

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask questions about photos. To compare and contrast places. Listening: To listen to descriptions of places. Writing: To use new vocabulary at word level. Reading: To read sentences and identify the correct option to complete them.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> relate their learning to their own living environment analyse the differences between living in a city and in the country talk about their personal preferences.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of the features of a city Adjectives 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>road, office buildings, village, path, pavement, lake, forest, mountain, field</i> Adjectives: <i>beautiful, clean, dirty, crowded, peaceful, colourful, amazing, noisy, pretty, popular, small, modern, ancient</i> Key expressions/structures: Adjectives describing town and country		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Listening tasks are often perceived as being challenging for learners. To manage this, explain that you will play the audio several times to reassure learners. You may also have prepared flashcards representing target language and can guide lower-level learners to these when the target language is mentioned. Discuss some of the language they are likely to hear before playing the audio. 		
Resources/equipment needed: Learner's Book page 129 Activity Book page 100 Audio Track LB50 Dictionaries, photos of cities and the countryside		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to close their eyes and imagine what the ideal place to live would be like.2. Ask them to think about the things they would have in that place and what they could do.3. Allow them a little time to visualise the place.4. Then ask them to open their eyes and describe the place.5. Help them with additional vocabulary if necessary.
Resources	Main Activity
Learner's Book page 129	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Show the learners pictures of cities and of country scenes. Which do they prefer?2. Ask learners what they might find in a city.3. Elicit names of buildings and features of a city. Remind learners of work covered in Unit 2 in relation to cities.4. In pairs, learners talk about where they live, the country or the city, and then say what they like about it.5. Circulate, helping with extra vocabulary as needed.6. You may wish to write the new words on the board for future use. <p>Feedback</p> <p>Monitor the learners and encourage them to compare and contrast both places. They should give opinions and justify them.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 129	<p>Talk: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to look at the photos and describe what they see.2. Tell them to discuss the advantages and disadvantages of living in each place.3. Ask them to make notes of their ideas. <p>Feedback</p> <p>Closed pairs.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 129	<p>Word study: Activity 3</p> <ol style="list-style-type: none">1. Ask learners to look at the photos again and use the example sentences to ask and answer questions about the words in the box.2. Encourage them to look up the words they don't know in the dictionary. <p>Feedback</p> <p>Learners work in pairs, closed feedback.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 129 Audio Track 50	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to two children talking about where they live. 2. Explain that they will be referring to the photos that the learners have looked at previously. What do they think the children will say about these places? Elicit a few ideas as preparation for the listening activity. 3. Play the audio at least twice. Learners listen and identify which place each child is talking about. 4. Ask learners to look at the adjectives in the box and to give example sentences to check the meaning. Play the audio again and ask learners to classify the adjectives the children use to describe the places and find the adjectives that are used in both instances. <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>Boy – Picture a (Shanghai) crowded, noisy, colourful, modern, amazing, ancient, popular</p> <p>Girl – Picture b (Orta San Giulio) beautiful, peaceful, amazing, small, pretty, popular</p> <p><i>Popular</i> and <i>amazing</i> are used in both descriptions.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could create a two-column table in advance for the learners to write the adjectives in, with <i>city</i> and <i>country</i> as headers. 2. It may also be easier if learners number the adjectives before listening so that they then just have to write the numbers in the table rather than worrying about the spellings. 3. Support learners before and during listening (see misconceptions above). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can use the adjectives to write a sentence about each of the places in the photos.
Activity Book Page 100	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures and complete the words. <p>Feedback</p> <p>Call out a number from the picture and ask learners to respond with the correct word.</p> <p>Answers</p> <p>1 road; 2 office building; 3 pavement; 4 mountain; 5 field; 6 lake; 7 forest</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs for additional support and refer back to the words in the Learner's Book if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create their own pictures and swap with peers to label.

Activity Book page 100	<p>Activity 2</p> <p>1. Learners circle the adjectives which best describe the city or the country.</p> <p>Feedback</p> <p>Read out the sentence starters and stop when it comes to choosing an option. Ask learners to continue the sentence with the correct adjective.</p> <p>Answers</p> <p>1 peaceful; 2 popular; 3 crowded; 4 beautiful</p> <p>Differentiation activities (Support):</p> <p>1. You could prepare matching vocabulary and picture cards to allow for a more hands on approach to linking meaning.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners note down other related vocabulary and categorise these words according to whether they describe the city or the country.</p>		
Resources	<p>Plenary</p> <p>1. Ask learners which place they chose to live in at the beginning of the lesson.</p> <p>2. Ask them if they have changed their minds now. Ask: Why?/Why not?</p> <p>3. Open class discussion.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.</p> <p>(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use adjectives to compare and contrast different places. Reading: To read for information and meaning. Writing: To describe a location and use comparatives. Listening: To listen to peers talk about the places they prefer.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> compare the city and the country personalise their learning to reflect on where they live use comparatives to describe photos in comparison to another place.
Link to prior learning: <ul style="list-style-type: none"> Adjectives Expressing opinion 21st Century Skills: <ul style="list-style-type: none"> Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully. 		
Key vocabulary: Adjectives: <i>clean, dirty, peaceful, amazing, beautiful, crowded, noisy, pretty, popular, small, modern, ancient, large, humid, fast, cheap</i> Key expressions/structures: Comparatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Not applicable 		
Resources/equipment needed: Learner's Book page 130 Activity Book page 101 A4 paper, map of the UAE, photos of different places for learners to describe		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Learners work in groups or teams.2. Give each team a sheet of A4 paper. Ask teams to fold it half.3. Ask learners what words they can remember to describe a town or city. They write these on one half.4. Ask learners what words they can remember to describe the country. They write these words on the other half.5. Teams swap papers and mark according to accuracy of spelling.6. The winning team is the one with the most correct words.
Resources Learner's Book page 130	Main Activity Use of English: Activity 1 <ol style="list-style-type: none">1. Learners work in pairs or small groups and use the Guided discovery strategy to learn about comparatives.2. Read the questions one at a time and ask learners to reflect and work out the answers by referring to the <i>Use of English</i> box.3. Give learners time to discuss their ideas and then share them with the whole class.4. Support by providing plenty of examples during the feedback section. Feedback <p>Elicit the answers as a whole class and ask for more examples to demonstrate each point. Write these on the board.</p> <p>Learners could write the notes as rules in their notebooks.</p> Answers <ol style="list-style-type: none">1a the letter <i>y</i>; b change <i>y</i> to <i>ier</i> (<i>dirty</i>–<i>dirtier</i>)2a one syllable; b add <i>er</i> (for example, <i>cleaner</i>, <i>bigger</i>. Note that for 'big' it is necessary to double the last letter, so 'big' becomes 'bigger'.)3a two and three syllables; b add <i>more</i> and <i>than</i> (<i>more peaceful than</i>)
Learner's Book page 130	Talk: Activity 2 <ol style="list-style-type: none">1. Ask learners to look at the pictures. Ask them where the places are (the UAE) and ask them to locate them on a map of the UAE.2. Ask learners to describe the pictures using adjectives from the box in Lesson 1, Activity 4. Feedback <p>No feedback at this stage.</p> Answers <p>Possible answers</p> <p>Khor Fakkan – beautiful, clean, peaceful, pretty, amazing</p> <p>Dubai – crowded, noisy, amazing, modern, popular</p> Differentiation activities (Support): <ol style="list-style-type: none">1. Prepare additional examples to encourage confidence and practice of the adjective rules. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners can choose to expand their discussion to include any other places they have been, either in the UAE or elsewhere.

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

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask some of the learners to read out their written tasks to the rest of the class. 2. Encourage the remaining learners to pick out the adjectives used and say what form they were used. 3. Have a show of hands to evaluate whether the city or the country is the most popular place in the class. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.2.1.3) Describe the key features of short informational texts (for example, introduction, details ordered by feature, chronological order, compare and contrast, cause and effect, sequential and description).</p> <p>(G5.3.3.1.3) Connect the information and events in a text or story to life experiences.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about energy and the carbon footprint. Reading: To read an information text and respond to a written survey. Listening: To listen to peers give an opinion.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> reflect on the impact of their carbon footprint use subordinate clauses to reflect on their knowledge of environmental factors talk about what changes they could make at school to reduce the carbon footprint.
Link to prior learning: <ul style="list-style-type: none"> Expressing opinion, awareness of environmental concerns from previous units, for example, eco-homes and towns. 21st Century Skills: <ul style="list-style-type: none"> Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners. 		
Key vocabulary: carbon footprint, carbon dioxide, reduce, pole, recycle, produce, absorb, melt Key expressions/structures: Subordinate clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> When talking about personal behaviour, there is a general perception that some learners may become shy or embarrassed. To change the focus of this, you could make the feedback anonymous in Activity 2 and prepare results in groups. 		
Resources/equipment needed: Learner's Book page 131 Activity Book page 102		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter 
	<ol style="list-style-type: none">1. Remind learners of the new words they learned in Lessons 1 and 2.2. Ask how they think big cities affect the environment. For example, clean air, space and noise.3. Think about the different ways of travelling discussed in Unit 2 and whether some of these methods would have more of an impact in the city compared to the country.
Resources	Main Activity
Learner's Book page 131	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Learners work in pairs and look at the pictures.2. Encourage them to discuss the questions and ask them to make notes of their answers. <p>Feedback</p> <p>Learners share their ideas with their partner about what they think a carbon footprint is.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 131	<p>Read: Activity 2</p> <ol style="list-style-type: none">1. Focus on the <i>Reading strategy</i> box and point out that skimming is a very useful strategy to use.2. Read the strategy with learners and explain how it can help them. Explain that it is helpful because they don't always need to read the whole text to find the information they need.3. Tell learners to look at the headings and discuss how headings can help them locate the information they need.4. Ask learners to read the text and check if their ideas were correct. <p>Feedback</p> <p>Check that learners understand the term <i>carbon footprint</i> and re-read the relevant section in the text to highlight where the information explaining this can be found.</p>
Activity Book page 102	<p>Read: Activity 1</p> <ol style="list-style-type: none">1. Explain that learners now need to re-read the text in the Learner's Book to look for more details and that this time they should read the text carefully for detail, using the headings to guide them.2. When they have finished, they read the sentences in the Activity Book and decide if they are true or false.3. Encourage learners to give reasons for their answers and to indicate where in the text they found the information. <p>Feedback</p> <p>Peer correction. Learners check together to see if they have the same answers. Ensure that learners understand why there is a need for people to reduce their carbon footprint and have a class discussion if necessary. Refer learners to the Vocabulary box to clarify any unknown words.</p> <p>Answers</p> <p>1 T; 2 T; 3 T; 4 F</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use the Jigsaw reading strategy to break up the reading into smaller pieces and allocate individual learners a specific question to answer. 2. Learners can then share the information they found to answer all the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more True/False questions and share these with their peers.
Activity Book page 102	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will do a survey to identify how big their carbon footprint is. 2. Ask learners to answer the questions individually by placing ticks next to the relevant answers. 3. They can then discuss their answers in pairs and compare their results. <p>Feedback</p> <p>Learners could compare their answers with a wider group before discussing the results as a whole class. Ask learners to express their results as a score out of six and tally the results on the board. Focus on how big or small the class's carbon footprint is and what learners could do to reduce it.</p>
	<p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners which answers show they have a low carbon footprint. Why? If learners need extra help, explain why each answer means having a lower carbon footprint than alternatives; for example, walking to school results in a lower carbon footprint because it avoids using a car, and turning off lights saves power. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could use the tally results from the board to produce a bar chart to show the carbon footprint results for the class. 2. Ask them to write a couple of sentences summarising the class results. 3. Encourage learners to present their results to the class.
Activity Book page 102	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Revise with learners the rules to form comparative adjectives. Prompt by writing different adjectives on the board such as <i>small, dirty, amazing</i>. 2. Focus on the activity in the Activity Book and ask learners to complete the gaps by changing the adjectives. Point out that there are two gaps in some sentences and ask/remind learners what comes after the comparative adjective (<i>than</i>). <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 smaller than; 2 bigger than; 3 better; 4 more careful; 5 cleaner</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners how many syllables are in each adjective and refer them to the <i>Use of English</i> box in Lesson 2 as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write three more examples of gapped comparative sentences for Activity 3 and ask their peers to complete them.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Learners discuss how energy is used at school. Make a list on the board as a class. 2. Ask learners to consider the following: Is energy used correctly? Can they think of ways to improve the school's energy use? How? 3. As a class, learners discuss their ideas and suggestions. 4. They can vote for which suggestion is the easiest to carry out and see if it can be implemented in the future. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.</p> <p>(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand an article about helping the environment. Speaking: To discuss ways that we can help the environment. Writing: To complete sentences containing subordinate clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> reflect on the impact of planting trees on the environment identify missing information in a subordinate clause use superlatives to compare places and things share opinions in a class discussion.
Link to prior learning: <ul style="list-style-type: none"> Awareness of environmental concerns from previous units (eco-homes and towns). Build on personal accountability from Lesson 3. 21st Century Skills: <ul style="list-style-type: none"> Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners. 		
Key vocabulary: <i>produce, oxygen, reduce, carbon dioxide, plant, release, environment, forest, ice, pole, melt</i> Key expressions/structures: Subordinate clauses; expressing opinions: <i>we believe/we think</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners can feel overwhelmed by a text-dense page. Guide them to understand the different reading skills that will support them in finding specific information: <ul style="list-style-type: none"> Scanning – rapid reading assisted by key words to locate specific pieces of information Skimming – rapid reading focusing on the title and headings Reading for gist – reading topic sentence signposts to get the main idea. 		
Resources/equipment needed: Learner's Book page 132 Activity Book page 103		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Recap some of the ways our carbon footprint could be reduced.2. Discuss which of these learners already do and which ones are more difficult.3. Focus on planting trees and explain that learners will now read a text which will explain why this is important.
Resources	Main Activity
Learner's Book page 132	<p>Read: Activity 1</p> <ol style="list-style-type: none">1. Learners read the text and find two reasons why it's important to plant trees. Ask the learners specific questions to practise their scanning skills, such as, <i>How many trees are there?</i>2. Revise words and expressions by having a quiz. <p>Feedback</p> <p>Discuss answers as a class and ask learners to justify their choices. Encourage them to point out where in the text they found the information.</p> <p>Answers</p> <p>Possible answers: Because trees release oxygen and use carbon dioxide, making our air cleaner. They make homes for animals. They make the countryside look beautiful. They help the environment.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Direct learners to the smaller text boxes and ask them to find information from these. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask learners to find as many reasons as they can and give examples.
Activity Book page 103	<p>Use of English: Activity 1</p> <ol style="list-style-type: none">1. Learners work in pairs or small groups and use the Guided discovery strategy to learn about superlatives.2. Read the questions one at a time and ask learners to reflect and work out the answers by referring to the <i>Use of English</i> box.3. Give learners time to discuss their ideas and then share them with the whole class.4. Support by giving plenty of examples in the feedback section. <p>Feedback</p> <p>Elicit the answers as a whole class and ask for more examples to demonstrate each point. Write these on the board. Learners could write the notes as rules in their notebooks.</p> <p>Answers</p> <p>1 a one syllable; b add 'est' (the biggest, the cleanest) 2 a two and three syllables; b add 'the most' (the most peaceful, the most amazing)</p>

Activity Book page 103	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners circle the correct answer. 2. Encourage them to refer back to the <i>Use of English</i> box in Lesson 2 to check their answers. <p>Feedback</p> <p>Learners check their answers in pairs.</p> <p>Answers</p> <p>1 the most important; 2 the best; 3 largest; 4 the smallest; 5 the most amazing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Use of English</i> box and remind them how to make superlative adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional sentences for their peers.
Activity Book page 103	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to make sentences that are true for them using the words in the box. <p>Feedback</p> <p>Ask learners to share their sentences with the class. If you have the space, this can be done as a mingle activity. You can ask some learners to write their sentences on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what things they could do to help conserve energy. 2. Go around the class asking for different suggestions until you have exhausted the possibilities. (At a later date, or for homework, learners could produce posters to put up around the school to encourage other learners to reduce their carbon footprint.) 3. Answers could include: <ul style="list-style-type: none"> • Turn off the tap when brushing teeth. • Turn off the air conditioning when not using a room. • Recycle their drink cans.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			
(G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.			
(G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about changes in a city or town. Listening: To listen to and identify opinions. Reading: To read and match sentence halves based on listening text information. Writing: To label a picture with vocabulary from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify opinions make comparisons between the past and present recognise and name household appliances.
Link to prior learning: <ul style="list-style-type: none"> Expressing opinion Listening skills Past tenses 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>street lights, car, underground train, washing machine, microwave, dishwasher, mobile phone, television, iron, cooker, fridge</i> Key expressions/structures: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio. 		
Resources/equipment needed: Learner's Book page 133 Activity Book page 104 Audio Tracks LB51 and AB13–14 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter 1. Show learners some photographs of cities in the past and today. 2. Elicit some ideas on how they have changed. <ul style="list-style-type: none">• Are there more or fewer buildings?• Are the buildings bigger or smaller?• Are the open spaces the same?
Resources Learner's Book page 133	Main Activity Talk about it: Activity 1 1. Ask learners to talk about the place where they live, how long they have lived there and how they think it has changed over the years. 2. Then focus on the photos of Dubai and discuss how the city has changed over time according to the photos. Feedback Whole class discussion after initial pairwork. Answers Learners' own answers.
Learner's Book page 133 Audio Track 51	Listen: Activity 2 1. Focus on the <i>Listening strategy</i> box and tell learners that they should listen for the expressions of opinion when they try to identify a speaker's opinion. 2. Tell them that they should also use these expressions when giving their own opinion. Elicit examples by asking learners to say how they think Dubai or their home town/city has changed. 3. Ask learners to listen to the first part of Amina's presentation about her city and say what she prefers – the past or the present. 4. Play the audio at least twice and elicit the answers from the class. Feedback Discuss answers as a whole class. Establish what helped them decide on their answer. Ask if learners can remember any of the opinion sentences in full and, if so, write these up on the board. Answers Amina prefers the present-day Dubai.
Learner's Book page 133 Audio Track 51	Activity 3 1. Focus on the words in the box. Check that learners understand the meaning of each. 2. Ask learners to listen to the audio again and find out which things are different in past and present-day Dubai 3. Play the audio at least twice again. 4. Check the answers as a class. 5. Ask learners to compare with their home town. Feedback List the items on the board within a table like the one below. Ask learners to come up and tick or cross, according to the information in the audio. Check that all learners agree.

	<p>Answers</p> <table border="1"> <thead> <tr> <th></th><th>Past</th><th>Present</th></tr> </thead> <tbody> <tr> <td>street lights</td><td>No</td><td>Yes</td></tr> <tr> <td>cars</td><td>No</td><td>Yes</td></tr> <tr> <td>metro</td><td>No</td><td>Yes</td></tr> <tr> <td>skyscrapers</td><td>No</td><td>Yes</td></tr> </tbody> </table>		Past	Present	street lights	No	Yes	cars	No	Yes	metro	No	Yes	skyscrapers	No	Yes
	Past	Present														
street lights	No	Yes														
cars	No	Yes														
metro	No	Yes														
skyscrapers	No	Yes														
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain that learners just need to listen for the items mentioned and identify whether they existed or not. They can ignore any other language for this activity. 															
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write comparative sentences for each of the items in the photos. 															
Learner's Book page 133	<p>Word study: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to learners that as well as things we can see on the outside, the inside of buildings would have changed too. 2. Focus on the picture of the home appliances and the words in the box. 3. Learners point to the things they can see in the picture and match them with the words. 4. Ask learners which of these appliances they have at home. 5. Ask whether they think these things would have been around in the past. If not, ask what they think people did instead. <p>Feedback</p> <p>Learners share their answers in pairs before feeding back to the whole class.</p> <p>Answers</p> <p>1 fridge; 2 mobile phone; 3 microwave; 4 iron; 5 washing machine; 6 cooker; 7 dishwasher; 8 television</p>															
Activity Book page 104 Audio Track 13	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Learners listen to Ahmed describing his city in the past and the present. 2. They must then match the sentence halves to make sentences that express his opinions. <p>Feedback</p> <p>Read the first part of each sentence and then ask learners for a show of hands for each of the answer options. If there is a difference of opinion, play the audio again and encourage learners to listen for the specific information. Explain that there may be different options that would work, but that they need to identify the language used by Ahmed.</p> <p>Answers</p> <p>1 b; 2 d; 3 a; 4 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of the language used in the <i>Listening strategy</i> box in the Learner's Book. Explain they will hear this as part of the activity. Reassure them that you may play the audio several times. 2. Signal to the learners when the relevant information is coming up in order to focus their listening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can read the sentences, predict which halves may match and then check to see if they were correct from the listening text. 															

**Activity Book
page 104
Audio Track 14**

Vocabulary: Activity 2

1. Learners listen again to the second part of the audio where Ahmed is talking about home appliances.
2. Explain that learners must tick the appliances Ahmed mentions.
3. Then they look at the number allocated to each item and write the name of it on the correct writing line below.

Feedback

Call out the numbers and encourage learners to respond with the name of the appliance. Check the spelling by asking individuals to come to the board and write the words while the rest of the class calls out the letters.

Answers

1 television; 2 mobile phone; 3 fridge; 4 microwave; 5 cooker; 6 washing machine; 7 dishwasher

Differentiation activities (Support):

1. Remind the learners that the vocabulary in Activity 4 of the Learner's Book will help them with the correct spelling.

Differentiation activities (Stretch):

1. Learners can draw a picture of a kitchen of the future. Using their imagination, encourage them to label and explain any new kitchen items they invent, for example, a solar-powered dust collecting robot that sweeps and washes the floor with no human assistance.

Resources

Plenary

1. Ask learners to think about what has changed in their Emirate since the UAE was formed in 1971.
2. Ideas may include: equal access to education for boys and girls, stronger relationship with neighbouring emirates, oil boom, the number of foreigners living and working in the UAE, the road system, improvements in health and social care.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G5.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.

(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.

(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask *wh-* questions about past events.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify facts and opinions. To listen to a peer presentation. Speaking: To pronounce regular past simple verbs in the correct way. To deliver a short presentation. Reading: To read sentences and identify the missing verb forms. Writing: To make notes for a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use past simple regular and irregular verbs demonstrate the correct pronunciation of regular past simple verbs Learners will be able to give a spoken presentation about changes in their city or home town in the past and present and give their opinion about these changes.
Link to prior learning: <ul style="list-style-type: none"> Home appliances Pronunciation -ed endings Past simple tense 21st Century Skills: <ul style="list-style-type: none"> Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: electricity, stove, oil, wood, dishwasher, microwave, television, mobile phone, washing machine, iron Key expressions/structures: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences. 		
Resources/equipment needed: Learner's Book page 134 Activity Book page 105 Audio Tracks LB52–53 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter												
	<ol style="list-style-type: none">1. In pairs, learners discuss which of the appliances from the previous lesson they think people used in the past.2. Encourage learners to give their opinions using <i>I think that ...</i>, <i>I'm sure that ...</i>, <i>I know that ...</i>3. Encourage learners to share ideas using the opinion target language.												
Resources Learner's Book page 134 Audio Track 52	Main Activity Listen: Activity 1 <ol style="list-style-type: none">1. Explain that learners will now listen to a presentation, which will give them the answers to the questions raised at the beginning of the lesson.2. Play the audio and check the answers as a class. Feedback <p>Ask learners to list the items and encourage others to say whether they agree or disagree. Ask learners to discuss how different things would be today without these items.</p> Answers <p>No dishwashers, microwaves, televisions, mobile phones or washing machines. There were (oil or wood) stoves.</p>												
Learner's Book page 134 Audio Track 53	Pronunciation: Activity 2 <ol style="list-style-type: none">1. Tell learners they are going to listen to the pronunciation of regular verbs in the past simple.2. Point out the known verbs that learners heard in the previous listening activity: <i>cooked, washed</i>.3. Recap the ending for regular verbs in the past simple and write some further examples on the board.4. Learners can then read through the <i>Use of English</i> feature to check that they understand the rules.5. Play the audio once and tell learners that they are to just listen at this point.6. Ask them if they notice any difference in the final sounds.7. Explain that there are three different endings to regular verbs in the past. Can they recall these from previous units and give examples?8. Ask learners to listen again and put the verbs they hear in the correct column.9. Play the audio a few more times for learners to check. Feedback <p>Copy the table onto the board and ask learners to supply answers for each column.</p> Answers <table border="1"><thead><tr><th><i>/ɪd/</i></th><th><i>/t/</i></th><th><i>/d/</i></th></tr></thead><tbody><tr><td>needed</td><td>cooked</td><td>travelled</td></tr><tr><td>painted</td><td>washed</td><td>cleaned</td></tr><tr><td></td><td>walked</td><td>used</td></tr></tbody></table>	<i>/ɪd/</i>	<i>/t/</i>	<i>/d/</i>	needed	cooked	travelled	painted	washed	cleaned		walked	used
<i>/ɪd/</i>	<i>/t/</i>	<i>/d/</i>											
needed	cooked	travelled											
painted	washed	cleaned											
	walked	used											

Activity Book page 105	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Refer to the <i>Language tip</i> about regular and irregular verbs in the past simple. Ask learners to provide examples of regular verbs in sentences. Write the infinitive of some irregular verbs on the board. For example, <i>get</i>, <i>swim</i>, <i>run</i>. Ask learners if they know the past tense forms. Elicit answers and write the correct forms on the board. Learners then complete the task independently and match the present and the past simple forms of the verbs. <p>Feedback</p> <p>Check the answers in pairs and then as a whole class.</p> <p>Answers</p> <p>have – had is/are – was/were walk – walked cook – cooked ride – rode live – lived</p>
Activity Book page 105	<p>Activity 2</p> <ol style="list-style-type: none"> Recap how we change the verbs to the negative form by looking at the example together. Ask learners to complete the sentences with the correct form of the verb. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 didn't have; 2 walked, was; 3 weren't; 4 rode; 5 lived; 6 didn't use</p>
Activity Book page 105	<p>Activity 3</p> <ol style="list-style-type: none"> If you feel that learners need more practice with regular and irregular verbs in negative and affirmative forms they can complete Activity 3. Tell learners to look at the example first then complete the rest of the activity. <p>Feedback</p> <p>Check the answers as a class. If time, nominate learners to write the answers on the board.</p> <p>Answers</p> <p>Possible answers: The houses didn't have water or bathrooms. People didn't have cars. They didn't have modern appliances. There weren't any skyscrapers or apartment blocks. People didn't drive. People lived in/had big houses. People used oil or wood to cook.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can work in pairs to complete this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write using other verbs that they know which may not be in the box.

Learner's Book page 134	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to pair up for this activity and that at the end they are going to discuss their opinions with another pair about the past and present. 2. Encourage learners to work through the questions and instructions and to use Activities 2 and 3 in the Activity Book as a model. 3. When learners have answered the questions in pairs, learners compare their ideas with another pair. 4. Point out the <i>Words to remember</i> box and encourage learners to use these phrases in their discussions. <p>Feedback</p> <p>Circulate, listening to learners and asking them questions while they are discussing the questions. You may wish to do some follow up on the most common mistakes you have observed.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to draw conclusions about the past and present and to express their opinions. 2. Ask them to pick one thing that they could not live without and give reasons for their answers. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.			
(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.</p> <p>Writing: To write facts demonstrating an understanding of vocabulary and themes covered.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 1–6 • revise vocabulary related to city and country, carbon footprint, past and present, home appliances and giving opinions • reflect on their own learning.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of Unit 9, Lessons 1–6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Vocabulary from Unit 9, Lessons 1–6</p> <p>Key expressions/structures: Expressions and structures from Unit 9, Lessons 1–6</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Refer back to Lessons 1–6 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 135</p> <p>Activity Book page 106</p>		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter <ol style="list-style-type: none">1. Ask learners what they can remember from Unit 9 and write their answers on the board.2. Revise words and expressions from the unit by playing a game.3. Ask questions linked to: spelling, naming household appliances, irregular adjectives, comparatives and superlatives.4. The winning team is the one with the most points at the end of the competition.
Resources Learner's Book page 135	Main Activity Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners that this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask learners to turn to page 135 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. Feedback Learners compare answers in pairs, then small groups, and finally as a whole class. Answers 1 a – noisy; 2 b – more peaceful; 3 c – ancient; 4 a – electricity; 5 b – small; 6 c – prefer; 7 b – opinion; 8 c – washing machine; 9 b – rode
	Differentiation activities (Support): <ol style="list-style-type: none">1. Monitor and check for non-understanding of the questions.2. Do not give the answers, but offer support in understanding the questions.3. Allow learners to refer to their books for the work they have completed. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 106	Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners that they should complete this task individually. Feedback Learners can check and compare their answers with peers. Answers Learners' own answers.
Activity Book page 106	Activity 2 <ol style="list-style-type: none">1. Learners continue to work individually to complete the table with comparatives and superlatives of the adjectives they used in Activity 1.2. Monitor and support as necessary. Feedback Learners can check and compare their answers with peers. Answers bigger than, the biggest; dirtier than, the dirtiest; more ancient, the most ancient

Activity Book page 106	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners what phrases they have learned for giving opinions and write these on the board. 2. Learners write sentences using the comparatives and superlatives from Activity 2. 3. Monitor and support as necessary. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 106	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Advise learners they are going to write about reducing their carbon footprint and that they must use the facts they have learned from the unit. 2. Give learners time to refer back to their books in order to find the information they need. 3. Instruct them to write five sentences expressing their opinion about reducing their carbon footprint and to use comparatives where possible. <p>Feedback</p> <p>Build up a list on the board. How many different ways were mentioned?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their Learner's Book and Activity Book to support their search for information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can develop additional review questions and swap with a partner.
Activity Book page 106	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. <p>Feedback</p> <p>Self-reflection.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with key vocabulary and phrases from Unit 9 if needed to make links between lexis and content. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–6.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 9. 4. Accept open class feedback.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			
(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about a favourite place. Writing: To use adjectives to describe interesting places.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use descriptive adjectives to refer to known and unknown places talk to their peers about interesting places recognise and use adjectives with similar meanings.
Link to prior learning: <ul style="list-style-type: none"> Adjectives used for places Past tenses Personal experience 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
Key vocabulary: <i>old, ancient, huge, strange, mysterious, colourful, exciting, exotic, modern</i> Key expressions/structures: Descriptive adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Not applicable 		
Resources/equipment Learner's Book page 136 Activity Book page 107 Dictionaries		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter 1. Ask learners what kind of books they like reading. 2. Elicit a few book titles from them and ask what they are about. 3. These can be titles from the Graded Readers in class as part of the Literacy project or from texts outside the class.
Resources Learner's Book page 136	Main Activity Talk about it: Activity 1 1. In pairs, learners talk about the last book or story they have read. 2. Encourage them to speak about where the story is set and why it was special or unusual. Feedback You may wish to elicit a few book titles from the class after they have finished. Answers Learners' own answers.
Learner's Book page 136	Talk: Activity 2 1. Focus on the pictures and ask learners if they recognise the places. 2. Elicit the names from the class. <ul style="list-style-type: none">• Cappadocia, Turkey• Eilean Donan Castle, Scotland• Wahiba Sands, Oman 3. In pairs, learners discuss the questions. 4. Ask them to write down the adjectives they think they can use to describe the places shown in the photos. Feedback Elicit adjectives from the class and write them on the board. Answers Learners' own answers.
Learner's Book page 136	Word study: Activity 3 1. Ask learners to look at the photos and the adjectives in the box. 2. Learners can look up the words they don't know in the dictionary and write down the definitions in their notebooks. 3. Learners then use the adjectives to describe the places in the photos. Feedback Elicit answers as a class. Ask learners to call out which adjectives they used for each photo. Did everyone use the same adjectives? Were there any that weren't used? Why? Answers Learners' own answers.
	Differentiation activities (Support): 1. You may wish to choose to replace the adjectives for these learners and reinforce some of the words that were introduced earlier in this grade instead.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can expand on the lexical set of adjectives provided to talk about the places.
Learner's Book page 136	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and choose adjectives from Activity 3 to complete them. 2. Explain that they can use more than one adjective and if they do, they should separate them using commas. 3. Point out that the adjectives chosen are based on their own opinions and that answers may differ across the class based on their perceptions of each place. <p>Feedback</p> <p>Check the answers in pairs and then as a whole class. Discuss any differences in the adjectives that were chosen.</p>
Activity Book page 107	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look and match the adjectives to the parts of the picture they best describe. 2. Explain that they do not need to use all of the adjectives and that they can choose the ones that they think best describe the parts of the picture. They may well have different answers to their peers. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>Possible answers:</p> <p>huge – mountain old – picnic rug ancient, strange – building colourful – bird exciting – cars</p>
Activity Book page 107	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to use the adjectives from Activity 1 to complete the sentences. <p>Feedback</p> <p>Learners compare answers with a partner and then check the answers as a class. Ask if there are any other adjectives that learners would choose to use instead.</p> <p>Answers</p> <p>Possible answers:</p> <p>1 huge; 2 old; 3 ancient; 4 colourful; 5 exciting</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You may wish to provide two options for each answer so that the learners can choose which one to use. 2. Ensure that one of the options would be more unlikely which will enable learners to understand the difference in meanings between the different adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can choose more than one adjective for each item and add their own ideas as well as using the adjectives given in the box.

Learner's Book page 136	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to talk about their favourite place. 2. Encourage them to give reasons for their answer and tell them to use adjectives to describe it. <p>Feedback</p> <p>If learners are happy to share their favourite place with the class, make a list on the board. Encourage learners to pick one adjective that best describes their place.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they found out about any new places today. 2. Ask which places they found most interesting when talking with their peers. 3. You may want to have a class vote for the most interesting. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a descriptive essay and identify paragraph headings. Listening: To listen actively to class responses. Speaking: To participate in feedback for class discussion. Writing: To write a descriptive essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> build on their learning in this unit by writing a personal descriptive essay demonstrate an understanding of how to scaffold a piece of writing use appropriate paragraphs in their writing.
Link to prior learning: <ul style="list-style-type: none"> Adjectives and comparisons from previous lessons Present and past simple 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>lush, huge, famous, beautiful, interesting, large, colourful, exciting</i> Key expressions/structures: Expressing opinions: <i>I think ... ; I would like to ... ; I'm not keen on ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel challenged by the writing task. Guide learners through the scaffolded steps and encourage them to use their planning sheet in the Activity Book to gain confidence in what they plan to say before they begin writing. 		
Resources/equipment needed: Learner's Book page 137 Activity Book page 108 Internet access if available		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter <ol style="list-style-type: none">1. Start with a game involving rapid recall of adjectives from the previous lesson and previous units.2. Put learners in teams to go to the board in turn and write a descriptive adjective on the board.3. If you do not have space, give each team a piece of paper to write on instead.4. The team with the highest number of correctly spelled adjectives wins.												
Resources Learner's Book page 137	Main Activity Read: Activity 1 <ol style="list-style-type: none">1. Tell learners to read the text and decide which place is being described.2. Explain that they do not need to read the text in detail at this point.3. Encourage learners to justify their answers. Feedback Whole class. Answers Eilean Donan Castle, Scotland.												
Learner's Book page 137	Activity 2 <ol style="list-style-type: none">1. Ask learners to read and answer the questions.2. These questions require learners to find specific words and to reflect on the structure and style of the text.3. You may ask them to work in pairs and discuss their answers. Feedback When they have finished, discuss the answers as a class and encourage learners to refer back to the text in each case to explain their answers. If you have the facilities, you could show learners around the castle (http://www.eileandonancastle.com/webcam/) to allow them to experience it visually as well as from the text. Answers 1 Paragraph 1: Location, Paragraph 2: Description, Paragraph 3: Opinion <table border="1"><thead><tr><th>scenery</th><th>animals</th></tr></thead><tbody><tr><td><i>famous</i></td><td><i>interesting</i></td></tr><tr><td><i>lush</i></td><td><i>large</i></td></tr><tr><td><i>huge</i></td><td><i>colourful</i></td></tr><tr><td><i>beautiful</i></td><td></td></tr><tr><td><i>colourful</i></td><td></td></tr></tbody></table> 3 I think (this is the most beautiful place I've ever seen). I'm not very keen on (animals). I think (it would be very exciting). Differentiation activities (Support): 1. Learners read through the text and only look for adjectives. Ask them to circle or underline them.	scenery	animals	<i>famous</i>	<i>interesting</i>	<i>lush</i>	<i>large</i>	<i>huge</i>	<i>colourful</i>	<i>beautiful</i>		<i>colourful</i>	
scenery	animals												
<i>famous</i>	<i>interesting</i>												
<i>lush</i>	<i>large</i>												
<i>huge</i>	<i>colourful</i>												
<i>beautiful</i>													
<i>colourful</i>													

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

Learning styles catered for (✓):

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

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

Standards/SLOs:

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

(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.

(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending.

(G5.4.3.1.1) Apply the rules of capitalisation.

(G5.4.3.1.2) Correctly use apostrophes with contractions and possessives.

(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> talk about journeys and make predictions listen to a story about a lost city read and understand a story about a lost city.
Link to prior learning: <ul style="list-style-type: none"> Past simple regular and irregular verbs; lexis to describe cities 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>valley, wonderful, ancient, modern, surprise, dates, crowded, hungry, roar, roof, gold, silver, step</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not be able to relate to the concept of the <i>Lost City</i> initially. Personalise the story by referring to the pictures, which feature two young Emirati children, and having the learners summarise the story along the way to ensure they are following the plot. 		
Resources/equipment needed: Learner's Book pages 138–139 Activity Book page 109 Audio Track LB54		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ul style="list-style-type: none">Ask learners if they like stories about journeys. Have they read any?Remind them of the journey they read about Ibn Battuta.Elicit some names of other stories from the class (fact/fictional) that involve travelling.Ask learners to briefly tell you what the story was about.
Resources Learner's Book page 138	Main Activity Talk about it: Activity 1 <ul style="list-style-type: none">Ask learners to talk about their travelling experiences. Have they ever been on a journey? Ask them to describe where they went and what they did. If learners are short of ideas, model one yourself first and then set the task.Refer learners to the prompt questions and have them discuss their travelling experiences in pairs or small groups. Feedback Learners' own answers. Ask pairs or groups to share their discussion points with the class.
Learner's Book page 138	Activity 2 <ol style="list-style-type: none">Personalise the story by referring to the pictures, which feature two young Emirati children. Explain that they are going on an adventure.Tell learners to look at the pictures and discuss the questions.Ask learners what they understand by the title <i>The Lost City</i>. Ask if they think a city really can be 'lost' and explain that in this case it is implying that the city is remote and no longer inhabited therefore people do not really know about it.Encourage learners to think about reasons why the children would want to visit such a city.Learners make some notes of their ideas in pairs or small groups. Feedback Learners can check and compare their answers with peers from other groups. Answers Learners' own answers.
Learner's Book page 138 Audio Track 54	Listen and read: Activity 3 <ol style="list-style-type: none">Tell learners they are going to read and listen to the first part of the story.Tell them to ignore any unknown vocabulary for the time being and to concentrate on the general meaning of the story.Explain that they should listen to see if their answers to the questions in Activity 2 were correct.Play the audio at least twice. Check the answers as a class. Feedback Learners check in pairs, then as a whole class. Answers The travellers: two Emirati boys/Hamad and Jassim They go on this journey for an adventure/to find the surprises/learners' own answers.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Accept one-word answers and encourage learners to underline any words that they think are important in answering the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners retell as much of the story as they can remember and answer the questions verbally, in full sentences.
Learner's Book pages 138–139	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions and then read the first part of the text again. They should choose the correct answer for the questions. 2. Ask learners to guess the meaning of unfamiliar words from the context or by using dictionaries. 3. Proceed in the same way with the remaining sections of the text. Discuss the answers as a class. <p>Feedback</p> <p>Learners can check and compare their answers with peers before whole class feedback.</p> <p>Answers</p> <p>1a; 2b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When learners have finished, ask them which words they found the most difficult. Then ask them to choose a maximum of three words to learn and write down. They can either draw a picture or write a definition to help them remember. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
Activity Book page 109	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the story again and underline the Activity 1 sentences in the text. This will give them more context to the activity. 2. Learners then match each sentence to the picture it describes. <p>Feedback</p> <p>Learners can check and compare their answers with peers before whole class.</p> <p>Answers</p> <p>1a; 2c; 3b; 4d</p>
Activity Book page 109	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and decide if the sentences are true or false. 2. Then they correct the false sentences in their notebook. <p>Feedback</p> <p>Learners can check and compare their answers with peers. Encourage self- and peer correction before checking answers as a whole class.</p> <p>Answers</p> <p>1 F. Jassim and Hamad are young boys. 2 F. Hamad knows more about the Lost City. 3 T 4 F. It takes several hours. 5 F. He has a rest, then walks slowly up the rest. 6 F. Hamad says they must be quiet.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate to learners where they can find the answer in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their own true or false questions for peers. 		
Resources	Plenary		
Learner's Book page 139	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Discuss the events of the story with the class. What are the boys looking for? Why does Hamad speak in a low voice? Why does he say <i>We need to be quiet</i> and <i>Don't touch anything</i>? 2. In groups, children predict what happens next and share their ideas with the rest of the class. 3. Write each group's prediction on the board. 4. The class then vote for the most likely ending. 5. Explain that the story will be continued in the next lesson and learners will then find out what happens next and see if their predictions were correct. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media.</p> <p>(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.</p> <p>(G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and understand an extended text. Listening: To listen and understand a story. To identify the different ending sounds of regular past simple verbs. Speaking: To discuss values linked to a story. To pronounce verb endings correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand an extended story text identify and pronounce the past simple form of regular and irregular verbs explore values related to a story.
Link to prior learning: <ul style="list-style-type: none"> Past simple regular and irregular verbs 21st Century Skills: <ul style="list-style-type: none"> Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences. 		
Key vocabulary: <i>drum, hit, reach, chirp, gold, silver, whisper, surprise, reward, dates</i> Key expressions/structures: Past simple regular verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find the pronunciation of the verb endings tricky. Provide lots of practice and clearly spoken examples as well as repetition of the audio if required. 		
Resources/equipment needed: Learner's Book pages 140–141 Activity Book page 110 Audio Track LB55		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ul style="list-style-type: none">Discuss the events of the story so far with the class.Ask learners to retell the events of the story in order and also recall their predictions regarding what happens next in the story.You could support this with drawings on the board to illustrate different parts of the story.
Resources	Main Activity
Learner's Book page 140 Audio Track 55	<p>Read and Listen: Activity 1</p> <ol style="list-style-type: none">Tell learners they are going to read and listen to the rest of story.Explain that they should ignore any unknown vocabulary for the time being and concentrate on the general meaning of the story.Tell them to listen and read, answer the questions and then see if their predictions were correct.Pause the audio at the relevant places to enable learners to discuss and answer the questions.Use this time to check that learners have a general understanding of what is happening in the story and identify any language problems. <p>Feedback</p> <p>Whole class feedback for answers to the questions can take place once learners have listened to the relevant parts of the audio. Spend time at the end of the story discussing learners' predictions and whether any of them predicted correctly.</p>
	Answers 1 c; 2 b
Learner's Book page 141	<p>Word study: Activity 2</p> <ol style="list-style-type: none">Ask learners to match the words in blue from the text with the definitions.Ask them to find the words and read the whole sentence before deciding. This will help them contextualise the word.Check the answers as a class. <p>Feedback</p> <p>Early finishers can write the answers on the board. If time, play a game where the meaning of a word is called out and learners have to respond by writing the correct word on the board. Other learners can check and help with spelling.</p>
	Answers 1 chirp; 2 dates; 3 whispered; 4 reward; 5 drum
Activity Book page 110	<p>Word study: Activity 1</p> <ol style="list-style-type: none">Tell learners to look back at the story again and find the past simple forms of the verbs listed. <p>Feedback</p> <p>Check the answers as a class.</p>
	Answers 1 walked; 2 stopped; 3 found; 4 forgot; 5 stood; 6 ran; 7 lived; 8 hit; 9 reached
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none">Learners could play a matching game by having both forms of the verbs on separate cards and they must match the pairs.They could then sort the verbs into two piles: regular and irregular.

	<p>Differentiation activities (Stretch):</p> <p>1. Learners sort the verbs into regular and irregular verbs and then add other verbs they know to either category.</p>		
Activity Book page 110	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences with a verb from Activity 1 in the past simple. 2. Tell learners to look at the <i>Language detective</i> box and find irregular verbs from Activity 2. 3. Elicit other irregular past simple verbs from the class and write them on the board. <p>Feedback</p> <p>Check the answers as a class. Display correct answers on the board and check spelling.</p> <p>Answers</p> <p>1 lived; 2 found; 3 hit; 4 stood; 5 forgot</p> <p>There are four irregular past simple forms.</p>		
Resources	Plenary		
Learner's Book page 141	<p>Values: Activity 3</p> <ol style="list-style-type: none"> 1. Discuss the meaning of the story with the class. <i>What was more important for Hamad, the gold and silver or the sound of the crickets? Why?</i> 2. Ask learners to justify their answers. 3. As a whole class, use the pictures in this lesson as prompts and discuss the beautiful things in life which are free but which we take for granted. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.</p> <p>Writing: To write facts demonstrating an understanding of vocabulary and themes covered.</p> <p>Speaking: To practise the pronunciation of regular verb endings in the past simple form.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 8–11 • revise vocabulary related to descriptions of places and animals • recognise and use language of opinion • reflect on their own learning.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of Unit 9, Lessons 8–11 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Vocabulary from Unit 9, Lessons 8–11</p> <p>Key expressions/structures: Expressions and structures from Unit 9, Lessons 8–11</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Refer back to Lessons 8–11 for guidance 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 142</p> <p>Activity Book page 111</p>		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners what words or themes they can remember from Unit 9, Lessons 8–11 and write their answers on the board.2. Revise words and expressions from the unit by having a competition in teams. Use areas such as adjectives, interesting places, regular/irregular verbs. Look at the key vocabulary in Unit 9, Lessons 8–11 and choose 7–10 words. Give a definition of the word, allow each team to discuss the answer but only one 'spokesperson' from each team can respond. Teams score a point if the answer is correct and the word is spelled correctly.3. The winning team is the one with the most points at the end of the competition.
Resources Learner's Book page 142	Main Activity Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners that this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask them to turn to page 142 and to read through all the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. Feedback <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p> Answers <p>1 a; 2 b; 3 b; 4 c; 5 a; 6 b; 7 b; 8 b; 9 c; 10 a</p> Differentiation activities (Support): <ol style="list-style-type: none">1. Monitor and check for non-understanding of the questions.2. Do not give the answers, but offer support with understanding the questions. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 111	Can you remember? Activity 1 <ol style="list-style-type: none">1. Remind learners they can refer to their Learner's Book for support.2. Ask them to think of at least three different ways of expressing their opinion, but to list more if they can.3. Monitor for support and guidance where necessary. Feedback <p>Learners can check and compare their answers with peers.</p> Answers <p>I would like/I'm keen on/In my opinion (plus learners' own answers).</p>

Activity Book page 111	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs or groups. 2. They can use their Learner's Books as a source of information if needed. 3. Once they have completed the activity, learners could pair up to compare sentences with other groups or read their sentences to the rest of the class. <p>Feedback</p> <p>Ask a few learners to write their group's sentences on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>												
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners <i>yes</i> or <i>no</i> questions to prompt them; for example: <i>Did you go to school when you were five years old?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write additional sentences using verbs that they know which may not be in the box. 												
Activity Book page 111	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Model the task by choosing one of the words and saying it out loud to the class. 2. Have a copy of the table written up on the board. 3. Encourage learners to listen to the ending sound and then decide which column the word should be placed in. 4. Ask learners to work in pairs to place the remaining words, taking turns to read them out. 5. Monitor for support and guidance when necessary. <p>Feedback</p> <p>Pairs check their answers with another pair and then participate in whole class feedback. Model the pronunciation of each word and ask learners to raise their hands when you point to the correct column on the table.</p> <p>Answers</p> <table border="1" data-bbox="436 1276 1325 1467"> <thead> <tr> <th data-bbox="436 1276 737 1331"><i>/ɪd/</i></th> <th data-bbox="737 1276 1039 1331"><i>/t/</i></th> <th data-bbox="1039 1276 1325 1331"><i>/d/</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1331 737 1386">needed</td> <td data-bbox="737 1331 1039 1386">washed</td> <td data-bbox="1039 1331 1325 1386">played</td> </tr> <tr> <td data-bbox="436 1386 737 1441">painted</td> <td data-bbox="737 1386 1039 1441">stopped</td> <td data-bbox="1039 1386 1325 1441">travelled</td> </tr> <tr> <td data-bbox="436 1441 737 1467"></td> <td data-bbox="737 1441 1039 1467">reached</td> <td data-bbox="1039 1441 1325 1467"></td> </tr> </tbody> </table>	<i>/ɪd/</i>	<i>/t/</i>	<i>/d/</i>	needed	washed	played	painted	stopped	travelled		reached	
<i>/ɪd/</i>	<i>/t/</i>	<i>/d/</i>											
needed	washed	played											
painted	stopped	travelled											
	reached												

Activity Book page 111	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. <p>Feedback Self-reflection.</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with key vocabulary from Unit 9 if needed to make link between lexis and content. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Unit 9. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback from the whole class. 		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p>			
<p>(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.</p>			
<p>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify appropriate lexical items. Speaking: To develop learners' ability to describe places. Writing: To write comparative and superlative sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9 • describe the features of city and country life • reflect on the new knowledge they have gained.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from Unit 9 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 9 Key expressions/structures: Expressions and structures from Unit 9		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6 and 8–11 for guidance 		
Resources/equipment needed: Learner's Book page 143 Photos of cities and the countryside		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 9.2. Divide the class into two teams. Each team stand in a line in front of the board.3. Give the two learners at the front of the two lines a board pen each. They must write a word they remember from the unit on the board and pass the board pen to the next person on their team.4. The next learner must write a different word from Unit 9 on the board and then pass the board pen to the third person on their team and so on.5. Learners cannot write a word that their team mates have already written before them.6. Run the activity as long as appropriate, then stop the game and take the board pens away. The team with the most words spelled correctly wins.
Resources Learner's Book page 143	Main Activity Vocabulary: Activity 1 <ol style="list-style-type: none">1. Learners complete the task in pairs.2. Explain that some words may fit into both categories and, if this is the case, ask learners to explain how they may differ between the city and the country. For example, roads in the city would be busy, but relatively quiet in the country. Feedback <p>Learners could take turns to come to the board and write answers in the appropriate column.</p> Answers <p>City: office building, traffic lights, pavement, road Country: lake, mountain, village, field, forest</p> Differentiation activities (Support): <ol style="list-style-type: none">1. To help with vocabulary recognition, provide picture cues on the board for difficult words. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners add as many words as they can think of to the boxes. They could also include adjectives.

Learner's Book page 143	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners what they can see in the pictures. Brainstorm some words to describe places from Unit 9 and write these on the board. 2. Refer learners to the examples in the rubric. 3. Learners then take turns to describe the pictures with a partner. 4. Monitor, praise and support as needed. Encourage learners to use the vocabulary on the board. <p>Feedback</p> <p>Ask pairs of learners to share their descriptions with the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Point to different features of each picture and prompt learners to describe what they see. 2. Provide key words if needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to compare the two pictures. <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the task by reading the text and completing the gaps with the correct word. 2. Explain that learners need to read the complete sentences to understand the context of each word and to make the task clearer. <p>Feedback</p> <p>Select learners to read parts of the text, including their chosen answers, to the class. Other learners can say if they agree with the answers given.</p> <p>Ask individuals to write the words on the board and get other learners to check the spellings.</p> <p>Answers</p> <p>1 noisy; 2 peaceful; 3 crowded; 4 office buildings; 5 cars; 6 modern; 7 fields; 8 mountains; 9 lakes; 10 forests</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could work in mixed-ability pairs to provide additional support. Provide learners with the additional letters of each word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write more gapped sentences for their peers.

Learner's Book page 143	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the task by writing three sentences, comparing the city and the country. 2. They then discuss where they would prefer to live and give reasons for their answers. 3. This could be done as a mingling activity and learners could pair up with other learners who have a similar opinion to themselves. <p>Feedback</p> <p>Peer feedback and correction.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit?</i> <i>Was there anything you disliked or found particularly challenging?</i> <i>Which learning achievement are you most proud of from this unit?</i> 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.3.4.2.4) Distinguish shades of meaning among closely related words.			
(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To share information and opinions about a character from a book that they have read.</p> <p>To rehearse a presentation.</p> <p>Listening: To listen actively to their partner's ideas and information.</p> <p>Reading: To read prompt questions to form their report on a character from a book.</p> <p>Writing: To write a character profile according to the given template and prompt questions.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • exchange ideas and information about a book they have read • design a character profile or create a puppet • rehearse their presentation of a character profile from a book they have read.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Reading and understanding events in a story <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently. 		
<p>Key vocabulary: Not applicable</p> <p>Key expressions/structures: Not applicable</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 144</p> <p>PCM 3</p> <p>A selection of reading materials for the Starter game including a scarf and, for example, a book, a dictionary, a comic and a puppet.</p> <p>Project materials: Coloured pens/pencils, card, lolly sticks (to form the body of a character), material, cotton wool, wool, fur, ribbon, glitter, sequins, googly eyes, safety glue, sticky tape, child safety scissors – any arts and crafts materials your learners' may enjoy using to make their puppets with.</p> <p>Optional: A completed Character profile template to serve as a model, a puppet made by the teacher.</p>		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Start with a game. Make sure you include several kinds of reading material; for example, a book, a dictionary, a comic and a puppet or two. Adapt these and add more to fit with the readers provided.2. Have the items laid out in view of the learners.3. Ask learners to identify the items.4. Cover with a scarf.5. Ask learners to close their eyes.6. Remove one item and hide it behind your back or out of sight of the learners.7. Ask learners to open their eyes.8. Remove the scarf.9. Can learners identify what is now missing?10. Play several times.
Resources	Main Activity
Learner's Book page 144	<p>Project preparation: Stage 1</p> <ol style="list-style-type: none">1. In order to warm up the learners for the creative and writing stages, direct learners to work with a partner and exchange ideas and information about a character from the book they have been reading.2. Guide learners to the prompts in the Learner's Book:<ul style="list-style-type: none">• What do they look like?• How do they behave?• What did they do in the story?• Why do you like/dislike them?• If you could change one thing about them, what would it be?3. Encourage the listeners to ask follow-up questions.4. Circulate and provide support as necessary. <p>Feedback</p> <p>Ask for some volunteers to report back on what their peers have told them.</p>
Learner's Book page 144 PCM 3	<p>Project preparation: Stages 2 and 3</p> <ol style="list-style-type: none">1. Group learners in the class into two groups, one for puppets and one for character profiles. This way it is easier to manage the resources for each group and learners can help each other. <p>Project 1 – Make a puppet</p> <ol style="list-style-type: none">1. Encourage learners' to explore and gather the materials they need to create their character puppet.2. Encourage them to match the details of their puppet to the character in the book.3. Help with cutting and gluing as needed.4. As you help, ask the learners to think about who will talk in their presentation. For example, will they use the first person: <i>My name is Fahad. In my story I have many adventures ...</i>, or are they more comfortable using the third person: <i>This is Fahad. In the book he had many adventures ...</i>5. Either first or third person is acceptable, but they must be used consistently.

	<p>6. Learners can use the puppet they make to answer the questions in the Learner's Book and to demonstrate particular behaviours.</p> <p>7. You may wish to provide a copy of the character profile sheets (PCM 3) so that learners can make notes to help them with their presentation.</p> <p>Project 2 – Create a character profile poster</p> <ol style="list-style-type: none"> 1. Distribute the templates for the character profile (PCM 3) and check that learners know what they need to draw/write in each section. 2. Explain that they can choose to write, draw or even use cartoons to demonstrate the information in each section and this is simply to help them plan their work. 3. Learners work individually to complete the notes in the profile, but explain that the main time should be spent on the actual poster. 4. Learners use the information to produce a profile poster about their chosen character. 5. Explain that they must be able to answer each of the questions and that this will form the basis of their presentation. 6. Monitor and provide support as necessary. <p>Feedback</p> <p>No open class feedback at this stage.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When setting the task, show these learners a completed puppet/character profile as a model. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide additional information about their chosen character.
Learner's Book page 144	<p>Project preparation: Stage 4</p> <ol style="list-style-type: none"> 1. Provide a model presentation so that learners know how much they need to say and how long the presentation should be. 2. Remind learners of the language used in their last Literacy project presentation (Unit 5) and of character descriptions from Unit 7. 3. Put learners into pairs and ask them to rehearse their presentations. 4. Circulate and listen for any issues with pronunciation. <p>Feedback</p> <p>Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage and discuss these in the plenary.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Praise the learners for what they have achieved in the lesson. 2. Discuss any concerns that learners have about the presentation and reassure them if necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.			
(G5.3.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot.			
(G5.3.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.			
(G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to class presentations.</p> <p>Speaking: To present a project to their peers.</p> <p>Reading: To read a selection of their peers' character profiles.</p> <p>Writing: To take notes and write self-reflection points.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> present a character profile from a book they have read ask and answer questions about a character from a book read a selection of their classmates' character profiles reflect on their learning reflect on their presentation and areas for development.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Reporting on a character's personality and behaviour and events in a story Making presentations <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
<p>Key vocabulary: Not applicable</p> <p>Key expressions/structures: Not applicable</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Not applicable 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 144</p> <p>A large piece of flipchart paper with a drawing of a tree but no leaves</p> <p>Tape to stick the character profiles and puppets to the branches of the tree</p>		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Introduce the lesson by telling learners that today they will take turns to present their character profiles to the class.2. Remind learners of the behaviour they should demonstrate when listening to others; for example, not interrupting, not calling out and maintaining eye contact.
Resources	Main Activity
	<p>Presentation preparations</p> <ol style="list-style-type: none">1. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area.2. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary.3. Decide on a running order. <p>Presentation</p> <ol style="list-style-type: none">1. Follow the running order.2. Those listening should be encouraged to do so actively and be ready to ask follow-up questions.3. Time permitting, after each presentation, allow for one or two follow-up questions. <p>Feedback</p> <p>None needed at this point.</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. This builds confidence in speaking with a focus on fluency.3. The focus on accuracy is in the written work (the character profile) and appropriate use of character traits and behaviour orally if using puppets. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Encourage learners to dramatise their presentation. <p>Self-reflection</p> <ol style="list-style-type: none">1. Advise learners that they are going to review their own presentation.2. Ask the following questions: <i>What went well?</i> <i>What would you change?</i> <i>What did you like that you have seen in other presentations that you could build into yours?</i>3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create. <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	<p>Plenary</p> <ol style="list-style-type: none"> 1. Praise learners for the work they have delivered today. 2. Ask learners to stick their character profiles and puppets onto the branches of the tree. These are the tree's new 'leaves' and can add to previous book reports from Unit 5 if these are still on the wall, or can be a new tree. 3. Learners circulate and read their peers' work, and look at the puppets. 4. Advise them that this may help them decide which book to read next. 5. Ask learners to congratulate themselves for a job well done. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.</p>			