

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about what activities they do in the school holidays. <b>Listening:</b> To listen to an interview with children about school holidays. <b>Reading:</b> To read and match activities and to note correct prepositions. <b>Writing:</b> To write words or short sentences about school holiday activities.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about school holidays</li> <li>• discuss activities children do in school holidays</li> <li>• express opinion regarding school holidays.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Prepositions</li> <li>• Knowledge of sports and activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Introduce other cultures through the teaching of English.</li> </ul>		
<b>Key vocabulary:</b> School holiday and free time activities <b>Key expressions/structures:</b> Prepositions; School holiday and free time activities: <i>do jobs around the house, go on a day trip, go to the park, spend time with our grandparents, cook on the camp fire, go out on our bikes, go to sports camp, help in the shop</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Natural speech can be challenging for learners to break down into known language. In this lesson, the teacher could use a cutting motion with two fingers to show when phrases and words can be reduced into known vocabulary.</li> <li>• Printed versions of the listening will allow lower level learners to follow and notice where the sounds run together.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 85–86 Activity Book page 64 Audio Track LB32		

**UNIT 6 LESSON 1 TASKS/ACTIVITIES**

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

Resources	Starter
Learner's Book page 85	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: <i>What do you like to do in the school holidays?</i></li> <li>2. Practise using structures that learners have studied throughout the term. Ask and answer questions such as: <i>Do you go swimming in the summer holidays? How often? Who do you go with? Have you ever been to a summer camp? Did you go last year? Are you going on holiday this year?</i></li> <li>3. Write a list of activities on the board that learners like to do in the school holidays. This will be used later in the lesson.</li> <li>4. Discuss the questions noted in the Learner's Book and identify any similarities and differences in opinion.</li> </ol>
Resources	Main Activity
Learner's Book page 85 Audio Track 32	<p><b>Listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus on the pictures of the children and the activities listed in the box.</li> <li>2. Encourage learners to make predictions about what the children do in the school holidays.</li> <li>3. Play the audio for learners to check their predictions and confirm the correct answers.</li> </ol> <p><b>Feedback</b></p> <p>Learners check their answers with a friend. Then compare answers as a whole class. Write the answers on the board for support if needed.</p> <p><b>Answers</b></p> <p>Ana: spend time with grandparents, go to the park  Luis: go camping  Mohand: help in a shop, play football  Carly: go to a sports camp</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners may require the audio to be read aloud in a clear, slow voice.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a sentence for each of the speakers, saying what they do during the school holidays.</li> </ol>
Learner's Book page 85	<p><b>Talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw attention to the list of activities on the board that learners came up with at the beginning of the lesson.</li> <li>2. Ask learners to work in pairs. One learner acts out a holiday activity for their partner to guess. They take turns acting out and guessing.</li> </ol>

<p><b>Learner's Book</b> page 86</p> <p><b>Audio Track 32</b></p>	<p><b>Listen: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Focus on the sentences.</li> <li>2. Ask questions to check learners have understood words such as <i>pocket money</i>, <i>set fire to</i>, <i>spends time</i> and <i>the same place</i>.</li> <li>3. Listen to the audio from Activity 2 again.</li> <li>4. Learners then decide if the statements are true or false and write the answers in their notebooks.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to check in pairs and correct the false statements, before feeding back to the whole class.</p> <p><b>Answers</b></p> <p>1 F (Ana earns extra pocket money by doing jobs around the house.)  2 F (Luis nearly set fire to the tent.)  3 T  4 F (She has been to the same place for the last three years.)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to highlight key words and check understanding.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write their own false statements for their peers to read and correct.</li> </ol>
<p><b>Activity Book</b> page 64</p>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what prepositions they can remember. Revise the following words: <i>around</i>, <i>at</i>, <i>in</i>, <i>on</i>, <i>at</i>, <i>to</i>, <i>for</i>, <i>with</i>.</li> <li>2. Encourage learners to make sentences using the prepositions to show that they understand when to use each one.</li> <li>3. Learners then read, choose and circle the correct prepositions to go with the holiday activities.</li> </ol> <p><b>Feedback</b></p> <p>Peer correction in groups, followed by whole class feedback.</p> <p><b>Answers</b></p> <p>1 around; 2 on; 3 to; 4 in; 5 with; 6 on; 7 to; 8 on</p>
<p><b>Activity Book</b> page 64</p>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they can see in picture a.</li> <li>2. Tell them to find the sentence in Activity 1 that matches the picture.</li> <li>3. Ask them to write the sentence numbers underneath the pictures.</li> <li>4. Learners then write the correct sentences in their notebooks for each of the pictures. Remind them to copy the sentences from Activity 1.</li> <li>5. Ask learners to re-read the statements in Activity 1 and tick the ones that contain activities they do.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to discuss in pairs or small groups.</p> <p><b>Answers</b></p> <p>a 3; b 6; c 8; d 1; e 2; f 4; g 5; h 7</p>

	<b>Differentiation activities (Support):</b> 1. Ask learners to only write the sentence numbers that match rather than writing out the complete sentences.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to write full sentences describing what they can see in the pictures.		
<b>Resources</b>	<b>Plenary</b>		
	1. Initiate a class discussion to decide which is the most popular type of activity and when and where learners do these activities. 2. Ask them to share ideas with the class and discuss the different activities. 3. Invite confident learners to come to the front of the class, one by one, and mime a holiday activity. The rest of the class have to guess what it is.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.1.1.1) Listen to multi-step instructions, monologues and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read about school holiday activities we do indoors and outdoors. <b>Listening:</b> To listen to a radio interview about long school holidays. <b>Speaking:</b> To talk about long school holidays and to agree/disagree with peers. <b>Writing:</b> To write a list of things they like and dislike about long school holidays.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about long school holidays</li> <li>• compare their ideas with peers</li> <li>• use the language of agreement/disagreement to express themselves.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Past simple</li> <li>• Present perfect for past experiences</li> <li>• Talking about likes and dislikes</li> <li>• Holiday activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading, and writing.</li> </ul>		
<b>Key vocabulary:</b> Holiday activities; <i>indoors</i> ; <i>outdoors</i> <b>Key expressions/structures:</b> Agreeing and disagreeing: <i>I agree, I don't agree, I see what you mean, but I don't really agree, Me too</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It can sometimes be challenging for learners to recognise and use similar lexical chunks; for example, <i>agree</i> is used repeatedly. To help learners with the language of agreement, exaggerate your facial expressions to show degrees of agreement/disagreement. Encourage learners to do the same.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 86 Activity Book page 65 Audio Track LB33		

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to make a circle facing each other.</li> <li>2. Ask them to say one sentence about an activity they could do during school holidays.</li> <li>3. Encourage learners to try not to repeat the activities.</li> <li>4. Encourage them to follow the previous learner's reply as quickly as possible.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 86</b>	<p><b>Word Study: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the headings <i>Indoors</i> and <i>Outdoors</i> on the board.</li> <li>2. Ask learners for suggestions about where they do certain activities. Establish that some activities would fall under both headings.</li> <li>3. Discuss whether they think there are differences between the UAE and other countries and what these might be.</li> <li>4. Look at the activities in the box and discuss if learners would do the activities indoors, outdoors or both.</li> </ol> <p><b>Feedback</b> Open class feedback.</p> <p><b>Answers</b></p> <p>Possible answers  Indoors: <i>do jobs around the house, help in the shop</i>  Outdoors: <i>go on a day trip, go to the park, cook on the campfire, go out on our bikes</i>  Both: <i>spend time with our grandparents, go to sports camp</i></p>
<b>Learner's Book</b> <b>page 86</b> <b>Audio Track 33</b>	<p><b>Listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Quickly revise the disadvantages of long school holidays that learners discussed in Lesson 1.</li> <li>2. Learners listen to the audio and complete the second part of the interview.</li> <li>3. Make sure they listen only for the specific information.</li> </ol> <p><b>Feedback</b> Open class feedback. When correcting the activity, ask learners questions such as: <i>Do you agree?</i></p> <p><b>Answers</b></p> <p>1 at; 2 at; 3 of; 4 to; 5 to</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You may choose to provide printed copies of the listening text for these learners or read it aloud, more slowly, to them.</li> <li>2. Learners can then circle the missing information, before writing it down.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For extra practice in talking about the school holidays, ask learners to practise the dialogue in groups of four, adding in the missing information.</li> <li>2. They can take turns to swap roles.</li> </ol>

<b>Learner's Book</b> <b>page 86</b>	<p><b>Word study: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the second part of the interview (Activity 2) again and look for the phrases used for agreeing and disagreeing.</li> <li>2. Model the correct intonation and encourage learners to repeat.</li> <li>3. Explain that <i>I don't agree</i> can be used as a stand alone phrase and doesn't have to be preceded by <i>I see what you mean</i>, but that sometimes it can be a bit more tactful to use the sentence: <i>I see what you mean, but I don't really agree</i>. Explain that the longer option is often used when someone agrees with part of what is said, but then offers a slightly different opinion.</li> <li>4. Ensure that learners understand that either is acceptable and practise saying both.</li> </ol> <p><b>Feedback</b></p> <p>Check in pairs, then open class.</p> <p><b>Answers</b></p> <p>Agree: <i>Me too. I agree.</i></p> <p>Disagree: <i>I see what you mean, but I don't really agree!</i></p>
<b>Learner's Book</b> <b>page 86</b>	<p><b>Talk: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Discuss the good and bad things about the long school holidays.</li> <li>2. Learners work in pairs and write down three things that they like and one that they don't like about long school holidays.</li> <li>3. Demonstrate the activity with an example. Ask a learner to share one of their examples and ask the class for their reactions, using: <i>Me too; I agree; I don't agree; I see what you mean, but I don't agree.</i></li> <li>4. Monitor and support as you circulate.</li> </ol> <p><b>Feedback</b></p> <p>This will take place during the activity. Learners can swap partners, if time allows, and share ideas with other learners to compare their opinions.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use full sentences with expression when speaking.</li> <li>2. Support them with planning their sentences first, either by helping them to make notes or writing them in full.</li> <li>3. Check intonation by encouraging learners to notice when the voice goes up/down and practise mirroring this.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to make sentences to tell the class about themselves and their partners; for example: <i>I think the school holidays are too long, but Ahmed doesn't agree. We agree that we get too much homework.</i></li> </ol>
<b>Activity Book</b> <b>page 65</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners practise the new expressions for agreeing and disagreeing from the lesson by completing the dialogues.</li> <li>2. Make sure learners understand that they can use <i>Me too</i> twice and the other answers only once.</li> <li>3. Learners work individually.</li> <li>4. Monitor and support where needed.</li> </ol> <p><b>Feedback</b></p> <p>Learners check answers in pairs and confer with the teacher if needed.</p>

	<b>Answers</b>  1 I agree with you. 2 Me too. 3 I see what you mean, but I don't really agree. 4 Me too. 5 I don't agree.		
	<b>Differentiation activities (Support):</b> 1. Offer extra opportunities to practise the expressions: <i>Me too; I agree; I don't agree; I see what you mean, but I don't really agree.</i> Make up sentences and say them to learners to elicit one of the reactions; for example, <i>Learners should stay at school until 8 pm.</i>		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to offer a reason for their answer and state why they agree/disagree.		
<b>Activity Book page 65</b>	<b>Challenge: Activity 2</b> 1. This activity provides further practice of the new expressions for agreeing and disagreeing. 2. Learners write their own responses to the statements in Activity 1. 3. This allows them to personalise their response and reflect on the language used in today's lesson.		
<b>Resources</b>	<b>Plenary</b>  1. Read the statements from the Activity Book, Activity 1 and encourage learners to respond using their own ideas from Activity 2. 2. You could do this as a chain activity, where you read the first statement, a learner provides a response and then reads the next statement for another learner to respond to. 3. This continues until all learners have had a go. 4. Ensure that you differentiate and stretch learners accordingly as some learners should be able to give reasons for their answers, but others will just agree or disagree with the statement.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			



LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about holiday activities. <b>Reading:</b> To read some holiday advertisements and answer questions about them. <b>Listening:</b> To listen to people talking about holidays. <b>Writing:</b> To use <i>will</i> for future predictions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• express preference for holiday activities</li> <li>• read advertisements for holiday activities</li> <li>• use <i>will</i> for future predictions</li> <li>• use vocabulary related to holiday activities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Past simple</li> <li>• Present perfect for experience</li> <li>• Present continuous for future arrangements</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.</li> </ul>		
<b>Key vocabulary:</b> Packing for a trip: <i>utensil, backpack, torch, cooking equipment, journal, jacket, waterproof, sleeping bag; art course, camping, sports camp, outdoors, indoors</i> <b>Key expressions/structures:</b> <i>Will</i> for future predictions		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio. Use realia to contextualise lexis.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 87–88 Activity Book page 66 Audio Track LB34 Realia for camping equipment		

**UNIT 6 LESSON 3 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Compile a list together of different types of holidays and what activities you can do on them.</li><li>2. Write learners' ideas on the board.</li><li>3. Revise <i>indoors</i> and <i>outdoors</i> from Lesson 2 by asking where we do these activities, and discuss expressions for talking about sports activities.</li></ol>
Resources	Main Activity
<b>Learner's Book</b> page 87	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask: <i>What kind of holidays do you enjoy? Do you like to relax? Do you prefer to be active all the time?</i></li><li>2. Practise using structures that learners have studied before. Ask and answer questions such as: <i>Do you go on adventure/camping/activity holidays? How often? Who with? Have you ever been on a camping holiday? Did you go last year? Are you going on holiday/to the seaside/mountains this year?</i></li></ol> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book</b> page 87	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Focus on the <i>Reading strategy</i> box and the three advertisements.</li><li>2. Help learners predict the kinds of things they will read about by asking them to look at the pictures of the children and the type of text.</li><li>3. Ask learners what information they will be looking for, to confirm they are on task. (<i>Which camps are the longest? Which are good for older children?</i>)</li><li>4. Learners work individually to read and answer these questions.</li></ol> <p><b>Feedback</b></p> <p>Peer correction in pairs, then small groups.</p> <p><b>Answers</b></p> <p>Sports camps are the longest.</p> <p>Camping and sports camps are good for older children.</p>
<b>Learner's Book</b> page 88	<p><b>Activity 3</b></p> <ol style="list-style-type: none"><li>1. Focus on the information about the four children.</li><li>2. Discuss the kinds of things they could do on holiday or the kinds of holiday they might enjoy.</li><li>3. Decide which holiday camp would be best for each child.</li></ol> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>1 camping; 2 art course; 3 camping; 4 sports camp</p>

<b>Learner's Book</b> <b>page 88</b> <b>Audio Track 34</b>	<p><b>Listen: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Help learners predict what they might hear by asking them to say what things they can see in the pictures in the advertisements in Activity 2.</li> <li>2. Make a note of any new words.</li> </ol> <p><b>Feedback</b></p> <p>Learners listen to the audio and check in pairs before open class feedback.</p> <p><b>Answers</b></p> <p>The girls are going to go camping.</p>
<b>Learner's Book</b> <b>page 88</b> <b>Audio Track 34</b>	<p><b>Word study: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Check learners understand the meaning of the items in the box.</li> <li>2. Ask questions. For example: <i>Do you know any examples of plastic utensils? What can you use them for? What do you use a backpack for? How do you carry it?</i></li> <li>3. Listen to the audio and ask learners to make a note of any of the items the girls are going to take.</li> </ol> <p><b>Feedback</b></p> <p>Check answers in small groups and confirm as a whole class.</p> <p><b>Answers</b></p> <p>a waterproof jacket; a sleeping bag; a torch; a backpack; an MP3 player; a journal (with photos)</p>
<b>Learner's Book</b> <b>page 88</b> <b>Audio Track 34</b>	<p><b>Listen: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall any examples, which they heard in Activity 5, of the future simple used to make predictions.</li> <li>2. Then ask them to match the sentence halves.</li> <li>3. Ask questions to help learners understand why some sentences can't go together: <i>Is there a main verb in the sentence? What punctuation is there at the end of the sentence?</i></li> </ol> <p><b>Feedback</b></p> <p>Learners check in pairs, then play the audio for the class to check their answers.</p> <p><b>Answers</b></p> <p>1 c; 2 d; 3 b; 4 a</p>
<b>Activity Book</b> <b>page 66</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. This task provides controlled practice using <i>will</i> + base form for making future predictions.</li> <li>2. Guide learners to the verbs in the box on the right-hand side.</li> <li>3. Notice the reminder of the <i>Use of English</i> box from the Learner's Book and highlight the negative form. (<i>I probably won't take my laptop.</i>)</li> </ol> <p><b>Feedback</b></p> <p>Peer correction. Monitor and support as needed.</p> <p><b>Answers</b></p> <p>1 will/'ll need; 2 will/'ll, be; 3 won't need/will not need; 4 will/'ll spend; 5 will/'ll have</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Use the models in the Learner's Book as support.</li> <li>2. Ask learners verbally to offer three examples of expressing the future with <i>will</i>.</li> </ol>

	<b>Differentiation activities (Stretch):</b> <div>1. Ask learners to create their own gap-fill reminder note for learners going on a field trip to the Burj Khalifa.</div> <div>2. Ask them to follow the style of the model in the Activity Book.</div> <div>3. Ask them to think about what learners would need to bring on this field trip.</div> <div>4. When finished, they share with peers who fill in the gaps.</div>		
<b>Activity Book</b> <b>page 67</b>	<b>Vocabulary: Activity 2</b> <div>1. Learners match the words in the box with the definitions.</div> <b>Feedback</b> Peer correction. Monitor and support as required. <div><b>Answers</b> 1 torch; 2 a sleeping bag; 3 a waterproof jacket; 4 journal; 5 tent; 6 backpack</div>		
<b>Resources</b>	<b>Plenary</b> <div>1. Ask learners which of the holiday activities they would like to do.</div> <div>2. Once they have decided, ask them to close their eyes.</div> <div>3. You will now encourage them to use their other senses to explore the activity. Ask them: <div>a. <i>How does it smell where you are?</i></div><div>b. <i>What can you hear? The sea? Birds? The scratch of pencils on paper?</i></div><div>c. <i>What can you touch? How does it feel?</i></div></div> <div>4. Ask learners to open their eyes and to whisper the details of their experience to a partner.</div>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to people talking about problems, suggestions and solutions. <b>Speaking:</b> To make suggestions. <b>Reading:</b> To read about suggestions of activities for holidays. <b>Writing:</b> To make notes of predictions and suggestions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make predictions using <i>will</i></li> <li>• offer solutions and suggestions for holiday activities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Holidays and activities, dates, prepositions</li> <li>• <i>Will</i> for future predictions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully.</li> </ul>		
<b>Key vocabulary:</b> Holiday and activity vocabulary <b>Key expressions/structures:</b> Language for suggestions: <i>How about ... ? Why don't we ... ? Let's ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 88 Activity Book page 67 Audio Track LB35		

**UNIT 6 LESSON 4 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to make two lines facing each other.</li> <li>2. Tell them to imagine they are going to an adventure camp.</li> <li>3. Ask each learner to say a sentence about what they will do to prepare for it; for example: <i>I will bring shorts.</i></li> <li>4. Encourage them to use <i>will</i>.</li> <li>5. Once each learner in the pair has exchanged their information, the first learner in one column moves to the end of their line and all learners in that line move down one space.</li> <li>6. Therefore, each learner has a new partner each time they speak and language production is maximised.</li> <li>7. Encourage learners to change their sentences with each new partner.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 88</b> <b>Audio Track 35</b>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before listening, discuss key words that the boys might use to talk about each advertisement.</li> <li>2. This will help learners make predictions and listen only for specific information without worrying about challenging words.</li> <li>3. Learners listen to the audio to find out which camp is being discussed and what the problem is.</li> </ol> <p><b>Feedback</b> Open class feedback.</p> <p><b>Answers</b></p> <p>They are talking about a sports camp. One of the boys is worried because he's not very good at sport (football, basketball or hockey).</p>
<b>Learner's Book</b> <b>page 88</b> <b>Audio Track 35</b>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they know any expressions for making suggestions.</li> <li>2. Write examples on the board that show the verb forms: <i>How about playing football? Let's play a game. Why don't we have an ice cream?</i></li> <li>3. Ask learners for more suggestions.</li> <li>4. Listen to the audio and note the suggestions and vocabulary used.</li> </ol> <p><b>Feedback</b> Whole class feedback.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 How about trying a new sport?</li> <li>2 Why don't we do one of the martial arts classes?</li> <li>3 Let's join a class together! Let's try something different!</li> </ol>
<b>Activity Book</b> <b>page 67</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text and circle the correct answers.</li> </ol> <p><b>Feedback</b> Check in pairs and then conduct whole class feedback.</p> <p><b>Answers</b></p> <p>1 going; 2 do; 3 Why don't we</p>

	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Offer extra opportunities to practise: <i>How about ... ? Let's ... ! Why don't we ... ?</i></li> <li>2. Ask learners to work in pairs to offer suggestions.</li> <li>3. It may help to provide some word cards with activities written out. For example: <i>go to the cinema; try a new sport; take a picnic; play football.</i></li> <li>4. Learners could take turns to pick a card and make a suggestion by adding the appropriate vocabulary.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. For extra practice in using suggestions, ask learners to think of problems and make one-line suggestions. For example: <i>I have a headache. Why don't you take an aspirin?</i></li> </ol>
<b>Activity Book page 67</b>	<b>Challenge: Activity 2</b> <ol style="list-style-type: none"> <li>1. Learners work in pairs and practise using new expressions by making predictions and suggestions about what to take on a trip and what to do.</li> <li>2. Explain that they may add additional items and that the words in the box are just a guide.</li> </ol> <b>Feedback</b> Monitor and support for grammar and intonation where needed.
	<b>Answers</b> Learners' own answers.
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Learners can pick just one scenario to make predictions and suggestions for.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to take notes and use the correct structures.</li> </ol>
<b>Learner's Book page 88</b>	<b>Talk: Activity 3</b> <ol style="list-style-type: none"> <li>1. Discuss problems that learners might have about doing one of the holiday activities listed.</li> <li>2. Make a list on the board.</li> <li>3. Invite learners to make suggestions using the expressions from Activity 2 and the correct verb forms.</li> <li>4. Learners practise making suggestions in pairs, before agreeing on a decision.</li> <li>5. Pairs of learners make up mini dialogues using language for problems and suggestions. For example:  Learner A: <i>Let's go to the art course.</i>  Learner B: <i>No, I'm not very good at drawing!</i>  Learner A: <i>If you're not very good at drawing, why don't you try learning a new drawing skill?</i>  Learner B: <i>OK, good idea. Let's go to the art course!</i> </li> </ol>
<b>Resources</b>	<b>Plenary</b> <ol style="list-style-type: none"> <li>1. Ask confident learners to perform their dialogues for the rest of the class.</li> <li>2. Ask other learners to listen and to offer alternative suggestions and solutions.</li> </ol>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.1.1.1) Listen to multi-step instructions, monologues, and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition. (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive; suggestions: <i>Let's ...</i> , <i>why don't ...</i> , <i>should we ...</i> , possessives: <i>'s</i> and <i>s'</i> ; sequence words: <i>first, next, after that, finally</i> .			



LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To ask and answer questions about learning English. <b>Reading:</b> To read learners' comments about learning English. <b>Listening:</b> To listen to question intonation. <b>Writing:</b> To write sentences using phrases to describe numbers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about their personal preferences when learning English</li> <li>• pick up on and mirror pronunciation intonation clues</li> <li>• use phrases to describe numbers.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• Present simple</li> <li>• Past simple</li> <li>• Present perfect for experience</li> <li>• Expressing likes and preferences</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.</li> </ul>		
<b>Key vocabulary:</b> <i>all of us, most of us, some of us, a few of us, hardly any of us</i> <b>Key expressions/structures:</b> Expressing likes and preferences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 89–90 Activity Book page 68 Audio Track LB36		

**UNIT 6 LESSON 5 TASKS/ACTIVITIES**

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

Resources	Starter
Learner's Book page 89	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Discuss the activities that learners have done in English so far in Grade 5.</li> <li>2. Build up a list on the board.</li> <li>3. Encourage learners to look back through their books at the activities covered so far and pick out which ones were interesting or challenging.</li> <li>4. Ask learners questions about the activities: <i>Did you enjoy it? Did you prefer ... ? What has been your favourite? What has been the most difficult?</i></li> </ol>
Resources	Main Activity
Learner's Book page 89	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus on the <i>Reading strategy</i> box and discuss with the class why it is useful to read the questions about a text before reading the text itself.</li> <li>2. Read the questions and encourage learners to predict what kind of answers they might read.</li> <li>3. Tell learners they are going to read children's comments about their term of English and look for answers to the questions.</li> <li>4. Make sure they understand they won't find answers to all the questions.</li> </ol> <p><b>Feedback</b> Learners check in pairs before open class feedback.</p> <p><b>Answers</b></p> <p>2 b; 4 c; 5 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Break the task down into three smaller tasks.</li> <li>2. Ask learners to read the first text and decide which question it answers.</li> <li>3. Repeat for the other two texts.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to choose one of the questions in Activity 2 to answer more fully and write a couple of sentences to explain their answers.</li> </ol>
Learner's Book page 90	<p><b>Talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners ask and answer the questions (1–6) from Activity 2 in pairs.</li> <li>2. Circulate and make sure learners write their partners' answers.</li> </ol> <p><b>Feedback</b> Learners report back to the class about what their partners told them.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
Learner's Book page 90 Audio Track 36	<p><b>Activity 4: Pronunciation</b></p> <ol style="list-style-type: none"> <li>1. Learners listen and repeat using the correct intonation and pronunciation of unstressed words (<i>have, the, do you</i>).</li> <li>2. If you need further examples, use the following sentences and ask learners to identify what happens to the words in bold: <i>Which cartoons <b>have</b> you seen in English? Which <b>do you</b> like best? <b>Do you</b> like watching films in English? <b>Have</b> you ever read an English book?</i></li> </ol> <p><b>Feedback</b> Correct any pronunciation errors.</p>

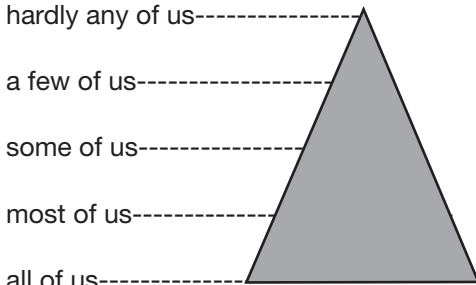
<b>Learner's Book</b> <b>page 90</b>	<p><b>Word study: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Guide learners to notice the words in blue in the text.</li> <li>2. Ask them to find the phrase that describes the most people.</li> <li>3. Learners then find the rest of the phrases and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

Resources	Plenary		
	<ol style="list-style-type: none"><li>1. Explain to learners that they are going to mingle to share information.</li><li>2. Advise learners that this is a whispering mingle so they must use their quietest voices.</li><li>3. Encourage learners to stand up with their Activity Books and move around the room to speak to other learners.</li><li>4. Learners then read their sentences to their peers.</li><li>5. Ask learners to notice if there are any similarities between what they have written and what their peers have written.</li><li>6. Monitor for content and pronunciation.</li><li>7. Ask learners what similarities they found in their families.</li></ol>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.			
(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events.			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To conduct a survey and present results. <b>Writing:</b> To express survey results. <b>Reading:</b> To read survey results. <b>Listening:</b> To listen to classmates' responses during the data gathering stage of a survey.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete and analyse a class survey</li> <li>• write a summary and create a bar chart based on notes read</li> <li>• verbally share findings about their classmates with peers.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• Present simple</li> <li>• Past simple</li> <li>• Present perfect for experience</li> <li>• Expressing likes and preferences</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Key vocabulary:</b> <i>bar chart, survey</i> <b>Key expressions/structures:</b> <i>the results show ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 90 Activity Book page 69		

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw a triangle on the board as shown in 'Answers' below and use this to recap the phrases used to describe numbers of people: <i>all of us</i>, <i>most of us</i>, <i>some of us</i>, <i>a few of us</i>, <i>hardly any of us</i>.</li> <li>2. Elicit from learners where <i>all of us</i> should be written on the triangle. When you have the answer, <i>at the bottom</i>, ask what should be written at the top of the pyramid, which has the smallest number/space available.</li> <li>3. Draw attention to the fact that the smallest layer in the pyramid has the phrase referring to the lowest number of people and that the largest layer contains the phrase referring to the largest number of people.</li> <li>4. Ask learners to complete the pyramid.</li> </ol> <p><b>Answers</b></p> 
Resources	Main Activity
Learner's Book page 90	<p><b>Talk and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners choose three questions from Lesson 5, Activity 2 that they want to ask classmates about.</li> <li>2. Encourage learners to practise asking the questions with the correct intonation.</li> <li>3. Ask learners to decide how they will record their results. Help them plan either to note down responses to numbers or have multiple-choice answers to offer their peers.</li> <li>4. Learners circulate and ask ten classmates, making sure they make a note of their answers.</li> <li>5. Allow learners time to write a paragraph about their findings.</li> </ol> <p><b>Feedback</b></p> <p>This will take place at the end of the lesson.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You may want to prepare an answer sheet for these learners to record their answers as this will support them in achieving the activity outcome without stumbling on the preparatory stages.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to choose five questions from the list, or they could choose three and write two of their own to be answered.</li> </ol>

<b>Learner's Book</b> <b>page 90</b>	<p><b>Over to you: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus on the bar chart.</li> <li>2. Check learners understand the concept by discussing how to interpret it.</li> <li>3. Remind them of the work covered on bar charts during Term 1 when they were surveying the class about homes in Unit 1.</li> <li>4. Allow learners time to draw their own bar chart, giving extra support where necessary.</li> </ol> <p><b>Feedback</b></p> <p>This will take place at the end of the lesson.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Activity Book</b> <b>page 69</b>	<p><b>Challenge: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the information about the school trip.</li> <li>2. Learners use the information to write a summary based on the survey notes and draw a bar chart for <i>one</i> of the questions.</li> <li>3. Explain that the summary does not have to focus on only one of the questions as it can cover the range. However, the bar chart will need to pick out one strand and focus on this.</li> <li>4. Monitor and support where needed.</li> </ol> <p><b>Feedback</b></p> <p>Peer comparison.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Use Cuisenaire rods, or similar, to allow learners to physically manoeuvre their bar chart into place before writing/drawing it.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. If your learners enjoyed doing the class survey, choose another subject; for example, favourite free-time activities or favourite subjects for another class survey.</li> <li>2. The information can be presented in a bar chart or in another type of chart or graph.</li> </ol>
<b>Resources</b> <b>Learner's Book</b> <b>page 90</b>	<p><b>Plenary</b></p> <p><b>Talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Each learner gives a short presentation about their results, using their bar chart to support the data.</li> <li>2. Offer support language: <i>My results show ...</i></li> <li>3. Monitor and support as needed.</li> <li>4. Ensure all learners have the opportunity to speak.</li> <li>5. Summarise the class results.</li> </ol>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh</i> -questions about past events. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context and culture. (G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			



LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read questions and fill in missing words to demonstrate an understanding of topics covered. <b>Writing:</b> To write facts demonstrating an understanding of vocabulary and themes covered.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 1–6</li> <li>• revise vocabulary related to holiday camps, activities and agreement/disagreement</li> <li>• reflect on their own learning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of Unit 6, Lessons 1–6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 6, Lessons 1–6 <b>Key expressions/structures:</b> Expressions and structures from Unit 6, Lessons 1–6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to Lessons 1–6</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 91 Activity Book page 70		

**UNIT 6 LESSON 7 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they can remember from Unit 6 and write their answers on the board.</li> <li>2. Revise words and expressions from the unit by having a competition.</li> <li>3. Ask questions linked to: spelling, naming an activity and recalling prepositions.</li> <li>4. The winning team is the one with the most points at the end of the competition.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 91</b>	<p><b>Can you remember? Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Advise learners this is a quiet time for them to reflect on their learning.</li> <li>2. Ask learners to put their pens down.</li> <li>3. Ask learners to turn to page 91 and to silently read through the questions. Explain that they have five minutes to do this and then they can ask any questions if they do not understand.</li> <li>4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare answers in pairs, then small groups and finally as whole class.</p> <p><b>Answers</b></p> <p>1 a go; 2 a outdoors; 3 b we'll; 4 c all of us; 5 c Most; 6 b in; 7 a on; 8 a something; 9 b doing; 10 b go</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Monitor to ensure that learners understand the questions.</li> <li>2. Do not give the answers, but support with understanding the questions.</li> <li>3. Allow learners to refer to their books for the work they have completed.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to develop their own additional questions and swap them with a partner.</li> </ol>
<b>Activity Book</b> <b>page 70</b>	<p><b>Can you remember? Activities 1–4</b></p> <ol style="list-style-type: none"> <li>1. Read through the questions with the class and encourage learners to offer suggestions for each one.</li> <li>2. Advise learners they have a few minutes to look back through their books to find other examples.</li> <li>3. Direct the learners to complete the activities independently.</li> <li>4. Monitor for support and guidance when necessary.</li> </ol> <p><b>Feedback</b></p> <p>Learners can check and compare their answers with peers. Select individual learners to suggest answers to the class. Ask other learners if they agree or not.</p>

Activity Book page 70	<b>Look what I can do!</b> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence, in their own language, explaining why they can't do the statement. <b>Feedback</b> Self-reflection.			
	<b>Differentiation activities (Support):</b> 1. Help learners to look back through their books to identify areas of strength and weakness.			
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in the first part of Unit 6.			
	<b>Resources</b>			
	<b>Plenary</b>  1. Play 'Backs to the board'. Ask a confident learner to sit in front of the board, facing the class. Write a word from Lessons 1–6 on the board behind the learner. 2. The other learners must describe the word in English to the learner in the chair, without actually saying it. They can use gestures or mime to give clues. When he/she has guessed the word, they tell the teacher and win a point. 3. Play several rounds. Then ask all learners to remember the vocabulary tested in the activity.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.				

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about celebrations. <b>Reading:</b> To read an email invitation and recognise the language used in invitations. <b>Listening:</b> To listen to partners talking about parties. <b>Writing:</b> To write about future plans using <i>going to</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read an email invitation</li> <li>• complete an email invitation</li> <li>• write about future plans.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Present perfect for experience</li> <li>• <i>going to</i> + verb</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>email, text, invitation, post, phone call</i> <b>Key expressions/structures:</b> Inviting: <i>Would you like to ... ?; going to</i> for plans		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 92–93 Activity Book page 71 Resources: A soft ball		

**UNIT 6 LESSON 8 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners about different things they do to celebrate special events.</li> <li>2. Build up a list on the board.</li> <li>3. Practise the present perfect by asking learners <i>Have you ever ... ?</i> about the different activities.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 92</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners ask their partners what the last thing they celebrated was and answer the questions in the Learner's Book.</li> <li>2. Look at the ways of sending invitations.</li> <li>3. Learners discuss the advantages and disadvantages of each one.</li> </ol> <p><b>Feedback</b></p> <p>Discussion in pairs, followed by whole class feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book</b> <b>page 92</b>	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before reading, ensure learners understand that they only need to find out the purpose of Man Yi's email and the purpose of Lola's reply.</li> <li>2. Encourage them to read quickly and emphasise that it is <i>not</i> necessary to focus on every word.</li> </ol> <p><b>Feedback</b></p> <p>Learners check in pairs before open feedback.</p> <p><b>Answers</b></p> <p>Man Yi is writing to invite Lola to her party.  The purpose of Lola's reply is to accept the invitation.</p>
<b>Learner's Book</b> <b>page 93</b>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Focus on the paragraph topics.</li> <li>2. Help learners make predictions about what kind of information they might find in the paragraphs.</li> <li>3. Learners then read Man Yi's email again and match the paragraphs with the topics.</li> </ol> <p><b>Feedback</b></p> <p>Discussion in pairs, followed by whole class feedback.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 b; 4 d; 5 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Use the Jigsaw strategy and allocate learners one of the topics to match to a paragraph.</li> <li>2. Learners can then work as a group to discuss the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to re-write Lola's reply, saying she cannot come and explain why.</li> </ol>

<b>Learner's Book</b> <b>page 93</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Focus on the <i>Use of English</i> box and remind learners to use <i>going to</i> + verb when talking and writing about future plans.</li> <li>2. Ask learners to complete Man Yi's reply by saying what the plans are for the party, using the structure in the <i>Use of English</i> box and the verbs provided.</li> <li>3. Allow learners time to complete the letter.</li> <li>4. Note: There are cases where <i>will</i> would also be correct as Man Yi is referring to future facts.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare answers in pairs.</p> <p><b>Answers</b></p> <p>1 Are/'re going to meet; 2 's/is going to be; 3 Is, going to come?; 4 isn't going to email</p>
<b>Activity Book</b> <b>page 71</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners practise talking about future plans using <i>going to</i> + verb to complete sentences.</li> <li>2. They choose the verbs from the box.</li> </ol> <p><b>Feedback</b></p> <p>Learners check their answers in pairs.</p> <p><b>Answers</b></p> <p>1 I'm going to help; 2 is/'s going to learn; 3 isn't going to do; 4 's/is going to earn; 5 're/are going to make; 6 're/are going to stay; 7 Are, going to try</p>
<b>Activity Book</b> <b>page 71</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners use <i>going to</i> + verb to make sentences about the holiday plans of the children in the pictures.</li> </ol> <p><b>Feedback</b></p> <p>Learners can share answers with each other.</p> <p><b>Answers</b></p> <p>Possible answers</p> <ol style="list-style-type: none"> <li>1 He's going to do judo.</li> <li>2 We're going to go camping.</li> <li>3 She's going to paint.</li> <li>4 They're going to play football.</li> <li>5 He's going to have lunch with his friends.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners with sentence structure and vocabulary, if needed, by providing words for them to choose from.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After writing the sentences, ask learners to give more information about each of the activities and include details such as time.</li> </ol>

Resources	Plenary		
	<div>1. Ask learners to make a circle facing each other.</div> <div>2. Tell them to imagine they're going to plan an end-of-term party.</div> <div>3. Each learner will say a sentence about something he/she is going to do to help organise the party; for example, <i>I'm going to bring some orange juice.</i></div> <div>4. Be the first to model the activity.</div> <div>5. Use a ball to throw across the circle so learners are not answering after the person standing next to them.</div> <div>6. Learners must repeat what their peers have said in the list before adding their own.</div> <div>7. The chain starts again once there are too many items for the learners to remember.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, requests, ability, obligation and prohibition.			
(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G5.3.1.1.7) Read and respond to letters, postcards and emails, setting out plans and making predictions for the future.			
(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and order sentences. <b>Writing:</b> To write an email invitation, differentiating between formal and informal language. <b>Listening:</b> To listen to reasons for accepting or declining an invitation. <b>Speaking:</b> To give reasons for accepting or declining an invitation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise the flow of an invitation email</li> <li>• recognise and use an appropriate register of language when inviting someone to a celebration.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Present perfect for experience</li> <li>• Inviting: <i>Would you like to ... ?</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.</li> </ul>		
<b>Key vocabulary:</b> Language used in invitations from Lesson 8 <b>Key expressions/structures:</b> <i>going to</i> for plans		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There is often a perception that written language is formal. This lesson allows you to explore informal forms of writing, for example, by leaving out words. To raise learners' awareness of the differences in formality, show them a sticky note, an email and a bank letter. Ask learners to decide what the differences are. Guide them to recognise the increasing formality of language used depending upon audience and communication style.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 93 Activity Book page 72 A4 paper		



**UNIT 6 LESSON 9 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Divide the class into teams of four or five.</li><li>2. Each team has a piece of A4 paper with the numbers 1–10 on it.</li><li>3. Using vocabulary from Unit 6, call out ten words and ask the teams to write these words down as accurately as possible.</li><li>4. Learners swap their papers with another team who check for spelling.</li><li>5. The team with the highest number of correct answers wins.</li></ol>
Resources	Main Activity
<b>Learner's Book</b> page 93	<p><b>Read: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Focus on the <i>Writing tip</i> box and discuss the sorts of words that have been left out of the sentences in Activity 1.</li><li>2. Ensure that learners know they can only do this in informal situations and that they have to be able to decide when it would be appropriate.</li><li>3. Learners read the emails again and add words to complete the sentences.</li></ol> <p><b>Feedback</b></p> <p>Check in pairs and then conduct whole class feedback.</p> <p><b>Answers</b></p> <p>1 I; 2 I'll/will; 3 I'm/am; 4 I'll/will</p>
<b>Activity Book</b> page 72	<p><b>Read: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Focus on the sentences from an email.</li><li>2. Learners put the sentences in order.</li></ol> <p><b>Feedback</b></p> <p>Check in pairs and then conduct open feedback if needed.</p> <p><b>Answers</b></p> <p>d; c; b; e; a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Photocopy and cut up the sentences.</li><li>2. Ask learners to move the sentences around to create a sequential order. This is easier than holding the information in their memory and the hands-on approach helps to consolidate active learning.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Ask learners to work with a partner to create their own set of sentences which fit the headings. They can then swap with another pair and reorganise the sentences to make the new email.</li></ol>
<b>Activity Book</b> page 72	<p><b>Activity 2</b></p> <ol style="list-style-type: none"><li>1. Match the sentences a–e in Activity 1 with the headings 1–5.</li><li>2. Learners match the sentences from the email with the headings.</li></ol> <p><b>Feedback</b></p> <p>Check in pairs and then conduct whole class feedback if needed.</p> <p><b>Answers</b></p> <p>1 e; 2 d; 3 b; 4 a; 5 c</p>

Learner's Book page 93 and Activity Book page 72	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss what type of plans learners might have for a family party, an end-of-term celebration or any other kind of celebration.</li> <li>2. Explain that they are now going to write their own invitation.</li> <li>3. Remind learners of the paragraph structure Man Yi used in her first email and write the headings from Lesson 8, Activity 3 on the board in the correct order: <i>informal introduction, reason for writing, details, asking for information, saying goodbye.</i></li> <li>4. Allow learners time to write their own email inviting a friend and explaining the plans for the event.</li> <li>5. Explain that they can use ideas and language from the Learner's Book to help them.</li> <li>6. Learners can use the email template in the Activity Book (Activity 3) or can write in their notebooks if more space is required.</li> <li>7. Circulate and offer help and support.</li> </ol> <p><b>Feedback</b></p> <p>Learners read their partners' email and say verbally whether they can come and why not if they can't.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Offer extra opportunities to practise using <i>going to</i> to talk about plans.</li> <li>2. Support learners by focusing on the use of target language.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write answers to their partners' invitations.</li> <li>2. If they can't come, make sure they explain what they will be doing instead.</li> <li>3. If they can come, ask for more information about the party: <i>Where is it exactly? How do I get there? Who else is coming?</i></li> <li>4. They can choose to write a formal invitation instead, perhaps to a distant cousin. The formality of language will increase as the email audience changes.</li> </ol>
Resources	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Mix up the emails and read a few of them out.</li> <li>2. Learners guess who wrote them.</li> <li>3. Use examples to demonstrate key features, for example, most correctly used forms of the target language or the most interesting information about the celebration.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.3.1.1.7) Read and respond to letters, postcards and emails setting out plans and making predictions for the future. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a short play. <b>Reading:</b> To read about going back to school. <b>Writing:</b> To write a summary of a play. <b>Speaking:</b> To talk about feelings.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand the features of a play</li> <li>• understand and empathise with feelings</li> <li>• summarise the key points of a story.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Punctuation: exclamation marks</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.</li> </ul>		
<b>Key vocabulary:</b> Feelings: <i>nervous, normal</i> <b>Key expressions/structures:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When talking about personal feelings, there is a general perception that some learners may become shy or embarrassed. To prevent this, use puppets. Either bring some to class or encourage learners to make their own. Use these during some of the speaking tasks. When speaking via a puppet, this depersonalisation allows learners to express themselves in language more easily.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 94–95 Activity Book page 73 Audio Tracks LB37–38; AB7 Puppets		

**UNIT 6 LESSON 10 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Ask learners what preparations they make before their first day back to school.</li><li>2. Make a list on the board and ask learners questions such as: <i>Do you buy new books/a new uniform? Does someone make your lunch for you? Do you bring a snack? Do you wear special clothes?</i></li></ol>
Resources	Main Activity
<b>Learner's Book page 94</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners take turns to tell each other (in groups) how they feel about going back to school after a long holiday and the preparations they make for the first day back.</li><li>2. Monitor and offer support when asked.</li></ol> <p><b>Feedback</b></p> <p>Ask learners for a list of feelings and write the vocabulary on the board. Discuss whether learners feel the same about going back to school.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book page 94</b> <b>Audio Track 37</b>	<p><b>Listen and read: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Focus on the picture and help learners make predictions about what they might hear.</li><li>2. Discuss how the children are feeling and why.</li><li>3. Discuss the features of a playscript and explain why we have the words in italics and brackets (stage directions) and why the names are repeated down the side (to show who is talking). Explain that speech punctuation is not needed.</li><li>4. Listen to Part 1 of the play, pause the audio at the end of this section and find out whether their predictions were correct. Then continue with the rest of the story.</li></ol> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>In Part 1 they are talking about how they don't want to go back to school.</p>
<b>Learner's Book page 95</b> <b>Audio Track 38</b>	<p><b>Listen: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Focus on the questions on page 95.</li><li>2. Learners listen to the first part of the play again and note answers to the questions.</li></ol> <p><b>Feedback</b></p> <p>Answer the questions in pairs before checking as a whole class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1 They feel sad because they don't want to go back to school./They don't want the holidays to end.</li><li>2 He doesn't want to start a new class with a new teacher.</li><li>3 He's going to tell his mum and dad he's not going back to school.</li></ol>

<b>Activity Book</b> <b>page 73</b> <b>Audio Track 7</b>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the questions about the second part of the listening.</li> <li>2. Check learners understand the meaning of the questions.</li> <li>3. Play the audio again so that learners can listen and look for the answers.</li> </ol> <p><b>Feedback</b></p> <p>Learners work individually and check answers in pairs before whole class feedback.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Yes.</li> <li>2 Because no-one admits it.</li> <li>3 He says even adults feel the same way.</li> <li>4 He says his dad gets nervous when he thinks about the pile of work waiting for him when he gets back from a holiday.</li> <li>5 He tells them to think about all the good things about going back to school.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Extra guidance may be necessary: for example, pausing the audio after the information needed for each question and checking learners have the right answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what advice they would give someone in the same situation.</li> <li>2. Ask learners to make notes on the advice they would give and share this with their partner.</li> </ol>
<b>Activity Book</b> <b>page 73</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the summary of the play.</li> </ol> <p><b>Feedback</b></p> <p>Peer correction – learners swap and compare answers.</p> <p><b>Answers</b></p> <p>Possible answers</p> <ol style="list-style-type: none"> <li>1 are talking about school; 2 unhappy; 3 they don't want the holidays to end;</li> <li>4 think about the good things; 5 everyone feels like that; 6 feel a bit happier</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners to summarise the play ensuring they have all key words and facts.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a summary of the play independently, without using the Activity Book prompts.</li> </ol>

Resources	Plenary		
	1. In pairs, learners say how they are feeling now, at this moment. 2. They compare this to how they felt this morning before coming to school. 3. Ask: <i>Do you feel the same or different?</i> Discuss together as a class. 4. Ask: <i>What happened to change how you feel?</i> 5. Ask everyone to smile as they leave class and notice if by smiling they feel even better.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.1.1.1.2) Listen and respond to dialogues of about six exchanges where speakers talk about plans, predictions and intentions expressing different levels of possibility.			
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes and dislikes.			
(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			
(G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.			
(G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
(G5.4.1.1) Apply the writing process to write about familiar topics for different purposes and to specific audience using reading texts as models; use technology to publish writing.			
(G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle, and ending.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Speaking:</b> To respond to statements using language of agreement and surprise.</p> <p><b>Listening:</b> To listen to statements and identify the feelings behind them.</p> <p><b>Reading:</b> To read a playscript and choose the correct words to respond to statements.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• identify sympathetic behaviour</li> <li>• change the intention of written language using exclamation marks</li> <li>• notice the rules for new language of agreement and surprise and use them purposefully.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Punctuation: exclamation marks</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners.</li> </ul>		
<p><b>Key vocabulary:</b> <i>sympathetic, upset, hide, emphasise, surprising</i></p> <p><b>Key expressions/structures:</b> <i>Me too! Me neither. Really?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It is sometimes thought that statements ending in an exclamation mark need to be shouted out. This is not the case. If learners begin to shout these, guide them to understand that their <i>tone</i> of voice rises, but the <i>volume</i> does not.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 96</p> <p>Activity Book page 74</p> <p>Audio Track LB39</p>		



**UNIT 6 LESSON 11 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Ask learners what they remember from the play they read and listened to last lesson.</li><li>2. Discuss how John listened to the problems and tried to help.</li><li>3. Introduce the word <i>sympathetic</i> and discuss what values a person who is sympathetic might display (they are good listeners and care how others feel).</li><li>4. Ask learners for examples of when they have been sympathetic.</li><li>5. To give learners more examples of being sympathetic, think of other situations that might make learners feel nervous, worried or upset. For example, the day before an exam, a visit to the dentist or an important competition.</li><li>6. Ask learners to think of things they could say to somebody who was in one of these situations if they wanted to be sympathetic.</li></ol>
Resources	Main Activity
<b>Learner's Book</b> page 96	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Look at the words in blue and list the three options on the board: <i>Me neither; Me too; Really?</i></li><li>2. Focus on the first sentence.</li><li>3. Discuss whether the meaning of the first sentence fits the context of any of the blue words.</li><li>4. Allow learners time to look at the first sentence as an example and match it to a blue word, before continuing individually with the remaining sentences.</li><li>5. Make learners aware that <i>Really?</i> could be used for any of these sentences but that they must refer back to the text for the correct answers.</li></ol> <p><b>Feedback</b></p> <p>Learners check answers in pairs, followed by whole class confirmation if needed.</p> <p><b>Answers</b></p> <p>1 Me neither. 2 Me neither. 3 Me too! 4 Me too! 5 Me too! 6 Really?</p>
<b>Learner's Book</b> page 96	<p><b>Activity 2: Talk</b></p> <ol style="list-style-type: none"><li>1. Learners think about their own feelings. Demonstrate the activity by reading statements and asking learners to respond using: <i>Me neither; Me too; Really?</i></li><li>2. Learners work in pairs.</li><li>3. Learners read the statements and respond to them.</li><li>4. Monitor and support where needed with pronunciation of target language.</li></ol> <p><b>Feedback</b></p> <p>Closed pairs followed by whole class discussion.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Activity Book</b> page 74	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Read the <i>Use of English</i> box in the Activity Book.</li><li>2. Ask learners to underline the negative verbs in Activity 1.</li><li>3. Give them 90 seconds to find and underline as many as they can: <i>I'm not, don't like.</i></li><li>4. Learners now read the dialogue and circle the correct ways of responding to the statements.</li></ol>

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

Resources	Plenary		
	<div>1. Ask learners to call out some statements for the whole class to respond to.</div> <div>2. Choose individuals to respond to these statements using the vocabulary from the lesson and point out whether the verb is positive or negative.</div> <div>3. If at any point the other learners believe that an exclamation mark would be appropriate, encourage them to stand up and point in the air.</div> <div>4. Continue this a few times, ensuring that all learners participate.</div>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read questions and fill in missing words to demonstrate an understanding of topics covered. <b>Writing:</b> To write facts demonstrating an understanding of vocabulary and themes covered.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 8–11</li> <li>• revise vocabulary related to responding to statements, invitations and <i>to be going to</i> + verb</li> <li>• reflect on their own learning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of Unit 6, Lessons 8–11</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 6, Lessons 8–11 <b>Key expressions/structures:</b> Expressions and structures from Unit 6, Lessons 8–11		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to Lessons 8–11</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 97 Activity Book page 75		

**UNIT 6 LESSON 12 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask the learners to recall what they have learned so far in the second part of Unit 6, and write their answers on the board.</li> <li>2. Revise words and expressions by having a team competition.</li> <li>3. Ask questions linked to: invitations, responses (<i>Me too; Me neither; Really?</i>) and feelings. The winning team is the one with the most points at the end of the competition.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 97</b>	<p><b>Can you remember? Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Advise learners this is a quiet time for them to reflect on their learning.</li> <li>2. Ask learners to put their pens down.</li> <li>3. Ask learners to turn to page 97 and to silently read through the questions. Tell them they have five minutes to do this and then they can ask any questions if they do not understand.</li> <li>4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare answers in pairs, then small groups, and finally as a whole class.</p> <p><b>Answers</b></p> <p>1 a are going; 2 b is going; 3 b are going; 4 c would; 5 c I; 6 a it is; 7 c normal; 8 c feeling; 9 a nervous; 10 b care</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Monitor to ensure that learners understand the questions.</li> <li>2. Do not give the answers, but support in understanding the questions.</li> <li>3. Support with key vocabulary on the board if needed.</li> <li>4. Allow learners to refer to their books for the work they have completed.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Having checked that they have the correct answers, ask these learners to help their peers in the support group if more help is needed.</li> </ol>
<b>Activity Book</b> <b>page 75</b>	<p><b>Can you remember? Activities 1–3</b></p> <ol style="list-style-type: none"> <li>1. Read through the questions with the class and encourage learners to offer suggestions for each one.</li> <li>2. Advise learners that they have a few minutes to look back through their books to find other examples.</li> <li>3. Learners complete Activities 1–3 independently.</li> <li>4. Monitor for support and guidance when necessary.</li> </ol> <p><b>Feedback</b></p> <p>Learners can check and compare their answers with peers. If they have any gaps, encourage them to look back through their books to find additional information.</p> <p><b>Answers</b></p> <p>Possible answers</p> <p>Activity 1: Agree: <i>Me too! Me neither!</i> Show surprise: <i>Really?</i></p> <p>Activity 2: Omar is going to play football at 10 am. He is going to have lunch with his friend. They are going to have pizza at 1 pm. He is going to visit his grandparents at 3 pm. He is going to help his parents cook dinner at 6 pm.</p> <p>Activity 3: Good feelings – happy, excited, cheerful; Bad feelings – sad, nervous, worried, sick</p>

	<b>Differentiation activities (Support):</b> 1. Encourage learners to use their Learner’s Book and Activity Book if they need to support their search for information.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to develop additional review questions and swap with a partner.		
<b>Activity Book page 75</b>	<b>Look what I can do!</b> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence in their own language explaining why they can’t do the statement. <b>Feedback</b> Self-reflection.		
	<b>Differentiation activities (Support):</b> 1. Support with key vocabulary and phrases from Unit 6 if needed to make link between lexis and content.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to search for and note down activities from the Learner’s Book and Activity Book where they demonstrated these skills in the second part of Unit 6.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners which part of the unit they enjoyed the most.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time) about the topic under discussion. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To communicate ideas to score points in a quiz. <b>Reading:</b> To read instructions. <b>Writing:</b> To write an email invitation; to write relevant facts for quiz questions. <b>Listening:</b> To listen to classmates talking about why school is better than holidays.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete a review of Unit 6</li> <li>• reflect on the new knowledge they have gained.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of Unit 6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 6 <b>Key expressions/structures:</b> Expressions and structures from Unit 6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to Lessons 1–6 and 8–11 for guidance.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 98		

**UNIT 6 LESSON 13 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a short game of 'Guess the word', where you provide a gap-fill task on the board showing the number of letters in a word.</li> <li>2. Learners have to guess a letter. If they guess correctly, write the letter in the correct space in the word, but if they guess incorrectly, write a mark on the board.</li> <li>3. Learners must guess the word before they get three marks.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>Page 98</b>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Organise class into teams.</li> <li>2. Decide if you or a learner will track the scores on the board.</li> <li>3. Make a chart on the board for the teams – team names on the left vertically and the numbers 1–4 on the horizontal.</li> <li>4. When a team gets a point for a task, make a mark to represent a point in the relevant task.</li> <li>5. The team with the most marks at the end wins.</li> </ol> <p><b>Task 1</b></p> <p>Learners from different teams take turns to act out the holiday activities at the front of the class. When a learner guesses an activity correctly, they win a point for their team.</p> <p><b>Task 2</b></p> <p>Each team has one piece of A4 paper to write their list. Make this timebound – allow them three minutes to write as many words as they can. Then learners swap their papers with another team. Peer correction for spelling and number of words. Monitor and answer any queries on spelling.</p> <p><b>Task 3</b></p> <p>Learners take notes and then each team takes turns to convince you why holidays are better than school. You can decide which team(s) get the point for this activity.</p> <p><b>Task 4</b></p> <p>Learners take notes and then try to convince each other why school is better than holidays. Ask teams their reasons and award points accordingly.</p> <p><b>Feedback</b></p> <p>Add up the points and announce the winning team.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Always ensure that these learners are placed in groups with learners who are supportive. Give these learners a chance to look in their Learner's Book or Activity Book if necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ensure these learners are split between the teams.</li> <li>2. You may wish to allocate these learners as team captains.</li> <li>3. If, however, the learners tend to dominate other learners, ensure they are not team captains but have a role such as note-taker.</li> </ol>



<b>Learner's Book</b> <b>page 98</b>	<b>Write: Activity 2</b>  1. Explain that learners need to use the knowledge gained in this unit to write an email to their friend inviting them to attend an exciting experience. 2. Refer back to their Learner's Books and Activity Books to recap information about structure, level of formality and the use of punctuation. 3. If necessary, write some prompts on the board. 4. Learners then work individually to produce a short email. <b>Feedback</b> See Plenary.		
<b>Resources</b>	<b>Plenary</b>  1. Ask for volunteers to read out their emails to the class. 2. Ask other learners to respond to the invitation, drawing on the knowledge gained in Unit 6. 3. Ask learners what they have enjoyed most in this Unit and if they are surprised by how much more they can do in English now.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences, using appropriate connectives. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to their partners' ideas and suggestions. <b>Speaking:</b> To share ideas and express opinions through creating a project. <b>Reading:</b> To read preparatory notes and follow instructions. <b>Writing:</b> To create an advertisement for a summer camp.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• work together to achieve a shared goal</li> <li>• organise and manage their time</li> <li>• create a project based on their learning in Unit 6.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 6 (all lessons)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work collaboratively.</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 6 <b>Key expressions/structures:</b> Expressions and structures from Unit 6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 99 Paper, pens, coloured paper, card		

**UNIT 6 LESSON 14 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Do a quick round of <i>Hello, my name is (Ahmed). What's your name?</i></li><li>2. Make it as fast as possible so that learners begin to trip over the words and are having fun with speaking.</li><li>3. You could ask them to say the introductions with a different theme; for example, <i>nervously, happily, sympathetically</i> to reflect the emotions learned in Unit 6.</li><li>4. Once finished, ask the learners if they enjoyed it. Delivered well, the answer will be <i>yes</i>.</li><li>5. Remind them that speaking in English is fun and that they will have fun in the next lesson when they deliver their presentations in English.</li></ol>
Resources	Main Activity
<b>Learner's Book</b> page 99	<b>Research your project</b> <ol style="list-style-type: none"><li>1. Direct the learners to look at the project options in the Learner's Book.</li><li>2. Learners must decide either to plan a school holiday activity OR create an advertisement for a summer camp.</li><li>3. Read through the details for each project and ask learners to think about which project they would prefer to complete.</li><li>4. Once they have decided which topic, they must find peers to work with on the same topic.</li><li>5. Guide learners to work through the steps for their chosen project.</li><li>6. Monitor and support while learners complete their work.</li><li>7. Time permitting, learners may start to rehearse how they will present their information to their classmates in the next lesson.</li></ol>
	<b>Feedback</b> Peer feedback through presentation preparation.
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"><li>1. These learners should attempt project 1.</li><li>2. If, however, they would prefer to do project 2, then they will need to be paired with a more confident and able learner who will be able to support them.</li></ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"><li>1. These learners should attempt project 2.</li><li>2. Learners can also give feedback to others on their presentation preparation.</li></ol>
Resources	Plenary
	<ol style="list-style-type: none"><li>1. Conclude the lesson by checking on learners' progress.</li><li>2. Ask learners to reflect on the preparation lesson.</li><li>3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? Is there anything you would like to change?</i></li></ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context, and culture. (G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source. (G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to class presentations. <b>Speaking:</b> To present a project to their peers. <b>Reading:</b> To read peers' presentations when placed on class wall. <b>Writing:</b> To take notes, self-reflection points.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• present a project</li> <li>• reflect on their learning</li> <li>• reflect on their presentation and areas for development.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully.</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 6 <b>Key expressions/structures:</b> Expressions and structures from Unit 6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer to Unit 6, Lessons 1–12</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 99 Paper, pens, tape to stick work to the walls or windows of the classroom.		

**UNIT 6 LESSON 15 TASKS/ACTIVITIES**

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by telling learners that today they will take turns to present their project to the class.</li> <li>2. Remind learners of the behaviour they should demonstrate when listening to others, for example, not interrupting, not calling out, and maintaining eye contact.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 99</b>	<b>Presentation preparations</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary.</li> <li>3. Decide on a running order.</li> </ol>
	<b>Presentation</b> <ol style="list-style-type: none"> <li>1. Select learners to present their projects to the class.</li> <li>2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner and with a suitable pace.</li> </ol>
	<b>Feedback</b> Enable listening learners to ask the presenting learner questions about the presentation. Discuss features of each presentation and ask learners to focus on what worked well and why it worked well.
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Support with lexis and pronunciation if learners struggle when speaking and turn to you for help.</li> <li>2. If they make errors but are able to continue then let them.</li> <li>3. This builds confidence in speaking with a focus on fluency in the moment.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to dramatise their presentation.</li> </ol>
	<b>Self-reflection</b> <ol style="list-style-type: none"> <li>1. Advise learners they are going to review their own presentation.</li> <li>2. Ask the following questions:               <ul style="list-style-type: none"> <li>• <i>What went well?</i></li> <li>• <i>What would you change?</i></li> <li>• <i>What did you like about other groups' presentations?</i></li> </ul> </li> <li>3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create.</li> </ol>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Write the questions on the board, so the learners have a reference point when writing their personal notes.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>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.</li> </ol>

Resources	Plenary		
	<div>1. Praise learners for the work they have delivered today.</div> <div>2. Ask learners to stick their work to the wall to create a class display and encourage learners to walk around and read their peers' work.</div> <div>3. Ask learners to applaud themselves for a job well done.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G5.2.2.1.1) 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.</div> <div>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</div>			