do, like make notes or find pictures. Or you could ask the teacher to mix up all the groups so you can work with someone new.

Conversation 2

Boy A: I don't know what to do. Three boys in our class are being really mean to Marcus for no reason. They call him names and laugh at him because he's small. And now they've started to push him around at break times. I've told them to leave him alone but they just laugh at me.

Boy B: Why don't you tell the teacher?

Boy A: Marcus says that if we tell the teacher, he will look weak. It will look like he can't stand up for himself.

Boy B: It's OK to tell a teacher. If you don't tell someone, the bullying will probably get worse. I know! The teacher can say that he saw the boys bullying Marcus, not that Marcus has told him. How does that sound?

Boy A: That's a great idea.

Track 11

Part 1

Mohamed looked at his maths book. How many times had he read the page? Five? Six? He still didn't understand it. The test was tomorrow morning, and the maths teacher, Mr Salman, had told all the boys how important it was. Mohamed sighed and looked out of the window. He could see his friends out in the street below, riding their bikes and calling out to each other.

"I just need to work hard," Mohamed told himself. "In another hour, I will understand it all."

Five minutes later, Mohamed jumped onto his bike and rode out to join his friends. "I just need to forget about maths for a while," he thought. "In the morning it will all make sense."

Part 2

The next morning the test began at nine o'clock. Ten minutes later Mohamed was looking down at his shoes in panic. He had read through the whole test and there was only one question he could answer. Everything else was just too difficult. He wanted to cry, or be sick. If he was sick, then Mr Salman couldn't ask him to complete the test, could he? Then maybe Mohamed wouldn't have to take the test at all. He closed his eyes and thought really hard about being sick, but nothing happened. Just then, the school bell rang. "Put down your pens, boys. That's the end of the test," said Mr Salman.

Mohamed looked up in surprise. How had the time gone so quickly? Before he could say anything Mr Salman had collected up the tests and left the room. Mohamed's best friend, Abdullah turned around from the desk in front. "That was pretty hard, wasn't it?" he asked. "But I think I did ok. What about you, Mohamed? I think we should listen more in maths class next time."

Mohamed stood up so quickly that his chair fell to the floor behind him with a bang. "I don't care about Maths, or tests," he shouted. "If you think they are important, Abdullah, then you are just a stupid baby." Mohamed grabbed his bag and ran past his friend, pushing him out of his way. As he went out of the room, Mohamed saw his friend looking hurt and upset.

Track 12

Part 3

The day after the test Mohamed was back in his Maths lesson, waiting for Mr Salman to arrive. The teacher came in with the tests in his hand. "I've brought your tests back, boys," he told them. "It was a very difficult test, which most of you did very well." He handed the tests back to the boys. As Mr Salman passed Mohamed's test to him, he said quietly, "Please stay behind after the class, today, Mohamed. I would like to talk to you about the test." Mohamed looked down at the test on his desk. There was a red '10%' on the front.

He felt hot and cold at the same time. It was even worse than he had thought. When the bell rang for the end of the lesson, Mohamed took his time packing up his books and pens. All the other boys were laughing and chatting. It was the end of the day and they all left quickly. Mr Salman came over to Mohamed's desk. Mohamed couldn't look up. He was sure that Mr Salman would be angry. He knew that the teacher was just about to shout at him and tell him he was stupid. Before Mr Salman could speak, Mohamed jumped out of his chair and grabbed his bag. "It was a stupid test. I hate Maths," he yelled. He ran out of the room and down the hall.

UNIT 3

Track 13

1

I love it because you can play it anywhere – on the beach, on a playing field, in the park – you just need a ball! You don't even need a proper pitch as long as there's enough space. You can make goalposts out of anything – we use our jackets or sweatshirts ...

2

Last year I really hurt my leg playing in a match against another school. Someone hit me really hard with their stick while we were trying to get the ball. I was wearing old shinpads and they didn't protect me very well. It can get really rough on the pitch but I still love playing. I love being in a team because you work together and help each other to play a good game.

3

I really like it because you exercise all of your body and you feel really energetic afterwards. You don't need to buy much equipment – just swimming shorts to wear in the water and goggles to protect your eyes from the chlorine in the pool.

4

I like it because you can play with one other person or in a group of four. There's a court in the sports centre near our house and my mum books it so I can play with my friends. We have to take our own racquets but we can borrow the shuttlecocks from the sports centre.

Track 14

1 First we need to get your heart pumping ready for action with some high powered jumping jacks! OK, so first stand with your feet together, then jump so your feet are apart and bring your hands up above your head, keeping your arms straight. Do 20 without stopping and finally relax!

2 You mustn't start running without warming up your leg muscles. First, run on the spot and warm up your legs and ankles. Second, place your feet wider apart to loosen up your hips too – you should warm up your hips too. At the same time bend your arms and move them backwards and forwards.

3 Now you need to warm up your upper body. Stand still and put your left arm in the air, right arm by your side. Your arms should be straight. Rotate your left arm at the shoulder forward and backwards. Do the same with your right arm. You need to do about 15 turns. Then rotate both arms together, forwards and backwards! You should rotate your shoulders quite slowly. You mustn't rotate them too fast or you'll hurt your muscles.

Track 15

1

Well, I have never liked sports. My father says I should do sport and asks me to play football with him, but I don't want to. I want to sit in front of my computer and play games all day. I don't like getting hot and sports make me very tired. My mother said I must walk up and down the stairs in our apartment building. It is hard work climbing stairs, but I must do it. My mother gets angry when I take the lift.

All my family like to eat healthy food like dates, rice, fish and fruit. Fruit! Yuk! I know I should eat healthy food but I don't like it at all! I love fizzy drinks and eating cheeseburgers, pizza and chocolate.

2

I love sports and try to do something active everyday. My mother and sisters get up very early and go for a walk along the Corniche Road in Abu Dhabi, and I always go with them. I am tired when I wake up, but then all my family say our prayers and go for a walk. It makes you feel great in the morning. I feel ready for school and the day ahead. After school, my sisters and I play badminton together outside under a huge palm tree, and my father and brothers play in a local football team.

We eat healthy food like fruit, fish and a lot of vegetables. I mustn't eat unhealthy food because I will get sick. I want to be fit and healthy so I can have an active life and live to be an old woman. Hopefully, I will have a family of my own and they will all be active, healthy and do sports as well. Everyone should do something active every day.

Track 16

Speaker 1

I love this sport a lot because it keeps me very fit and I can play anywhere. I play this sport with my friends every weekend at my friend's house in the garden. We need shin pads so that our legs don't get hurt, a football and we use our water bottles as goalposts.

Speaker 2

I do this sport three times a week on Mondays, Wednesdays and Fridays. I play this sport with my sisters and it is very good exercise. I need a racquet and a shuttlecock to play this sport.

Track 17

Hamda Al Hosni is an amazing woman. An accident at the age of 2 years old left Hamda disabled, but it did not stop her from following her dreams.

Hamda has won 44 gold medals in athletic competitions around the world. She has competed in many events including wheelchair javelin, shot put, discus, long jump and track races.

Hamda believes in order to be successful you need to have a strong mind and be confident. She says you will not enjoy life if you are always worried. It is very important to stay positive.

As a child Hamda found making friends difficult. She was often treated differently, which made her feel terrible. She knows how important it is not to judge people, and is determined to help others be the best they can.

Hamda is very grateful to the Abu Dhabi Sports Club for teaching her to overcome her disability. The club encouraged her to stay motivated and achieve her goals!

Track 18

Part 1

Salem and his dad came to every Al Jazira home game and Salem told his father what was happening in the matches. Salem's father was blind and couldn't see. He had an accident when he was younger and had to stop working playing football with Salem. Salem was worried that his father would not want to go to football matches, but on the first day their team played, his father said, "Salem!"

"Yes, father?"

"Come on! Hurry up! Let's go to the football match."

"Yipee!"

Both Salem and his father were football supporters and loved the game. Salem described what he could see in live football matches so that his father could understand what was happening.

Track 19

Part 2

The second half of the football match was amazing. The Al Jazira players were very good, and the strikers on both teams were fantastic: Al Qasimi, the striker, and captain, for Al Jazira, and Davis, the striker for United.

Salem found it difficult to describe the football match to his father because it was so fast and so much was happening.

“Al Qasimi is running up the pitch and is midfield, but Davis is running behind him,” Salem told his father.

Suddenly, Al Qasimi kicked the ball and it hit Davis, but Al Qasimi kicked the ball into the net. The crowd were jumping up and down and they were very excited.

“What happened, my son? Tell me quickly!” said Salem’s father.

“Oh my goodness! He scored a goal!” shouted Salem.

“Who? Who?” asked his father.

“Al Qasimi! Al Qasimi scored a goal!” shouted Salem.

“Yay! Fantastic!” said his father.

Track 20

Part 3

The crowd was on its feet and the sound of the cheering got louder and louder. The score was one – nil. Salem’s father was very happy and this made Salem feel great.

“WOW! Al Qasimi is such an amazing player!” said Salem.

“Yes, I know.”

“He kicked the ball so hard and it flew into the net!”

Salem felt bad because his father couldn’t see the amazing goal, so he decided to describe it in more detail, like a reporter on the radio.

“Al Jazira’s amazing Emirati has scored the goal of the day an awesome goal. He blasted down the pitch and the defenders struggled to stop him. He fired a volley past the goalkeeper that was impossible to stop. The crowd cheered and jumped up and down. That’s Al Qasimi’s twentieth goal so far this year. He won the Emirati Player of the Year award two weeks ago, and we can see why.”

Track 21

1 Al Jazira’s **amazing** Emirati has **scored** the **goal** of the **day**.

2 He **blasted** down the pitch and the defenders **struggled** to stop him.

3 He **fired** a volley **past** the goalkeeper that was **impossible** to stop.

4 That’s Al Qasimi’s **twentieth** goal so far this **year**.

UNIT 4

Track 22

1. Adult male: Get ready to laugh ‘til you scream. Terrible twins Horace and Boris are back and they’re crazier than ever! Dad thinks a fun-filled weekend in the great outdoors will encourage the brothers to ‘bond’. How wrong can he be?!

2. Adult male: An adventure too big for one land...

Boy: Torah – don’t leave us...

Torah: But I have to... I am defender of the Secret Scroll... I must do all I can to save it...

Adult male: She knew what she had to do to protect the secret of her land... but would she survive the journey into the unknown...?

3. Mum: Don’t be sad... Suzi was an old cat and she had a good life... and besides, the ones we love never really leave us...

Boy: I sure hope she doesn’t leave me...

Adult male: Be careful what you wish for, little boy! Suzi is back... and she has some unfinished business... Not everyone was sweet to Suzi during her long life... now it’s payback time!

4. Adult male: Lost in an unknown galaxy, 3 billion light years from home...

Zigon: The mutant force is upon us, Captain... we must release the ultra rays...

Captain: Not yet, Zigon, if we release the rays, we risk destroying ourselves as well as the mutant force...

Zigon: But Captain, there is nothing else...

Captain: Never say never, Zigon, I have a plan...

Track 23

Asma: Have you seen any good films recently?

Samira: Yes, last week I went to see *Rise of the Guardians*, with my mum and my little brother.

Asma: Oh, yeah? I don’t think I’ve heard of that. What kind of film is it?

Samira: It’s an adventure story, all in animation. The special effects are amazing. The characters are all so life-like that they look like real people.

Asma: Really? And what’s it about?

Samira: It’s about a group of superheroes who have amazing abilities. All the superheroes are characters from children’s stories.

Asma: Like who?

Samira: The Easter Bunny, the Tooth Fairy and one character is Santa Claus. These superheroes have to protect all the children in the world from an evil spirit called Pitch. Pitch wants to frighten the children and steal all the things that they believe in.

Asma: Eh? I don’t understand! What do you mean?

Samira: Well, he wants to steal things that the children believe are true. So, he tries to make children believe that the superheroes don’t exist. If children don’t believe in the superheroes, the superheroes can’t protect them.

Asma: Strange! It sounds quite interesting though. Where is it set?

Samira: It's set in lots of imaginary places but there is a good scene where one of the heroes goes to Antarctica.

Asma: Would you recommend it? My dad and I are going to the cinema this Saturday.

Samira: Yes, I think so. I liked the ending when the superheroes win and the bad guy is beaten. But I wouldn't recommend it for young kids. My little brother got really bored because he didn't understand the plot. It's a good story, but quite complicated. You have to concentrate quite hard to follow what's going on.

Track 24

In 2001, the film *Shrek* was the first winner of the Academy Award for the Best Animated Feature. The story of a green ogre, whose princess turns into a beast like him, is one of the most popular animation films of all time. With its clever storyline and fantastic computer-generated visual effects, it has made almost \$500 million in cinema sales.

Animated films have come a long way since the first ones were made in the early 1900s. At this time, hundreds of drawings were needed to produce just one minute of film. Then in 1913, animators discovered clever ways to make the process quicker. In 1928, the first film starring Mickey Mouse was made by Walt Disney and a legend was born. It was also the first time that sound was added to cartoon drawings. In 1937, the first full-length animated film was produced by Walt Disney too. It was called *Snow White and the Seven Dwarves*. Animated films became popular in the 1940s and 1950s, when classic Disney films such as *Bambi*, *Peter Pan* and *Lady and the Tramp* were watched by millions of people in cinemas. Then during the 1990s there was another revolution. Computers were used for the first time to make animated films. In 1995, *Toy Story* was released – the first full-length animated film on computer.

Track 25

- a In the early 1900s
- b In the 1950s
- c During the 1990s
- d The 1920s

Track 26

1. Tina ran until she was exhausted, and then she threw herself down on the sand and gleefully rolled to the water's edge. The ocean was warm, and there was hardly any surf at all. She sat for a while, catching her breath, and then she looked back toward her parents and the car, to see how far she had come.

Her mother waved, beckoning her to return. Tina waved back cheerfully, pretending she didn't understand. Tina didn't want to put sunscreen on. She wanted to stay right here.

Now her mother was calling to her, and Tina decided to move out of the sun, back from the water, to the shade of the palm trees. Tina sat in the sand, and kicked the dried mangrove leaves. She noticed many bird tracks in the sand. Costa Rica was famous for its birds.

2. In the sand, some of the three-toed bird tracks were small. Other tracks were large, and cut deeper in the sand. Tina was looking at the tracks when she heard a chirping, followed by a rustling. The chirping was probably some ocean bird. She waited quietly, not moving, hearing the rustling again. A few yards away, a lizard emerged from the mangrove roots and peered at her.

3. Tina held her breath. The lizard stood on its hind legs, balancing on its thick tail, and stared at her. Standing like that, it was almost a foot tall, dark green with brown stripes along its back. Its tiny front legs ended in little lizard fingers. The lizard cocked its head as it looked at her.

Tina thought it was cute. Sort of like a big salamander.

4. The lizard wasn't frightened. It came towards her, walking upright on its hind legs. It was hardly bigger than a chicken. Tina thought it would make a wonderful pet. She noticed that the lizard left three-toed tracks that looked exactly like bird tracks. The lizard came closer to Tina. She kept her body still, not wanting to frighten the little animal. Maybe it expected her to give it some food. Unfortunately, she didn't have any food.

The lizard paused, cocked his head and chirped. 'Sorry,' Tina said, 'I just don't have anything.'

And then, without warning, the lizard jumped onto her hand. Tina could feel its little toes pinching the skin of her palm, and she felt the surprising weight of the animal's body pressing her arm down. And then the lizard scrambled up her arm, toward her face.

UNIT 5

Track 27

Ben: What is your favorite gadget? What couldn't you live without?

Luke: It's got to be my mobile phone – I can't live without it. I can use it to talk to my friends, send texts, as a camera, a calculator, a stopwatch and a calendar! If I could choose one thing, it would be my phone. What about you?

Ben: Hmm. I do like my phone too, but the most important gadget for me is my laptop. I can use it to surf the Internet, send emails, play games and do my homework.

Luke: But, you can send emails and surf the Net on a phone too and it's smaller. I think it's more useful than a laptop.

Ben: That's true, but it depends on the type of phone, and you can't use your phone to write things like essays.

Luke: Yes – I suppose they are both useful for different reasons.

Track 28

Hamed stood outside his house with a big smile on his face. He was very happy with the rain and wind on this December afternoon. This was perfect weather for testing his amazing new invention – his Umbrella Hat – for the very first time. He put the hat on his head, put the strap under his chin and started walking along the street. It didn't rain often in Dubai and he was so excited about trying out his new invention. Did it keep the rain off? Did the wind get under the hat and blow it away? After a few minutes, he knew that his invention worked wonderfully. He passed a man who was wrestling with an umbrella and a bag of shopping as he tried to open his car door. The man stared open-mouthed as Hamed calmly walked past. Hamed knew the man was amazed at this new gadget that kept you dry and left your hands free. 'Soon everyone will want one!' he thought.

Track 29

Then his heart sank. Walking towards him on the other side of the road were the al Barsha Boys, three nasty neighbourhood brothers. Hamed turned quickly to run back home, but it was too late. The three boys stood around him, laughing. Ali, the biggest one, pulled Hamed's Umbrella Hat off his head roughly. "What's THIS?" he shouted. "It's an Umbrella Hat," Hamed said quietly. "You wear it when it rains and ..." But the boys weren't listening. Instead they were laughing loudly. "It looks stupid! Do you really think anyone will wear that stupid thing?" Ali asked. He threw the hat over his shoulder and the three boys ran off shouting with laughter. Hamed stood on the side of the road until the boys had turned the corner.

Track 30

Sad and embarrassed, Hamed picked up his dirty invention from the street. He felt hot tears in his eyes. Maybe nasty Ali was right ... 'Maybe people will think my invention is stupid. Maybe I am stupid to think that people will want one' he thought. Suddenly he looked up and saw a lady looking at him kindly. "I was just leaving my house when I saw you and those boys. Are you okay?" she asked.

Track 31

Then she saw the Umbrella Hat in Hamed's hand. It was broken now, and dirty. "Er ... what's that?" she asked. "It's my Umbrella Hat. I made it myself ..." said Hamed. He waited for the lady to start laughing like the al Barsha Boys did. But she didn't. She gently took the hat out of his hands, held it up and looked at it carefully. "What a wonderful idea!" she said. "Did you think of it yourself?" "Yes!" said Hamed. Then, the lady started to ask him lots of questions about the Umbrella Hat and about how he made it.

Track 32

Finally she said, "What a clever mind you have, Hamed! If you can invent something like this now, what will you be able to do when you're a grown-up? Don't listen to boys like that who laugh at you. Keep inventing and one day you will invent something really wonderful! And you've given me a great idea," she said. "I own a shop – Gadgets4U. I will run a competition to find the best young gadget inventor in our town. We must help creative minds like yours, Hamed! I will show the three best inventions in my shop. As prizes, the inventors will each get a voucher to spend on gadgets. Will you enter my competition, Hamed? I'm sure you'll win a prize." Hamed was so happy. Gadgets4U was one of his favourite places. It would be amazing to have one of his inventions in that shop. He thanked the lady and ran home happily to invent something fantastic for her competition. He suddenly felt much better and he already had lots of ideas in his mind.

Track 33

Teacher: OK, Kim, are you ready? Remember you are presenting your idea to a group of judges in a competition – they have a lot of money to give to the best invention idea. If you win this money, you'll be able to make your invention and sell it. Convince them that this is a fantastic idea and deserves the prize! Now off you go ...

Track 34

OK. Good morning everyone. My name's Kim and today I'm going to describe an idea for a fantastic invention. Here is a picture of my idea. These are Super Jet Boots. This invention will change the way people travel because it is much faster and safer than a car and much cheaper than a plane. As you can see, Super Jet Boots let you fly through the air because they have powerful jets on the bottom of the boot. You control these jets with buttons on the side of the boot. You just put them on, press the buttons ... and go! And the jets lift you high into the air. Super Jet Boots are a fast and easy way to travel and will solve the traffic problems in our city because people won't need to travel by car any more. Also, with Super Jet Boots people won't have so many traffic accidents. There is plenty of space in the air for people to travel, so people won't crash into each other – and they'll be able to travel as fast as they like. To sum up, Super Jet Boots are a fast and safe way to travel because you can fly through the air instead of on the road. They are also environmentally friendly. If people travel by Super Jet Boots, they won't need to use their cars. Now that's the end of my presentation. Thank you for listening. Does anyone have any questions?

Track 35

Judge 1: Yes, thanks, Kim for your interesting idea. But I've got a question. How do you keep your balance on the Super Jet Boots?

Kim: Oh that's not a problem! The jet will be so powerful that you can stand up straight!

Judge 2: And where will you put the jet fuel to give the boots power?

Kim: Er ... , I think it'll go in the bottom of the boots, in the soles.

Teacher: OK. Thanks Kim. Very interesting But there are lots of good ideas in this competition. Which idea will the judges choose? We'll have to wait and see ...

Track 36

a

How can you get every last bit of toothpaste out of the tube, without making a mess? You need the new Total Toothpaste Press. Just clip it on the end of your toothpaste tube and turn the screw slowly. It will press the sides of the tube together and it will push the toothpaste out carefully without making a mess. It will save you money by helping you get every last bit of toothpaste out of the tube. Every family needs one!

b

Are you ever tired at school and want to sleep, but don't want to get into trouble? You need the Wide Awake sleep mask. Just put it over your eyes when you are sitting at your desk and no one will know that you are resting. The teacher will think you are listening carefully! You can use your Wide Awake sleep mask in other places too, or any time you are bored and would prefer to be sleeping. You will find this is a very useful invention.

c

Do you get bored waiting for your hot noodles or spaghetti to cool down? Then you need the New-Noo noodle cooler. It works just like an electric fan. It will blow cool air over your hot noodles so that you won't have to wait to eat them. You can use your noodle cooler with forks, spoons or chopsticks. You can take your noodle cooler to restaurants or parties and amaze your friends. Just remember to charge the battery first.

Activity Book

UNIT 1

Track 2

- 1 terror
- 2 beauty
- 3 excitement
- 4 amazement
- 5 satisfaction
- 6 bravery

UNIT 3

Track 3

- 1 You wear goggles to protect your eyes when you swim.
- 2 You wear shin pads on the front of your legs when you play football.
- 3 You hit a shuttlecock when you play badminton.
- 4 Boys wear swimming shorts when they swim.
- 5 You hit the ball with a racquet when you play tennis.
- 6 You kick the football between the goalposts when you score a goal.

Track 4

- a Bend over and touch your toes.
- b Keep your arms straight.
- c Rotate your arms ten times.
- d Bend your neck to the left shoulder and then the right shoulder.
- e Rotate your arms quickly.
- f Stand up straight.
- g Bend your left leg and hold your toes.
- h Count to ten and relax.

Track 5

Speaker 1

I play a lot of sports, but my favourite is badminton. It is great exercise and you can play anywhere. When it's windy, I can't play.

Speaker 2

Warming up is important before doing any sport, and I usually bend over and touch my toes twenty times.

Speaker 3

I always warm up before I do any sport so that my heart beats faster and my muscles stretch. You must do about twenty star jumps.

PCM 1: Start Small, Think Big



Hamed sees the al Barsha Boys walking towards him and tries to run away. (a)

Hamed feels very excited about testing his new invention – his Umbrella Hat – outside in the street near his home. (b)

The al Barsha Boys laugh at Hamed and his Umbrella Hat. (c)

The lady has an idea for a young inventors' competition. (d)

After talking to the lady, Hamed feels much better. (e)

A lady from another house in Hamed's street sees Hamed and the boys and asks him if he is ok. (f)

PCM 1: Start Small, Think Big



Hamed is pleased that his Umbrella Hat protects him against the rain and wind. (g)

Then the lady looks at Hamed's Umbrella Hat and likes it a lot. She thinks that it is a clever idea. (h)

Hamed feels very sad. Now he thinks that his invention is stupid. (i)

Ali throws the Umbrella Hat on the ground. The boys run away laughing. (j)

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