

Bridge to Success

Teacher's Guide

5

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 5.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 5 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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Achievement
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excellence

Bridge to Success

Teacher's Guide

Boylan and Medwell

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Jane Boylan and Claire Medwell

Bridge to Success

Teacher's Guide
Term 2

5





United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Jane Boylan and Claire Medwell

Term 2 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

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First published 2017

Printed in the United Arab Emirates

ISBN XXXXXXXX Grade 5 Teacher's Guide

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Welcome to *Bridge to Success Grade 5*

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

Bridge to Success Grade 5 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms

The materials reflect the following principles:

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

- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

- The **Learner's Book** provides the core input of the course and consists of twelve thematic units of study. Each unit contains 15 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.
Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as poems and read-along stories. We recommend that learners are encouraged to use the Audio CDs at home to practise the poems and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom.
At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as:
 - Word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 5 contains twelve units, spread over three terms. Each unit in the Grade 5 Learner's Book is structured as follows.

- A central topic or theme is developed over 15 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- *My Learning* lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.

- A *Review* lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or to provide scaffolding and reinforcement where required.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple dictionary definition to help learners understand new vocabulary within an activity.
- **Amazing Fact:** An engaging fact to inspire learners, which can be used to prompt discussion.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.

D Lesson Plans

The lesson plans include all you need to know in order to successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through the lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

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

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

Before using the Learner's Book

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

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

While using the Learner's Book

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

Using the Activity Book and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.

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

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

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

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by students all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, quiet, because, friend, people, restaurant, beautiful, country, receive. Silent consonants (should, which, etc.) and the silent e (there, before, etc.) also appear in the list of frequently mis-spelled words.

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

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other.*

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- It was full of flowers and green trees and there were places for cycling.*
- There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - I liked the competition because it was very interesting.*
 - I will be very happy if you come.*
 - The theatre is near my house*
- Before the prepositions for talking about when or where something is or happens.
 - My house is next to the bus station, opposite the bank.*
 - Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
 - The place I am staying in is amazing.*
 - She is studying with me.*
 - So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

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

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

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

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

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

Punctuation with apostrophes

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

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

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

This is a particularly frequent error for Arabic students, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 4–9

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organizing the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

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

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

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

Experiential learning

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

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

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

Games

A game may be played using print, digital media, simulation, or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

Running dictations

Through this activity learners practice reading, speaking, listening, and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

Find someone 'who'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem Based Learning (PBL)

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

Challenge Based Learning (CBL)

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

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

Task Based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about what activities they do in the school holidays. Listening: To listen to an interview with children about school holidays. Reading: To read and match activities and to note correct prepositions. Writing: To write words or short sentences about school holiday activities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about school holidays • discuss activities children do in school holidays • express opinion regarding school holidays.
Link to prior learning: <ul style="list-style-type: none"> • Expressing opinions • Prepositions • Knowledge of sports and activities 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Introduce other cultures through the teaching of English 		
Key vocabulary: School holiday and free time activities Key expressions/structure: Prepositions; School holiday and free time activities: <i>do jobs around the house, go on a day trip, go to the park, spend time with our grandparents, cook on the camp fire, go out on our bikes, go to sports camp, help in the shop</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Natural speech can be challenging for learners to break down into known language. In this lesson, the teacher could use a cutting motion with two fingers to show when phrases and words can be reduced into known vocabulary. • Printed versions of the listening will allow lower level learners to follow and notice where the sounds run together. 		
Resources/equipment needed: Learner's Book pages 85 and 86 Activity Book page 65 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>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What do you like to do in the school holidays?</i> 2. Practise using structures that learners have studied throughout the term. Ask and answer questions such as: <i>Do you go swimming in the summer holidays? How often? Who do you go with? Have you ever been to a summer camp? Did you go last year? Are you going on holiday this year?</i> 3. Write a list of activities on the board that learners like to do in the school holidays. This will be used later in the lesson. 4. Discuss the questions noted in the Learner's Book and identify any similarities and differences in opinion.
Resources	Main Activity
Learner's Book page 85 Audio Track 32	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the pictures of the children and the activities listed in the box. 2. Encourage learners to make predictions about what the children do in the school holidays. 3. Play the audio for learners to check their predictions and confirm the correct answers. <p>Feedback</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>Answers</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>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may require the audio to be read aloud in a clear, slow voice. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence for each of the speakers, saying what they do during the school holidays.
Learner's Book page 85	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Draw attention to the list of activities on the board that learners came up with at the beginning of the lesson. 2. Ask learners to work in pairs. One learner acts out a holiday activity for their partner to guess. They take turns acting out and guessing.

<p>Learner's Book page 86</p> <p>Audio Track 32</p>	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Focus on the sentences. 2. Ask questions to check learners have understood words such as <i>pocket money</i>, <i>set fire to</i>, <i>spends time</i> and <i>the same place</i>. 3. Listen to the audio from Activity 2 again. 4. Learners then decide if the statements are true or false and write the answers in their notebooks. <p>Feedback</p> <p>Ask learners to check in pairs and correct the false statements, before feeding back to the whole class.</p> <p>Answers</p> <p>1 false (Ana earns extra pocket money by doing jobs around the house.) 2 false (Luis nearly set fire to the tent.) 3 true 4 false (She has been to the same place for the last three years.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to highlight key words and check understanding. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their own false statements for their peers to read and correct.
<p>Activity Book page 65</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what prepositions they can remember. Revise the following words: <i>around</i>, <i>at</i>, <i>in</i>, <i>on</i>, <i>at</i>, <i>to</i>, <i>for</i>, <i>with</i>. 2. Encourage learners to make sentences using the prepositions to show that they understand when to use each one. 3. Learners then read, choose and circle the correct prepositions to go with the holiday activities. <p>Feedback</p> <p>Peer correction in groups, followed by whole class feedback.</p> <p>Answers</p> <p>1 around; 2 on; 3 to; 4 in; 5 with; 6 on; 7 to; 8 on</p>
<p>Activity Book page 65</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners what they can see in picture a. 2. Tell them to find the sentence in Activity 1 that matches the picture. 3. Ask them to write the sentence numbers underneath the pictures. 4. Learners then write the correct sentences in their notebooks for each of the pictures. Remind them to copy the sentences from Activity 1. 5. Ask learners to re-read the statements in Activity 1 and tick the ones that contain activities they do. <p>Feedback</p> <p>Ask learners to discuss in pairs or small groups.</p> <p>Answers</p> <p>a 3; b 6; c 8; d 1; e 2; f 4; g 5; h 7</p>

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

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about school holiday activities we do indoors and outdoors. Listening: To listen to a radio interview about long school holidays. Speaking: To talk about long school holidays and to agree/disagree with peers. Writing: To write a list of things they like and dislike about long school holidays.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about long school holidays • compare their ideas with peers • use the language of agreement/disagreement to express themselves.
Link to prior learning: <ul style="list-style-type: none"> • Present simple • Past simple • Present perfect for past experiences • Talking about likes and dislikes • Holiday activities 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading, and writing 		
Key vocabulary: Holiday activities; <i>indoors</i> ; <i>outdoors</i> Key expressions/structure: Agreeing and disagreeing: <i>I agree, I don't agree, I see what you mean, but I don't really agree, Me too</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It can sometimes be challenging for learners to recognise and use similar lexical chunks; for example, <i>agree</i> is used repeatedly. To help learners with the language of agreement, exaggerate your facial expressions to show degrees of agreement/disagreement. Encourage learners to do the same. 		
Resources/equipment needed: Learner's Book page 86 Activity Book page 66 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"> 1. Ask learners to make a circle facing each other. 2. Ask them to say one sentence about an activity they could do during school holidays. 3. Encourage learners to try not to repeat the activities. 4. Encourage them to follow the previous learner's reply as quickly as possible.
Resources	Main Activity
Learner's Book page 86	<p>Word Study: Activity 1</p> <ol style="list-style-type: none"> 1. Write the headings <i>Indoors</i> and <i>Outdoors</i> on the board. 2. Ask learners for suggestions about where they do certain activities. Establish that some activities would fall under both headings. 3. Discuss whether they think there are differences between the UAE and other countries and what these might be. 4. Look at the activities in the box and discuss if learners would do the activities indoors, outdoors or both. <p>Feedback Open class feedback.</p> <p>Answers</p> <p>Possible answers <i>Indoors: do jobs around the house, help in the shop</i> <i>Outdoors: go on a day trip, go to the park, cook on the campfire, go out on our bikes</i> <i>Both: spend time with our grandparents, go to sports camp</i></p>
Learner's Book page 86 Audio Track 33	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Quickly revise the disadvantages of long school holidays that learners discussed in Lesson 1. 2. Learners listen to the audio and complete the second part of the interview. 3. Make sure they listen only for the specific information. <p>Feedback Open class feedback. When correcting the activity, ask learners questions such as: <i>Do you agree?</i></p> <p>Answers</p> <p>1 at; 2 at; 3 of; 4 to; 5 to</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You may choose to provide printed copies of the listening text for these learners or read it aloud, more slowly, to them. 2. Learners can then circle the missing information, before writing it down. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For extra practice in talking about the school holidays, ask learners to practise the dialogue in groups of four, adding in the missing information. 2. They can take turns to swap roles.

Learner's Book page 86	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the second part of the interview (Activity 2) again and look for the phrases used for agreeing and disagreeing. 2. Model the correct intonation and encourage learners to repeat. 3. Explain that <i>I don't agree</i> can be used as a stand alone phrase and doesn't have to be preceded by <i>I see what you mean</i>, but that sometimes it can be a bit more tactful to use the sentence: <i>I see what you mean, but I don't really agree</i>. Explain that the longer option is often used when someone agrees with part of what is said, but then offers a slightly different opinion. 4. Ensure that learners understand that either is acceptable and practise saying both. <p>Feedback</p> <p>Check in pairs, then open class.</p> <p>Answers</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>
Learner's Book page 86	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss the good and bad things about the long school holidays. 2. Learners work in pairs and write down three things that they like and one that they don't like about long school holidays. 3. Demonstrate the activity with an example. Ask a learner to share one of their examples and ask the class for their reactions, using: <i>Me too; I agree; I don't agree; I see what you mean, but I don't agree.</i> 4. Monitor and support as you circulate. <p>Feedback</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>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use full sentences with expression when speaking. 2. Support them with planning their sentences first, either by helping them to make notes or writing them in full. 3. Check intonation by encouraging learners to notice when the voice goes up/down and practise mirroring this. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make sentences to tell the class about themselves and their partners; for example: <i>I think the school holidays are too long, but Ahmed doesn't agree. We agree that we get too much homework.</i>
Activity Book page 66	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners practise the new expressions for agreeing and disagreeing from the lesson by completing the dialogues. 2. Make sure learners understand that they can use <i>Me too</i> twice and the other answers only once. 3. Learners work individually. 4. Monitor and support where needed. <p>Feedback</p> <p>Learners check answers in pairs and confer with the teacher if needed.</p>

	Answers		
	1 I agree with you. 2 Me too. 3 I see what you mean, but I don't really agree. 4 Me too. 5 I don't agree.		
	Differentiation activities (Support): 1. Offer extra opportunities to practise the expressions: <i>Me too; I agree; I don't agree; I see what you mean, but I don't really agree</i> . Make up sentences and say them to learners to elicit one of the reactions; for example, <i>Learners should stay at school until 8 pm</i> .		
Activity Book page 66	Differentiation activities (Stretch): 1. Ask learners to offer a reason for their answer and state why they agree/disagree.		
	Challenge: Activity 2 1. This activity provides further practice of the new expressions for agreeing and disagreeing. 2. Learners write their own responses to the statements in Activity 1. 3. This allows them to personalise their response and reflect on the language used in today's lesson.		
Resources	Plenary		
	1. Read the statements from the Activity Book, Activity 1 and encourage learners to respond using their own ideas from Activity 2. 2. You could do this as a chain activity, where you read the first statement, a learner provides a response and then reads the next statement for another learner to respond to. 3. This continues until all learners have had a go. 4. Ensure that you differentiate and stretch learners accordingly as some learners should be able to give reasons for their answers, but others will just agree or disagree with the statement.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.			
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about holiday activities. Reading: To read some holiday advertisements and answer questions about them. Listening: To listen to people talking about holidays. Writing: To use <i>will</i> for future predictions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express preference for holiday activities • read advertisements for holiday activities • use <i>will</i> for future predictions • use vocabulary related to holiday activities.
Link to prior learning: <ul style="list-style-type: none"> • Present simple • Past simple • Present perfect for experience • Present continuous for future arrangements 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Packing for a trip: <i>utensil, backpack, torch, cooking equipment, journal, jacket, waterproof, sleeping bag; art course, camping, sports camp, outdoors, indoors</i> Key expressions/structure: <i>Will</i> for future predictions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio. Use realia to contextualise lexis. 		
Resources/equipment needed: Learner's Book pages 87 and 88 Activity Book page 67 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">1. Compile a list together of different types of holidays and what activities you can do on them.2. Write learners' ideas on the board.3. Revise <i>indoors</i> and <i>outdoors</i> from Lesson 2 by asking where we do these activities, and discuss expressions for talking about sports activities.
Resources	Main Activity
Learner's Book page 87	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Ask: <i>What kind of holidays do you enjoy? Do you like to relax? Do you prefer to be active all the time?</i>2. Practise using structures that learners have studied before. Ask and answer questions such as: <i>Do you go on adventure/camping/activity holidays? How often? Who with? Have you ever been on a camping holiday? Did you go last year? Are you going on holiday / to the seaside/mountains this year?</i> <p>Feedback Whole class feedback.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 87	<p>Read: Activity 2</p> <ol style="list-style-type: none">1. Focus on the <i>Reading strategy</i> box and the three advertisements.2. Help learners predict the kinds of things they will read about by asking them to look at the pictures of the children and the type of text.3. Ask learners what information they will be looking for, to confirm they are on task. (<i>Which camps are the longest? Which are good for older children?</i>)4. Learners work individually to read and answer these questions. <p>Feedback Peer correction in pairs, then small groups.</p> <p>Answers</p> <p>Sports camps are the longest. Camping and sports camps are good for older children.</p>
Learner's Book page 88	<p>Activity 3</p> <ol style="list-style-type: none">1. Focus on the information about the four children.2. Discuss the kinds of things they could do on holiday or the kinds of holiday they might enjoy.3. Decide which holiday camp would be best for each child. <p>Feedback Whole class feedback.</p> <p>Answers</p> <p>1 camping; 2 art course; 3 camping; 4 sports camp</p>

Learner's Book page 88 Audio Track 34	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Help learners predict what they might hear by asking them to say what things they can see in the pictures in the advertisements in Activity 2. 2. Make a note of any new words. <p>Feedback</p> <p>Learners listen to the audio and check in pairs before open class feedback.</p> <p>Answers</p> <p>The girls are going to go camping.</p>
Learner's Book page 88 Audio Track 34	<p>Word study: Activity 5</p> <ol style="list-style-type: none"> 1. Check learners understand the meaning of the items in the box. 2. Ask questions. For example: <i>Do you know any examples of plastic utensils? What can you use them for? What do you use a backpack for? How do you carry it?</i> 3. Listen to the audio and ask learners to make a note of any of the items the girls are going to take. <p>Feedback</p> <p>Check answers in small groups and confirm as a whole class.</p> <p>Answers</p> <p>a waterproof jacket; a sleeping bag; a torch; a backpack; an MP3 player; a journal (with photos)</p>
Learner's Book page 88 Audio Track 34	<p>Listen: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to recall any examples, which they heard in Activity 5, of the future simple used to make predictions. 2. Then ask them to match the sentence halves. 3. Ask questions to help learners understand why some sentences can't go together: <i>Is there a main verb in the sentence? What punctuation is there at the end of the sentence?</i> <p>Feedback</p> <p>Learners check in pairs, then play the audio for the class to check their answers.</p> <p>Answers</p> <p>1 c; 2 d; 3 b; 4 a</p>
Activity Book page 67	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. This task provides controlled practice using <i>will</i> + base form for making future predictions. 2. Guide learners to the verbs in the box on the right-hand side. 3. Notice the reminder of the <i>Use of English</i> box from the Learner's Book and highlight the negative form. (<i>I probably won't take my laptop.</i>) <p>Feedback</p> <p>Peer correction. Monitor and support as needed.</p> <p>Answers</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>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use the models in the Learner's Book as support. 2. Ask learners verbally to offer three examples of expressing the future with <i>will</i>.

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

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people talking about problems, suggestions and solutions. Speaking: To make suggestions. Reading: To read about suggestions of activities for holidays. Writing: To make notes of predictions and suggestions.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • make predictions using <i>will</i> • offer solutions and suggestions for holiday activities.
Link to prior learning: <ul style="list-style-type: none"> • Holidays and activities, dates, prepositions • <i>Will</i> for future predictions 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: Holiday and activity vocabulary Key expressions/structure: Language for suggestions: <i>How about ... ? Why don't we ... ? Let's ... !</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences. 		
Resources/equipment needed: Learner's Book page 88 Activity Book page 68 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"> 1. Ask learners to make two lines facing each other. 2. Tell them to imagine they are going to an adventure camp. 3. Ask each learner to say a sentence about what they will do to prepare for it; for example: <i>I will bring shorts.</i> 4. Encourage them to use <i>will</i>. 5. Once each learner in the pair has exchanged their information, the first learner in one column moves to the end of their line and all learners in that line move down one space. 6. Therefore, each learner has a new partner each time they speak and language production is maximised. 7. Encourage learners to change their sentences with each new partner.
Resources	Main Activity
Learner's Book page 88 Audio Track 35	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Before listening, discuss key words that the boys might use to talk about each advertisement. 2. This will help learners make predictions and listen only for specific information without worrying about challenging words. 3. Learners listen to the audio to find out which camp is being discussed and what the problem is. <p>Feedback Open class feedback.</p> <p>Answers</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>
Learner's Book page 88 Audio Track 35	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they know any expressions for making suggestions. 2. Write examples on the board that show the verb forms: <i>How about playing football? Let's play a game. Why don't we have an ice cream?</i> 3. Ask learners for more suggestions. 4. Listen to the audio and note the suggestions and vocabulary used. <p>Feedback Whole class feedback.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 How about trying a new sport? 2 Why don't we do one of the martial arts classes? 3 Let's join a class together! Let's try something different!
Activity Book page 68	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text and circle the correct answers. <p>Feedback Check in pairs and then conduct whole class feedback.</p> <p>Answers</p> <p>1 going; 2 do; 3 Why don't we</p>

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Offer extra opportunities to practise: <i>How about ... ? Let's ... ! Why don't we ... ?</i> 2. Ask learners to work in pairs to offer suggestions. 3. It may help to provide some word cards with activities written out. For example: <i>go to the cinema; try a new sport; take a picnic; play football.</i> 4. Learners could take turns to pick a card and make a suggestion by adding the appropriate vocabulary.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. For extra practice in using suggestions, ask learners to think of problems and make one-line suggestions. For example: <i>I have a headache. Why don't you take an aspirin?</i>
Activity Book page 68	Challenge: Activity 2 <ol style="list-style-type: none"> 1. Learners work in pairs and practise using new expressions by making predictions and suggestions about what to take on a trip and what to do. 2. Explain that they may add additional items and that the words in the box are just a guide. Feedback Monitor and support for grammar and intonation where needed.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners can pick just one scenario to make predictions and suggestions for.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to take notes and use the correct structures.
Learner's Book page 88	Talk: Activity 3 <ol style="list-style-type: none"> 1. Discuss problems that learners might have about doing one of the holiday activities listed. 2. Make a list on the board. 3. Invite learners to make suggestions using the expressions from Activity 2 and the correct verb forms. 4. Learners practise making suggestions in pairs, before agreeing on a decision. 5. Pairs of learners make up mini dialogues using language for problems and suggestions. For example: Learner A: <i>Let's go to the art course.</i> Learner B: <i>No, I'm not very good at drawing!</i> Learner A: <i>If you're not very good at drawing, why don't you try learning a new drawing skill?</i> Learner B: <i>OK, good idea. Let's go to the art course!</i>
Resources	Plenary <ol style="list-style-type: none"> 1. Ask confident learners to perform their dialogues for the rest of the class. 2. Ask other learners to listen and to offer alternative suggestions and solutions.

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

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions about learning English. Reading: To read learners' comments about learning English. Listening: To listen to question intonation. Writing: To write sentences using phrases to describe numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their personal preferences when learning English • pick up on and mirror pronunciation intonation clues • use phrases to describe numbers.
Link to prior learning: <ul style="list-style-type: none"> • Classroom activities • Present simple • Past simple • Present perfect for experience • Expressing likes and preferences 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>all of us, most of us, some of us, a few of us, hardly any of us</i> Key expressions/structure: Expressing likes and preferences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A 		
Resources/equipment needed: Learner's Book pages 89 and 90 Activity Book page 69 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>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the activities that learners have done in English so far in Grade 5. 2. Build up a list on the board. 3. Encourage learners to look back through their books at the activities covered so far and pick out which ones were interesting or challenging. 4. Ask learners questions about the activities: <i>Did you enjoy it? Did you prefer ... ? What has been your favourite? What has been the most difficult?</i>
Resources	Main Activity
Learner's Book page 89	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the <i>Reading strategy</i> box and discuss with the class why it is useful to read the questions about a text before reading the text itself. 2. Read the questions and encourage learners to predict what kind of answers they might read. 3. Tell learners they are going to read children's comments about their term of English and look for answers to the questions. 4. Make sure they understand they won't find answers to all the questions. <p>Feedback Learners check in pairs before open class feedback.</p> <p>Answers</p> <p>2 b; 4 c; 5 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Break the task down into three smaller tasks. 2. Ask learners to read the first text and decide which question it answers. 3. Repeat for the other two texts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose one of the questions in Activity 2 to answer more fully and write a couple of sentences to explain their answers.
Learner's Book page 90	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Learners ask and answer the questions (1–6) from Activity 2 in pairs. 2. Circulate and make sure learners write their partners' answers. <p>Feedback Learners report back to the class about what their partners told them.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 90 Audio Track 36	<p>Activity 4: Pronunciation</p> <ol style="list-style-type: none"> 1. Learners listen and repeat using the correct intonation and pronunciation of unstressed words (<i>have, the, do you</i>). 2. If you need further examples, use the following sentences and ask learners to identify what happens to the words in bold: <i>Which cartoons have you seen in English? Which do you like best? Do you like watching films in English? Have you ever read an English book?</i> <p>Feedback Correct any pronunciation errors.</p>

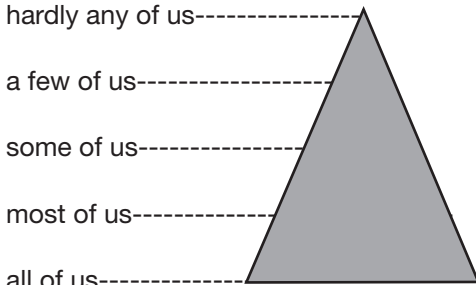
Learner's Book page 90	<p>Word study: Activity 5</p> <ol style="list-style-type: none"> 1. Guide learners to notice the words in blue in the text. 2. Ask them to find the phrase that describes the most people. 3. Learners then find the rest of the phrases and complete them in decreasing order. <p>Feedback</p> <p>Peer correction in pairs.</p> <p>Answers</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>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the differences between the expressions before putting them in order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to expand this list with other phrases they know that refer to numbers of people. 2. They can then write sentences using some of the new vocabulary.
Activity Book page 69	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Learners choose a quantity expression from the box to replace the numbers in the report. <p>Feedback</p> <p>Learners work individually and check answers in pairs.</p> <p>Answers</p> <p>1 All; 2 a few; 3 Most; 4 Some; 5 hardly any</p>
Activity Book page 69	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners find three more phrases in the text that describe numbers of people. <p>Feedback</p> <p>Learners work individually and check answers in pairs.</p> <p>Answers</p> <p>1 half of us; 2 none of us; 3 a lot of us</p>
Activity Book page 69	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write sentences about their family using phrases to describe numbers. For example: <i>All of us like halwa; Some of us like playing football; Hardly any of us enjoy watching television.</i> 2. Monitor and support with ideas, grammar and spelling where needed. <p>Feedback</p> <p>None at this stage.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to choose two or three number phrases, rather than five. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a cohesive paragraph about their family and preferences rather than independent sentences. This allows learners to practise syntax and can be expanded into a comparison; for example, <i>Most of us like pizza, but hardly any of us like eating salads.</i>

Resources	Plenary		
	<div>1. Explain to learners that they are going to mingle to share information.</div> <div>2. Advise learners that this is a whispering mingle so they must use their quietest voices.</div> <div>3. Encourage learners to stand up with their Activity Books and move around the room to speak to other learners.</div> <div>4. Learners then read their sentences to their peers.</div> <div>5. Ask learners to notice if there are any similarities between what they have written and what their peers have written.</div> <div>6. Monitor for content and pronunciation.</div> <div>7. Ask learners what similarities they found in their families.</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>(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.</div> <div>(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask wh-questions about past events.</div> <div>(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.</div> <div>(G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience.</div>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To conduct a survey and present results. Writing: To express survey results. Reading: To read survey results. Listening: To listen to classmates' responses during the data gathering stage of a survey.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • complete and analyse a class survey • write a summary and create a bar chart based on notes read • verbally share findings about their classmates with peers.
Link to prior learning: <ul style="list-style-type: none"> • Classroom activities • Present simple • Past simple • Present perfect for experience • Expressing likes and preferences 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into Mathematics, Science, health, national education and Social Sciences 		
Key vocabulary: <i>bar chart, survey</i> Key expressions/structure: <i>the results show ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A 		
Resources/equipment needed: Learner's Book page 90 Activity Book page 70		

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"> 1. Draw a triangle on the board as shown in 'Answers' below and use this to recap the phrases used to describe numbers of people: <i>all of us</i>, <i>most of us</i>, <i>some of us</i>, <i>a few of us</i>, <i>hardly any of us</i>. 2. Elicit from learners where <i>all of us</i> should be written on the triangle. When you have the answer, <i>at the bottom</i>, ask what should be written at the top of the pyramid, which has the smallest number/space available. 3. Draw attention to the fact that the smallest layer in the pyramid has the phrase referring to the lowest number of people and that the largest layer contains the phrase referring to the largest number of people. 4. Ask learners to complete the pyramid. <p>Answers</p> 
Resources	Main Activity
Learner's Book page 90	<p>Talk and write: Activity 1</p> <ol style="list-style-type: none"> 1. Learners choose three questions from Lesson 5, Activity 2 that they want to ask classmates about. 2. Encourage learners to practise asking the questions with the correct intonation. 3. Ask learners to decide how they will record their results. Help them plan either to note down responses to numbers or have multiple-choice answers to offer their peers. 4. Learners circulate and ask ten classmates, making sure they make a note of their answers. 5. Allow learners time to write a paragraph about their findings. <p>Feedback</p> <p>This will take place at the end of the lesson.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose five questions from the list, or they could choose three and write two of their own to be answered.

Learner's Book page 90	<p>Over to you: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the bar chart. 2. Check learners understand the concept by discussing how to interpret it. 3. Remind them of the work covered on bar charts during Term 1 when they were surveying the class about homes in Unit 1. 4. Allow learners time to draw their own bar chart, giving extra support where necessary. <p>Feedback</p> <p>This will take place at the end of the lesson.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 70	<p>Challenge: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the information about the school trip. 2. Learners use the information to write a summary based on the survey notes and draw a bar chart for <i>one</i> of the questions. 3. Explain that the summary does not have to focus on only one of the questions as it can cover the range. However, the bar chart will need to pick out one strand and focus on this. 4. Monitor and support where needed. <p>Feedback</p> <p>Peer comparison.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use Cuisenaire rods, or similar, to allow learners to physically manoeuvre their bar chart into place before writing/drawing it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If your learners enjoyed doing the class survey, choose another subject; for example, favourite free-time activities or favourite subjects for another class survey. 2. The information can be presented in a bar chart or in another type of chart or graph.
Resources Learner's Book page 90	<p>Plenary</p> <p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Each learner gives a short presentation about their results, using their bar chart to support the data. 2. Offer support language: <i>My results show ...</i> 3. Monitor and support as needed. 4. Ensure all learners have the opportunity to speak. 5. Summarise the class results.

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

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 1–6 • revise vocabulary related to holiday camps, activities and agreement/disagreement • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 6, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 6, Lessons 1–6 Key expressions/structure: Expressions and structures from Unit 6, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6. 		
Resources/equipment needed: Learner's Book page 91 Activity Book page 71		

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"> 1. Ask learners what they can remember from Unit 6 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition. 3. Ask questions linked to: spelling, naming an activity and recalling prepositions. 4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 91	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 91 and to silently read through the questions. Explain that they have five minutes to do this and then they can ask any questions if they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. <p>Feedback Learners compare answers in pairs, then small groups and finally as whole class.</p> <p>Answers</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>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to develop their own additional questions and swap them with a partner.
Activity Book page 71	<p>Can you remember? Activities 1–4</p> <ol style="list-style-type: none"> 1. Read through the questions with the class and encourage learners to offer suggestions for each one. 2. Advise learners they have a few minutes to look back through their books to find other examples. 3. Direct the learners to complete the activities independently. 4. Monitor for support and guidance when necessary. <p>Feedback Learners can check and compare their answers with peers. Select individual learners to suggest answers to the class. Ask other learners if they agree or not.</p>

Activity Book page 71	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence, in their own language, explaining why they can't do the statement. Feedback Self-reflection.			
	Differentiation activities (Support): 1. Help learners to look back through their books to identify areas of strength and weakness.			
	Differentiation activities (Stretch): 1. Ask learners to search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in the first part of Unit 6.			
	Resources			
	Plenary 1. Play 'Backs to the board'. Ask a confident learner to sit in front of the board, facing the class. Write a word from Lessons 1–6 on the board behind the learner. 2. The other learners must describe the word in English to the learner in the chair, without actually saying it. They can use gestures or mime to give clues. When he/she has guessed the word, they tell the teacher and win a point. 3. Play several rounds. Then ask all learners to remember the vocabulary tested in the activity.			
Learning styles catered for (✓):				
Visual ✓		Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.				

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about celebrations. Reading: To read an email invitation and recognise the language used in invitations. Listening: To listen to partners talking about parties. Writing: To write about future plans using <i>going to</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read an email invitation • complete an email invitation • write about future plans.
Link to prior learning: <ul style="list-style-type: none"> • Celebrations • Present perfect for experience • <i>going to</i> + verb 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>email, text, invitation, post, phone call</i> Key expressions/structure: Inviting: <i>Would you like to ... ?; going to</i> for plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences. 		
Resources/equipment needed: Learner's Book pages 92 and 93 Activity Book page 72		

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

Learner's Book page 93	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Focus on the <i>Use of English</i> box and remind learners to use <i>going to</i> + verb when talking and writing about future plans. 2. Ask learners to complete Man Yi's reply by saying what the plans are for the party, using the structure in the <i>Use of English</i> box and the verbs provided. 3. Allow learners time to complete the letter. 4. Note: There are cases where <i>will</i> would also be correct as Man Yi is referring to future facts. <p>Feedback</p> <p>Learners compare answers in pairs.</p> <p>Answers</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>
Activity Book page 72	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners practise talking about future plans using <i>going to</i> + verb to complete sentences. 2. They choose the verbs from the box. <p>Feedback</p> <p>Learners check their answers in pairs.</p> <p>Answers</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>
Activity Book page 72	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners use <i>going to</i> + verb to make sentences about the holiday plans of the children in the pictures. <p>Feedback</p> <p>Learners can share answers with each other.</p> <p>Answers</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 He's going to do judo. 2 We're going to go camping. 3 She's going to paint. 4 They're going to play football. 5 He's going to have lunch with his friends. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners with sentence structure and vocabulary, if needed, by providing words for them to choose from. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After writing the sentences, ask learners to give more information about each of the activities and include details such as time.

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:			
<div>(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.</div> <div>(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.</div> <div>(G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future.</div> <div>(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.</div>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and order sentences. Writing: To write an email invitation, differentiating between formal and informal language. Listening: To listen to reasons for accepting or declining an invitation. Speaking: To give reasons for accepting or declining an invitation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise the flow of an invitation email • recognise and use an appropriate register of language when inviting someone to a celebration.
Link to prior learning: <ul style="list-style-type: none"> • Celebrations • Present perfect for experience • Inviting: <i>Would you like to ... ?</i> 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills 		
Key vocabulary: Language used in invitations from Lesson 8 Key expressions/structure: <i>going to</i> for plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is often a perception that written language is formal. This lesson allows you to explore informal forms of writing, for example, by leaving out words. To raise learners' awareness of the differences in formality, show them a sticky note, an email and a bank letter. Ask learners to decide what the differences are. Guide them to recognise the increasing formality of language used depending upon audience and communication style. 		
Resources/equipment needed: Learner's Book page 93 Activity Book page 73 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">1. Divide the class into teams of four or five.2. Each team has a piece of A4 paper with the numbers 1–10 on it.3. Using vocabulary from Unit 6, call out ten words and ask the teams to write these words down as accurately as possible.4. Learners swap their papers with another team who check for spelling.5. The team with the highest number of correct answers wins.
Resources	Main Activity
Learner's Book page 93	<p>Read: Activity 1</p> <ol style="list-style-type: none">1. Focus on the <i>Writing tip</i> box and discuss the sorts of words that have been left out of the sentences in Activity 1.2. Ensure that learners know they can only do this in informal situations and that they have to be able to decide when it would be appropriate.3. Learners read the emails again and add words to complete the sentences. <p>Feedback</p> <p>Check in pairs and then conduct whole class feedback.</p> <p>Answers</p> <p>1 I; 2 I'll/will; 3 I'm/am; 4 I'll/will</p>
Activity Book page 73	<p>Read: Activity 1</p> <ol style="list-style-type: none">1. Focus on the sentences from an email.2. Learners put the sentences in order. <p>Feedback</p> <p>Check in pairs and then conduct open feedback if needed.</p> <p>Answers</p> <p>d; c; b; e; a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Photocopy and cut up the sentences.2. Ask learners to move the sentences around to create a sequential order. This is easier than holding the information in their memory and the hands-on approach helps to consolidate active learning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask learners to work with a partner to create their own set of sentences which fit the headings. They can then swap with another pair and reorganise the sentences to make the new email.
Activity Book page 73	<p>Activity 2</p> <ol style="list-style-type: none">1. Match the sentences a–e in Activity 1 with the headings 1–5.2. Learners match the sentences from the email with the headings. <p>Feedback</p> <p>Check in pairs and then conduct whole class feedback if needed.</p> <p>Answers</p> <p>1 e; 2 d; 3 b; 4 a; 5 c</p>

Learner's Book page 93 and Activity Book page 73	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Discuss what type of plans learners might have for a family party, an end-of-term celebration or any other kind of celebration. 2. Explain that they are now going to write their own invitation. 3. Remind learners of the paragraph structure Man Yi used in her first email and write the headings from Lesson 8, Activity 3 on the board in the correct order: <i>informal introduction, reason for writing, details, asking for information, saying goodbye.</i> 4. Allow learners time to write their own email inviting a friend and explaining the plans for the event. 5. Explain that they can use ideas and language from the Learner's Book to help them. 6. Learners can use the email template in the Activity Book (Activity 3) or can write in their notebooks if more space is required. 7. Circulate and offer help and support. <p>Feedback</p> <p>Learners read their partners' email and say verbally whether they can come and why not if they can't.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Offer extra opportunities to practise using <i>going to</i> to talk about plans. 2. Support learners by focusing on the use of target language.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write answers to their partners' invitations. 2. If they can't come, make sure they explain what they will be doing instead. 3. If they can come, ask for more information about the party: <i>Where is it exactly? How do I get there? Who else is coming?</i> 4. They can choose to write a formal invitation instead, perhaps to a distant cousin. The formality of language will increase as the email audience changes.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Mix up the emails and read a few of them out. 2. Learners guess who wrote them. 3. Use examples to demonstrate key features, for example, most correctly used forms of the target language or the most interesting information about the celebration.

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

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a short play. Reading: To read about going back to school. Writing: To write a summary of a play. Speaking: To talk about feelings.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand the features of a play • understand and empathise with feelings • summarise the key points of a story.
Link to prior learning: <ul style="list-style-type: none"> • Feelings • Punctuation: exclamation marks 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Feelings: <i>nervous, normal</i> Key expressions/structures: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When talking about personal feelings, there is a general perception that some learners may become shy or embarrassed. To prevent this, use puppets. Either bring some to class or encourage learners to make their own. Use these during some of the speaking tasks. When speaking via a puppet, this depersonalisation allows learners to express themselves in language more easily. 		
Resources/equipment needed: Learner's Book pages 94 and 95 Activity Book page 74 Audio Tracks LB37 and LB38; 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">1. Ask learners what preparations they make before their first day back to school.2. Make a list on the board and ask learners questions such as: <i>Do you buy new books / a new uniform? Does someone make your lunch for you? Do you bring a snack? Do you wear special clothes?</i>
Resources	Main Activity
Learner's Book page 94	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Learners take turns to tell each other (in groups) how they feel about going back to school after a long holiday and the preparations they make for the first day back.2. Monitor and offer support when asked. <p>Feedback</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>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 94 Audio Track 37	<p>Listen and read: Activity 2</p> <ol style="list-style-type: none">1. Focus on the picture and help learners make predictions about what they might hear.2. Discuss how the children are feeling and why.3. Discuss the features of a playscript and explain why we have the words in italics and brackets (stage directions) and why the names are repeated down the side (to show who is talking). Explain that speech punctuation is not needed.4. Listen to Part 1 of the play, pause the audio at the end of this section and find out whether their predictions were correct. Then continue with the rest of the story. <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>In Part 1 they are talking about how they don't want to go back to school.</p>
Learner's Book page 95 Audio Track 38	<p>Listen: Activity 3</p> <ol style="list-style-type: none">1. Focus on the questions on page 95.2. Learners listen to the first part of the play again and note answers to the questions. <p>Feedback</p> <p>Answer the questions in pairs before checking as a whole class.</p> <p>Answers</p> <ol style="list-style-type: none">1 They feel sad because they don't want to go back to school/They don't want the holidays to end.2 He doesn't want to start a new class with a new teacher.3 He's going to tell his mum and dad he's not going back to school.

Activity Book page 74 Audio Track 7	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the questions about the second part of the listening. 2. Check learners understand the meaning of the questions. 3. Play the audio again so that learners can listen and look for the answers. <p>Feedback</p> <p>Learners work individually and check answers in pairs before whole class Feedback.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Yes. 2 Because no-one admits it. 3 He says even adults feel the same way. 4 He says his dad gets nervous when he thinks about the pile of work waiting for him when he gets back from a holiday. 5 He tells them to think about all the good things about going back to school. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what advice they would give someone in the same situation. 2. Ask learners to make notes on the advice they would give and share this with their partner.
Activity Book page 74	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the summary of the play. <p>Feedback</p> <p>Peer correction – learners swap and compare answers.</p> <p>Answers</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 are talking about school; 2 unhappy; 3 they don't want the holidays to end; 4 think about the good things; 5 everyone feels like that; 6 feel a bit happier <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to summarise the play ensuring they have all key words and facts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a summary of the play independently, without using the Activity Book prompts.

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

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Speaking: To respond to statements using language of agreement and surprise.</p> <p>Listening: To listen to statements and identify the feelings behind them.</p> <p>Reading: To read a playscript and choose the correct words to respond to statements.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify sympathetic behaviour • change the intention of written language using exclamation marks • notice the rules for new language of agreement and surprise and use them purposefully.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Feelings • Punctuation: exclamation marks <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Flexibility and adaptability: Introduce learning and understanding of the importance of Feedback in English, from teachers and other learners 		
<p>Key vocabulary: <i>sympathetic, upset, hide, emphasise, surprising</i></p> <p>Key expressions/structures: <i>Me too! Me neither. Really?</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 96</p> <p>Activity Book page 75</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">1. Ask learners what they remember from the play they read and listened to last lesson.2. Discuss how John listened to the problems and tried to help.3. Introduce the word <i>sympathetic</i> and discuss what values a person who is sympathetic might display (they are good listeners and care how others feel).4. Ask learners for examples of when they have been sympathetic.5. To give learners more examples of being sympathetic, think of other situations that might make learners feel nervous, worried or upset. For example, the day before an exam, a visit to the dentist or an important competition.6. Ask learners to think of things they could say to somebody who was in one of these situations if they wanted to be sympathetic.
Resources	Main Activity
Learner's Book page 96	<p>Word study: Activity 1</p> <ol style="list-style-type: none">1. Look at the words in blue and list the three options on the board: <i>Me neither; Me too; Really?</i>2. Focus on the first sentence.3. Discuss whether the meaning of the first sentence fits the context of any of the blue words.4. Allow learners time to look at the first sentence as an example and match it to a blue word, before continuing individually with the remaining sentences.5. Make learners aware that <i>Really?</i> could be used for any of these sentences but that they must refer back to the text for the correct answers. <p>Feedback</p> <p>Learners check answers in pairs, followed by whole class confirmation if needed.</p> <p>Answers</p> <p>1 Me neither. 2 Me neither. 3 Me too! 4 Me too! 5 Me too! 6 Really?</p>
Learner's Book page 96	<p>Activity 2: Talk</p> <ol style="list-style-type: none">1. Learners think about their own feelings. Demonstrate the activity by reading statements and asking learners to respond using: <i>Me neither; Me too; Really?</i>2. Learners work in pairs.3. Learners read the statements and respond to them.4. Monitor and support where needed with pronunciation of target language. <p>Feedback</p> <p>Closed pairs followed by whole class discussion.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 75	<p>Use of English: Activity 1</p> <ol style="list-style-type: none">1. Read the <i>Use of English</i> box in the Activity Book.2. Ask learners to underline the negative verbs in Activity 1.3. Give them 90 seconds to find and underline as many as they can: <i>I'm not, don't like.</i>4. Learners now read the dialogue and circle the correct ways of responding to the statements.

	<p>Feedback Pairs, followed by whole class feedback (if learners do not have the same answers).</p> <p>Answers 1 Me neither. 2 Me too! 3 Me neither. 4 Me too! 5 Me too! 6 Me too!</p> <p>Differentiation activities (Support): 1. Offer learners extra opportunities to practise reacting using <i>Me neither.</i> and <i>Me too!</i> 2. Write some statements on the board that you think will elicit a reaction from your class. 3. Ask learners to take turns reading the statements and react using the expressions.</p> <p>Differentiation activities (Stretch): 1. Ask learners to write a short playscript based on the one in the Activity Book, using their own statements and phrases to show agreement or disagreement.</p>
<p>Learner's Book page 96 Audio Track 39</p>	<p>Punctuation: Activity 3 1. Ask learners the name of the punctuation mark at the end of the expression <i>Me too!</i> 2. Discuss why the writer uses an exclamation mark and how its use changes the meaning. 3. Explain that in this phrase there is a rising intonation at the end, which means that there is more emphasis on the words compared to <i>Me neither.</i> 4. Focus on the <i>Use of English</i> box to explain this further. 5. Play the audio. 6. Learners repeat using the correct rising intonation.</p> <p>Feedback None required.</p>
<p>Learner's Book page 96 Audio Track 39</p>	<p>Listen: Activity 4 1. Check learners understand words such as <i>upset</i>, <i>hide</i>, <i>emphasise</i> and <i>surprising</i> in the questions. 2. Play the audio again and ask learners the questions.</p> <p>Feedback Whole class Feedback.</p> <p>Answers 1 Ben (b I feel a bit sick!) 2 Ben (c Nothing! Nothing at all!) 3 John (d Of course!) 4 John (a ... and he's 42!)</p>
<p>Activity Book page 75</p>	<p>Punctuation: Activity 2 1. Learners use what they have learned about punctuation in Activities 3 and 4 in the Learner's Book to change some full stops into exclamation marks.</p> <p>Feedback Learners read their 'enhanced' dialogue with a partner.</p> <p>Answers Possible answers All answers are correct. All instances of <i>Me too!</i> plus any of the sentences that learners read with added emphasis.</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>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 6, Lessons 8–11 • revise vocabulary related to responding to statements, invitations and <i>to be going to</i> + verb • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 6, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 6, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 6, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11. 		
Resources/equipment needed: Learner's Book page 97 Activity Book page 76		

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"> 1. Ask the learners to recall what they have learned so far in the second part of Unit 6, and write their answers on the board. 2. Revise words and expressions by having a team competition. 3. Ask questions linked to: invitations, responses (<i>Me too; Me neither; Really?</i>) and feelings. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 97	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to turn to page 97 and to silently read through the questions. Tell them they have five minutes to do this and then they can ask any questions if they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups, and finally as a whole class.</p> <p>Answers</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>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support in understanding the questions. 3. Support with key vocabulary on the board if needed. 4. Allow learners to refer to their books for the work they have completed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Having checked that they have the correct answers, ask these learners to help their peers in the support group if more help is needed.
Activity Book page 76	<p>Can you remember? Activities 1–3</p> <ol style="list-style-type: none"> 1. Read through the questions with the class and encourage learners to offer suggestions for each one. 2. Advise learners that they have a few minutes to look back through their books to find other examples. 3. Learners complete Activities 1–3 independently. 4. Monitor for support and guidance when necessary. <p>Feedback</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>Answers</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>

	Differentiation activities (Support): 1. Encourage learners to use their Learner’s Book and Activity Book if they need to support their search for information.		
	Differentiation activities (Stretch): 1. Ask learners to develop additional review questions and swap with a partner.		
Activity Book page 76	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence in their own language explaining why they can’t do the statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 6 if needed to make link between lexis and content.		
	Differentiation activities (Stretch): 1. Ask learners to search for and note down activities from the Learner’s Book and Activity Book where they demonstrated these skills in the second part of Unit 6.		
Resources	Plenary		
	1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners which part of the unit they enjoyed the most.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time) about the topic under discussion. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

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

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a short game of 'Guess the word', where you provide a gap-fill task on the board showing the number of letters in a word. 2. Learners have to guess a letter. If they guess correctly, write the letter in the correct space in the word, but if they guess incorrectly, write a mark on the board. 3. Learners must guess the word before they get three marks.
Resources	Main Activity
Learner's Book Page 98	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Organise class into teams. 2. Decide if you or a learner will track the scores on the board. 3. Make a chart on the board for the teams – team names on the left vertically and the numbers 1–4 on the horizontal. 4. When a team gets a point for a task, make a mark to represent a point in the relevant task. 5. The team with the most marks at the end wins. <p>Task 1</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>Task 2</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>Task 3</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>Task 4</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>Feedback</p> <p>Add up the points and announce the winning team.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure these learners are split between the teams. 2. You may wish to allocate these learners as team captains. 3. If, however, the learners tend to dominate other learners, ensure they are not team captains but have a role such as note-taker.

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

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partners' ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. Reading: To read preparatory notes and follow instructions. Writing: To create an advertisement for a summer camp.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together to achieve a shared goal • organise and manage their time • create a project based on their learning in Unit 6.
Link to prior learning: <ul style="list-style-type: none"> • Unit 6 (all lessons) 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work collaboratively 		
Key vocabulary: Vocabulary from Unit 6 Key expressions/structures: Expressions and structures from Unit 6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A 		
Resources/equipment needed: Learner's Book page 99 Paper, pens, coloured paper, card		

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Do a quick round of <i>Hello, my name is (Ahmed). What's your name?</i>2. Make it as fast as possible so that learners begin to trip over the words and are having fun with speaking.3. You could ask them to say the introductions with a different theme; for example, <i>nervously, happily, sympathetically</i> to reflect the emotions learned in Unit 6.4. Once finished, ask the learners if they enjoyed it. Delivered well, the answer will be <i>yes</i>.5. Remind them that speaking in English is fun and that they will have fun in the next lesson when they deliver their presentations in English.
Resources	Main Activity
Learner's Book page 99	Research your project <ol style="list-style-type: none">1. Direct the learners to look at the project options in the Learner's Book.2. Learners must decide either to plan a school holiday activity OR create an advertisement for a summer camp.3. Read through the details for each project and ask learners to think about which project they would prefer to complete.4. Once they have decided which topic, they must find peers to work with on the same topic.5. Guide learners to work through the steps for their chosen project.6. Monitor and support while learners complete their work.7. Time permitting, learners may start to rehearse how they will present their information to their classmates in the next lesson.
	Feedback Peer feedback through presentation preparation.
	Differentiation activities (Support): <ol style="list-style-type: none">1. These learners should attempt project 1.2. If, however, they would prefer to do project 2, then they will need to be paired with a more confident and able learner who will be able to support them.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. These learners should attempt project 2.2. Learners can also give feedback to others on their presentation preparation.
Resources	Plenary
	<ol style="list-style-type: none">1. Conclude the lesson by checking on learners' progress.2. Ask learners to reflect on the preparation lesson.3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? Is there anything you would like to change?</i>

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

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

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

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

Resources	Plenary		
	<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>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe characteristics of people using adjectives of personality. Listening: To listen to descriptions of personal characteristics. Reading: To read a school report for gist.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about personalities using the lexis and expressions below • distinguish between positive and negative character traits • listen to descriptions and identify personality types • read a short character description and match it to an illustration.
Link to prior learning: <ul style="list-style-type: none"> • Basic adjectives to describe people • Present simple and past simple • Giving reasons with 'because' 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: Adjectives to describe personality: <i>confident, lazy, generous, kind, bad-tempered, tidy, shy, hard-working, nervous</i> Key expressions/structures: <i>I think I'm + personality adjective; I think he/she's + personality adjective</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have some problems with individual sounds in words, in particular the /aɪ/ sound in <i>tidy</i>, which may be pronounced as /ɪ/, and with stress in multi-syllable words such as <i>hard-working</i> and <i>outgoing</i>. Ensure that the pronunciation is modelled clearly and focus on any problematic issues that may arise in speaking activities in subsequent feedback stages. 		
Resources/equipment needed: Learner's Book page 100 Activity Book page 77 Audio Track LB40 A few pictures of people in different situations		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show some pictures of people in different situations and ask learners to describe them. Ask: <i>What is he/she like?</i> 2. Encourage learners to speculate about the personality of the people in the photos. Remind learners that we cannot always judge someone's personality from the way they look. 3. Work with the class to come up with a list of adjectives and write it on the board.
Resources	Main Activity
Learner's Book page 100	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask: <i>What are you like?</i> Encourage learners to reflect on this and give honest answers. Ask them to give examples to support what they say, for example, <i>I think I'm ... because ...</i> 2. Encourage learners to focus on positive aspects of their personalities. Help them by asking questions such as <i>What would you do if a friend needed help?</i> 3. Add to the list of adjectives on the board.
Learner's Book page 100	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs, look at the picture and describe what the children are doing. 2. Focus on the adjectives in the box and ask learners to find children in the picture who match the adjectives. <p>Feedback</p> <p>Nominate pairs of learners to indicate which picture matches the given adjective. Concept check to ensure that learners fully understand the meaning of all the lexical items. Focus on any problematic areas of pronunciation.</p> <p>Answers</p> <p>confident – girl next to the swing; tidy – boy picking up the rubbish; generous – girl offering sweets; shy – girl hiding behind her mother; bad-tempered – boy next to the see-saw; hard-working – girl sitting on the bench</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Instruct learners who need more time with this task to choose and match just three of the given adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to justify their answers in feedback, giving reasons why they matched particular children with the adjectives chosen.
Learner's Book page 100 Audio Track 40	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to some people talking about the children in the picture. They must listen and pay attention to the adjectives the speakers use to describe the children. 2. Play the audio at least twice. Then pause after each speaker and ask learners to check their answers in pairs. 3. Learners can check whether their answers in Activity 2 match the answers they have in Activity 3. <p>Feedback</p> <p>Ask learners which adjective they would use to describe each child based on the description. Encourage them to explain their choices. Check whether this matches their ideas for Activity 2.</p>

	Answers Speaker 1 – confident; Speaker 2 – bad-tempered; Speaker 3 – hard-working; Speaker 4 – generous; Speaker 5 – shy; Speaker 6 – tidy
	Differentiation activities (Support): 1. A hard copy of the audioscript may support understanding of vocabulary. Ask learners to underline the important words and use surrounding information for context clues.
	Differentiation activities (Stretch): 1. Ask these learners to justify their answers in feedback by pinpointing the contextual clues.
Activity Book page 77	Talk: Activity 1 1. Focus the learners on the pictures of three boys at school and ask them to discuss the two questions with a partner. Feedback Ask for volunteers to offer their descriptions of the pictures. Encourage them to use character adjectives. Discuss whether learners chose the same adjectives and why/why not. Answers Learners' own answers.
Activity Book page 77	Read: Activity 2 1. Tell learners that they are going to read a school report about one of the boys in the pictures. 2. Explain that they will need to read for gist in order to answer the question. 3. Establish what strategies they need to use. Ask: <i>Should you read quickly or slowly? Do you need to understand every word?</i> 4. Focus the learners on the <i>Reading strategy</i> box and then allow them to read the text and choose the correct picture described in the report. Feedback Ask for a show of hands as each letter is called out. Answers Picture b.
Resources	Plenary
Activity Book page 77	Talk: Activity 3 1. Ask learners if they think Paul's parents will be happy with the report. 2. Encourage them to give reasons for their answers and prompt them to use the character adjectives where appropriate.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and discuss answers to tasks; to contribute ideas to a brainstorming activity. Listening: To listen to other learners' ideas during a brainstorming activity. Reading: To develop learners' ability to read for gist and for more detailed understanding. Writing: To note down information from a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> consolidate their knowledge of the vocabulary from the previous lesson through additional word study tasks use a dictionary to extend their vocabulary knowledge read a diary extract to get the general idea of the content and writer's stance read and discuss aspects of the content of the diary in more detail.
Link to prior learning: <ul style="list-style-type: none"> Adjectives of personality Present simple and past simple <i>Have to</i> for obligation 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: Opposites: <i>confident/nervous, lazy/hard-working, cheerful/bad-tempered, selfish/generous, tidy/untidy, shy/outgoing</i> Key expressions/structures: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may try to read the text very closely at the gist reading stage despite having just discussed the appropriate reading strategy. Ensure that when setting the task, a strict time limit is set and a time reminder is given. Also ensure that learners know that they will have the opportunity to read the text in more detail at a later stage. 		
Resources/equipment needed: Learner's Book page 101 Activity Book page 78		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to brainstorm adjectives that they can remember from the previous lesson to describe personality (<i>generous, kind, lazy, confident, tidy, shy, bad-tempered, hard-working</i>).2. Write them up on the board.3. If learners have difficulties remembering, give them some definitions and/or first letters as a prompt.4. Ask learners which of the adjectives they would like to be used to describe themselves and which ones they wouldn't like to be used.5. Explain that some adjectives have a positive meaning and some have a negative meaning.
Resources	Main Activity
Learner's Book page 101	<p>Word study: Activity 1</p> <ol style="list-style-type: none">1. Write two antonyms on the board; for example, <i>hot/cold</i>.2. Tell learners that these two words are <i>antonyms</i>. Ask them what they think this word means (<i>antonyms are words with opposite meanings</i>). Elicit some more antonym pairs.3. Ask learners to work individually to complete the activity. They look at the adjectives and match them to their opposites. Tell them to use their dictionaries to help them.4. When they have finished, ask them to check their answers with a partner. <p>Feedback</p> <p>In order to save time at this stage, have the numbers 1–6 written up on the board and then ask one of the pairs who have finished checking to go to the board and write up the corresponding letters.</p> <p>Answers</p> <p>1 d; 2 c; 3 b; 4 e; 5 f; 6 a</p>
Activity Book page 78	<p>Word study: Activity 1</p> <ol style="list-style-type: none">1. Set the wordsearch task as a competition. Learners work in pairs and see how many words they can locate in four minutes.2. Ask learners how many antonyms they can find. <p>Feedback</p> <p>Assign a point for each word that each pair located correctly. You could offer bonus points if learners are able to locate and match antonyms correctly.</p> <p>Announce the winners to the class.</p> <p>Answers</p> <p>The antonyms in the wordsearch are: <i>confident/nervous, generous/selfish, hard-working/lazy, outgoing/shy</i>.</p>

Activity Book page 78	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work individually to complete the sentences with an adjective from the wordsearch. 2. Then they compare their answers in pairs or small groups. <p>Feedback</p> <p>Ask for a show of hands from learners to offer their answers. Concept check any problematic terms (for example, <i>messy</i>).</p> <p>Answers</p> <p>1 nervous; 2 hard-working; 3 lazy; 4 confident/outgoing; 5 tidy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners extra language support when monitoring. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to make one or two additional sentences using the unused adjectives from the wordsearch task.
Learner's Book page 101	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the <i>Reading strategy</i> box. Read the explanation with learners. Ask them why this reading strategy is so useful when approaching a text. Ask: <i>How do you think it helps you to understand the text?</i> For example, learners might discuss predicting the topic, activating background knowledge, predicting the vocabulary they will encounter, understanding the attitude of the writer. 2. Ask learners to read the text quickly and determine what type of text it is (for example, <i>is it a poem, a newspaper article, a story or a diary?</i>). <p>Feedback</p> <p>Elicit answers from the class and ask them to explain what helped them decide. Focus on features such as use of the first person and the date. Ask learners what the tone and attitude of the writer is (he's angry). How do they know?</p> <p>Answers</p> <p>It's an entry from a diary.</p>
Learner's Book page 101	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to read the diary entry more carefully this time and answer the questions in Activity 3. They do not need to write full sentences as answers, just key words. 2. Learners read alone and then check their answers in pairs. <p>Feedback</p> <p>Ask for volunteers to offer answers and discuss any differences in opinion if they arise.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Possible answer: She made new house rules because the boys are untidy/because she wants the boys to take responsibility for tidying their rooms. 2 They are only allowed to play computer games after they have finished tidying their rooms. 3 Marwan – it only took him five minutes. 4 Bader and his mother were angry because Marwan had put all his toys in the wardrobe and when Bader opened the doors, everything fell on top of him.

	Differentiation activities (Support): 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions.		
	Differentiation activities (Stretch): 1. Direct learners to formulate two more questions about the text to ask their peers.		
Resources	Plenary		
	1. Ask learners what other types of jobs can be done around the house. Do they do household jobs? What about their brothers and sisters? What jobs do they think would be most helpful? 2. If time allows, you could ask learners for suggestions of new rules that they think would be a good idea.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. see/ sea, ate/ eight), homographs (e.g., lead – to go first with followers behind / a type of metal), and multiple or nuanced meanings. (G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss personal characteristics. Reading: To read a personality quiz for gist and for specific details. Listening: To listen to an interview for specific information. Writing: To note down information from a recorded text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about aspects of their own personality with their peers • read and complete a personality quiz • listen to an interview and note down personal information • complete question forms with the appropriate <i>wh-</i> question word.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives of personality • Present simple • <i>Wh-</i> question words 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>cheerful, hardworking, nervous, lazy, bad-tempered, generous, tidy</i> Key expressions/structures: <i>Wh-</i> questions: <i>What? Who? Where? When? Which? Whose? Why?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel that they need to understand every word in the text during the first reading stage. Direct them to ignore unknown words for the time being and advise them that they will read the text more carefully when they read for the second time. 		
Resources/equipment needed: Learner's Book page 102 Activity Book page 79 Audio Track AB8		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Revise some of the lexis from the previous two lessons by acting out or miming the word and encouraging the learners to guess what it is.2. Focus on any issues with meaning or pronunciation that occur.
Resources	Main Activity
Learner's Book page 102	Talk about it: Activity 1 <ol style="list-style-type: none">1. Ask learners to reflect on what they are like and direct them to the three questions.2. In order not to single out learners, conduct this as a pairwork task.3. When monitoring, pay attention and be sensitive to those learners who may have a negative self-image and encourage them to identify and talk about their strengths. Feedback <p>Learners may be a bit sensitive about talking about their personality in front of the whole class, so instead, provide a summary of some points that were made without naming students; for example: <i>So, I heard some of you say that you are very hard-working.</i> Encourage learners who are happy to, to discuss their own characteristics.</p>
	Differentiation activities (Support): <ol style="list-style-type: none">1. Model this task clearly so that learners are aware of what language they can use.2. After modelling, provide language prompts on the board. <i>I think people like that I am ...</i> and so on.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Extend the task by asking the learners to consider additional questions: <i>What are your brothers and sisters like? What do you like about them? How could they improve the way they behave?</i>
Learner's Book page 102	Read: Activity 2 <ol style="list-style-type: none">1. Ask learners if they know what a personality quiz is. Have they ever done one? What questions do they expect to find in a quiz?2. Elicit some answers.3. Focus on the four questions. Ask learners to match them to the correct options 1–4. Learners should skim through the text at this stage and ignore unknown words.4. If you wish, you could read the four questions together with the class and help learners make predictions about possible language they might come across.5. Learners read, match and check answers with a partner. Feedback <p>In order to save time at this stage, have the letters A–D written up on the board and then ask one of the pairs who have finished checking to go to the board and write up the corresponding numbers.</p> <div>Answers A 3; B 1; C 4; D 2</div>

Learner's Book page 102	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions more carefully and to choose the answers that are true for them. 2. When they have finished, they work out their scores and read the <i>Results</i> box at the end of the quiz. 3. Ask learners to tell their partner what their quiz score is. Are they happy with it? <p>Feedback</p> <p>Ask for some volunteers to share their answers with the class, but only if they are comfortable in doing so.</p>
Activity Book page 79 Audio Track 8	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Write the word <i>profile</i> on the board. Ask learners what they think a profile is (<i>information about a person, it focuses on important or interesting things about that person</i>). 2. Direct learners to the profile on page 79 and discuss what type of information they are required to complete. 3. Focus on the <i>Listening strategy</i> box and discuss the possible words that learners might hear. 4. Tell them to listen and complete Khalid's profile. 5. Play the audio and pause so that learners have time to write their answers. Replay if necessary. 6. Learners compare answers with a partner. <p>Feedback</p> <p>Elicit answers from the class and then ask learners what they have in common with Khalid.</p> <div data-bbox="432 1164 1477 1211" style="background-color: #f2f2f2; padding: 5px;"> <p>Answers</p> </div> <p>Name: Khalid Age: 11 Country: UAE Family: mum, dad, little brother Hobbies: football and basketball Best friends: Rashid and Abdul Latif (cousin) What people like about me: outgoing, cheerful, fun to be with What I like about myself: tidy, patient What could I improve about myself: not be bad-tempered in the morning</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To reduce the level of challenge, conduct this as a 'jigsaw' listening. 2. Divide the class into two groups and allocate five of the profile sections for one group to answer and the other five sections for the other group to answer. 3. Pair up learners from each group after they have listened to the audio twice. They then share and copy down answers for sections where they have no information. 4. Monitor and ensure that there are no gaps. If there is still missing information, play the audio one more time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners may not need the audio to be paused. 2. Encourage them to write down as much information as they can during the first listening. 3. You can ask these learners to help those that find this type of activity difficult.

Activity Book page 79	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Review the question words in the <i>Use of English</i> box. 2. Focus on the activity and ask learners to complete questions 1–6 with the question words in the box. 3. Explain that they will not need to use all of the words and that some might be used more than once. 4. Learners check their answers with a partner. 5. They then work together and write the answers to the questions using key words only. <p>Feedback</p> <p>Nominate learners to provide the question words for each of the unfinished questions. If time, learners ask and answer the questions about Khalid in closed pairs.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 What is his name? His name is Khalid. 2 Where is he from? He is from the UAE/Ras al-Khaimah. 3 Who are the people in his family? His mum, his dad and his little brother. 4 What are his hobbies? He plays football and basketball. 5 Who are his best friends? His best friends are Rashid and Abdul Latif, his cousin. 6 What do people like about him? He is outgoing, cheerful and fun to be with. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners that they will need to use the question words <i>What</i> three times, <i>Who</i> twice and <i>Where</i> once. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write full sentences for the answers.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to close their books and then write all the question words on the board. Who can remember the questions about Khalid? 2. Elicit the full question forms. 3. Encourage learners to answer the questions about themselves. 4. Praise learners for their hard work and close the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to the main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read personal profiles for gist and for more detailed understanding. Speaking: To ask for and provide personal information. Listening: To listen to partner's answers. Writing: To complete a personal profile and to note down information from an interview with a partner.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a number of short profiles and ask and answer questions about them • consolidate their knowledge of <i>wh</i>- question forms through further practice • write their own profile • interview a partner about their profile and make notes.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives of personality • Present simple • <i>Wh</i>- question words 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: family members, pets, hobbies Key expressions/structures: <i>Wh</i> - questions: <i>What? Who? Where? When? Which? Whose? Why?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulties with word order when forming questions in the Use of English task. Do the first one as an example and monitor carefully during the task and provide language support where necessary. 		
Resources/equipment needed: Learner's Book page 103 Activity Book page 80 One A3 sheet of paper for each group of four learners		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. To activate learners' knowledge about the topic of the lesson and elicit potential language, divide the learners into teams and provide each one with an A3 piece of paper. 2. Ask them to copy the following headings from the board: <i>Family members; Hobbies.</i> 3. Give them three minutes to write down as many words under each column as possible. 4. Feed back and award one point for each correctly spelled word.
Resources	Main Activity
Learner's Book page 103	Read: Activity 1 <ol style="list-style-type: none"> 1. Learners read the profiles and match them to the correct summary. 2. Encourage the learners to skim the texts to get the gist of the content and not to worry about any unknown lexis at this stage. 3. They work with a partner and compare their answers. Feedback Check the answers as a class. Encourage learners to explain their choices.
	Answers Profile 1 Rashid – A; Profile 2 Sam – B
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Check learners' understanding of the adjectives in the summary sentences before they read.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to write a summary sentence about themselves.
Activity Book page 80	Use of English: Activity 1 <ol style="list-style-type: none"> 1. Learners make questions using the given prompts and answer them with information from the profile texts in the Learner's Book. 2. Do the first one as an example on the board and remind the learners of word order conventions of these question forms. 3. Ask learners to work together on this task. 4. Monitor and provide language support as and when needed. Feedback Ask some of the earlier finishers that have had their work checked to go and write up the answers on the board.
	Answers <ol style="list-style-type: none"> 1 Where is Rashid from? He's from the UAE. 2 When did Rashid move to Abu Dhabi? He moved there last year. 3 Who are the people in Rashid's family? His mum, his dad and his brother and sister are in his family. 4 How old is Sam? He's 12 years old. 5 Why is Sam studying hard at the moment? Because he has a Maths and English test this week. 6 What are Sam's hobbies? His hobbies are reading and playing outside with his friends.

	Differentiation activities (Support): 1. Give these learners extra language support by providing the first and last word of each of the questions.
	Differentiation activities (Stretch): 1. Ask these learners to make two additional questions about the texts to ask other classmates.
Activity Book page 80	Write: Activity 2 1. Learners write their own profile based on the knowledge gained in this lesson. 2. Monitor for language support. 3. When finished, learners compare profiles with a partner for similarities and differences. Feedback Ask for volunteers to report back on some similarities and differences.
Activity Book page 80	Challenge: Activity 3 1. Learners work with a new partner and ask and answer questions about their profiles and make notes. 2. Before they do this, elicit the questions they will need by referring back to Activity 1: <i>What is your name? How old are you? Where are you from?</i> and so on. 3. Monitor and make notes of examples of successful language and common errors. Feedback Ask learners to change partners again and then report back on what they have learned about their partner. Answers Learners' own answers.
	Differentiation activities (Support): 1. Write the questions on the board before the learners interview each other. Ask these learners to make notes rather than complete the writing phase.
	Differentiation activities (Stretch): 1. Ask these learners to use their descriptions to design a quick blog about their partner using the information they have received.
Resources	Plenary 1. Praise learners for their hard work and write up some examples of successful language that they used. 2. Select a couple of common problems that learners had during the speaking task. Write the errors on the board and ask learners to identify and correct them. 3. Finish with more praise and positive reinforcement.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about interviews; to explore useful expressions for interviews. Listening: To listen to an interview for gist and for specific information; to listen and identify intonation patterns in question forms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to an interview and extract relevant information • recognise and practise intonation in question forms • identify different language categories of useful expressions in interviews.
Link to prior learning: <ul style="list-style-type: none"> • Listening to personal information • Expressing likes and dislikes • Expressing opinions 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>family, friends, favourite things, town, personality, sports, school, opinion</i> Key expressions/structures: <i>I really like ..., Sorry, could you repeat that? What I meant was ..., I'm not very keen on ..., I don't think ..., We both like ..., I think ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulties with the concept of <i>to be keen on</i> in the <i>Speaking tip</i> box as it may be new to them. If it is evident that not all learners understand, clarify with the use of synonyms and ask questions to check comprehension: <i>If I am keen on doing something, am I interested in doing it or not?</i> 		
Resources/equipment needed: Learner's Book page 104 Activity Book page 81 Audio Track LB41; AB9		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 104	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they have ever had an interview either in their own language or in a foreign language. Ask them how they felt and what they talked about. 2. If nobody has ever had an interview, you may invite learners to imagine how they would feel.
Resources	Main Activity
Learner's Book page 104 Audio Track 41	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners to the picture of Bader and his English teacher and tell them that they are going to listen to Bader being interviewed in English. 2. Tell learners to listen to the interview and order the topics Bader talks about. Explain that they just need to understand the gist of the conversation, rather than specific words. 3. Pause the audio if necessary. 4. Learners check their answers with a partner. <p>Feedback</p> <p>Have the topics written up on the board and ask two volunteers to go and write up the corresponding numbers next to them.</p> <p>Answers</p> <p>1 family; 2 town; 3 personality; 4 friends; 5 school; 6 sport; 7 favourite things</p>
Learner's Book page 104 Audio Track 41	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to the interview with Bader again and they are going to decide if the sentences are true or false. 2. Explain that they will now need to listen for more detailed information. 3. Allow some time for them to read the sentences before doing the task. 4. Play the audio and pause as necessary. 5. Learners check answers with a partner. <p>Feedback</p> <p>Ask for volunteers to offer answers and encourage them to correct the false statements.</p> <p>Answers</p> <p>1 false (he has a younger brother called Marwan); 2 true; 3 true; 4 true; 5 true; 6 false (he's not good at any sport); 7 true</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. A hard copy of the audio script may support learners at the detailed listening stage. Learners can underline the important words and use surrounding information for context clues. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners may not need the audio to be paused during this second listening stage.

Learner's Book page 104	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and match them to the answers. Tell them these are some of the questions they heard in the interview with Bader, so they should be able to recall some of the information to help them complete the task. 2. Learners check answers with their partner. <p>Feedback</p> <p>Check the answers as a class briefly by asking which letters correspond to each number.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 e; 5 c</p>
Activity Book page 81 Audio Track 9	<p>Pronunciation: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that questions in English have a special intonation depending on whether they are <i>wh-</i> questions or <i>yes/no</i> questions. 2. On the board, write the two examples from the box on page 81. 3. Tell learners that you will pronounce each example and they should identify if your voice goes up or down at the end of the question. 4. Model the pronunciation. 5. Elicit that the <i>wh-</i> question had falling intonation and the <i>Yes/No</i> question had rising intonation. Mark the intonation pattern on each example. 6. Model again and ask learners to repeat. Students should move hands to reflect intonation, or rise up on their toes. 7. Tell them that they are going to listen to some questions, complete the missing words and then mark the intonation. 8. Direct them to the activity and to the supporting <i>Words to remember</i> box. 9. Play the audio a few times and allow time for learners to complete the sentences and mark the intonation. 10. Learners check in pairs. <p>Feedback</p> <p>Elicit the sentences onto the board and ask for volunteers to mark the intonation patterns. Check that they understand the difference in intonation patterns between the two question types.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Where were you born? 2 What are you like? 3 Who are your best friends? 4 What are you good at? 5 Do you have a favourite sport? 6 What are your favourite things? 7 Do you have any brothers? <p>All follow the rise–fall pattern except for numbers 5 and 7, which end with rising intonation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In order to focus purely on the intonation patterns and reduce the level of challenge in this task, encourage learners to fill in the missing words before they listen, using the text clues to help them. Then they only need to listen and mark the intonation patterns. 2. Learners may need to listen to more examples from the teacher before listening to the audio.

	Differentiation activities (Stretch): 1. Ask learners to formulate one more example of a question with rising intonation and a question with rise–fall intonation.		
Activity Book page 81	Speaking tip 1. Focus on the expressions in the box. Tell learners that these are useful expressions they can use to talk about themselves. 2. Give some examples of completed sentences and ask learners to give their own.		
Activity Book page 81	Vocabulary: Activity 2 1. Ask learners to look at the categories and at the expressions in the <i>Speaking tip</i> box. They match the expressions to the correct category. 2. Learners check in pairs. Feedback Check the answers as a class and advise the learners that they will have the opportunity to practise these expressions in the next lesson.		
	Answers a 2; b 3; c 1, 4; d 6; e 5, 7		
	Differentiation activities (Support): 1. Provide learners with more example sentences to help them decide. 2. Ensure they understand the meanings of each category.		
	Differentiation activities (Stretch): 1. Ask learners to provide another expression for each category (for example, another way of checking meaning/correcting yourself).		
Resources	Plenary 1. Ask learners if they think that Bader gave a good interview. 2. Ask: <i>Would you like to be interviewed? What questions would you be able to answer? What questions would you find difficult to answer? What would you say?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a dialogue in preparation for a listening task. Listening: To listen to an interview for specific information. Writing: To write questions in preparation for an interview. Speaking: To ask and answer questions about personal information and opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to an interview and note down missing information • identify language functions in a dialogue • prepare for an interview by writing questions • exchange personal information with a classmate in an interview.
Link to prior learning: <ul style="list-style-type: none"> • Personal information • Expressing likes and dislikes • Expressing opinions • Intonation in question forms 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: Vocabulary from Lessons 1–5 Key expressions/structures: <i>I really like ..., Sorry, could you repeat that? What I meant was ..., I'm not very keen on ..., I don't think ..., We both like ..., I think ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulties with word order when forming questions in the Write activity. Do the first one as an example and monitor carefully during the task, providing language support where necessary. 		
Resources/equipment needed: Learner's Book page 105 Activity Book page 82 Audio Track LB42		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the previous lesson and ask them questions: <i>Who was being interviewed? What were the topics that they talked about? Can you remember any of the questions?</i> 2. Encourage learners to ask and answer some of the interview questions from the previous lesson.
Resources	Main Activity
Learner's Book page 105 Audio Track 42	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a dialogue, but first they will consider what they can do to make listening tasks easier. 2. Focus learners' attention on the <i>Listening strategy</i> box. 3. Tell learners to read the strategies that will help them to listen for specific information. 4. Ask learners to look at the photos of the two children. Where do they think the boys are from? 5. Give learners time to read the dialogue and advise them that they should be thinking about what types of words are missing. 6. Learners now listen and complete the dialogue. 7. Stop and start the audio to allow learners time to write the answers. 8. Learners check answers in pairs. <p>Feedback</p> <p>Elicit the answers from the class and write up on the board.</p> <p>Answers</p> <p>1 Tokyo; 2 brothers and sisters; 3 only child; 4 baseball and table tennis; 5 like; 6 hard-working</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In order to reduce the level of challenge and eliminate the need to listen and write simultaneously, provide the learners with the answers on cut-ups. Before they listen, they work together and discuss where they might go in the text and place them in the corresponding gaps. They then listen to check their answers and move the cut-ups to the correct position if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio through without pausing.
Activity Book page 82	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work with a partner and find the expression highlighted in the dialogue to match each function. <p>Feedback</p> <p>Ask learners to volunteer the matching expression for each function. After feedback, provide a brief focus on intonation by asking the learners to repeat the phrases. Time permitting, ask learners to work in pairs and roleplay the dialogue for further practice.</p> <p>Answers</p> <p>1 Sorry, could you repeat that? 2 I really like ...; 3 I'm not so keen on ...; 4 we both like ...; 5 I think ...</p>

Activity Book page 82	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the question prompts in the activity and do the first one together on the board as a whole class activity. 2. Ask learners to work with a partner to form the remaining six questions. 3. Monitor and provide language support where necessary. <p>Feedback</p> <p>Check that early finishers have formed the questions correctly and then ask for some of them to volunteer to write the questions on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Have you got any brothers and sisters? 2 Where were you born? 3 What are you like? 4 Who are your best friends? 5 What are your favourite subjects? 6 What is your favourite sport? 7 What are your favourite things? <p>Differentiation activities (Support/Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work in mixed ability pairs in order to allow for peer support.
Activity Book page 82	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Learners now interview a different partner using the questions from Activity 2. 2. Remind them to use useful expressions from the previous lesson when answering the questions. 3. Also remind them to consider appropriate use of intonation when speaking. 4. Monitor closely but avoid interrupting unless absolutely necessary. <p>Feedback</p> <p>Praise all learners for their contributions and their use of intonation. Ask volunteers to offer information that they heard about their partners.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Leave the full question forms on the board so that learners can refer to them during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to conduct the interview with the question prompts rather than the full question forms.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Finish the lesson with a short kinaesthetic activity. 2. Ask learners to stand up and walk around the classroom until you signal them to stop (by clapping / ringing a bell). 3. At the signal, call out one of the question words: <i>What ...</i>, <i>Where ...</i>, <i>How ...</i> and learners must ask the classmate next to them a question beginning with this word. 4. After approximately 30 seconds, signal for the learners to continue walking around the room until they hear another signal to stop. 5. Repeat the procedure a couple more times.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and justify answers. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 7, Lessons 1–6 • revise vocabulary related to personal characteristics, likes and dislikes and questioning • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 7, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 7, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 7, Lessons 1–6		
Common misconceptions for learner, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to lessons 1–6. 		
Resources/equipment needed: Learner's Book page 106 Activity Book page 83		

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide the learners into groups of about four or five and give each one of them a flipchart, paper and pen. 2. Tell them they have just two minutes to write down as many words and expressions as they can remember from the beginning of Unit 7. 3. Give them time reminders at regular intervals and after two minutes, call 'Stop!'. 4. The learners now change papers with another group who will tick off and score all the correct words. 5. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 106	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Advise learners this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask learners to read silently through the questions. 4. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. 5. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p> <p>Answers</p> <p>1 c selfish; 2 b nervous; 3 b confident; 4 b untidy; 5 c were you; 6 b are; 7 a has Sam got; 8 b keen; 9 a both; 10 a repeat</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor to ensure that learners understand the questions. 2. Do not give the answers, but support with understanding the questions. 3. Allow learners to refer to their books for the work they have completed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can develop their own additional questions and swap them with a partner.
Activity Book page 83	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Read through all the activities with the class and encourage learners to offer suggestions for each one. 2. Advise learners they have a few minutes to look back through their books to find other examples. 3. Direct the learners to complete Activity 1 independently. <p>Feedback</p> <p>Learners compare answers in pairs, then as a whole class.</p> <p>Answers</p> <p>1 cheerful; 2 outgoing; 3 nervous; 4 selfish; 5 lazy</p>

	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners choose three adjectives to describe themselves. 2. They then compare with a partner and give reasons using the language prompts provided. <p>Feedback</p> <p>Ask some learners to report back on their partner's answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Activities 3 and 4</p> <ol style="list-style-type: none"> 1. Learners use the question words as prompts and write five questions to ask their partner. 2. Before learners ask each other the questions, review the intonation pattern for <i>wh</i>-questions and ask learners to practise the intonation together. They then ask and answer the questions. 3. To make this stage more kinaesthetic, conduct this as a mingle activity. <p>Feedback</p> <p>Ask some learners to report back on some of the answers that they received. What things did their classmates have in common?</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to use their Learner's Book and Activity Book to support their search for information, if needed.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to develop additional review questions and swap with a partner, answer then compare results.
Activity Book page 83	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence, in their own language, explaining why they can't do the statement. <p>Feedback</p> <p>Self-reflection.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to look back through their books to identify areas of strength and weakness.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to search for and note down activities where they demonstrated these skills in the Learner's Book and Activity Book in Unit 7.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 7.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about free time activities; to make comparisons between their own interests/opinions and those of another person. Listening: To listen to other learners talking about their free time activities. Reading: To read an information text and a blog for gist and for specific information. Writing: To write answers at word level; to form sentences using the correct form of an adjective.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a short information text and blog • discuss their own free time activities and interests, and compare them with those of the writer of the blog • understand the difference in usage between <i>-ed</i> and <i>-ing</i> adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives of personality • Expressing likes and dislikes/opinions • Free time activities 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: <i>-ed and -ing</i> adjectives: <i>bored/boring, amazed/amazing, frightened/frightening, excited/exciting</i> Key expressions/structures: <i>I am + -ed</i> adjective; <i>It is + -ing</i> adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulties in grasping the differences between the concepts of <i>-ed</i> and <i>-ing</i> adjectives. Incorporate concept check questions when checking the answers to the Use of English exercise if problems are evident. • Learners may over pronounce the <i>-ed</i> endings in the adjectives. Ensure that the correct pronunciation is modelled clearly and focus on any problematic issues that may arise in subsequent feedback stages. 		
Resources/equipment needed: Learner's Book page 107 Activity Book page 84		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter				
	<ol style="list-style-type: none"> 1. Ask learners what they like to do in their free time and what sports they like to do or watch. 2. Ask what characteristics would be needed to become a great sports person. 				
Resources	Main Activity				
Learner's Book page 107	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photos of Thuraya al Zaabi and describe them. <p>Feedback</p> <p>Ask for volunteers to offer any facts they know about Thuraya al Zaabi.</p>				
Learner's Book page 107	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text <i>Thuraya's story</i> to see if they were right about her and what additional information they learnt. 2. Learners compare answers briefly with a partner. <p>Feedback</p> <p>Ask learners which facts they already knew about Thuraya and which information from the text was new. Discuss with the class what kinds of problems she would have faced and the type of person she must be to overcome them. If learners are unsure of the word <i>stroke</i> and <i>paralysed</i> clarify and check understanding by referring to the vocabulary box. Ask: <i>Why is she an inspiration?</i> Explain the meaning of <i>inspiration</i>. Then ask: <i>Why is she an inspiration?</i> Explain the meaning of <i>inspiration</i> if learners are not familiar with the term and then discuss the two sports that Thuraya is famous for.</p>				
Learner's Book page 107	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read Thuraya's <i>My Page</i> and to consider whether they have anything in common with her. 2. Learners read and discuss similarities and differences with a partner. <p>Feedback</p> <p>Ask learners to put up their hands if they had anything in common and to report to the class. Encourage the use of <i>We both like ...</i>. Ask learners what they think of Thuraya's advice and what they think she means.</p>				
Activity Book page 84	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>My Page</i> in the Learner's Book again and find adjectives that describe the situations and feelings. 2. Learners check with a partner. <p>Feedback</p> <p>Ask for volunteers to offer their answers and write the adjectives on the board in two columns:</p> <table> <tr> <td><i>exciting</i></td><td><i>relaxed</i></td></tr> <tr> <td><i>amazing</i></td><td><i>bored</i></td></tr> </table>	<i>exciting</i>	<i>relaxed</i>	<i>amazing</i>	<i>bored</i>
<i>exciting</i>	<i>relaxed</i>				
<i>amazing</i>	<i>bored</i>				

	Answers Being in competitions – exciting Being with family – relaxed Competing at the London Paralympics – amazing Dislikes – feeling bored
	Differentiation activities (Support): 1. Give learners more help with locating the words within the text by assisting them with clues.
	Differentiation activities (Stretch): 1. Ask learners to produce a list of other <i>-ed</i> and <i>-ing</i> adjective pairs that they know.
Activity Book page 84	Use of English: Activity 2 1. Ask learners to refer back to the answers on the board from the last activity. 2. Tell them to look at the spellings of the adjectives in the first column and ask what they notice about the similarities (<i>-ing</i> endings). Then do the same for the adjectives in the second column (<i>-ed</i> endings). 3. Ask them if the word <i>bored</i> can be changed to <i>boring</i> . Learners will be aware of both of these terms and should answer <i>Yes</i> . 4. Ask: <i>What is the difference in meaning?</i> Encourage learners to give a sentence demonstrating each form. 5. If learners have a problem with this, then provide them with two clear examples and ask concept check questions to reinforce understanding. 6. Learners then complete the <i>Use of English</i> box with the rules. Feedback Whole class feedback. Answers Learners' own answers.
Activity Book page 84	Activity 3 1. Tell learners to choose the correct form of the adjectives and complete the sentences. 2. Then they talk about the statements with their partner. 3. Monitor and provide language support where necessary. Feedback Check the answers together and ask concept check questions to ensure understanding of the difference in usage between <i>-ing</i> and <i>-ed</i> adjectives. Answers 1 amazed; 2 frightened; 3 boring; 4 exciting
Activity Book page 84	Challenge: Activity 4 1. Learners list the adjective forms they didn't use in the sentences in Activity 3 and use these words to write new sentences. 2. If time is tight, you may prefer for learners to do this as a speaking task in pairs.
Resources	Plenary 1. Ask learners to stand up and form circles in groups of six. 2. Learners take it in turns to recall one fact that they have learned about Thuraya al Zaabi. 3. When they have finished, brainstorm as many facts as the class can remember collectively and write the key facts on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves. (G5.3.4.2.3) Apply knowledge of prefixes (for example, un-, re-, pre-, bi) suffixes (for example, -er, -est, -ful), roots, word patterns and known words to determine word meanings. (G5.3.4.2.4) Distinguish shades of meaning among closely related words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a blog for specific information. Speaking: To talk about likes/dislikes, feelings and emotions. Listening: To listen to a classmate talk about their likes/dislikes, feelings and emotions. Writing: To write about likes/dislikes, feelings and emotions using <i>-ed</i> and <i>-ing</i> adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a text about a paralympic sportsperson • share personal information about likes and opinions • consolidate their knowledge of <i>-ed</i> and <i>-ing</i> adjective forms through further written and oral practice.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives of personality • Expressing likes and dislikes/opinions/feelings • Free time activities 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to develop, implement and communicate new ideas to each other effectively in English 		
Key vocabulary: <i>-ed and -ing</i> adjectives: <i>bored/boring, amazed/amazing, frightened/frightening, excited/exciting, interested/interesting, relaxed/relaxing</i> Key expressions/structures: <i>I am + -ed</i> adjective; <i>It is + -ing</i> adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may continue to have difficulties in grasping the differences between the concepts of <i>-ed</i> and <i>-ing</i> adjectives. This may necessitate more exemplification and clarification prior to each of the tasks. 		
Resources/equipment needed: Learner's Book page 108 Activity Book page 85		

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember about Thuraya al Zaabi from the previous lesson. 2. Which adjectives could they use to describe her?
Resources	Main Activity
Learner's Book page 108	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the picture of Natalie and ask them to describe her and what she might have in common with Thuraya al Zaabi. 2. Learners read and match the headings to Natalie's blog. 3. They compare their answers with a partner. <p>Feedback</p> <p>Check as a class and then ask learners if they could see any more similarities between Natalie du Toit and Thuraya al Zaabi. Encourage them to use the language: <i>They both ...</i></p> <p>Answers</p> <p>1 City/, country; 2 Family; 3 Personality; 4 Best feeling; 5 Favourite place; 6 A dream come true; 7 Advice to others</p>
Learner's Book page 108	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners circle the adjective that best describes how Natalie feels about some things from her profile. 2. Explain that these words are not explicitly used in the text and that learners need to understand the rules in order to choose which adjective to circle. 3. Point out the reminder in the <i>Language tip</i> box. 4. Learners then compare their answers with a partner and discuss any differences. <p>Feedback</p> <p>Ask learners to volunteer answers and in order to check comprehension fully, ask them why it was that particular answer. If there are still difficulties in understanding the conceptual differences between <i>-ed</i> and <i>-ing</i> adjectives, provide more examples that clearly illustrate the distinction.</p> <p>Answers</p> <p>1 relaxed; 2 amazing; 3 exciting</p>
Activity Book page 85	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to choose the correct form of the adjectives to complete the sentences. 2. In order to personalise this task, ask the learners to decide if they agree or disagree with each sentence by marking it with a tick or a cross. 3. Learners compare answers/opinions in small groups. 4. Monitor and check that all answers are correct. <p>Feedback</p> <p>If it was clear that there were still some issues with choosing the correct adjective forms, then more clarification may be necessary. Otherwise, ask for a show of hands for each statement to indicate who agreed/disagreed with the given opinion. Note that for question 4, learners could choose several different answers. Focus on the adjective form and award the correct answer as long as they have chosen the <i>-ing</i> form.</p> <p>Answers</p> <p>1 boring; 2 frightened; 3 excited; 4 interesting/boring/exciting; 5 bored</p>

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. For extra guidance, advise learners that they will need to use three <i>-ed</i> adjectives and two <i>-ing</i> adjectives from the box. 2. You may wish to provide the first letter for each answer so that learners can focus on the adjective forms.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to make sentences with the three adjectives in the box that did not fit in any of the gaps.
Activity Book page 85	Write: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to complete the sentences with their own ideas using <i>-ing</i> or <i>-ed</i> adjectives. 2. Learners check with a partner and discuss how they are similar and different. 3. Monitor and provide language support. Feedback Ask for volunteers to offer their answers and then ask the class if they feel the same or different.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Stage this activity slightly differently and make it more kinaesthetic by asking this group of learners to complete a specific sentence. 2. Ask learners to stand up and mingle to see if they can find someone who has used the same adjective as they have. 3. Ask them to stand next to any classmates who have the same answer. 4. Repeat the process for another question.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to exchange their answers with a partner. 2. They could then write a short paragraph summarising the information about their partner: <i>My partner's favourite thing is ... because ...</i> 3. Monitor and provide any necessary language support.
Resources	Plenary <ol style="list-style-type: none"> 1. Ask learners to stand up and they can only sit down if the following statements (dictated by the teacher) are true for them: <ul style="list-style-type: none"> • <i>My favourite time of the day is morning.</i> • <i>I am frightened of spiders.</i> • <i>I think Maths is very interesting.</i> 2. Keep going with additional sentences until there is nobody left standing.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.3) Apply knowledge of prefixes (for example, un-, re-, pre-, bi), suffixes (for example, -er, -est, -ful), roots, word patterns and known words to determine word meanings.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about an inspirational person and to discuss ideas expressed in a poem. Listening: To listen to a poem. Reading: To read a poem for pleasure and to develop their ability to infer meaning. Writing: To write definitions for new words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe an inspirational person • read and listen to a poem for pleasure • examine a poem in some detail in order to match lexis to definitions and to infer meaning of unknown expressions.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary of sports and activities • Adjectives to describe personality • <i>To be good at + -ing</i> form • Present simple 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing 		
Key vocabulary: <i>a dozen, fault, champion, wrestle, impressive, comb, juggle, expert</i> Key expressions/structures: phrases that mean <i>to be good at</i> something: <i>like an expert, quite a, something of a, a champion at, great at, masterful at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In the first Talk about it task, some learners may not be able to think of an inspirational person that they can discuss. Advise them that they can choose a teacher, a member of their family or even a fictional character. They may also have difficulty articulating their ideas and therefore lapse into L1. Provide some examples of useful language on the board if this is the case: <i>An inspirational person for me is ... because He/She is very (+ character adjective).</i> 		
Resources/equipment needed: Learner's Book page 109 Activity Book page 86 Audio Track LB43		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Write the phrase <i>multi-talented</i> on the board.2. Ask for ideas about meanings and explain that <i>multi</i> means <i>more than one</i>.3. Encourage learners to suggest a complete explanation of the meaning now that they have further information.4. Ask what talents they would like to have if they were multi-talented.5. Explain that these don't have to be realistic and that they could pick anything.
Resources	Main Activity
Learner's Book page 109	Talk about it: Activity 1 <ol style="list-style-type: none">1. Ask learners to talk in pairs about people who inspire them and why.2. Demonstrate this task with an example so learners have a model of what language they can use in their description.3. Encourage the listeners to listen actively and ask follow-up questions if possible. Feedback <p>Ask for two or three volunteers to report back on what their partner told them.</p>
Learner's Book page 109 Audio Track 43	Read and listen: Activity 2 <ol style="list-style-type: none">1. Tell learners they are going to listen to a poem about a teacher in England. This poem was written by one of his pupils who loves writing.2. Ask learners to listen and read and decide if the pupil who wrote the poem is impressed by his teacher's abilities. Feedback <p>Ask for a show of hands as to who thinks that the writer is impressed. Ask learners to justify their answers.</p> <div>Answers<p>Possible answers Yes, the writer is impressed. This is evidenced by positive adjectives such as <i>impressive, great, good</i> and the nouns <i>expert</i> and <i>champion</i>.</p></div> Differentiation activities (Support): <ol style="list-style-type: none">1. As the learners listen and read, mime the actions in the poem to aid understanding. Differentiation activities (Stretch): <ol style="list-style-type: none">1. Get learners to listen to the poem without reading at this stage.

Learner's Book page 109	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the poem again silently. They must then look at each picture and decide which line of the poem it is illustrating. 2. Learners match each picture to a line of the poem. 3. Learners work individually and then check their answers with a partner. <p>Feedback</p> <p>Write the numbers 1–5 up on the board. Call out a number and ask learners to find the correct line in the poem and read it out. You could play this as a speed game.</p> <p>Answers</p> <p>Picture 1 - line 14; Picture 2 - line 8; Picture 3 - line 3; Picture 4 - line 15; Picture 5 - line 18</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Vocabulary box on page 109, to help with challenging vocabulary.
Activity Book page 86	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences about the poem and decide if they are true or false. 2. They check their answers with a partner and discuss any differences. 3. Learners then correct the false sentences. <p>Feedback</p> <p>Ask for volunteers to offer their answers and to correct any false statements.</p> <p>Answers</p> <p>1 F (He rides a horse like an expert); 2 T; 3 F (he can speak a dozen languages); 4 T; 5 F (the writer wishes the teacher would learn to comb his hair)</p>
Activity Book page 86	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the definitions and match them to the highlighted words in the poem. 2. Learners check their answers with a partner. 3. Monitor and provide assistance if necessary. <p>Feedback</p> <p>Ask which pairs would like to volunteer answers and ask them to show the highlighted word in the text. Concept check if there were any problems with understanding.</p> <p>Answers</p> <p>1 a dozen; 2 faults; 3 champion; 4 to wrestle</p>
Activity Book page 86	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read the poem again. They find and underline the phrases that mean <i>to be good at something</i>. 2. Learners work individually and then check their answers together. 3. Monitor and provide support as necessary. <p>Feedback</p> <p>If possible, have the poem projected on the whiteboard. Ask for volunteers to go and underline the phrases. Otherwise, ask learners to call out the line references.</p> <p>Answers</p> <p>like an expert, quite a, something of a, a champion at, great at, masterful at, good at</p>

	Differentiation activities (Support): 1. To reduce the level of challenge and time spent, ask learners to find four phrases in the poem. 2. These learners could underline the phrases rather than writing them out.		
	Differentiation activities (Stretch): 1. Ask learners to use these phrases to make additional sentences to describe either a real/fictional person.		
Activity Book page 86	Challenge: Activity 4 1. Ask learners to find the definitions of these words in a dictionary. 2. Then they work in pairs and write the definitions. Feedback After finishing, they join up with another pair and test each other to check understanding, using their definitions.		
	Answers		
	Possible answers 1 something you admire or respect because it is special or important 2 to tidy your hair using a comb 3 to throw objects in the air and catch them 4 a person with a skill or high level of knowledge about something		
Resources	Plenary		
	1. Finish the lesson with an engaging kinaesthetic task. Ask the learners to stand up. 2. Recite the poem again and as you do so, ask the learners to mime the actions. 3. You might want to demonstrate this first by asking four learners to the front of the class and they mime along to the first verse.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words. (G5.3.4.2.4) Distinguish shades of meaning among closely related words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To practise reading a poem to raise awareness of rhyming words. Listening: To listen to and identify rhyming words. Speaking: To discuss ideas for writing tasks. Writing: To write poems about talented and inspirational people/characters.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify rhyming words and understand how they are used in poems • extend and reinforce their knowledge of words and expressions related to physical qualities and talents • develop their writing skills by creating short poems about talented people/characters.
Link to prior learning: <ul style="list-style-type: none"> • Awareness of rhyming words • Expressions for being <i>good at</i> something 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills 		
Key vocabulary: Rhyming words: <i>hair/bear, rings/things, possess/chess, cars/stars, great/wait; talent, impressive</i> Key expressions/structures: phrases that mean <i>to be good at</i> something: <i>like an expert, quite a, something of a, a champion at, great at, masterful at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems identifying which words rhyme when the spellings are not similar (<i>hair/bear; great/wait</i>). If this is a common problem, then pause the activity and model the pronunciation of these words to make the task more manageable. 		
Resources/equipment needed: Learner's Book page 110 Activity Book page 87 Audio Track LB44		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Discuss features of poems and the fact that some poems have rhyming words in them. 2. Play a rhyming game. Call out a word and encourage learners to respond with a word that rhymes. Possible words (covered previously in Unit 1) could be: <i>tall – wall; trees – bees; doors – floors; sun – run; bold – cold; said – head; house – mouse; dad – glad.</i>
Resources	Main Activity
Learner's Book page 110	Talk: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to read the poem out loud together with a partner (page 109). 2. What do they notice about the last words of the second and fourth line of each verse? 3. Monitor and listen to learners' pronunciation. Feedback Praise the learners for their pronunciation and ask what they notice about the words at the end of the second and fourth lines.
	Answers They sound the same / they rhyme.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask learners to read just the first three verses of the poem.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to focus on rhythm and intonation, and also to dramatise the reading.
Learner's Book page 110 Audio Track 44	Word study: Activity 2 <ul style="list-style-type: none"> • Ask learners to work with a partner and read the words in the circles and match those that rhyme. • When they have finished, tell them they are going to listen to the audio and check if their answers are correct. • If necessary, play the audio twice. Feedback Ask pairs to volunteer the answers. One learner reads one word and their partner reads the word that rhymes. Assist if there are any difficulties with pronunciation.
	Answers hair – bear; rings – things; possess – chess; cars – stars; great – wait
Learner's Book page 110	Write: Activity 3 <ol style="list-style-type: none"> 1. Focus on the unfinished sentences and the words in the box. 2. Ask learners to complete the poem with words from the box or with their own ideas. 3. Monitor and provide language support and/or correction if required. 4. Learners compare their poems together. Feedback Ask for volunteers to read their poems out to the class.

	<p>Answers</p> <p>Possible answers</p> <p>He/She's good at playing the oud, He/She likes ... painting pictures/riding horses/playing (musical instrument/sport), He/She's masterful at archery, And not bad at driving cars.</p> <p>Differentiation activities (Support):</p> <p>1. To reduce the level of challenge and provide more language support, ask these learners to use only the words from the box.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to use different endings to those given in the box and use rhyming words for lines two and four if possible.</p>
Activity Book page 87	<p>Vocabulary: Activity 1</p> <p>1. Direct learners to the picture of Machine Man and ask learners what words or expressions they could use to describe him.</p> <p>2. Learners then work independently and complete the sentences with a word from the box.</p> <p>3. After finishing, they check answers with a partner.</p> <p>Feedback</p> <p>Write the numbers 1–5 on the board and ask some of the learners who have finished checking answers with a partner to write the corresponding answers.</p> <p>Answers</p> <p>1 dozen; 2 juggle; 3 champion; 4 wrestles; 5 impressive</p>
Activity Book page 87	<p>Activity 2</p> <p>1. Write the headings <i>Physical qualities</i> and <i>Talents</i> on the board.</p> <p>2. Ask learners to describe the physical characteristics of Machine Man and note their ideas on the board; for example, <i>big arms</i>.</p> <p>3. Ask learners under which heading they would put <i>pick up a dozen cars</i> and establish that this is a talent.</p> <p>4. Ask learners for other ideas of the things they could add under the two headings. Explain that they can use the ideas from the profile in Activity 1 and the artwork.</p> <p>5. Learners then work in pairs to complete the table.</p> <p>Feedback</p> <p>Learners share the information in their tables in small groups.</p> <p>Answers</p> <p>Physical qualities: big arms, tall/big, strong, large feet/hands</p> <p>Talents: he can pick up a dozen cars and throw them, he's a champion skier, he wrestles with tigers, he paints impressive pictures.</p>
Activity Book page 87	<p>Write: Activity 3</p> <p>1. With the whole class, build up a poem about Machine Man on the board using the writing frame.</p> <p>2. Write the first line, <i>His arms ...</i>, and elicit as many suitable endings as possible.</p> <p>3. Repeat line by line.</p> <p>4. Learners choose which endings they prefer for each line and then write their own version.</p> <p>Feedback</p> <p>See Plenary.</p>

	Differentiation activities (Support): 1. Ask these learners to write the whole-class poem into their books rather than making up their own additional poem.		
	Differentiation activities (Stretch): 1. These learners shouldn't need as much modelling. 2. Encourage them to use their own ideas for the poem.		
Resources	Plenary		
	1. Encourage learners to read out their poems. 2. Take a class vote on the best poem and congratulate the winner.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single- and multi-syllable words.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Speaking: To tell classmates about likes and dislikes. Listening: To listen to classmates' likes and dislikes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 7, Lessons 8–11 • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 7, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 7, Lessons 8–11		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11. 		
Resources/equipment needed: Learner's Book page 111 Activity Book page 88 Small pieces of paper with rhyming words written on		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask the learners to recall what they have learned so far in the second part of Unit 7 and write their answers on the board.2. Revise words and expressions by having a team competition.3. Ask questions linked to: <i>-ed</i> and <i>-ing</i> adjectives, rhyming words and phrases for being good at something.
Resources	Main Activity
Learner's Book page 111	Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners that this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask learners to turn to page 111 and to read silently through the questions. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p>
	Answers <p>1 c frightened; 2 a interesting; 3 b amazing; 4 c boring; 5 a relaxed; 6 b playing; 7 b at; 8 c champion; 9 b impressive; 10 a hear</p>
	Differentiation activities (Support): <ol style="list-style-type: none">1. Monitor to ensure that learners understand the questions.2. Do not give the answers, but support in understanding the questions.3. Allow learners to refer to their books for the work they have completed.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Having checked that they have the correct answers, ask these learners to help their peers in the support group if more help is needed.
Activity Book page 88	Can you remember? Activity 1 <ol style="list-style-type: none">1. Look at the activity with the class and encourage learners to offer one or two suggestions.2. Advise learners that they have a few minutes to look back through their books to find other examples.3. Learners complete the activity independently and then exchange their sentences with another learner, who checks the grammar and spelling.4. Monitor and collect common errors. Feedback <p>Focus on any problematic issues that arose by asking learners to identify and correct errors on examples of language written on the board.</p>
	Answers <p>Learners' own answers.</p>

Activity Book page 88	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners work individually and complete the sentences. 2. Explain that they should use <i>-ing</i> and <i>-ed</i> adjectives where appropriate. 3. Learners then mingle to see if they can find anyone with the same answers. <p>Feedback</p> <p>Ask some learners to report back on the activity by saying how many classmates they found with the same/similar answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 88	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Before starting the activity, pronounce the words in the activity with the class so that they are aware of the correct pronunciation. 2. Encourage learners to practise the pronunciation of the word pairs. 3. Learners match the words that rhyme by drawing lines to join them. 4. Monitor and provide support as necessary. 5. Ask early finishers to write down additional rhyming words. <p>Feedback</p> <p>Write each word on the board and brainstorm for all the rhyming words that the learners identified.</p> <p>Answers</p> <p>true – blue; past – fast; tree – three; hair – share</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to use their Learner's Book and Activity Book to support their search for information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to develop additional review questions and swap with a partner.
Activity Book page 88	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence in their own language explaining why they can't do the statement. <p>Feedback</p> <p>Self-reflection.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with key vocabulary and phrases from Unit 7 if needed to make link between lexis and content. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in the second part of Unit 7.
Resources	<p>Plenary</p>
Pieces of paper with pairs of rhyming words	<ol style="list-style-type: none"> 1. Finish with a quick game of '<i>Whispering race</i>'. 2. Divide the class into two groups (group A and group B) and ask each group to stand in a line, one behind the other, facing the board. 3. Give the learner at the top of each line a board pen.

<p>4. Ask the learner at the end of each line to turn around so that they are facing the back of the class and show each of these learners one of the pieces of paper with a word on it. For example, show learner A the word <i>hair</i> and learner B the word <i>bear</i>.</p> <p>5. These two learners then whisper the word to the next learner in the line, and this learner whispers to the next and so on up the line until it reaches the learner with the pen.</p> <p>6. The learner with the pen must then write the word on the board.</p> <p>7. Award one point to the group that finishes first and with the correct spelling.</p> <p>8. Ask the learner at the front to move to the back and then repeat the process a few more times.</p>			
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to interviews for specific information. Speaking: To ask and answer questions about personal information. Writing: To use learned phrases and complete sentences about an inspirational person.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> consolidate their learning from Unit 7 through review tasks reflect on the new knowledge they have gained.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and structures from Unit 7 21st Century Skills: <ul style="list-style-type: none"> N/A 		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Refer back to lessons 1–6 and 8–11 for guidance. 		
Resources/equipment needed: Learner's Book page 112 Audio Track LB45 Blank A4 pieces of paper		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a warm-up game of your choosing with some vocabulary from the unit. For example, adjectives of personality, <i>-ed</i> or <i>-ing</i> adjectives, words/phrases for being <i>good at</i> something.
Resources	Main Activity
Learner's Book page 112 Audio Track 45	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Learners listen to the interviews and complete the table. 2. Ask learners to check in pairs before going over the answers as a whole class. 3. You may need to play the audio twice. It may help to pause the audio to help learners keep up. <p>Feedback</p> <p>Copy the table onto the board and ask some of the early finishers to write in the answers.</p> <p>Answers</p> <p>Peng; 11; skating, violin; shy Maria; 12; basketball; generous, outgoing Brad; 11; surfing; cheerful, confident</p>
Learner's Book page 112	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work with a partner and ask and answer questions using the prompts provided. 2. Monitor and make notes of common errors for feedback. <p>Feedback</p> <p>Ask for volunteers to report back on their partner's answers. Follow up with feedback on language successfully used and give examples. If there were any common errors, write these on the board and ask learners to identify and correct them.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To reduce the level of challenge, give these learners more detailed prompts or the completed questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write additional questions to ask their partner.
Learner's Book page 112	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to think about somebody who inspires them. Tell them to reflect on what makes this person so special. Then ask them to complete the sentences about them. They should do this on a separate piece of paper. 2. Circulate, helping with additional vocabulary if necessary. <p>Feedback</p> <p>Collect in learners' work and stick to the classroom walls (if possible) or on desks around the room. Ask learners to circulate and read their classmates' descriptions.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Provide these learners with a list of lexis that they can use to complete the sentences, thus helping them with ideas and also with spellings.		
	Differentiation activities (Stretch): 1. Challenge these learners by asking them to try to make some of their sentences rhyme.		
Resources	Plenary		
	1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Look briefly at the projects for next lesson and explain that learners could start thinking about the projects and research / bring in relevant information for the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes. (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partner's ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. Reading: To read preparatory notes, refer to Unit 7 content. Writing: To make a poster about a famous person or a <i>My Page</i> blog in the form of a poster.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • organise and manage their time • create a project based on their learning in Unit 7.
Link to prior learning: <ul style="list-style-type: none"> • Unit 7 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer to Unit 7, Lessons 1–12. 		
Resources/equipment needed: Learner's Book page 113 Writing and drawing supplies, A3 sheets of paper, scissors, glue, Internet access or reference books, magazines, information from home to help with project		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 113	<ol style="list-style-type: none">1. Introduce the lesson by telling learners that they are going to create either their own project about a famous person or a <i>My Page</i> profile.2. Show learners the project information on page 113 of the Learner's Book.3. Tell learners to read the questions and explain that they need to find the information for each of the questions to organise their project. They will be organising their information in a poster.4. Give learners time to explore both options and to decide (with teacher guidance) which project they are going to do. (See differentiation below.)
Resources	Main Activity
	<p>Project 1: Research your project</p> <ol style="list-style-type: none">1. Learners spend time researching a famous person using a variety of means.2. Encourage them to introduce any interesting additional information they may find.3. Learners work individually to note down the information they need.4. Encourage them to make notes for each of the questions in the instructions and any other interesting facts that they discover. Tell them they also need to find a photo of their famous person and print this if possible.5. Monitor and support whilst learners work. <p>Project 2: Research your project</p> <ol style="list-style-type: none">1. Learners decide how many categories they are going to include in their blog and write them as headings. They can also sketch the main layout of their page and look at design features they wish to include.2. They then make notes of the information they wish to include under each of the headings.3. Afterwards they look for pictures in magazines or on the Internet that they can use for their poster presentation and decide if they need to bring any family photographs in for the next lesson.4. Monitor and support whilst learners work. <p>Feedback</p> <p>No open class feedback at this stage. Peer feedback in the next lesson.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. These learners would benefit from working in a pair and therefore project 1 would be more appropriate.2. Learners could use the blog information of the two famous athletes presented earlier in Unit 7 to find information for their poster. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. These learners could work independently on project 1 and include a wider range of subject headings.

	Prepare your project (both projects) 1. Firstly, learners need to design the layout of the poster and make a rough sketch. Then they work on creating the final product using the necessary materials. 2. Ask learners to help each other with correct spellings and grammar. 3. Provide any necessary guidance when monitoring. 4. When learners have finished, they plan how they are going to present their project orally to their classmates. 5. If they are working in a pair, they should both be speaking for an equal amount of time. 6. Continue to monitor and support where needed. 7. Time permitting, learners can rehearse their presentations. Monitor and help out with any pronunciation difficulties. Feedback No open class feedback at this stage. Peer feedback in the next lesson.		
Resources	Plenary 1. Focus on any problematic areas of pronunciation that may have arisen during the preparation/rehearsal stage. 2. Praise the learners for what they have achieved in the lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: Project 1: (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer’s purpose, needs of the audience, context, and culture. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats. Project 2: (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To take notes, self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 7 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Vocabulary from Unit 7 Key expressions/structures: Expressions and structures from Unit 7		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer to Unit 7, Lessons 1–12. 		
Resources/equipment needed: Learner's Book page 113 Resources from Lesson 14, plus any additional resources learners need for their presentations		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Introduce the lesson by telling learners that today they will take turns to present their project to the class. 2. Remind learners of the behaviour they should demonstrate when listening to others; for example, not interrupting, not calling out and maintaining eye contact.
Resources	Main Activity
Learner's Book page 113	Presentation preparations <ol style="list-style-type: none"> 1. Give learners time to gather their materials for their presentation and to rehearse if necessary. 2. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area. 3. Decide on a running order.
	Presentation <ol style="list-style-type: none"> 1. Select learners to present their projects to the class. 2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner and with a suitable pace.
	Feedback Enable listening learners to ask the presenting learner questions about the presentation. Discuss features of each presentation and ask learners to focus on what worked well and why it worked well.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you for help. 2. If they make errors but are able to continue then let them. This builds confidence in speaking with a focus on fluency in the moment.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to dramatise their presentation.
	Self-reflection <ol style="list-style-type: none"> 1. Advise learners that they are going to review their own presentation. 2. Ask the following questions: <ul style="list-style-type: none"> • <i>What went well?</i> • <i>What would you change?</i> • <i>What did you like about the other groups' presentations?</i> 3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write the questions on the board, so the learners have a reference point when writing their personal notes. 2. Learners can write single words to jog their memories later.

	Differentiation activities (Stretch): 1. Advise learners that they can take expansive notes or use mind maps to note their thoughts.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their work to the wall to create a class display and encourage learners to walk around and read their peers' work. 3. Ask learners to applaud themselves for a job well done.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe illnesses and symptoms. Listening: To listen to descriptions of illnesses for gist and specific detail. Reading: To read words related to illnesses and symptoms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use lexis and expressions related to health and illness • listen to descriptions of illnesses and match them to illustrations and words • identify symptoms of illnesses.
Link to prior learning: <ul style="list-style-type: none"> • Parts of the body • Illnesses 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: Parts of the body: <i>head, ear, throat, stomach, nose</i> Common illnesses and symptoms: <i>sore throat, cold, cough, earache, fever, headache, stomachache, energy, voice, feel sick, stomach, hurt, blocked nose, sneeze</i> Key expressions/structures: <i>I've got ... / I feel ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems grasping some of the concepts of the target language, especially any terms that may be new for them. Reinforce meaning by asking questions to check understanding. For example, <i>If I have a blocked nose, is it easy to breathe?</i> (No.) <i>Can I speak if I have lost my voice?</i> (No.) <i>Is it easy to eat when I have a sore throat?</i> (No.) <i>Why?</i> (Because it hurts.) • Learners may have some problems with individual sounds in words, particularly where there is no spelling–sound correlation; for example, <i>cough, ache</i>. Ensure that the pronunciation is modelled clearly and focus on any problematic issues that may arise in speaking activities in subsequent feedback stages. 		
Resources/equipment needed: Learner's Book page 114 Activity Book page 89 Audio Track LB46; AB10		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners how they are feeling today and if they ever get ill.2. What illnesses have they had? Elicit some names of illnesses; for example, <i>flu</i>, <i>a cold</i>, <i>a cough</i> and write them on the board.3. Play a miming game where learners guess the illness that you are miming, chosen from one of the words on the board.
Resources	Main Activity
Learner's Book page 114	Talk about it: Activity 1 <ol style="list-style-type: none">1. In pairs, learners talk about illnesses. They ask each other about the last time they were ill, the symptoms they had and at which time of the year they get ill more frequently.2. It will be necessary to introduce and check understanding of the term <i>symptom</i>.3. Circulate, helping with language as needed. Feedback <p>Ask for some volunteers to report back on what their partner has told them.</p> <div>Answers</div> <p>Learners' own answers.</p>
	Differentiation activities (Support): <ol style="list-style-type: none">1. It may be necessary to feed in useful vocabulary and expressions to these learners when monitoring.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners can make notes of their partner's answers.
Learner's Book page 114	Word study: Activity 2 <ol style="list-style-type: none">1. Focus on the pictures.2. Ask learners to work in pairs and match the words in the box to the pictures.3. Which illness can't they find?4. Encourage learners to look up words they don't know in a dictionary.5. To help develop study skills, ask learners to write down the words and the meanings in their notebook. Feedback <ol style="list-style-type: none">1. Ask volunteers to raise hands to offer answers.2. Ask concept check questions to reinforce meaning.3. Model the pronunciation of the words and ask learners to repeat them.4. Personalise the task by asking: <i>Which of these illnesses have you had?</i> <div>Answers</div> <p>a a cough; b a cold; c a fever; d sore throat; e a headache; f stomachache The illness they won't find is <i>earache</i>.</p>
	Differentiation activities (Support): <ol style="list-style-type: none">1. Review relevant parts of the body: <i>ear</i>, <i>head</i>, <i>stomach</i> and <i>throat</i> before starting the task.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask these learners to model the pronunciation in feedback.

<p>Learner's Book page 114</p> <p>Audio Track 46</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to the conversations between a doctor and some patients. They decide which illness the patients are suffering from. 2. Play the audio and pause after each speaker and ask learners to check their answers in pairs. 3. Play the audio a second time if necessary. <p>Feedback</p> <p>Ask learners which illness each speaker is suffering from. Encourage them to explain their choices.</p> <p>Answers</p> <p>1 stomachache 2 sore throat 3 earache and a cold</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. A hard copy of the audio script may support understanding of vocabulary. Learners can underline the important words and use surrounding information for context clues. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to justify their answers in feedback by pinpointing the contextual clues.
<p>Activity Book page 89</p> <p>Audio Track 10</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the list of symptoms in the box. 2. Tell learners that you will mime each of the symptoms and they should guess which one it is. 3. Ask questions to check understanding of any terms that are problematic. 4. Model the pronunciation of the symptoms and ask learners to repeat. 5. Then ask learners to listen again to the audio and match the symptoms they hear to the person. 6. Pause after each speaker and give learners time to check their answers in pairs. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask for volunteers to offer their answers. 2. Focus on any problematic areas of meaning and/or pronunciation. <p>Answers</p> <p>1 Maria: 7 – stomach hurts, 3 – feel sick 2 Abdul: 8 – throat hurts, 2 – lost voice 3 Jess: 4 – sneezing, 5 – cough, 6 – ear hurts, 9 – blocked nose, 1 – no energy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to listen for one of the symptoms in each conversation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose two of the symptoms and write definitions. 2. They then read out the definitions for their partner to guess.
<p>Activity Book page 89</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to categorise the words and then write the symptoms next to the illness.

	Feedback												
	1. Have the empty table copied onto the board and elicit and write up answers.												
	2. Alternatively, feedback could be made more learner-centred and kinaesthetic by having the symptoms and illnesses on cut up pieces of paper. The learners can then go to the board and stick the words under the corresponding headings.												
	3. Be sure to concept check where there have been difficulties in understanding.												
	4. It may also be necessary to focus on problematic areas of pronunciation.												
	Answers												
	<table><tr><th>Illness</th><th>Symptom</th></tr><tr><td>a sore throat</td><td>throat hurts, lost voice</td></tr><tr><td>stomachache</td><td>stomach hurts, feel sick</td></tr><tr><td>a headache</td><td>head hurts</td></tr><tr><td>a cold</td><td>blocked nose, sneezing, no energy, a cough</td></tr></table>	Illness	Symptom	a sore throat	throat hurts, lost voice	stomachache	stomach hurts, feel sick	a headache	head hurts	a cold	blocked nose, sneezing, no energy, a cough		
Illness	Symptom												
a sore throat	throat hurts, lost voice												
stomachache	stomach hurts, feel sick												
a headache	head hurts												
a cold	blocked nose, sneezing, no energy, a cough												
	Differentiation activities (Support):												
	1. Give learners the number of symptoms they are looking for, for each illness.												
	2. You may wish to provide the first letter for each illness as an additional prompt.												
	Differentiation activities (Stretch):												
	1. Learners can work independently, without prompts.												
	2. Learners can note down the answers by making full sentences: <i>She's got stomachache, so she feels sick and her stomach hurts.</i>												
Resources	Plenary												
	1. Finish with a kinaesthetic activity.												
	2. Ask learners to stand up.												
	3. Read out one of the illnesses or symptoms and encourage learners to mime the action associated with it.												
	4. Repeat with other illnesses/symptoms.												
Learning styles catered for (✓):													
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓										
Assessment for learning opportunities (✓):													
Observation	Student self-assessment	Oral questioning	Peer assessment										
Quiz	Student presentation	Written work and Feedback	Verbal Feedback										
Standards/SLOs:													
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.													
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange.													
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings words and phrases; use dictionaries or other online or print references to find other features of unknown of words.													

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and discuss answers to tasks. To practise short dialogues asking and answering about symptoms and illnesses. Reading: To read short notes for detailed understanding. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> consolidate their knowledge of the vocabulary from the previous lesson through additional word study tasks read short notes in order to identify correct usage of words that go together complete short dialogues about symptoms and illnesses identify words that go together with <i>have got</i> and <i>feel</i>.
Link to prior learning: <ul style="list-style-type: none"> Parts of the body <i>Have got</i> plus noun and <i>feel</i> plus adjective Illnesses and symptoms 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: Parts of the body: <i>head, ear, throat, stomach, nose</i> Common illnesses and symptoms: <i>sore throat, cold, cough, earache, fever, headache, stomachache, energy, voice, feel sick, stomach, hurt, blocked nose, sneeze, tired</i> Key expressions/structures: <i>I feel / She feels ...</i> <i>I've got / She's got ...</i> <i>What's the matter?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may continue to have problems with some of the concepts introduced in the previous lesson. Continue to reinforce meaning by asking concept check questions in feedback stages. Pay particular attention to the difference between <i>feeling cold</i> and <i>having a cold</i> as this can be quite confusing. 		
Resources/equipment needed: Learner's Book page 115 Activity Book page 90 Audio track LB47		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Brainstorm as many words as possible that learners can remember from the previous lesson and write them on the board.
Resources	Main Activity
Learner's Book page 115 Audio Track 47	Word study: Activity 1 1. Lead in to this review of words that go together by placing the words <i>feel</i> and <i>have got</i> on the board. 2. Say a word or expression from the unit, for example <i>a cold</i> , and ask learners to call out the correct verb that goes with it. 3. Refer to the <i>Language tip</i> and then repeat this for some of the words that go together from the previous lesson. 4. Learners work in pairs and match the illnesses with the words that go together. 5. Ask them to complete the sentences using <i>I've got / I feel, He/She feels or He's/She's got</i> . 6. Time permitting, play the audio for learners to check their answers. Feedback Write the two headings on the board: <i>I feel</i> and <i>I've got</i> , and ask some of the early finishers to go and write their answers on the board. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> I feel: sick; tired I've got: a cough; a fever; a blocked nose; no energy; a cold
	Differentiation activities (Support): 1. Before starting the task, go over the rules again for <i>have got</i> plus noun and <i>feel</i> plus adjective. 2. Do one or two examples from the task with the learners.
	Differentiation activities (Stretch): 1. When listening to the audio to check the answers, ask the learners to write down the full sentences in which these words that go together appeared.
	Activity 2 1. Ask learners to work individually to complete the sentences using <i>He/She feels or He's/She's got</i> . 2. Learners check their answers in pairs. Feedback Ask the question <i>What's the matter?</i> for each sentence and ask volunteers to raise hands to offer answers. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 He's got a headache. 2 She's tired. 3 He's got a cough. 4 She's got a cold. 5 She's got a sore throat. 6 He feels sick.

Learner's Book page 115	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Lead in to the task by introducing the idea of sick notes which parents send to teachers when their children are too ill to go to school. 2. Ask learners to read the two sick notes and circle the correct words. 3. Learners check their answers in pairs. <p>Feedback</p> <p>Discuss some of the symptoms of a fever and introduce the phrases <i>feel cold</i> and <i>sweating</i>. Ask if any learners have had a fever.</p> <p>Point out the difference between <i>feeling cold</i> and <i>having a cold</i> and ask concept check questions.</p> <p>Write up the numbers 1–7 on the board and elicit the answers.</p> <p>Answer</p> <p>1 got; 2 feels; 3 hasn't got; 4 has got; 5 feels; 6 has got; 7 has got</p>
Activity Book page 90	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs. They complete the dialogues using the words from the boxes. 2. Then they match them to the correct picture. 3. Learners practise the dialogues in pairs. <p>Feedback</p> <p>Before step 3 above, ensure that all the learners have the correct answers. If it is possible to check answers when monitoring, then move straight on to the dialogue practice. Otherwise conduct open class feedback by asking for a show of hands for learners to volunteer answers for each of the gaps.</p> <p>Answers</p> <p>1 (picture c) 1 headache; 2 sick; 3 head hurts 2 (picture a) 1 hot; 2 fever; 3 sweating 3 (picture b) 1 headache; 2 sore throat; 3 voice</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide a pronunciation focus before the learners practise by eliciting dialogue 1 line by line onto the board and asking learners to repeat, paying particular attention to intonation and sentence stress. 2. Conduct a question and answer drill whereby one half of the class are 'A' and ask the question in unison in the first line of the dialogue and the other half of the class are 'B' and respond with the second line in unison. Repeat with lines three and four. 3. Monitor and help with pronunciation difficulties when learners are working in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs and create their own dialogue using the vocabulary they have studied for illnesses and symptoms. They should use the dialogues from the Activity Book as a model.
Resources	<p>Plenary</p> <p>Ask different pairs to perform their dialogues in small groups or for the whole class.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. To discuss healthy activities. Reading: To read an information text for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an information text about diabetes • understand the difference in usage between quantifiers • talk about healthy activities.
Link to prior learning: <ul style="list-style-type: none"> • Illnesses and symptoms • Countable and uncountable nouns • Quantifiers (Unit 3) 21st Century Themes: <ul style="list-style-type: none"> • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: <i>diabetes, blood, blurred vision</i> Key expressions/structures: Quantifiers: <i>a few / few, much, many, some, any, several, a little / little, a lot of, plenty of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may try to read the text very closely at the gist reading stage. Ensure that when setting the task, a strict time limit is set and learners are advised that they will have the opportunity to read the text in more detail at a later stage. • Despite the fact that the learners have been exposed to the target language previously, there may still be some difficulties with concepts of the different quantifiers. Incorporate concept check questions when checking the answers to the Use of English exercise if problems are evident. For example, <i>Which is more? 'A lot of' or 'some'?</i> (A lot of.) <i>'Some' or 'a few'?</i> (Some.) Write on the board <i>There is only a few milk left in the fridge</i> and ask if it is correct. (No.) <i>Why not?</i> (Because 'milk' is uncountable.) <i>What should you say instead?</i> (A little milk.) 		
Resources/equipment needed: Learner's Book page 116 Activity Book page 91 Small cards or pieces of paper with an illness and the symptoms of that illness written on each one (Starter activity)		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they can remember any of the vocabulary to describe illnesses and symptoms from the previous lesson. 2. Play a guessing game to review illnesses and symptoms. 3. Ask different learners to stand up. Give them a card with an illness and the symptoms of that illness on it. The learners have to mime the symptoms for the rest of the class to guess the illness. 4. Ask learners if there are any illnesses that are common in their country.
Resources	Main Activity
Learner's Book page 116	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Tell learners that they are going to read a text about a common illness, but first they will try to predict what information they might find by looking at some pictures. 2. Refer to the <i>Reading strategy</i> box and direct learners to the text. Ask them to cover it with their hands. Working with a partner, they look at the pictures and discuss what they think the text will be about. Feedback Ask for some volunteers to tell the class their predictions.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide some language support on the board. For example, <i>In the first picture I can see a ... so maybe the text is telling us that ...</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners note down their predictions and at the next stage they tick those that were correct.
Learner's Book page 116	Read: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read through the text quickly and check their predictions. Feedback Ask learners which predictions from the previous feedback stage were correct.
Activity Book page 91	Read: Activity 1 <ol style="list-style-type: none"> 1. Show learners the true/false statements and ask them to read them carefully. 2. Tell learners they are going to read the text more closely this time and find the answers to the statements. While they read they must decide if the statements are true or false. 3. Encourage the learners not to worry about the words they don't know, but to work out the meaning of new words from the context. 4. When the learners have finished, let them check their answers in pairs and ask them to give reasons for their answers and to indicate the parts in the text where they found the information. Feedback Ask learners to say whether each statement was true or false and encourage learners to correct the false statements.

	<div>Answers</div> <div>1 True</div> <div>2 False – recently children are also being diagnosed with Type 2 diabetes</div> <div>3 True</div> <div>4 True</div> <div>5 True</div> <div>Differentiation activities (Support):</div> <div>1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions.</div> <div>Differentiation activities (Stretch):</div> <div>1. Write one or two more true/false statements to test their classmates.</div>															
Activity Book page 91	<div>Use of English: Activity 2</div> <div>1. Write up the words <i>some</i>, <i>a few</i> and <i>a little</i> on the board and ask learners if they can remember studying these words in Unit 3. What are they called? (Quantifiers)</div> <div>2. Ask learners to look again at the text about diabetes in the Learner’s Book and pick out all the blue words. They must then write these words in the correct column of the table.</div> <div>3. With a partner, they check their answers.</div> <div>Feedback</div> <div>Check the answers as a class on the board and ask questions to reinforce concepts.</div> <div>Answers</div> <table><tr><th>Countable</th><th>Uncountable</th><th>Both</th></tr><tr><td>a few / few</td><td>a little / little</td><td>some</td></tr><tr><td>several</td><td>2 much</td><td>any</td></tr><tr><td>1 Many</td><td></td><td>3 plenty of</td></tr><tr><td></td><td></td><td>4 a lot of</td></tr></table> <div>Differentiation activities (Support):</div> <div>1. Start by putting two lists of words from the text on the board:<div>food activities</div><div>sugar vegetables</div><div>exercise crisps</div></div> <div>2. Ask learners what the difference is between the two lists. (One contains countable nouns and the other uncountable nouns.)</div> <div>3. Now write up the sentence: <i>You should do some healthy activities every day.</i> Underline the word <i>some</i> and ask if they know what type of word this is. (They have already been introduced to this concept in Unit 3, Lesson 6, so may remember the term <i>quantifier</i>.)</div> <div>4. Ask learners if they can also say <i>some sugar</i>. Elicit that the word <i>some</i> can be used with both countable and uncountable nouns.</div> <div>5. Now draw their attention to the table in the book and ask them to place the words in blue from the text in the appropriate column.</div> <div>Differentiation activities (Stretch):</div> <div>1. Make some other sentences using the quantifiers in the table.</div>	Countable	Uncountable	Both	a few / few	a little / little	some	several	2 much	any	1 Many		3 plenty of			4 a lot of
Countable	Uncountable	Both														
a few / few	a little / little	some														
several	2 much	any														
1 Many		3 plenty of														
		4 a lot of														

Activity Book page 91	Talk: Activity 3 1. Learners work in pairs to discuss which of the activities in the text they do. 2. They then put together a list of additional healthy activities and decide which one they would like to try and why. Feedback Ask some learners to report back on which activity their partner had chosen.		
Resources	Plenary		
	1. Elicit all the activities that the learners had come up with in the previous stage and write them on the board. 2. Go through each activity in the list and ask for a show of hands to indicate whether the learners already do this activity and a show of hands for who would like to do this activity. Mark down the number of learners for each answer in different colours.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. Reading: To read an information text for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an information text about the flu • consolidate their understanding of quantifiers.
Link to prior learning: <ul style="list-style-type: none"> • Illnesses and symptoms • Countable and uncountable nouns • Quantifiers 21st Century Themes: <ul style="list-style-type: none"> • Health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: <i>flu, stomachache, sneeze, cold, cough, blocked nose, fever, headache, liquid, rest, medicine, illness, symptom, advice</i> Key expressions/structure: Quantifiers: <i>a few, much, many, some, any, several, a little, a lot of, plenty of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may try to read the text very closely at the gist reading stage. Ensure that when setting the task, a strict time limit is set and learners are advised that they will have the opportunity to read the text in more detail at a later stage. 		
Resources/equipment needed: Learner's Book page 117 Activity Book page 92		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

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

Activity Book page 92	Use of English: Activity 1 1. Ask learners to work individually and circle the correct quantifier. 2. Then they check their answers with a partner. 3. They can use the information in the <i>Language tip</i> to remind them when to use each quantifier. Feedback Ask for volunteers to offer answers and encourage them to give reasons for their choice. Answers 1 too much; 2 a little; 3 plenty; 4 some; 5 many; 6 some												
	Differentiation activities (Support): 1. Refer learners back to Lesson 3 in the Activity Book, or put up a table of quantifiers on the board to help them. <table><tr><td>Countable</td><td>Uncountable</td><td>Both</td></tr><tr><td>a few</td><td>much</td><td>some</td></tr><tr><td>many</td><td>any</td><td>a lot of</td></tr><tr><td>several</td><td>a little</td><td>plenty of</td></tr></table>	Countable	Uncountable	Both	a few	much	some	many	any	a lot of	several	a little	plenty of
	Countable	Uncountable	Both										
	a few	much	some										
many	any	a lot of											
several	a little	plenty of											
Differentiation activities (Stretch): 1. Ask learners to make sentences with the quantifiers that were not used in each sentence.													
Activity Book page 92	Activity 2 1. Tell learners to use the five quantifiers in the word box to complete the sentences. 2. Learners check their answers in pairs. Feedback Learners volunteer answers and give reasons for their choice. Answers 1 a lot of; 2 too much, plenty of; 3 Many; 4 some Differentiation activities (Support): 1. Before starting the task, write these words on the board: <i>food, water, people and medicine</i> . 2. Ask the learners which ones are countable nouns and which are uncountable nouns. 3. Then write the quantifiers from the word box on the board. 4. Ask learners whether the quantifiers are used with countable nouns, uncountable nouns or both. 5. This should make the activity easier to manage. Differentiation activities (Stretch): 1. As an extension task, ask learners to complete more sentences using quantifiers. 2. Put the following sentence on the board: <i>When I have a cold, I use a lot of tissues</i> . Ask the learners if there is another possible way of completing the sentence using a different quantifier. 3. Write two more sentence starters on the board: <i>When I have a cough, I ...</i> <i>When I have a headache, I ...</i>												

	4. Learners copy and complete the sentences so that they are true for them. They should try to use a quantifier if possible. 5. Ask learners to check with a partner and report back on things that they both have in common.		
Resources	Plenary		
	1. Learners discuss as a class what they understood from the lesson today.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about reasons for going to the doctor and some of the procedures. To discuss food preferences and allergies. Reading: To read a blog for gist and for specific information. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extend their knowledge of health-related vocabulary • read and identify a health blog and extract key information • share personal information about their likes, dislikes and allergies.
Link to prior learning: <ul style="list-style-type: none"> • Parts of the body • Illnesses and symptoms 21st Century Themes: <ul style="list-style-type: none"> • Health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: <i>vaccination, eye test, hearing test, prescription, blood test, stomachache, sick, itchy, allergy, skin rash, symptoms, advice</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems grasping some of the concepts of the new vocabulary. Reinforce meaning by asking questions to check understanding. For example, <i>Who writes the prescription, the doctor or the patient? (The doctor.) What does he write on the prescription? (The name of medicine.) If I have a rash on my skin, do I feel good or bad? (Bad.) What does my skin look like? (Red spots), and so on.</i> • Learners may have some difficulties with the word stress patterns in some of the longer words (for example, <i>intolerance, vaccination, prescription</i>) and the compound nouns (for example, <i>blood test</i>). Ensure that the pronunciation is modelled clearly and then learners are asked to repeat the stress pattern indicated on the board. 		
Resources/equipment needed: Learner's Book page 118 Activity Book page 93 A picture from the Internet of a doctor's room with a doctor and a patient for the Starter activity		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

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

Activity Book page 93	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Before asking the learners to read, it is important to introduce some key vocabulary that appears in the text and in later exercises. Draw a simple figure of a child on the board and give him/her a name. Now add in a picture of him/her smiling and eating some fruit (for example, a banana). Ask the class: <i>What is he/she eating? Do you think he/she is enjoying it?</i> Then draw another picture and tell them that this is an hour later. On the face of the figure, add in lots of red spots and a downturned mouth and ask the learners: <i>How is he feeling now? What has happened to his face and why?</i> Learners may know the words <i>spots</i>, <i>allergy</i> and <i>itchy</i> but go over these words and the words <i>rash</i> and <i>allergic reaction</i>. Tell learners to look at the text and decide what kind of text it is. Ask them to look at the layout to help them. Tell them to read the text quickly and decide who the writers are and give reasons for their answer. Set a strict time limit so that the learners are reading for general understanding only. <p>Feedback</p> <p>Ask the learners for their suggestions as to the type of text and who the writers are and then tell them that they will now read more closely.</p> <p>Answers</p> <p>It's a blog text. A person who has a problem. The blogger (doctor or medical professional) who answers the problem.</p>
Activity Book page 93	<p>Activity 2</p> <ol style="list-style-type: none"> Ask learners to read the text again and underline the writer's symptoms and the advice he is given. Learners complete the table and check answers in pairs. <p>Feedback</p> <p>If it is possible to project the reading text, ask learners to go to the board and show you / underline where the answers are located. Otherwise you could get the learners to number the lines in their books and provide the line numbers where the answers can be found.</p> <p>Answers</p> <p>Symptoms: a stomachache, feeling sick, itchy red rash Advice: Stop eating tomatoes for a while. Then try to eat less of them. Ask your mother to make different kinds of homemade soup.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Reduce the level of challenge by splitting the task into two. Half the class underline the symptoms and the other half the advice. They then pair up with someone who was working on a different task and exchange information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> As an extension task, ask the learners to work in pairs and write two questions about the text to ask their classmates.

Activity Book page 93	Talk: Activity 3 1. Ask learners to work in pairs and to tell each other about their likes, dislikes and allergies (if they have any). Feedback Two or three volunteers share information that they heard about their partner.			
	Answers Learners' own answers.			
	Differentiation activities (Support): 1. Model the task and then provide language support on the board: <i>I like ...</i> <i>I don't like ...</i> <i>I can't eat ... because it makes me feel / they make me feel ...</i> <i>I get a rash when I eat ...</i>			
	Differentiation activities (Stretch): 1. As an extension task, ask learners to participate in a role play whereby one of the learners has a problem with food and the other offers advice.			
	Resources			
	Plenary 1. Play a game to review some of the vocabulary from the lesson.			
Learning styles catered for (✓):				
Visual ✓		Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.				

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To compare and share answers to tasks and talk about giving advice. Reading: To read a blog for gist and for specific information. Writing: To write advice and suggestions using the structures introduced in the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extend their understanding of health-related vocabulary • understand and use expressions to give advice and make suggestions • read symptoms of health problems in order to identify the diagnosis • discuss advice and suggestions that can be offered for health problems • write advice and suggestions for health problems.
Link to prior learning: <ul style="list-style-type: none"> • Illnesses and symptoms • Giving advice with <i>should</i> and <i>shouldn't</i> 21st Century Themes: <ul style="list-style-type: none"> • Health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: Recycled vocabulary from recent lessons: <i>sore throat, the flu, allergic reaction, skin rash, itchy, hurt, cough, blocked nose, fever, energy</i> Key expressions/structure: Giving advice and making suggestions <i>You should/shouldn't + base form</i> <i>Try + infinitive</i> <i>Why don't you + base form</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be confused by the expression <i>Why don't you ...?</i> and believe that it is a question requiring an answer beginning with <i>because</i>. If this misunderstanding is evident, explain that it is a fixed expression for making a suggestion and that the appropriate response would be: Yes, <i>that sounds like a good idea</i>. 		
Resources/equipment needed: Learner's Book page 119 Activity Book page 94		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Start the lesson with a kinaesthetic activity which reviews the vocabulary encountered in the text in the previous lesson and which they will see again in this lesson. They may also need to use this lexis in the main writing task. (Suggested words: <i>try, stop, should, sounds, allergy</i> – start off with easier ones and progress to more difficult words.) 2. Put the class into two or three lines facing the board, one learner standing behind the other. 3. Give the learners standing at the top of the line a board pen. 4. Call out one of the words and give the learners 30 seconds to confer and decide how this word is spelled. 5. The learner at the top of each line races to the board and writes the first letter. He/she then returns to the line and passes the pen to the next learner who then writes the second letter. 6. This continues until the word has been completed and there is a winning team. 7. Repeat three or four more times. 8. At the end of the game, ask the learners if they can remember where they saw these words before. <i>What else can they remember about the writer of the letter and his problem?</i>
Resources	Main Activity
Learner's Book page 119	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to the <i>Use of English</i> box. 2. Ask them to look at the three sentences and tell them that they came from the text in the previous lesson. 3. Tell learners to look back at the text and use this as a guide to write down the missing words. 4. Learners quickly check their answers with a partner. <p>Feedback and focus on meaning and language focus</p> <ol style="list-style-type: none"> 1. Elicit the answers and write the full sentences on the board. Use a different colour to show the answers (the base form and infinitive of the verbs). 2. Encourage learners to use the Guided discovery strategy to work out the rules. 3. Ask them why we use this language: <i>Is it when we tell people that they must do something? Is it a rule? (No, it is to offer a suggestion / give advice.)</i> 4. Model the pronunciation of each of the examples and ask learners to repeat. Draw their attention to the weak form of <i>should</i> and to the intonation of the question form. Learners may be confused with the question form (see misconceptions). 5. Mark the sentence stress on the board. <p>Answers</p> <p>1 stop; 2 to eat; 3 ask</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide more examples during the feedback stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can complete the <i>Use of English</i> box without referring back to the text.

Learner's Book page 119	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work individually to complete the gaps using the correct form of the verbs. 2. When they have finished, ask them to share and compare answers with a partner. <p>Feedback</p> <p>Nominate learners to provide answers and ask the learners which problems they think the advice might be referring to.</p> <p>Answers</p> <p>2 to get; 3 buy; 4 to eat; 5 drink</p>
Learner's Book page 119	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the descriptions of symptoms and match them to the health problems. 2. Learners check answers with a partner. <p>Feedback</p> <p>Ask for volunteers to provide the answers and in each case encourage them to justify their choice of answer.</p> <p>Answers</p> <p>1 a sore throat 2 the flu 3 an allergic reaction</p>
Learner's Book page 119	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and choose two of the situations from the previous activity and decide what they would say to each person. 2. Ask the learners to imagine that they are addressing the person (<i>You should ...</i>) and to refer to the <i>Use of English</i> box. <p>Feedback</p> <p>Elicit some suggestions from the class and write some key words on the board.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Reduce the level of challenge by asking the learners to choose just one of the situations. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Increase the level of challenge by asking learners to complete the task for all three situations.

Activity Book page 94	Write: Activity 1 1. Ask learners to work in pairs and write replies for two of the blog posts. 2. Direct them to the <i>Writing tip</i> and <i>Language tip</i> and tell them to use the reading text on page 93 of the Activity Book as a model. 3. Monitor and provide language support as required. 4. After finishing, ask each pair of learners to exchange their responses with another learner pair and read the advice. Do they agree with the advice? Feedback Ask some learners to read the advice that they have written and the rest of the class decide whether they agree or not with it.		
	Answers Learners' own answers.		
	Differentiation activities (Support): 1. Learners just write a response for one of the given situations.		
	Differentiation activities (Stretch): 1. Early finishers can write a third reply and/or they can swap their writing with another pair for peer editing and check the work for grammar and spelling.		
	Resources		
	Plenary 1. During the lesson, make a note of examples of successful spelling during the writing task and also common spelling errors. 2. At the end of the lesson, ask the learners to stand up. They will be shown one of the spellings and they should decide whether it is correct or incorrect. (The word can be written on the board or prepared in advance on a piece of paper where the writing is clearly visible.) 3. After a count to 3, learners must jump to the left if they think the spelling is correct and to the right if they think it is incorrect. 4. Repeat a few more times.		
Learning styles catered for (✓):			
Visual ✓		Auditory	Read/Write ✓
Assessment for learning opportunities (✓):			
Observation		Student self-assessment	Oral questioning
Quiz		Student presentation	Written work and Feedback
Standards/SLOs: (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive, suggestions: <i>Let's, why don't, should we ...</i> , possessives: 's and s', sequence words: <i>first, next, after that, finally</i> . (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 8, Lessons 1–6 • revise vocabulary related to illnesses, symptoms and giving advice • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 8, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 8, Lessons 1–6 Key expressions/structure: Expressions and structures from Unit 8, Lessons 1–6		
Common misconceptions for learner, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6. 		
Resources/equipment needed: Learner's Book page 120 Activity Book page 95		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners what they can remember from Unit 8 and write their answers on the board.2. Revise words and expressions by having a quiz.3. Ask questions linked to: illnesses, symptoms, quantifiers and giving advice.4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 120	Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask learners to turn to page 120 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions.
	Feedback <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p>
	Answers <ol style="list-style-type: none">1 b – feel2 a – a headache3 c – voice4 a – plenty of5 b – too much6 a – some7 c – blood test8 a – prescription9 a – rash10 b – to get
	Differentiation activities (Support): <ol style="list-style-type: none">1. Monitor and check for understanding of the questions.2. Do not give the answers, but offer support with understanding the questions.3. Allow learners to refer to their books for the work they have completed.
Activity Book page 95	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Once checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
	Can you remember? Activity 1 <ol style="list-style-type: none">1. Learners work in pairs to solve the anagrams to make the correctly spelled words.2. Monitor and provide support for the learners that find this difficult. You may need to provide extra letters at the beginning of the two long words to help them.3. When they have finished, learners write definitions of two of the words and then test each other.

	<p>Feedback</p> <ol style="list-style-type: none"> 1. Check answers as a class and ask for some volunteers to offer their definitions. 2. Deal with any common problems that arose with the definitions writing stage. <p>Answers</p> <p>cough; rash; prescription; vaccination</p>
Activity Book page 95	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners discuss and note down answers to the questions on diabetes. 2. Encourage them to refer back to their Learner's Book to get information if necessary. <p>Feedback</p> <p>Ask learners to volunteer answers and ask the rest of the class if they agree/disagree or would like to add extra information.</p> <p>Answers</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Too much sugar 2 Type 1 diabetes is usually passed on in families (genetic) whereas type 2 diabetes is often due to being overweight and not getting enough exercise. 3 A person may feel tired, thirsty, hungry or have blurred vision. 4 Eat more healthy food and get regular exercise.
Activity Book page 95	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners what other illnesses or symptoms they know and write a couple of suggestions on the board. 2. Learners continue to brainstorm, working in pairs or small groups. <p>Feedback</p> <p>Build up a list of all the illnesses and symptoms that learners have produced and ask questions to check understanding where there were difficulties.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their Learner's Book and Activity Book to support their search for information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can develop additional review questions and swap with a partner.
Activity Book page 95	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. <p>Feedback</p> <p>Self-reflection.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with key vocabulary and phrases from Unit 8 if needed to make the link between lexis and content. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–6.

Resources	Plenary		
	1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 8. 4. Accept open class feedback.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss healthy eating. Listening: To listen to information about food groups and healthy eating for gist and specific detail. Reading: To read and complete notes about healthy eating. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify which foods belong to different food groups and have a greater awareness of the benefits of eating a healthy, balanced diet • listen to information about food groups and healthy eating • complete a set of notes about healthy eating • understand the use of <i>should</i> for giving advice.
Link to prior learning: <ul style="list-style-type: none"> • Food and drink 21st Century Themes: <ul style="list-style-type: none"> • Health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: Food groups: <i>dairy, fruit and vegetables, bad fats and sweets, good fats and oils, grains and cereals, meat and fish; healthy, unhealthy, minerals, pasta, rice, bread, bones, teeth, nuts, body</i> Key expressions/structure: <i>You should eat ...</i> <i>You shouldn't eat ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think that they need to understand every word in the listening extract the first time they listen. Advise them that they only need to have a general idea of the content at this stage and that they will be able to listen in more detail later. • Some learners may have problems with the meaning and pronunciation of <i>should</i> despite having been exposed to its usage previously. Concept check by asking learners whether we use <i>should</i> when we tell someone they must do something or when we tell them it's a good idea to do something (advice). Tell them that they will be practising this structure further in the subsequent lesson. Model the pronunciation and ask learners to repeat. 		
Resources/equipment needed: Learner's Book page 121 Activity Book page 96 Audio track LB48; AB11		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what the most popular food is among people of their own age. What do they like eating? Is there anything they don't like eating? Is there anything they never eat?
Resources	Main Activity
Learner's Book page 121	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the meaning of <i>healthy</i> and <i>unhealthy</i> (which learners met in Unit 3). 2. Ask if they can remember which foods are considered <i>healthy/unhealthy</i>. 3. Ask learners to talk in pairs and discuss if they think they eat a healthy diet. Encourage them to give reasons for their answers. 4. Ask them to think of three items of food that they think are healthy and three that they think are unhealthy. They do not need to write anything down at this stage. <p>Feedback</p> <p>Ask for some volunteers to report back on their answers. Build a list of healthy and unhealthy food on the board.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Direct learners to Unit 3 to help them with the second part of the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For the second part of the activity, learners are asked to write down as many food items as they can within a given time limit.
Learner's Book page 121	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the pictures. Ask learners to work in pairs and match the food groups to the pictures. 2. Learners will have been introduced to most of these food groups in Unit 3, so the only term that may need pre-teaching is <i>cereals</i>. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask volunteers to raise hands to offer answers. 2. Ask concept check questions to reinforce meaning if there were any difficulties with concepts. 3. Model the pronunciation of the words and ask learners to repeat them. 4. Ask the class which of the food groups are healthy and which are unhealthy. <p>Answers</p> <ol style="list-style-type: none"> 1 fruit and vegetables 2 good fats and oils 3 grains and cereals 4 dairy 5 bad fats and sweets 6 meat and fish

<p>Learner's Book page 121 Audio Track 48</p>	<p>Listen: Activity 3</p> <p>Teach</p> <ol style="list-style-type: none"> 1. This listening needs to be preceded by a teacher-led 'teach' stage in which key lexis is introduced. As always, introduce the easier concepts first. 2. Start by pointing to the pictures of the fish and meat (picture 6) in the Word study task and asking learners to put up their hands if they eat them. <i>What do we call somebody who never eats meat? Does anyone know?</i> Introduce the term 'vegetarian' and concept check for understanding. <i>So, does a vegetarian eat chicken?</i> As it is a multi-syllabic word, you will need to model and drill for pronunciation. 3. The term 'protein' was introduced in Unit 3 but will need revising. Show the learners the pictures in 6 again and remind them that they belong to a special food group. <i>It begins with 'P' and it describes food that helps us to grow. Can you remember?</i> Ask learners to look back at Unit 3 for guidance if necessary. 4. Revise <i>sugar</i> and introduce the term 'carbohydrate' by asking the learners what they remember about diabetes. <i>It is too much _____ in the blood. But we need to have some sugar ... why? For energy.</i> Point to picture number 3 in the Word study activity and tell them that these foods (grains and cereals) also provide energy but in a slower way and they have a special name. Introduce the term 'carbohydrate' and check understanding and focus on pronunciation as before. 5. Continue with the term 'calcium' in the same way by referring back to the appropriate food group (dairy) and eliciting why we should eat milk, cheese, etc. (For our teeth and bones to be strong.) This can lead on to the introduction of the term 'mineral' and subsequently 'vitamin'. The need to check and reinforce understanding will very much depend on the learners' understanding of these concepts/knowledge of health and nutrition in other curriculum subjects. <p>Listen</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio of Kaya's presentation on healthy eating and put the types of foods in the order that they hear them. Reassure them that they do not have to understand every word in order to complete the task. 2. Learners check answers together. <p>Feedback</p> <p>Ask for the class to vote on whether Kaya has a healthy diet? What helped them decide?</p> <p>Answers</p> <p>a protein – 4 b grains and cereals – 2 c fruit and vegetables – 1 d calcium – 3 e sweets, chocolates and cakes – 5</p>
<p>Activity Book page 96 Audio Track 11</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the sentences with a partner and decide if they are true or false. 2. Play the audio again for learners to check their answers. <p>Feedback</p> <p>Write the numbers 1–4 on the board and elicit the answers. Ask learners to correct the false statements.</p> <p>Answers</p> <p>1 true; 2 false; 3 true; 4 false</p>

	Differentiation activities (Support): 1. Stop and start the audio at the relevant parts in order to signal where the answers are.		
	Differentiation activities (Stretch): 1. Stronger learners may not need to listen again in order to complete the task as they may be able to do it from memory.		
Resources	Plenary		
Activity Book page 96	Talk: Activity 2 1. Discuss the questions with the whole class. 2. Ask learners to give their own examples and then ask what they can do to improve their diet based on the information Kaya has given.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims. (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and complete a food quiz. Speaking: To give advice about healthy lifestyles. Writing: To write answers at word level to demonstrate an understanding of concepts covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and complete a quiz on healthy eating • categorise foods into the different food groups • give advice about healthy lifestyles using <i>should/shouldn't</i>.
Link to prior learning: <ul style="list-style-type: none"> • Food and drink • Food groups • <i>Should</i> for advice 21st Century Themes: <ul style="list-style-type: none"> • Health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: Foods: <i>tomatoes, carrots, eggs, chocolate, sweets, cakes, oils, bread, rice, pasta, vegetables, fruit, nuts, chips, cheese, fish, lettuce, chicken, milk, apples, bananas, oranges, green beans, onion</i> Food groups: <i>proteins, carbohydrates, vitamins and minerals, fats and sugars</i> Key expressions/structure: <i>You should eat ...</i> <i>You shouldn't eat ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may have problems with completing the quiz as they may be hindered by blocking vocabulary. Review some of the lexis (that learners have been introduced to in past lessons) in the Starter activity and pre-teach any potentially unknown lexis before asking learners to read. Ask learners to work in mixed-ability pairs to allow for peer support. 		
Resources/equipment needed: Learner's Book page 122 Activity Book page 97		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter														
	<ol style="list-style-type: none"> 1. Play a game to review lexis from previous lessons that appears again in this lesson (<i>bones, teeth, bread, banana, pasta</i>, and so on). 2. Divide the class into teams. 3. Draw a simple picture of one of the words and the first team to get the answer wins a point. 4. Repeat a few times. 														
Resources	Main Activity														
Learner's Book page 122	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Prepare the learners to complete the food quiz by checking they understand the key vocabulary items for this unit. In particular, review the newer lexis from the previous lesson: <i>calcium, vitamins and minerals, protein</i> and <i>carbohydrate</i>. 2. Tell learners to work in pairs and do the food quiz. <p>Feedback</p> <p>Check the answers as a class. Discuss any differences in the answers. Also focus on any difficulties with language by asking concept check questions.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 b; 5 c; 6 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in mixed ability pairs so that they benefit from peer support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Stronger learners can be asked to expand on and justify the answers during open feedback. 														
Activity Book page 97	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the words and categorise the food into the correct food groups. 2. Monitor and provide help if needed. 3. Then they compare their answers with a partner. <p>Feedback</p> <ol style="list-style-type: none"> 1. Draw the table on the board and ask volunteers to fill in the answers for each category. 2. In order to save time, you could have the words written on slips of paper and ask learners to go to the board and stick them under the appropriate column. <p>Answers</p> <table> <thead> <tr> <th>Proteins</th><th>Carbohydrates</th></tr> </thead> <tbody> <tr> <td>eggs</td><td>rice</td></tr> <tr> <td>cheese</td><td>pasta</td></tr> <tr> <td>fish</td><td>bread</td></tr> <tr> <td>nuts</td><td></td></tr> <tr> <td>chicken</td><td></td></tr> <tr> <td>milk</td><td></td></tr> </tbody> </table>	Proteins	Carbohydrates	eggs	rice	cheese	pasta	fish	bread	nuts		chicken		milk	
Proteins	Carbohydrates														
eggs	rice														
cheese	pasta														
fish	bread														
nuts															
chicken															
milk															

	<p>Vitamins and minerals</p> <p>lettuce carrots apples bananas oranges green beans onion</p>	<p>Fats and sugars</p> <p>chocolate oil</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide extra guidance by firstly eliciting an example for each of the categories. 2. Then tell the learners how many words they need to place in each category (see answer key). 	
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add more words to the categories. 	
Activity Book page 97	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Write the following on the board: <i>We ____ ____ fruit and vegetables.</i> Ask learners which two words could go into the gaps if we want to give advice (<i>should eat</i>). 2. Change <i>fruit and vegetables</i> to <i>chocolate, crisps and hamburgers every day</i> and elicit the negative form <i>shouldn't eat</i>. 3. Now ask learners to work individually to complete sentences using <i>should</i> or <i>shouldn't</i> plus one of the verbs from the box. <p>Feedback</p> <p>Ask volunteers to offer answers and write them up on the board.</p>	
	<p>Answers</p> <p>1 should eat; 2 should try; 3 shouldn't put; 4 should exercise; 5 shouldn't drink; 6 shouldn't spend</p>	
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the learners with extra support by indicating which of the answers require the positive form of <i>should</i> and which require the negative form. 	
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to write two more sentences about healthy eating, one with <i>should</i> and the other with <i>shouldn't</i>. 	
Activity Book page 97	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work together in pairs and to formulate advice for their classmates starting with: <i>To have a healthy life, we should/shouldn't ...</i> 2. Give them time to prepare their advice. They can take notes of key words, but should not write full sentences as this will be too time-consuming. 3. Ask them to think of how they can expand on their advice by giving reasons: <i>We should/shouldn't ... because ...</i> 4. Now put two pairs together and encourage them to share their advice with each other. 5. Monitor and listen for any pronunciation/structure problems that might need to be focused on in feedback. 	

	Feedback 1. Ask for volunteers to report back on what advice their classmates gave them and which pieces of advice matched their own. 2. Model and drill any problematic areas of pronunciation. 3. Focus on any common errors in structure.		
	Answers Learners' own answers.		
	Differentiation activities (Support): 1. To lower the level of challenge, model this task very clearly so that learners are clear as to the language that can be used. 2. Drill some examples with learners to build confidence with pronunciation.		
	Differentiation activities (Stretch): 1. Encourage learners to give feedback to each other on their use of structure, vocabulary and pronunciation.		
Resources	Plenary 1. Write the two headings on the board: <i>We should</i> and <i>We shouldn't</i> , and elicit all the suggestions that were made by the class during the previous <i>Talk</i> activity.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read an information text and develop scanning skills. Writing: To complete a menu plan. Speaking: To discuss ideas for healthy meals and to present meal plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the concept of rainbow eating through reading and discussion • plan a healthy eating day with a partner • present healthy menus to their classmates.
Link to prior learning: <ul style="list-style-type: none"> • Food and drink • Food groups • Awareness of the role of vitamins and minerals in the diet 21st Century Themes: <ul style="list-style-type: none"> • Health Literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: <i>rainbow, natural foods, proteins, grains, vitamins and minerals, diabetes</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not be very proficient in scanning and will read the text slowly, trying to absorb every word. Advise them that they only need to focus on finding the answers to the questions as quickly as they can and that they should understand these words/expressions as they are recycled from previous lessons. Set a strict time limit when setting the task. 		
Resources/equipment needed: Learner's Book page 123 Activity Book page 98		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Draw a picture of a rainbow on the board and elicit what it is.2. Ask learners what colours are in the rainbow and write them on the board as headings: <i>red, orange, yellow, green, blue</i> and <i>purple</i>. Tell the learners that you are going to add two more colours, <i>brown</i> and <i>white</i>.3. Brainstorm for foods for each colour and write them under the headings.4. Leave these lists on the board for the next two stages of the lesson.
Resources	Main Activity
Learner's Book page 123	Talk about it: Activity 1 <ol style="list-style-type: none">1. Ask learners to discuss the questions with a partner.2. Circulate and provide support if required. Feedback <ol style="list-style-type: none">1. Ask for some volunteers to offer the personal information required for questions 1 and 2 and then discuss with the class what they think the saying means.2. Ask them if they think rainbow food includes food like chocolate, crisps and sweets and tell them that it only includes natural food that grows, such as fruit and vegetables.3. Look again at the lists of food on the board and ask learners which items should be rubbed out and remove them. There should only be names of fruit and vegetables left.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none">1. Provide language support on the board for the pairwork activity: <i>My favourite food is ... (name of food) and it is ... (colour)</i> <i>Today I have eaten ...</i> <i>I think this means that ...</i>
Learner's Book page 123	Differentiation activities (Stretch): <ol style="list-style-type: none">1. After learners have discussed the questions, they can make notes of the answers.
	Read: Activity 2 <ol style="list-style-type: none">1. Direct learners to the information on rainbow eating and ask them to read the first part very quickly (the text in the boxes) and tick the foods they like to eat.2. Ask learners to decide which colour they like to eat the most of and which colour they rarely eat.3. They can then read the final part of the text to summarise the importance of 'eating' a rainbow. Feedback <p>Check the answers as a class and elicit which foods learners need to try and eat more of.</p>
	Answers Learners' own answers.

Activity Book page 98	<p>Read: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to work individually to answer the questions. 2. Again, ask learners to read the text quickly and to ignore information which is not relevant. 3. Then they compare their answers with a partner. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to raise their hands to provide the answers. <p>Answers</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1 Red, orange/yellow and white/brown 2 Orange/yellow and green 3 Red, white/brown and blue/purple <p>Activity 2</p> <ol style="list-style-type: none"> 1 true; 2 true
Activity Book page 98	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Draw a picture of a plate with a knife and fork on either side and elicit and write the word <i>plate</i> next to the drawing. 2. Now divide the plate into sections – one half and two quarters. 3. Write the food groups <i>fruit and vegetables</i>, <i>proteins</i> and <i>grains</i> on the board and ask the class where they think each group should go on the plate. 4. Write the answers on the drawing so that it shows that half the plate should be taken up with fruit and vegetables, a quarter with protein and the other quarter with grains. 5. Brainstorm examples of proteins and grains and write them alongside the plate next to the relevant section. 6. Tell the learners that they will plan a day of healthy meals and direct them to the table that they should complete and the instructions. 7. Learners work in pairs and plan their healthy eating day. 8. Circulate and provide support as required. <p>Feedback</p> <p>No open class feedback at this stage.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide your own example on the board for learners to use as a model. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. As an extension task, learners write a paragraph describing their meals and give reasons for their choices.
Activity Book page 98	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work together in groups of eight. 2. Each pair will present their ideas to their peers. 3. At the end the learners should decide which daily menu plan they liked best. 4. To make this stage more kinaesthetic, this could be conducted as a mingling activity whereby learners circulate and show and describe their plans to each other. <p>Feedback</p> <p>Ask for volunteers to report back on which meal plans they liked best.</p>

Resources	Plenary		
	1. Praise the learners for their meal plans and ask them which food they had in common for each of the different meals.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss predictions and to share and compare answers to tasks. To share ideas and opinions about values related to the content of the story. Reading: To read, understand and enjoy a traditional story. Listening: To listen to a traditional story. Writing: To write answers at word level.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a traditional story and demonstrate their understanding through a comprehension task • give their opinions about the plot and characters of the story • understand how classifiers are used to describe collections of items • recognise and pronounce the weak form of the word <i>of</i> • discuss how people can help each other at home and in the community.
Link to prior learning: <ul style="list-style-type: none"> • Reading and understanding stories • Vocabulary related to food/drink and cooking 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce leaning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills 		
Key vocabulary: <i>soup, ingredients, onions, cabbage, carrots, meat, potatoes, beans, salt, pepper, mushrooms, herbs, stone, flavoursome</i> Key expressions/structure: Classifiers: <i>a pot of water/soup, a sack of potatoes, a pinch of salt and pepper, a bowl of beans, a bunch of carrots, a bag of onions</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel they need to understand every word in the text. In particular, they may be distracted by the classifying expressions in blue and this may interfere with the tasks at hand. Direct them to ignore these words for the time being and advise them that they will examine these expressions more closely at a later stage in the lesson. 		
Resources/equipment needed: Learner's Book pages 124 and 125 Activity Book page 99 Audio Tracks LB49; AB12		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

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

Activity Book page 99	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to the questions in Activity 1 and give them time to read them. 2. Learners work individually to read the story in the Learner's Book again and note down answers. Advise them that it is not necessary to write full sentences. 3. Learners check in pairs. <p>Note: Most of the questions require learners to reflect on the text and give their opinions. This will give them a deeper understanding of the text, but they may need more support with this.</p> <p>Feedback</p> <p>Request volunteers to offer answers and ask the class if they agree or not. For the last three questions, encourage a whole class discussion especially if there are differences in opinion.</p> <p>Answers</p> <p>Suggested answers</p> <ol style="list-style-type: none"> 1 Because he was hungry and disappointed that no one in the village would give him any food. 2 He gave him a large pot of water and a spoon. 3 They gave him some cabbage, a bag of onions, a piece of meat, a bunch of carrots, a sack of potatoes, a pinch of salt and pepper and a bowl of beans. 4 Learners' own answers. 5 Learners' own answers. 6 To help each other. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to underline or circle important words in the text that guide them to the answers to the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write the answers in complete sentences.
Activity Book page 99	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work individually and find the classifiers for each of the items in the box from the story. Tell them that these items are marked in blue in the text. 2. Do the first one (<i>a pot of soup</i>) as an example with the class. 3. Learners complete the phrases and check their answers with a partner. <p>Feedback</p> <p>Ask for volunteers to provide answers and write them on the board ready for the next stage of the lesson.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 a pot of soup 2 a sack of potatoes 3 a pinch of salt and pepper 4 a bowl of beans 5 a bunch of carrots 6 a bag of onions

Activity Book page 99 Audio Track 12	Pronunciation: Activity 3 1. Point to the first phrase (<i>a pot of soup</i>) and pronounce it slowly and clearly. Then pronounce it quickly. 2. Repeat and ask the class what they notice about the difference in pronunciation. What happens to the word <i>of</i> ? Provide more examples from the answers on the board. 3. Learners listen to the audio and repeat the phrases from the story. 4. Learners practise again in pairs. Feedback None needed.		
Resources	Plenary 1. As a class, review the main details of the story and ask follow-up questions to consolidate understanding further, such as <i>So what happened next? How do you think the young man felt then?</i> and so on. 2. Divide the class into groups and assign a role of one of the characters to each one of the learners. 3. Ask them to practise ‘acting out’ the story in their groups. Monitor and provide support as and when needed. 4. The class then comes together to watch the ‘performances’.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme. (G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share, compare and justify answers. To practice the weak form of <i>of</i> in connected speech. Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 8, Lessons 8–11 • revise vocabulary related to health and healthy eating • offer advice and suggestions on healthy lifestyles to their classmates • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 8, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 8, Lessons 8–11 Key expressions/structure: Expressions and structures from Unit 8, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11. 		
Resources/equipment needed: Learner's Book page 126 Activity Book page 100		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to stand up and follow your instructions but not to say anything (i.e. they will be miming).2. Give the direction: <i>You are walking and carrying a sack of potatoes.</i> Learners walk and mime.3. Add another instruction: <i>Now you are carrying two sacks of potatoes and they are very heavy.</i>4. Continue with other instructions reviewing the classifying language from the previous lesson, for example: <i>You are eating a bowl of beans; You are putting a pinch of salt into some soup, and so on</i>
Resources	Main Activity
Learner's Book page 126	Can you remember? Activity 1 <ol style="list-style-type: none">1. Advise learners that this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask learners to turn to page 126 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions.
	Feedback <p>Learners compare answers in pairs, then small groups, and finally as a whole class.</p>
	Answers <ol style="list-style-type: none">1 c – good for2 c – eat3 c – bunch4 a – bowl5 b – pinch6 b – teeth7 c – grains8 b – five9 a – should eat10 b – shouldn't drink
	Differentiation activities (Support): <ol style="list-style-type: none">1. Monitor and check for understanding of the questions.2. Do not give the answers, but offer support with understanding the questions.3. Allow learners to refer to their books for the work they have completed.
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Once it has been checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.

Activity Book page 100	<p>Can you remember? Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to work individually and label the pictures with the classifying expressions. 2. When they have finished, they can check their answers with a partner. <p>Feedback</p> <ol style="list-style-type: none"> 1. Elicit answers from the class and deal with any difficulties related to meaning and pronunciation. 2. Model one of the classifying expressions and ask learners to repeat. 3. Learners practise the pronunciation together. <p>Answers</p> <ol style="list-style-type: none"> 1 a sack of potatoes 2 a pinch of salt and pepper 3 a bag of onions 4 a bowl of beans 5 a bunch of carrots
Activity Book page 100	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work individually and add two more food items to each of the columns in the table. 2. When they have finished, they check their answers with a partner or a group of three or four and try to add to their lists. <p>Feedback</p> <p>Copy the empty table onto the board and ask some of the early finishers to go and write their answers under the relevant headings.</p> <p>Deal with any problems related to meaning and pronunciation.</p> <p>Answers</p> <p>Possible answers</p> <p>Dairy: yoghurt, milk, cheese, cream, ice-cream</p> <p>Meat and fish: beef, chicken, lamb, sardines, tuna and any other named fish that learners know</p> <p>Fruit and vegetables: apples, oranges, pears, bananas, strawberries, carrots, onions, potatoes</p> <p>Grains: bread, rice, pasta</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their Learner's Book and Activity Book to support their search for information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can develop additional review questions and swap with a partner.

Activity Book page 100	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 8 if needed to make links between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities where they demonstrated these skills from the Learner's Book and Activity Book in Unit 8.		
Resources	Plenary		
	1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback as a whole class. 3. Ask learners which part of the unit they enjoyed the most.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss vocabulary and structures from the unit. Writing: To write a diagnosis of an illness with advice and suggestions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> consolidate their learning from Unit 8 through review tasks reflect on the new knowledge they have gained.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and structures from Unit 8 21st Century Skills <ul style="list-style-type: none"> N/A 		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structure: Expressions and structures from Unit 8		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Refer back to Lessons 1–6 and 8–11 for guidance. 		
Resources/equipment needed: Learner's Book page 127		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners that in Unit 8 they learned new words related to health and illness, food and food groups, and so on. Give each learner a small piece of paper and ask them to write down one word that they are confident about defining to one of their peers. Encourage them to choose ones which can be accompanied by actions. 2. When all learners are ready, ask them to stand up and move around the classroom in a whole class 'mingle activity'. Each time they meet a new partner, they give the definition of their chosen word and their partner tells them the answer. 3. After the activity has finished and the learners are back in their seats, ask a few members of the class how well their classmates did in this task. 4. Tell learners that they will be revising language from the whole unit.
Resources	Main Activity
Learner's Book page 127	Use of English: Activity 1 <ol style="list-style-type: none"> 1. Learners work together to choose the correct word to complete the sentences in the text. 2. Monitor and note areas of difficulty that will require clarification in open feedback. Feedback <ol style="list-style-type: none"> 1. Ask learners to volunteer answers and give reasons for their choice. 2. Ask questions to check understanding of problematic areas and offer further clarification if required.
	Answers <p>1 a few; 2 tired; 3 I've got; 4 feel; 5 a lot; 6 have; 7 fever; 8 prescription; 9 a few; 10 plenty of</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask learners to work in mixed ability pairs so that the more able learners can support their less able counterparts.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask these learners to justify their choices during open feedback and offer peer corrections and explanations if appropriate.
Learner's Book page 127	Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the health blog in Activity 1 again and find examples of: an illness, symptoms and advice/suggestions. 2. Learners underline the examples in the text and then check with a partner. Feedback <ol style="list-style-type: none"> 1. Ask volunteers to offer answers and deal with any queries that may occur. 2. Link to the next stage by telling the class that they will be writing some advice and suggestions and provide the language prompts <i>Try to</i> and <i>You should</i> on the board.
	Answers <p>illness: a cold, a fever, an ear infection symptoms: headache, tired, cough, feel hot and cold advice/suggestions: go to the doctor's, eat fruit and vegetables, get plenty of rest</p>

Learner's Book page 127	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write a diagnosis and make suggestions for a person with the symptoms indicated. They should write these on a separate piece of paper. 2. Remind them that they should use <i>You should</i> and <i>Try to</i> and advise them to use the text as a model. 3. Circulate and offer support as required. 4. When learners have finished, ask them to exchange papers with another learner and to check the writing for correct spellings and grammar.
	<p>Feedback</p> <p>Take in the writing tasks to mark and praise learners for their work. Focus on any common errors made. Write them on the board and elicit corrections.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Scaffold this task by first asking the learners what illness they think the writer might have and write ideas on the board. 2. Then elicit possible advice and suggestions and write these in note form on the board too. 3. Direct learners to the model text in Activity 1 and tell them they should start in the same way: <i>Well, it sounds as though you ...</i> 4. Ask learners to continue writing the diagnosis and advice together and tell them you will be circulating and helping with language.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can be challenged further by also writing the original letter to the doctor describing their symptoms.
	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Learners write two different fruits/vegetables for each heading. 2. If they wish they could use different colour pens or pencils to write the words or could draw a rainbow and write the words within the rainbow shape in the correct colour. <p>Feedback</p> <p>Learners compare their rainbow foods with a partner and then swap ideas and add any new words to their list/rainbow.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners if they were surprised by how much they have learned. 2. Accept feedback from the whole class. 3. Finish with a quick game where you call out the following clues for learners to guess the words: <ul style="list-style-type: none"> <i>You have this when your head hurts.</i> (a headache) <i>You have this when you feel hot and shiver.</i> (a fever) <i>This is a visit to the doctor.</i> (appointment) <i>Our body gets vitamins and minerals from this food group.</i> (fruit and vegetables) <i>Yoghurt and milk belong to this food group.</i> (dairy)

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive, suggestions: <i>Let's, why don't, should we...</i> , possessives: 's and s', sequence words: <i>first, next, after that, finally</i> .			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their partner's ideas and suggestions. Speaking: To share ideas and express opinions through creating a project. To ask survey questions (Project 1). Reading: To read questions and instructions. Writing: To make a poster showing the results of a survey or an information poster on the topic of World Health Day.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together to achieve a shared goal • organise and manage their time • create a project based on their learning in Unit 8.
Link to prior learning: <ul style="list-style-type: none"> • Unit 8 (all lessons) 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structure: Expressions and structures from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A. 		
Resources/equipment needed: Learner's Book page 128 Project 1: A Health and Food survey: writing/drawing supplies, A3 sheets of paper. Project 2: World Health Day: writing/drawing supplies, A3 sheets of paper, scissors, glue, Internet access or leaflets, written material suitable for children (from a children's encyclopaedia, library books on the topic)		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 128	<p>The starter for this lesson will depend on which project has been selected.</p> <p>Project 1</p> <ol style="list-style-type: none">1. Introduce the project by telling learners that they are going to conduct a survey to find out how healthy their classmates are.2. Organise the class into groups of six and give each learner a number 1–6.3. Allocate question number 1 to learner number 1, question number 2 to learner number 2, and so on.4. Read through the instructions for the project with the class.5. Elicit one or two examples of additional questions for each question. For example, <i>Which type of fruit do you eat most? When do you usually drink milk? In the morning with breakfast? Afternoon?</i> <p>Project 2</p> <ol style="list-style-type: none">1. Draw a picture of a globe, a doctor (and/or other pictures which represent health) and the date 7th April. Tell the learners that this is an important day worldwide every year. Can they guess what it is?2. Give the learners some basic general facts about World Health Day and tell them what the topic is this year.3. Depending on the topic and how familiar the learners are with it, either elicit what they already know about it or give them some basic information using visual support.4. Go through the instructions for the project.5. Divide learners into pairs or groups of three.6. If you prefer, each group could make up their own survey.
Resources	Main Activity
Learner's Book page 128	<p>Project 1 – Conducting the survey</p> <ol style="list-style-type: none">1. Learners circulate and ask their question and record the answers.2. Learners return to their groups and share their findings. What can they conclude? Is the class a healthy one? <p>Project 2 – Researching the project</p> <ol style="list-style-type: none">1. In groups, learners must find out more information about the topic and make notes. Depending on resources, learners can use the Internet for their research or printed materials, which you will need to provide.2. They should try to organise their notes under headings and decide on the most important information that they will use for their poster. <p>Feedback and instructions for the next stage</p> <p>Project 1</p> <ol style="list-style-type: none">1. Tell the learners that they are going to use the data they collected to prepare a poster with bar charts.2. Demonstrate how to create a bar chart on the board so that learners can see how they will do this. Use the example in the Learner's Book to help you.3. Tell them that their posters will be displayed so they need to be neat and colourful. <p>Project 2</p> <ol style="list-style-type: none">1. Tell the learners that they are going to prepare a poster which outlines some information about the topic of World Health Day.2. They should add drawings and pictures to their posters to make it attractive and colourful.

	Differentiation activities (Support): 1. Ask learners to work in mixed-ability groups for the project.		
	Differentiation activities (Stretch): 1. Learners can take a leading role in the project preparation, but must allow others to contribute to the best of their ability.		
Learner’s Book page 128	Preparing the project (both projects) 1. Distribute writing materials and poster papers to each group. 2. Learners design the layout of their poster and make a rough sketch. Then they work on creating the final product using the necessary materials. 3. Ask learners to help each other with correct spellings and grammar (if appropriate). 4. Provide any necessary guidance when monitoring. 5. When learners have finished, they plan how they are going to present their poster orally to their classmates. They should all be speaking for an equal amount of time. 6. Continue to monitor and support where needed. 7. Time permitting, they rehearse their presentations. Monitor and help out with any pronunciation difficulties. Feedback No open class feedback at this stage.		
Resources	Plenary		
	1. Focus on any problematic areas of pronunciation that may have arisen during the preparation/rehearsal stage. 2. Praise the learners for what they have achieved in the lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: Project 1: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats. Project 2: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer’s purpose, needs of the audience, context and culture. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read peers' presentations when placed on class wall. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a project • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 8 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: Vocabulary from Unit 8 Key expressions/structure: Expressions and structures from Unit 8		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer to Unit 8, Lessons 1–12. 		
Resources/equipment needed: Tape to stick work to the walls or windows of the classroom		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

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

	Differentiation activities (Stretch): 1. Advise learners they can write as much or as little as they like and that if they prefer to use a mind map or equivalent, then this is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. For project 1, ask learners if they consider that the class is a healthy one. For project 2, ask learners what they have learned about this year’s World Health Day topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask questions about photos. To compare and contrast places. Listening: To listen to descriptions of places. Writing: To use new vocabulary at word level. Reading: To read sentences and identify the correct option to complete them.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • relate their learning to their own living environment • analyse the differences between living in a city and in the country • talk about their personal preferences.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of the features of a city • Adjectives 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>road, office buildings, village, path, pavement, lake, forest, mountain, field</i> Adjectives: <i>beautiful, clean, dirty, crowded, peaceful, colourful, amazing, noisy, pretty, popular, small, modern, ancient</i> Key expressions/structure: Adjectives describing town and country		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Listening tasks are often perceived as being challenging for learners. To manage this, explain that you will play the listening several times to reassure learners. • You may also have prepared flashcards representing target language and can guide lower level learners to these when the target language is mentioned. • Discuss some of the language they are likely to hear before playing the audio. 		
Resources/equipment needed: Learner's Book page 129 Activity Book page 101 Audio Track LB50 Dictionaries, photos of cities and the countryside		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

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

Learner's Book page 129 Audio Track 50	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to two children talking about where they live. 2. Explain that they will be referring to the photos that the learners have looked at previously. What do they think the children will say about these places? Elicit a few ideas as preparation for the listening activity. 3. Play the audio at least twice. Learners listen and identify which place each child is talking about. 4. Ask learners to look at the adjectives in the box and to give example sentences to check the meaning. Play the audio again and ask learners to classify the adjectives the children use to describe the places and find the adjectives that are used in both instances. <p>Feedback Whole class feedback.</p> <p>Answers</p> <p>Boy – Picture a (Shanghai) crowded, noisy, colourful, modern, amazing, ancient, popular</p> <p>Girl – Picture b (Orta San Giulio) beautiful, peaceful, amazing, small, pretty, popular</p> <p><i>Popular</i> and <i>amazing</i> are used in both descriptions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could create a two-column table in advance for the learners to write the adjectives in, with <i>city</i> and <i>country</i> as headers. 2. It may also be easier if learners number the adjectives before listening so that they then just have to write the numbers in the table rather than worrying about the spellings. 3. Support learners before and during listening (see misconceptions above). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can use the adjectives to write a sentence about each of the places in the photos.
Activity Book Page 101	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures and complete the words. <p>Feedback Call out a number from the picture and ask learners to respond with the correct word.</p> <p>Answers</p> <p>1 road; 2 office building; 3 pavement; 4 mountain; 5 field; 6 lake; 7 forest</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs for additional support and refer back to the words in the Learner's Book if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create their own pictures and swap with peers to label.

Activity Book page 101	Activity 2		
	1. Learners circle the adjectives which best describe the city or the country.		
	Feedback		
	Read out the sentence starters and stop when it comes to choosing an option. Ask learners to continue the sentence with the correct adjective.		
	Answers		
	1 peaceful; 2 popular; 3 crowded; 4 beautiful		
	Differentiation activities (Support):		
	1. You could prepare matching vocabulary and picture cards to allow for a more hands on approach to linking meaning.		
	Differentiation activities (Stretch):		
	1. Learners note down other related vocabulary and categorise these words according to whether they describe the city or the country.		
Resources	Plenary		
	1. Ask learners which place they chose to live in at the beginning of the lesson. 2. Ask them if they have changed their minds now. Ask: Why? / Why not? 3. Open class discussion.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.			
(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use adjectives to compare and contrast different places. Reading: To read for information and meaning. Writing: To describe a location and use comparatives. Listening: To listen to peers talk about the places they prefer.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare the city and the country • personalise their learning to reflect on where they live • use comparatives to describe photos in comparison to another place.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives • Expressing opinion 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectfully. 		
Key vocabulary: Adjectives: <i>clean, dirty, peaceful, amazing, beautiful, crowded, noisy, pretty, popular, small, modern, ancient, large, humid, fast, cheap</i> Key expressions/structure: Comparatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A. 		
Resources/equipment needed: Learner's Book page 130 Activity Book page 102 A4 paper, map of the UAE, photos of different places for learners to describe		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

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

Activity Book page 102	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text about visiting Muscat in Oman. 2. They then write the adjectives in their comparative forms to complete the text. 3. Ask learners if they would like to visit Muscat. Why? <p>Feedback</p> <p>Learners check their answers in pairs and then as a whole class.</p> <p>Answers</p> <p>1 nicer; 2 hotter; 3 more humid; 4 lighter; 5 faster; 6 cheaper</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Use of English</i> box for additional support with the rules. 2. Focus on each adjective in brackets initially and help learners to write down the possible spelling variations. Learners can then simply choose from their list of options when completing the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners research other places in Oman and share their information with the class. Guide them to look at Nizwa, Jabal Shams and Sur to ensure a contrast in locations. 2. They can discuss possible sentences they could use to describe these places.
Learner's Book page 130	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to describe and compare the pictures, but this time in a written form. 2. Tell them to use the map to write about the location and to use comparatives. 3. Ask them to take notes in their notebooks and to use the text in the Activity Book as a model. <p>Feedback</p> <p>None needed at this stage.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 130	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss which place they would prefer to visit. 2. Insist that they justify their answers using vocabulary learned in the lesson. <p>Feedback</p> <p>Closed pairs.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure appropriate turn-taking in Activity 4, either by using an egg timer or stopwatch. This way, all learners will have an equal amount of time to talk. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners may choose their own place to write about as extension to Activity 3.

Resources	Plenary		
	1. Ask some of the learners to read out their written tasks to the rest of the class. 2. Encourage the remaining learners to pick out the adjectives used and say what form they were used. 3. Have a show of hands to evaluate whether the city or the country is the most popular place in the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.2.1.3) Describe the key features of short informational texts (e.g. introduction, details ordered by feature, chronological order, compare and contrast, cause and effect, sequential and description). (G5.3.3.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about energy and the carbon footprint. Reading: To read an information text and respond to a written survey. Listening: To listen to peers give an opinion.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on the impact of their carbon footprint • use subordinate clauses to reflect on their knowledge of environmental factors • talk about what changes they could make at school to reduce the carbon footprint.
Link to prior learning: <ul style="list-style-type: none"> • Expressing opinion, awareness of environmental concerns from previous units, for example, eco-homes and towns. 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners 		
Key vocabulary: <i>carbon footprint, carbon dioxide, reduce, pole, recycle, produce, absorb, melt</i> Key expressions/structure: Subordinate clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When talking about personal behaviour, there is a general perception that some learners may become shy or embarrassed. To change the focus of this, you could make the feedback anonymous in Activity 2 and prepare results in groups. 		
Resources/equipment needed: Learner's Book page 131 Activity Book page 103		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Remind learners of the new words they learned in Lessons 1 and 2.2. Ask how they think big cities affect the environment. For example, clean air, space and noise.3. Think about the different ways of travelling discussed in Unit 2 and whether some of these methods would have more of an impact in the city compared to the country.
Resources	Main Activity
Learner's Book page 132	Talk about it: Activity 1 <ol style="list-style-type: none">1. Learners work in pairs and look at the pictures.2. Encourage them to discuss the questions and ask them to make notes of their answers. Feedback <p>Learners share their ideas with their partner about what they think a carbon footprint is.</p> <div>Answers</div> <p>Learners' own answers.</p>
Learner's Book page 131	Read: Activity 2 <ol style="list-style-type: none">1. Focus on the <i>Reading strategy</i> box and point out that skimming is a very useful strategy to use.2. Read the strategy with learners and explain how it can help them. Explain that it is helpful because they don't always need to read the whole text to find the information they need.3. Tell learners to look at the headings and discuss how headings can help them locate the information they need.4. Ask learners to read the text and check if their ideas were correct. Feedback <p>Check that learners understand the term <i>carbon footprint</i> and re-read the relevant section in the text to highlight where the information explaining this can be found.</p>
Activity Book page 103	Read: Activity 1 <ol style="list-style-type: none">1. Explain that learners now need to re-read the text in the Learner's Book to look for more details and that this time they should read the text carefully for detail, using the headings to guide them.2. When they have finished, they read the sentences in the Activity Book and decide if they are true or false.3. Encourage learners to give reasons for their answers and to indicate where in the text they found the information. Feedback <p>Peer correction. Learners check together to see if they have the same answers. Ensure that learners understand why there is a need for people to reduce their carbon footprint and have a class discussion if necessary. Refer learners to the Vocabulary box to clarify any unknown words.</p> <div>Answers</div> <p>1 true; 2 true; 3 true; 4 false</p>

	Differentiation activities (Support): 1. Use the Jigsaw reading strategy to break up the reading into smaller pieces and allocate individual learners a specific question to answer. 2. Learners can then share the information they found to answer all the questions.
	Differentiation activities (Stretch): 1. Learners can write more true/false questions and share these with their peers.
Activity Book page 103	Activity 2 1. Explain that learners will do a survey to identify how big their carbon footprint is. 2. Ask learners to answer the questions individually by placing ticks next to the relevant answers. 3. They can then discuss their answers in pairs and compare their results. Feedback Learners could compare their answers with a wider group before discussing the results as a whole class. Ask learners to express their results as a score out of six and tally the results on the board. Focus on how big or small the class's carbon footprint is and what learners could do to reduce it. Answers Learners' own answers.
	Differentiation activities (Support): 1. Ask learners which answers show they have a low carbon footprint. Why? If learners need extra help, explain why each answer means having a lower carbon footprint than alternatives; for example walking to school results in a lower carbon footprint because it avoids using a car, and turning off lights saves power.
	Differentiation activities (Stretch): 1. Learners could use the tally results from the board to produce a bar chart to show the carbon footprint results for the class. 2. Ask them to write a couple of sentences summarising the class results. 3. Encourage learners to present their results to the class.
	Use of English: Activity 3 1. Revise with learners the rules to form comparative adjectives. Prompt by writing different adjectives on the board such as <i>small, dirty, amazing</i> . 2. Focus on the activity in the Activity Book and ask learners to complete the gaps by changing the adjectives. Point out that there are two gaps in some sentences and ask/remind learners what comes after the comparative adjective (<i>than</i>). Feedback Check the answers as a class. Answers 1 smaller than; 2 bigger than; 3 better; 4 more careful; 5 cleaner
Activity Book page 103	Differentiation activities (Support): 1. Ask learners how many syllables are in each adjective and refer them to the <i>Use of English</i> box in Lesson 2 as needed.
	Differentiation activities (Stretch): 1. Learners can write three more examples of gapped comparative sentences for Activity 3 and ask their peers to complete them.

Resources	Plenary		
	<div>1. Learners discuss how energy is used at school. Make a list on the board as a class.</div> <div>2. Ask learners to consider the following: Is energy used correctly? Can they think of ways to improve the school’s energy use? How?</div> <div>3. As a class, learners discuss their ideas and suggestions.</div> <div>4. They can vote for which suggestion is the easiest to carry out and see if it can be implemented in the future.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: <div>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</div> <div>(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.</div> <div>(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</div>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand an article about helping the environment. Speaking: To discuss ways that we can help the environment. Writing: To complete sentences containing subordinate clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on the impact of planting trees on the environment • identify missing information in a subordinate clause • use superlatives to compare places and things • share opinions in a class discussion.
Link to prior learning: <ul style="list-style-type: none"> • Awareness of environmental concerns from previous units (eco-homes and towns). • Build on personal accountability from Lesson 3. 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about an environmental issue and share them with classmates and other language learners 		
Key vocabulary: <i>produce, oxygen, reduce, carbon dioxide, plant, release, environment, forest, ice, pole, melt</i> Key expressions/structures: Subordinate clauses, expressing opinions: <i>we believe / we think</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners can feel overwhelmed by a text-dense page. Guide them to understand the different reading skills that will support them in finding specific information: <ul style="list-style-type: none"> • Scanning – rapid reading assisted by key words to locate specific pieces of information • Skimming – rapid reading focusing on the title and headings • Reading for gist – reading topic sentence signposts to get the main idea. 		
Resources/equipment needed: Learner's Book page 132 Activity Book page 104		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Recap some of the ways our carbon footprint could be reduced.2. Discuss which of these learners already do and which ones are more difficult.3. Focus on planting trees and explain that learners will now read a text which will explain why this is important.
Resources	Main Activity
Learner's Book page 132	<p>Read: Activity 1</p> <ol style="list-style-type: none">1. Learners read the text and find two reasons why it's important to plant trees. Ask the learners specific questions to practise their scanning skills, eg <i>How many trees are there?</i>2. Revise words and expressions by having a quiz. <p>Feedback</p> <p>Discuss answers as a class and ask learners to justify their choices. Encourage them to point out where in the text they found the information.</p> <p>Answers</p> <p>Possible answers</p> <p>Because trees release oxygen and use carbon dioxide, making our air cleaner.</p> <p>They make homes for animals.</p> <p>They make the countryside look beautiful.</p> <p>They help the environment.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Direct learners to the smaller text boxes and ask them to find information from these. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask learners to find as many reasons as they can and give examples.
Activity Book page 104	<p>Use of English: Activity 1</p> <ol style="list-style-type: none">1. Learners work in pairs or small groups and use the Guided discovery strategy to learn about superlatives.2. Read the questions one at a time and ask learners to reflect and work out the answers by referring to the <i>Use of English</i> box.3. Give learners time to discuss their ideas and then share them with the whole class.4. Support by giving plenty of examples in the feedback section. <p>Feedback</p> <p>Elicit the answers as a whole class and ask for more examples to demonstrate each point. Write these on the board. Learners could write the notes as rules in their notebooks.</p> <p>Answers</p> <ol style="list-style-type: none">1 a one syllable; b add 'est' (the biggest, the cleanest)2 a two and three syllables; b add 'the most' (the most peaceful, the most amazing)

Activity Book page 104	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners circle the correct answer. 2. Encourage them to refer back to the Use of English box in Lesson 2 to check their answers. <p>Feedback</p> <p>Learners check their answers in pairs.</p> <p>Answers</p> <p>1 the most important; 2 the best; 3 largest; 4 the smallest; 5 the most amazing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Use of English</i> box and remind them how to make superlative adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional sentences for their peers.
Activity Book page 104	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to make sentences that are true for them using the words in the box. <p>Feedback</p> <p>Ask learners to share their sentences with the class.</p> <p>If you have the space, this can be done as a mingle activity. You can ask some learners to write their sentences on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what things they could do to help conserve energy. 2. Go around the class asking for different suggestions until you have exhausted the possibilities. (At a later date, or for homework, learners could produce posters to put up around the school to encourage other learners to reduce their carbon footprint.) 3. Answers could include: <ul style="list-style-type: none"> • Turn off the tap when brushing teeth. • Turn off the air conditioning when not using a room. • Recycle their drink cans.

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

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about changes in a city or town. Listening: To listen to and identify opinions. Reading: To read and match sentence halves based on listening text information. Writing: To label a picture with vocabulary from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify opinions • make comparisons between the past and present • recognise and name household appliances.
Link to prior learning: <ul style="list-style-type: none"> • Expressing opinion • Listening skills • Past tenses 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>street lights, car, underground train, washing machine, microwave, dishwasher, mobile phone, television, iron, cooker, fridge</i> Key expressions/structure: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can feel overwhelmed by listening tasks. Discuss some of the language they are likely to hear before playing the audio. 		
Resources/equipment needed: Learner's Book page 133 Activity Book page 105 Audio Track LB51; AB13–14 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Show learners some photographs of cities in the past and today.2. Elicit some ideas on how they have changed.<ul style="list-style-type: none">• Are there more or fewer buildings?• Are the buildings bigger or smaller?• Are the open spaces the same?
Resources	Main Activity
Learner's Book page 133	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to talk about the place where they live, how long they have lived there and how they think it has changed over the years.2. Then focus on the photos of Dubai and discuss how the city has changed over time according to the photos. <p>Feedback</p> <p>Whole class discussion after initial pairwork.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 133 Audio Track 51	<p>Listen: Activity 2</p> <ol style="list-style-type: none">1. Focus on the <i>Listening strategy</i> box and tell learners that they should listen for the expressions of opinion when they try to identify a speaker's opinion.2. Tell them that they should also use these expressions when giving their own opinion. Elicit examples by asking learners to say how they think Dubai or their home town/city has changed.3. Ask learners to listen to the first part of Amina's presentation about her city and say what she prefers – the past or the present.4. Play the audio at least twice and elicit the answers from the class. <p>Feedback</p> <p>Discuss answers as a whole class. Establish what helped them decide on their answer. Ask if learners can remember any of the opinion sentences in full and if so write these up on the board.</p> <p>Answers</p> <p>Amina prefers the present-day Dubai.</p>
Learner's Book page 133 Audio Track 51	<p>Activity 3</p> <ol style="list-style-type: none">1. Focus on the words in the box. Check that learners understand the meaning of each.2. Ask learners to listen to the audio again and find out which things are different in past and present-day Dubai3. Play the audio at least twice again.4. Check the answers as a class.5. Ask learners to compare with their home town. <p>Feedback</p> <p>List the items on the board within a table like the one below. Ask learners to come up and tick or cross, according to the information in the audio. Check that all learners agree.</p>

	<div>Answers</div> <table><tr><th></th><th>Past</th><th>Present</th></tr><tr><td>street lights</td><td>No</td><td>Yes</td></tr><tr><td>cars</td><td>No</td><td>Yes</td></tr><tr><td>metro</td><td>No</td><td>Yes</td></tr><tr><td>skyscrapers</td><td>No</td><td>Yes</td></tr></table> <div>Differentiation activities (Support):</div> <div>1. Explain that learners just need to listen for the items mentioned and identify whether they existed or not. They can ignore any other language for this activity.</div> <div>Differentiation activities (Stretch):</div> <div>1. Learners can write comparative sentences for each of the items in the photos.</div>		Past	Present	street lights	No	Yes	cars	No	Yes	metro	No	Yes	skyscrapers	No	Yes
	Past	Present														
street lights	No	Yes														
cars	No	Yes														
metro	No	Yes														
skyscrapers	No	Yes														
Learner’s Book page 133	<div>Word study: Activity 4</div> <div>1. Explain to learners that as well as things we can see on the outside, the inside of buildings would have changed too.</div> <div>2. Focus on the picture of the home appliances and the words in the box.</div> <div>3. Learners point to the things they can see in the picture and match them with the words.</div> <div>4. Ask learners which of these appliances they have at home.</div> <div>5. Ask whether they think these things would have been around in the past. If not, ask what they think people did instead.</div> <div>Feedback</div> <div>Learners share their answers in pairs before feeding back to the whole class.</div> <div>Answers</div> <div>1 fridge; 2 mobile phone; 3 microwave; 4 iron; 5 washing machine; 6 cooker; 7 dishwasher; 8 television</div>															
Activity Book page 105 Audio Track 13	<div>Listen: Activity 1</div> <div>1. Learners listen to Ahmed describing his city in the past and the present.</div> <div>2. They must then match the sentence halves to make sentences that express his opinions.</div> <div>Feedback</div> <div>Read the first part of each sentence and then ask learners for a show of hands for each of the answer options. If there is a difference of opinion, play the audio again and encourage learners to listen for the specific information. Explain that there may be different options that would work, but that they need to identify the language used by Ahmed.</div> <div>Answers</div> <div>1 b; 2 d; 3 a; 4 e</div> <div>Differentiation activities (Support):</div> <div>1. Remind learners of the language used in the <i>Listening strategy</i> box in the Learner’s Book. Explain they will hear this as part of the activity. Reassure them that you may play the audio several times.</div> <div>2. Signal to the learners when the relevant information is coming up in order to focus their listening.</div> <div>Differentiation activities (Stretch):</div> <div>1. Learners can read the sentences, predict which halves may match and then check to see if they were correct from the listening text.</div>															

Activity Book page 105 Audio Track 14	Vocabulary: Activity 2		
	1. Learners listen again to the second part of the audio where Ahmed is talking about home appliances.		
	2. Explain that learners must tick the appliances Ahmed mentions.		
	3. Then they look at the number allocated to each item and write the name of it on the correct writing line below.		
	Feedback Call out the numbers and encourage learners to respond with the name of the appliance. Check the spelling by asking individuals to come to the board and write the words while the rest of the class calls out the letters.		
	Answers		
	1 television; 2 mobile phone; 3 fridge; 4 microwave; 5 cooker; 6 washing machine; 7 dishwasher		
	Differentiation activities (Support):		
	1. Remind the learners that the vocabulary in Activity 4 of the Learner’s Book will help them with the correct spelling.		
	Differentiation activities (Stretch):		
	1. Learners can draw a picture of a kitchen of the future. Using their imagination, encourage them to label and explain any new kitchen items they invent, for example, a solar-powered dust collecting robot that sweeps and washes the floor with no human assistance.		
Resources	Plenary		
	1. Ask learners to think about what has changed in their Emirate since the UAE was formed in 1971.		
	2. Ideas may include: equal access to education for boys and girls, stronger relationship with neighbouring emirates, oil boom, the number of foreigners living and working in the UAE, the road system, improvements in health and social care.		
Learning styles catered for (✓):			
Visual ✓		Auditory ✓	Read/Write ✓
Kinaesthetic			
Assessment for learning opportunities (✓):			
Observation		Student self-assessment	Oral questioning
			Peer assessment
Quiz		Student presentation	Written work and Feedback
			Verbal Feedback
Standards/SLOs:			
(G5.1.1.1.5) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims.			
(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.			
(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the simple present to talk about habits and routines, and the simple past to talk about past events or experiences; ask <i>wh-</i> questions about past events.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify facts and opinions. To listen to a peer presentation. Speaking: To pronounce regular past simple verbs in the correct way. To deliver a short presentation. Reading: To read sentences and identify the missing verb forms. Writing: To make notes for a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use past simple regular and irregular verbs • demonstrate the correct pronunciation of regular past simple verbs • Learners will be able to give a spoken presentation about changes in their city or home town in the past and present and give their opinion about these changes.
Link to prior learning: <ul style="list-style-type: none"> • Home appliances • Pronunciation -ed endings • Past simple tense 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: <i>electricity, stove, oil, wood, dishwasher, microwave, television, mobile phone, washing machine, iron</i> Key expressions/structures: Past simple regular and irregular verbs; expressing opinion: <i>I think ... ; I (definitely) prefer ... ; I really like ... ; In my opinion ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the concept of time and grammar confusing. Use timelines to help visual learners understand these more clearly. Model examples orally and by writing on the board. Ask learners to draw their own timeline to work out the language rules for different sentences. 		
Resources/equipment needed: Learner's Book page 134 Activity Book page 106 Audio Track LB52–53 Photographs or pictures of cities now and in the past, Internet access, reference books		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

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

Activity Book page 106	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the <i>Language tip</i> about regular and irregular verbs in the past simple. Ask learners to provide examples of regular verbs in sentences. 2. Write the infinitive of some irregular verbs on the board. For example, <i>get, swim, run</i>. 3. Ask learners if they know the past tense forms. Elicit answers and write the correct forms on the board. 4. Learners then complete the task independently and match the present and the past simple forms of the verbs. <p>Feedback</p> <p>Check the answers in pairs and then as a whole class.</p> <p>Answers</p> <p>have – had is/are – was/were walk – walked cook – cooked ride – rode live – lived</p>
Activity Book page 106	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Recap how we change the verbs to the negative form by looking at the example together. 2. Ask learners to complete the sentences with the correct form of the verb. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 didn't have; 2 walked, was; 3 weren't; 4 rode; 5 lived; 6 didn't use</p>
Activity Book page 106	<p>Activity 3</p> <ol style="list-style-type: none"> 1. If you feel that learners need more practice with regular and irregular verbs in negative and affirmative forms they can complete Activity 3. 2. Tell learners to look at the example first then complete the rest of the activity. <p>Feedback</p> <p>Check the answers as a class. If time, nominate learners to write the answers on the board.</p> <p>Answers</p> <p>Possible answers</p> <p>The houses didn't have water or bathrooms. People didn't have cars. They didn't have modern appliances. There weren't any scryscrapers or apartment blocks. People didn't drive. People lived in / had big houses. People used oil or wood to cook.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to complete this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write using other verbs that they know which may not be in the box.

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

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 1–6 • revise vocabulary related to city and country, carbon footprint, past and present, home appliances and giving opinions • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 9, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 9, Lessons 1–6 Key expressions/structures: Expressions and structures from Unit 9, Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6 		
Resources/equipment needed: Learner's Book page 135 Activity Book page 107		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners what they can remember from Unit 9 and write their answers on the board.2. Revise words and expressions from the unit by playing a game.3. Ask questions linked to: spelling, naming household appliances, irregular adjectives, comparatives and superlatives.4. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 135	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none">1. Advise learners that this is a quiet time for them to reflect on their learning.2. Ask learners to put their pens down.3. Ask learners to turn to page 135 and to read through the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand.4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups, and finally as a whole class.</p> <p>Answers</p> <p>1 a – noisy; 2 b – more peaceful; 3 c – ancient; 4 a – electricity; 5 b – small; 6 c – prefer; 7 b – opinion; 8 c – washing machine; 9 b – rode</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Monitor and check for non-understanding of the questions.2. Do not give the answers, but offer support in understanding the questions.3. Allow learners to refer to their books for the work they have completed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 107	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none">1. Advise learners that they should complete this task individually. <p>Feedback</p> <p>Learners can check and compare their answers with peers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 107	<p>Activity 2</p> <ol style="list-style-type: none">1. Learners continue to work individually to complete the table with comparatives and superlatives of the adjectives they used in Activity 1.2. Monitor and support as necessary. <p>Feedback</p> <p>Learners can check and compare their answers with peers.</p> <p>Answers</p> <p>bigger than, the biggest; dirtier than, the dirtiest; more ancient, the most ancient</p>

Activity Book page 107	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners what phrases they have learned for giving opinions and write these on the board. 2. Learners write sentences using the comparatives and superlatives from Activity 2. 3. Monitor and support as necessary. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups and finally as a whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 107	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Advise learners they are going to write about reducing their carbon footprint and that they must use the facts they have learned from the unit. 2. Give learners time to refer back to their books in order to find the information they need. 3. Instruct them to write five sentences expressing their opinion about reducing their carbon footprint and to use comparatives where possible. <p>Feedback</p> <p>Build up a list on the board. How many different ways were mentioned?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their Learner's Book and Activity Book to support their search for information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can develop additional review questions and swap with a partner.
Activity Book page 107	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. <p>Feedback</p> <p>Self-reflection.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with key vocabulary and phrases from Unit 9 if needed to make links between lexis and content. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–6.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 9. 4. Accept open class feedback.

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

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about a favourite place. Writing: To use adjectives to describe interesting places.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • use descriptive adjectives to refer to known and unknown places • talk to their peers about interesting places • recognise and use adjectives with similar meanings.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives used for places • Past tenses • Personal experience 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: <i>old, ancient, huge, strange, mysterious, colourful, exciting, exotic, modern</i> Key expressions/structure: Descriptive adjectives		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A 		
Resources/equipment Learner's Book page 136 Activity Book page 108 Dictionaries		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners what kind of books they like reading.2. Elicit a few book titles from them and ask what they are about.3. These can be titles from the Graded Readers in class as part of the Literacy project or from texts outside the class.
Resources	Main Activity
Learner's Book page 136	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. In pairs, learners talk about the last book or story they have read.2. Encourage them to speak about where the story is set and why it was special or unusual. <p>Feedback</p> <p>You may wish to elicit a few book titles from the class after they have finished.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 136	<p>Talk: Activity 2</p> <ol style="list-style-type: none">1. Focus on the pictures and ask learners if they recognise the places.2. Elicit the names from the class.<ul style="list-style-type: none">• Cappadocia, Turkey• Eilean Donan Castle, Scotland• Wahiba Sands, Oman3. In pairs, learners discuss the questions.4. Ask them to write down the adjectives they think they can use to describe the places shown in the photos. <p>Feedback</p> <p>Elicit adjectives from the class and write them on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 136	<p>Word study: Activity 3</p> <ol style="list-style-type: none">1. Ask learners to look at the photos and the adjectives in the box.2. Learners can look up the words they don't know in the dictionary and write down the definitions in their notebooks.3. Learners then use the adjectives to describe the places in the photos. <p>Feedback</p> <p>Elicit answers as a class. Ask learners to call out which adjectives they used for each photo. Did everyone use the same adjectives? Were there any that weren't used? Why?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. You may wish to choose to replace the adjectives for these learners and reinforce some of the words that were introduced earlier in this grade instead.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can expand on the lexical set of adjectives provided to talk about the places.
Learner's Book page 136	<p>Activity 4</p> <ol style="list-style-type: none"> Ask learners to read the sentences and choose adjectives from Activity 3 to complete them. Explain that they can use more than one adjective and if they do, they should separate them using commas. Point out that the adjectives chosen are based on their own opinions and that answers may differ across the class based on their perceptions of each place. <p>Feedback</p> <p>Check the answers in pairs and then as a whole class. Discuss any differences in the adjectives that were chosen.</p>
Activity Book page 108	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Learners look and match the adjectives to the parts of the picture they best describe. Explain that they do not need to use all of the adjectives and that they can choose the ones that they think best describe the parts of the picture. They may well have different answers to their peers. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>Possible answers</p> <p>huge – mountain</p> <p>old – picnic rug</p> <p>ancient, strange – building</p> <p>colourful – bird</p> <p>exciting – cars</p>
Activity Book page 108	<p>Activity 2</p> <ol style="list-style-type: none"> Tell learners to use the adjectives from Activity 1 to complete the sentences. <p>Feedback</p> <p>Learners compare answers with a partner and then check the answers as a class. Ask if there are any other adjectives that learners would choose to use instead.</p> <p>Answers</p> <p>Possible answers</p> <p>1 huge; 2 old; 3 ancient; 4 colourful; 5 exciting</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> You may wish to provide two options for each answer so that the learners can choose which one to use. Ensure that one of the options would be more unlikely which will enable learners to understand the difference in meanings between the different adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can choose more than one adjective for each item and add their own ideas as well as using the adjectives given in the box.

Learner's Book page 136	Talk: Activity 5		
	1. Ask learners to talk about their favourite place.		
	2. Encourage them to give reasons for their answer and tell them to use adjectives to describe it.		
	Feedback If learners are happy to share their favourite place with the class, make a list on the board. Encourage learners to pick one adjective that best describes their place.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. Ask learners if they found out about any new places today.		
	2. Ask which places they found most interesting when talking with their peers.		
	3. You may want to have a class vote for the most interesting.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G5.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a descriptive essay and identify paragraph headings. Listening: To listen actively to class responses. Speaking: To participate in feedback for class discussion. Writing: To write a descriptive essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • build on their learning in this unit by writing a personal descriptive essay • demonstrate an understanding of how to scaffold a piece of writing • use appropriate paragraphs in their writing.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives and comparisons from previous lessons • Present and past simple 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>lush, huge, famous, beautiful, interesting, large, colourful, exciting</i> Key expressions/structure: Expressing opinions: <i>I think ...; I would like to ...; I'm not keen on ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel challenged by the writing task. Guide learners through the scaffolded steps and encourage them to use their planning sheet in the Activity Book to gain confidence in what they plan to say before they begin writing. 		
Resources/equipment needed: Learner's Book page 137 Activity Book page 109 Internet access if available		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

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

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners' give specific details of their analysis of the text and use examples to support their answers. 2. Learners could also research on the Internet and find five more interesting facts about the castle that are not in the text.
Activity Book page 109	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to write a descriptive paragraph about their favourite place. 2. Go through the notes with the class and explain the steps that follow. Tell them that the planning sheet will help them to think about the vocabulary they wish to use and will help them prepare before writing. 3. Refer back to the paragraphs in the Learner's Book, then look at the <i>Writing tip</i>. 4. Learners could colour code their notes on the planning sheet in order to help them structure their paragraph in the same way. 5. Once planned, learners write their paragraph in their notebooks or on a piece of lined paper. 6. Learners may wish to search the Internet for images to accompany their paragraph. <p>Feedback None needed here.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to find and write adjectives to go with the nouns they wish to use. You may wish to provide a word bank if necessary. 2. Give learners the paragraph headings and encourage them to focus on writing one or two sentences for each heading, using at least one adjective. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their essay using multiple adjectives and sentences.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Choose learners to read their paragraph to the class. 2. Discuss whether any learners chose the same place and then identify whether any similar adjectives were used. 3. Ask if there are any places learners have never heard about and whether the paragraphs made them want to visit.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (G5.4.3.1.1) Apply the rules of capitalisation. (G5.4.3.1.2) Correctly use apostrophes with contractions and possessives. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about journeys and make predictions • listen to a story about a lost city • read and understand a story about a lost city.
Link to prior learning: <ul style="list-style-type: none"> • Past simple regular and irregular verbs; lexis to describe cities 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>valley, wonderful, ancient, modern, surprise, dates, crowded, hungry, roar, roof, gold, silver, step</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be able to relate to the concept of the <i>Lost City</i> initially. • Personalise the story by referring to the pictures, which feature two young Emirati children, and having the learners summarise the story along the way to ensure they are following the plot. 		
Resources/equipment needed: Learner's Book pages 138 and 139 Activity Book page 110 Audio Track 54		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ul style="list-style-type: none">• Ask learners if they like stories about journeys. Have they read any?• Remind them of the journey they read about Ibn Battuta.• Elicit some names of other stories from the class (fact/fictional) that involve travelling.• Ask learners to briefly tell you what the story was about.
Resources	Main Activity
Learner's Book page 138	<p>Talk about it: Activity 1</p> <ul style="list-style-type: none">• Ask learners to talk about their travelling experiences. Have they ever been on a journey? Ask them to describe where they went and what they did. If learners are short of ideas, model one yourself first and then set the task.• Refer learners to the prompt questions and have them discuss their travelling experiences in pairs or small groups. <p>Feedback</p> <p>Learners' own answers. Ask pairs or groups to share their discussion points with the class.</p>
Learner's Book page 138	<p>Activity 2</p> <ol style="list-style-type: none">1. Personalise the story by referring to the pictures, which feature two young Emirati children. Explain that they are going on an adventure.2. Tell learners to look at the pictures and discuss the questions.3. Ask learners what they understand by the title <i>The Lost City</i>. Ask if they think a city really can be 'lost' and explain that in this case it is implying that the city is remote and no longer inhabited therefore people do not really know about it.4. Encourage learners to think about reasons why the children would want to visit such a city.5. Learners make some notes of their ideas in pairs or small groups. <p>Feedback</p> <p>Learners can check and compare their answers with peers from other groups.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 138 Audio Track 54	<p>Listen and read: Activity 3</p> <ol style="list-style-type: none">1. Tell learners they are going to read and listen to the first part of the story.2. Tell them to ignore any unknown vocabulary for the time being and to concentrate on the general meaning of the story.3. Explain that they should listen to see if their answers to the questions in Activity 2 were correct.4. Play the audio at least twice. Check the answers as a class. <p>Feedback</p> <p>Learners check in pairs, then as a whole class.</p> <p>Answers</p> <p>The travellers: two Emirati boys / Hamad and Jassim They go on this journey: for an adventure / to find the surprises / learners' own answers.</p>

	Differentiation activities (Support): 1. Accept one-word answers and encourage learners to underline any words that they think are important in answering the questions.
	Differentiation activities (Stretch): 1. Learners retell as much of the story as they can remember and answer the questions verbally, in full sentences.
Learner's Book pages 138 and 139	Activity 4 1. Ask learners to look at the questions and then read the first part of the text again. They should choose the correct answer for the questions. 2. Ask learners to guess the meaning of unfamiliar words from the context or by using dictionaries. 3. Proceed in the same way with the remaining sections of the text. Discuss the answers as a class. Feedback Learners can check and compare their answers with peers before whole class feedback.
	Answers 1a; 2b
	Differentiation activities (Support): 1. When learners have finished, ask them which words they found the most difficult. Then ask them to choose a maximum of three words to learn and write down. They can either draw a picture or write a definition to help them remember.
	Differentiation activities (Stretch): 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
Activity Book page 110	Read: Activity 1 1. Learners read the story again and underline the Activity 1 sentences in the text. This will give them more context to the activity. 2. Learners then match each sentence to the picture it describes. Feedback Learners can check and compare their answers with peers before whole class.
	Answers 1a; 2c; 3b; 4d
Activity Book page 110	Activity 2 1. Ask learners to read the sentences and decide if the sentences are true or false. 2. Then they correct the false sentences in their notebook. Feedback Learners can check and compare their answers with peers. Encourage self- and peer correction before checking answers as a whole class.
	Answers 1 false. Jassim and Hamad are young boys. 2 false. Hamad knows more about the Lost City. 3 true 4 false. It takes several hours. 5 false. He has a rest, then walks slowly up the rest. 6 false. Hamad says they must be quiet.

	Differentiation activities (Support): 1. Indicate to learners where they can find the answer in the text.		
	Differentiation activities (Stretch): 1. Learners write their own true or false questions for peers.		
Resources	Plenary		
Learner’s Book page 139	Activity 5 1. Discuss the events of the story with the class. What are the boys looking for? Why does Hamad speak in a low voice? Why does he say <i>We need to be quiet</i> and <i>Don’t touch anything</i> ? 2. In groups, children predict what happens next and share their ideas with the rest of the class. 3. Write each group’s prediction on the board. 4. The class then vote for the most likely ending. 5. Explain that the story will be continued in the next lesson and learners will then find out what happens next and see if their predictions were correct.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and understand an extended text. Listening: To listen and understand a story. To identify the different ending sounds of regular past simple verbs. Speaking: To discuss values linked to a story. To pronounce verb endings correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand an extended story text • identify and pronounce the past simple form of regular and irregular verbs • explore values related to a story.
Link to prior learning: <ul style="list-style-type: none"> • Past simple regular and irregular verbs 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences. 		
Key vocabulary: <i>drum, hit, reach, chirp, gold, silver, whisper, surprise, reward, dates</i> Key expressions/structure: Past simple regular verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the pronunciation of the verb endings tricky. Provide lots of practice and clearly spoken examples as well as repetition of the audio if required. 		
Resources/equipment needed: Learner's Book pages 140 and 141 Activity Book page 111 Audio Track LB55		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ul style="list-style-type: none"> • Discuss the events of the story so far with the class. • Ask learners to retell the events of the story in order and also recall their predictions regarding what happens next in the story. • You could support this with drawings on the board to illustrate different parts of the story.
Resources	Main Activity
Learner's Book page 140 Audio Track 55	<p>Read and Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read and listen to the rest of story. 2. Explain that they should ignore any unknown vocabulary for the time being and concentrate on the general meaning of the story. 3. Tell them to listen and read, answer the questions and then see if their predictions were correct. 4. Pause the audio at the relevant places to enable learners to discuss and answer the questions. 5. Use this time to check that learners have a general understanding of what is happening in the story and identify any language problems. <p>Feedback</p> <p>Whole class feedback for answers to the questions can take place once learners have listened to the relevant parts of the audio. Spend time at the end of the story discussing learners' predictions and whether any of them predicted correctly.</p> <p>Answers</p> <p>1 c; 2 b</p>
Learner's Book page 141	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match the words in blue from the text with the definitions. 2. Ask them to find the words and read the whole sentence before deciding. This will help them contextualise the word. 3. Check the answers as a class. <p>Feedback</p> <p>Early finishers can write the answers on the board. If time, play a game where the meaning of a word is called out and learners have to respond by writing the correct word on the board. Other learners can check and help with spelling.</p> <p>Answers</p> <p>1 chirp; 2 dates; 3 whispered; 4 reward; 5 drum</p>
Activity Book page 111	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look back at the story again and find the past simple forms of the verbs listed. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 walked; 2 stopped; 3 found; 4 forgot; 5 stood; 6 ran; 7 lived; 8 hit; 9 reached</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could play a matching game by having both forms of the verbs on separate cards and they must match the pairs. 2. They could then sort the verbs into two piles: regular and irregular.

	Differentiation activities (Stretch): 1. Learners sort the verbs into regular and irregular verbs and then add other verbs they know to either category.		
Activity Book page 111	Activity 2 1. Ask learners to complete the sentences with a verb from Activity 1 in the past simple. 2. Tell learners to look at the <i>Language detective</i> box and find irregular verbs from Activity 2. 3. Elicit other irregular past simple verbs from the class and write them on the board. Feedback Check the answers as a class. Display correct answers on the board and check spelling. <div>Answers 1 lived; 2 found; 3 hit; 4 stood; 5 forgot There are four irregular past simple forms.</div>		
Resources	Plenary		
Learner’s Book page 141	Values: Activity 3 1. Discuss the meaning of the story with the class. <i>What was more important for Hamad, the gold and silver or the sound of the crickets? Why?</i> 2. Ask learners to justify their answers. 3. As a whole class, use the pictures in this lesson as prompts and discuss the beautiful things in life which are free but which we take for granted.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text. (G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered. Writing: To write facts demonstrating an understanding of vocabulary and themes covered. Speaking: To practise the pronunciation of regular verb endings in the past simple form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9, Lessons 8–11 • revise vocabulary related to descriptions of places and animals • recognise and use language of opinion • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 9, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 9, Lessons 8–11 Key expressions/structure: Expressions and structures from Unit 9, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11 for guidance. 		
Resources/equipment needed: Learner's Book page 142 Activity Book page 112		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what words or themes they can remember from Unit 9, Lessons 8–11 and write their answers on the board. 2. Revise words and expressions from the unit by having a competition in teams. Use areas such as adjectives, interesting places, regular/irregular verbs. Look at the key vocabulary in Unit 9, Lessons 8–11, and choose 7–10 words. Give a definition of the word, allow each team to discuss the answer but only one 'spokesperson' from each team can respond. Teams score a point if the answer is correct and the word is spelled correctly. 3. The winning team is the one with the most points at the end of the competition.
Resources	Main Activity
Learner's Book page 142	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Advise learners that this is a quiet time for them to reflect on their learning. 2. Ask learners to put their pens down. 3. Ask them to turn to page 142 and to read through all the questions quietly. Tell them they have five minutes to do this and then they can ask any questions if there is anything that they do not understand. 4. When ready, ask learners to pick up their pen/pencil and begin to answer the questions. <p>Feedback</p> <p>Learners compare answers in pairs, then small groups, and finally as a whole class.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 c; 5 a; 6 b; 7 b; 8 b; 9 c; 10 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor and check for non-understanding of the questions. 2. Do not give the answers, but offer support with understanding the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Once they have checked that they have the correct answers, these learners can help their peers check their answers using their own as a model.
Activity Book page 112	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners they can refer to their Learner's Book for support. 2. Ask them to think of at least three different ways of expressing their opinion, but to list more if they can. 3. Monitor for support and guidance where necessary. <p>Feedback</p> <p>Learners can check and compare their answers with peers.</p> <p>Answers</p> <p>I would like/I'm keen on/In my opinion (plus learners' own answers).</p>

Activity Book page 112	Activity 2 1. Learners complete the activity in pairs or groups. 2. They can use their Learner’s Books as a source of information if needed. 3. Once they have completed the activity, learners could pair up to compare sentences with other groups or read their sentences to the rest of the class. Feedback Ask a few learners to write their group’s sentences on the board. Answers Learners’ own answers.												
	Differentiation activities (Support): 1. Ask learners <i>yes</i> or <i>no</i> questions to prompt them; for example: <i>Did you go to school when you were five years old?</i>												
	Differentiation activities (Stretch): 1. Learners can write additional sentences using verbs that they know which may not be in the box.												
Activity Book page 112	Activity 3 1. Model the task by choosing one of the words and saying it out loud to the class. 2. Have a copy of the table written up on the board. 3. Encourage learners to listen to the ending sound and then decide which column the word should be placed in. 4. Ask learners to work in pairs to place the remaining words, taking turns to read them out. 5. Monitor for support and guidance when necessary. Feedback Pairs check their answers with another pair and then participate in whole class feedback. Model the pronunciation of each word and ask learners to raise their hands when you point to the correct column on the table. Answers <table><tr><td>/ɪd/</td><td>/t/</td><td>/d/</td></tr><tr><td>needed</td><td>washed</td><td>played</td></tr><tr><td>painted</td><td>stopped</td><td>travelled</td></tr><tr><td></td><td>reached</td><td></td></tr></table>	/ɪd/	/t/	/d/	needed	washed	played	painted	stopped	travelled		reached	
	/ɪd/	/t/	/d/										
	needed	washed	played										
painted	stopped	travelled											
	reached												

Activity Book page 112	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise learners to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Support with key vocabulary from Unit 9 if needed to make link between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Unit 9.		
	Resources		
	Plenary 1. Ask learners if they are surprised by how much they have learned. 2. Accept feedback from the whole class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify appropriate lexical items. Speaking: To develop learners' ability to describe places. Writing: To write comparative and superlative sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9 • describe the features of city and country life • reflect on the new knowledge they have gained.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from Unit 9 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 9 Key expressions/structure: Expressions and structures from Unit 9		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 1–6 and 8–11 for guidance. 		
Resources/equipment needed: Learner's Book page 143 Photos of cities and the countryside		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

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

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

Learner's Book page 143	Activity 4 1. Learners complete the task by writing three sentences, comparing the city and the country. 2. They then discuss where they would prefer to live and give reasons for their answers. 3. This could be done as a mingling activity and learners could pair up with other learners who have a similar opinion to themselves. Feedback Peer feedback and correction.		
	Answers		
	Learners' own answers.		
Resources	Plenary		
	1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit?</i> <i>Was there anything you disliked or found particularly challenging?</i> <i>Which learning achievement are you most proud of from this unit?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.3.4.2.4) Distinguish shades of meaning among closely related words. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about a character from a book that they have read. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read prompt questions to form their report on a character from a book. Writing: To write a character profile according to the given template and prompt questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • exchange ideas and information about a book they have read • design a character profile or create a puppet • rehearse their presentation of a character profile from a book they have read.
Link to prior learning: <ul style="list-style-type: none"> • Reading and understanding events in a story 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: N/A Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required. 		
Resources/equipment needed: Learner's Book page 144 PCM 3 A selection of reading materials for the Starter game including a scarf and, for example, a book, a dictionary, a comic and a puppet. Project materials: Coloured pens/pencils, card, lolly sticks (to form the body of a character), material, cotton wool, wool, fur, ribbon, glitter, sequins, googly eyes, safety glue, sticky tape, child safety scissors – any arts and crafts materials your learners' may enjoy using to make their puppets with. Optional: A completed Character profile template to serve as a model, a puppet made by the teacher.		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

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

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

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

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to class presentations. Speaking: To present a project to their peers. Reading: To read a selection of their peers' character profiles. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a character profile from a book they have read • ask and answer questions about a character from a book • read a selection of their classmates' character profiles • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Reporting on a character's personality and behaviour and events in a story • Making presentations 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills 		
Key vocabulary: N/A Key expressions/structure: N/A		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • N/A 		
Resources/equipment needed: Learner's Book page 144 A large piece of flipchart paper with a drawing of a tree but no leaves Tape to stick the character profiles and puppets to the branches of the tree		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Introduce the lesson by telling learners that today they will take turns to present their character profiles to the class. 2. Remind learners of the behaviour they should demonstrate when listening to others; for example, not interrupting, not calling out and maintaining eye contact.
Resources	Main Activity
	<p>Presentation preparations</p> <ol style="list-style-type: none"> 1. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area. 2. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary. 3. Decide on a running order.
	<p>Presentation</p> <ol style="list-style-type: none"> 1. Follow the running order. 2. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 3. Time permitting, after each presentation, allow for one or two follow-up questions.
	<p>Feedback</p> <p>None needed at this point.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support with lexis and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue then let them. This builds confidence in speaking with a focus on fluency. 3. The focus on accuracy is in the written work (the character profile) and appropriate use of character traits and behaviour orally if using puppets.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to dramatise their presentation.
	<p>Self-reflection</p> <ol style="list-style-type: none"> 1. Advise learners that they are going to review their own presentation. 2. Ask the following questions: <i>What went well?</i> <i>What would you change?</i> <i>What did you like that you have seen in other presentations that you could build into yours?</i> 3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the questions on the board so the learners have a reference point when writing their personal notes.

	Differentiation activities (Stretch): 1. Advise learners they can write as much or as little as they like and that if they prefer to use a mind map or equivalent, then that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	1. Praise learners for the work they have delivered today. 2. Ask learners to stick their character profiles and puppets onto the branches of the tree. These are the tree’s new ‘leaves’ and can add to previous book reports from Unit 5 if these are still on the wall, or can be a new tree. 3. Learners circulate and read their peers’ work, and look at the puppets. 4. Advise them that this may help them decide which book to read next. 5. Ask learners to congratulate themselves for a job well done.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings. (G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

Audioscript

Unit 6

Lesson 1

Learner's Book Activity 2 and 4

Track 32

Reporter: What do you all do in your school holiday? We've invited some of you into the studio to find out what you all have in common ... and what's different about the way you spend your school holidays ...

So let's go first to Ana, from Brazil. Hi Ana!

Ana: Hi!

Reporter: Tell us something about how you spend your long school holidays ...

Ana: Well, I spend a lot of time with my grandparents because my mum and dad are at work during the day.

Reporter: OK, and what do you get up to?

Ana: Well, Grandma lets me bake cookies and we all go to the park with the dog. We go shopping too and sometimes go on a day trip to the seaside. Last year my sister and I did jobs around the house to earn extra pocket money.

Reporter: Thanks, Ana. And what about you, Luis?

Luis: We always go camping near the sea during our summer holidays.

Reporter: Really? What do you like about that?

Luis: I love being outside and eating food that we've cooked on the camp fire. Last year it was very windy and we nearly set fire to the tent! It's really good fun though – we play football on the beach, go fishing and go swimming as well ...

Reporter: That's great. Now let's hear from someone else. Mohand, from Jordan. Tell us about your school holidays ...

Mohand: Well, for most of my holidays, I help in my mum and dad's shop.

Reporter: Ah, yes ... and how do you help out?

Mohand: I serve customers and tidy the shelves, go with my dad to the warehouse, that sort of thing ... It's great because I earn extra pocket money and it stops me getting bored at home!

Reporter: Ha ha! And do you work there every day of the holidays?

Mohand: No, not every day. When I'm not there, I go to my cousin's house and we play football or go out on our bikes.

Reporter: Thanks, Mohand ... Now over to Carly ...

Carly: I love going to sports camp. I've been every year for the last three years.

Reporter: And what do you like about it?

Carly: It's really great – you get to do sports like football, basketball and swimming every day and you make lots of new friends. There is something to do all day every day and you never get bored.

Reporter: OK, thanks guys ... Now let's move on to ...

Lesson 2

Learner's Book Activity 2

Track 33

Reporter: ... Now let's move on to another aspect of the school holidays ... I'd like to know if there's anything you don't like about the long holidays ... Who'd like to start? OK, Carly, off you go ...

Carly: I often get bored at home and sometimes I think that the holidays are just too long!

Mohand: Me too. When I'm at home, sometimes I run out of things to do.

Reporter: That's interesting and quite unexpected! What do the rest of you think?

Luis: I see what you mean but I don't really agree! I love the holidays so much that I don't want them to end. The only thing I don't like are holiday traffic jams.

Reporter: Thanks, Luis. Ana – would you like to have the last word?

Ana: I agree with Mohand and Carly. I love school holidays, but sometimes I wish they were a bit shorter – then it wouldn't be so hard to go back to school afterwards!

Lesson 3

Learner's Book Activity 4, 5 and 6

Track 34

Girl 1: It says here that tents and cooking equipment are provided – I think we'll have to take everything else ourselves.

Girl 2: What do you think we'll need? What about clothes for a start?

Girl 1: Well, definitely a waterproof jacket and jeans ...

Girl 2: No, not jeans! They're too hot to walk in and take ages to dry if they get wet. Tracksuit bottoms are better because they're light and made of cotton.

Girl 1: Yes, you're right. OK, what about at night?

Girl 2: We'll definitely need sleeping bags to keep us warm in the tent – and a torch, because there'll be no electric light ...

Girl 1: Do you think we'll need things for eating? Plastic utensils like knives, forks, spoons, bowls, plates ...

Girl 2: I don't think so. Cooking equipment is provided, so I think the organisers will supply everything for us to eat with too ...

Girl 1: We're only allowed to take one backpack, so we can't take many things. What else are you going to take? What couldn't you live without for the week?

Girl 2: My MP3 player definitely! What about you?

Girl 1: I'm going to put some photos in my journal.

Lesson 4

Learner's Book Activity 1 and 2

Track 35

Boy 1: Come on, what's the matter? Why don't you want to go? Mum's already paid for us to go ...

Boy 2: I know but I'm rubbish at sport! I'm not very good at football, or basketball, or hockey ...

Boy 1: That's OK. How about trying a new sport? ... Something you haven't done before ...

Boy 2: But what if I'm not very good ... ?

Boy 1: You don't know until you try. It says here that you can try a new sport. That means that there will be beginners' classes for all the sports. So everyone else in those classes will be a beginner too.

Boy 2: So does that mean that no-one in the classes has done the sport before?

Boy 1: Yes, so everyone has to start at the beginning. No-one is better than everyone else because everyone is a beginner! Let's join a class together. I'd like to learn something new too.

Boy 2: OK, that would be good. Why don't we do one of the martial arts classes ... like judo or karate? Let's try something different, something that's not a ball game!

Lesson 5

Learner's Book Activity 4

Track 36

Which have you enjoyed the most? Which do you find easier?

Lesson 10

Learner's Book Activity 2

Track 37

Part 1

Ben: I really don't want to start school again tomorrow.

Danny: Me neither.

Ben: The holidays have been great. I don't want them to end!

Tom: Me neither.

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

Danny: Me too!

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Danny: Me too!

Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ... ! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: Me too ...

Danny: Me too ...

Part 2

John: Hey, what's up? Oh, dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

John: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Danny: No!

Tom: Well, actually, yeah ... you're right.

John: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: Really? But you're fourteen!

John: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Danny: Do you really think so?

John: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ... ?

John: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big brothers ...

John: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Danny: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

Learner's Book Activity 3

Track 38

Ben: I really don't want to start school again tomorrow.

Danny: Me neither.

Ben: The holidays have been great. I don't want them to end!

Tom: Me neither.

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

Danny: Me too!

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Danny: Me too!

Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ... ! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: Me too ...

Danny: Me too ...

Activity Book Activity 1

Track 7

John: Hey, what's up? Oh, dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

John: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Danny: No!

Tom: Well, actually, yeah ... you're right.

John: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: Really? But you're fourteen!

John: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Danny: Do you really think so?

John: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ... ?

John: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big brothers ...

John: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Danny: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

Lesson 11

Learner's Book Activity 3 and 4

Track 39

1 ... and he's 42!

2 I feel a bit sick!

3 Nothing! Nothing at all!

4 Of course!

Unit 7

Lesson 1

Learner's Book Activity 3

Track 40

Speaker 1: What always surprises me about my granddaughter is the way in which she loves to take centre stage. She doesn't get nervous at all and seems quite at home speaking to lots of people.

Speaker 2: I just don't understand why he gets so angry. If we don't pass him the ball all the time he just stops playing and walks off the football field.

Speaker 3: I really admire my friend Aisha. She always works hard. She loves learning about new things and always has her head in a book. Needless to say she always gets top marks in class.

Speaker 4: Camilla is my best friend. She's such a kind, generous person. We share everything: our pencils, our pens, our secrets and our sweets and chocolates – of course!

Speaker 5: Come on Natasha! Why are you hiding? It's my friend, she's just saying hello to you.

Speaker 6: Cheng is a very tidy person. He always tidies up his bedroom and puts his food wrappers and empty bottles in the bin in the park.

Lesson 3

Activity Book Activity 1

Track 8

Hi, my name's Khalid. I'm from the UAE. I'm 11 years old and I live with my family: my mum, my dad and my little brother in Ras al-Khaimah. I play football and basketball for the school team.

I've got two best friends, Rashid who is in my class at school and my cousin Abdul Latif who I've known all my life.

What do people like about me? Mmm, well ... I suppose I'm quite outgoing and cheerful most of the time, so people think I'm fun to be with.

What do I like about me? Well ... I'm quite a tidy person.

I hate it if my bedroom gets messy. I'm also a generous person especially with my little brother!

What could I improve about me? Well, my family would say that I am very bad-tempered when I get up in the morning.

It's something I really need to change.

Lesson 5

Learner's Book Activity 2 and 3

Track 41

English teacher: Hello Bader, How are you today?

Bader: I'm fine thank you.

English teacher: Tell me about your family. Have you got any brothers or sisters?

Bader: Yes, Marwan a younger brother who is a bit of a pain!

English teacher: Where were you born?

Bader: I'm from ... Sorry, what I meant to say was I was born in a small town called Dibba in the UAE.

English teacher: Tell me about yourself. What are you like?

Bader: Sorry, could you repeat that, please?

English teacher: Yes, of course. What are you like?

Bader: Well, I'm a confident person and I like to do things properly, although I don't think my mum would agree with my last point. I have a lot of friends and I make them laugh.

English teacher: Who are your best friends?

Bader: Well, my best friend is Majed, he's really good fun. We've been friends for as long as I can remember. We met when we were babies.

English teacher: What are you good at at school?

Bader: I don't think I'm good at many things to be honest. Well, Mr Al Maarwi would say I'm good at singing, but I don't agree with him at all. I'm good at drawing and I think I'm quite good at Mathematics too!

English teacher: Do you have a favourite sport?

Bader: No, I'm not good at any sport. Once, dad thought I was going to be a great rugby player, so he made me join the local team, but he was wrong, of course! I only played for two weeks before I left.

English teacher: What are your favourite things?

Bader: Well that has to be my big collection of computer games. I absolutely love playing them. Majed and I play quite a lot together. Then there's my collection of comics. I remember when Majed and I wrote our own comic strip, Zippy Racer.

Activity Book Activity 1

Track 9

1 Where were you born?

2 What are you like?

3 Who are your best friends?

4 What are you good at?

5 Do you have a favourite sport?

6 What are your favourite things?

7 Do you have any brothers?

Lesson 6

Learner's Book Activity 1

Track 42

Hiro: Hello, my name's Hiro. What's yours?

Ben: Hi, I'm Ben. Where are you from?

Hiro: I'm from Tokyo. And you?

Ben: I'm from New York. Have you got any brothers or sisters?

Hiro: Yes, I've got an older brother. And you?

Ben: I'm an only child.

Hiro: Sorry, could you repeat that?

Ben: Yes, there's just me. I haven't got any brothers or sisters.

Hiro: Do you have a favourite sport?

Ben: Yes, I really like playing baseball and table tennis.

Hiro: Me too! Well, I'm not so keen on baseball, but I love playing table tennis!

Ben: What are you like?

Hiro: Well, I think I'm quite hard-working and cheerful, but my mum doesn't think so. She thinks I'm a bit lazy. Not true, of course!

Ben: Ha, ha! Just like my mum! I'm quite hard-working, but mum says I spend too much time playing computer games!

Hiro: Well we both like playing computer games then. Which one is your favourite?

Lesson 10

Learner's Book Activity 2

Track 43

Our teacher's multi-talented by Kenn Nesbit

Our teacher's multi-talented,
He's good at many things.
He paints impressive pictures,
And can juggle twenty rings.
He rides horses like an expert,
In this he has no faults.
He's also quite a gymnast,
Doing airborne somersaults.
He's something of a swimmer,
He's a champion at chess.
It's difficult to find a skill,
That he does not possess.
He speaks a dozen languages,
He's great at racing cars.
He's masterful at fighting bulls,
And studying the stars.
He's good at climbing mountains,
He can wrestle with a bear.
The only thing we wish he'd learn,
Is how to comb his hair.

Lesson 11

Learner's Book Activity 2

Track 44

hair bear
rings things
possess chess
cars stars
great wait

Lesson 13

Learner's Book Activity 1

Track 45

1

Interviewer: What's your name?

Peng: I'm Peng.

Interviewer: How old are you?

Peng: I'm 11 years old.

Interviewer: What are your hobbies?

Peng: Well, I quite like skating, but I prefer playing the violin. I'm really shy though, so I don't play for other people very often.

2

Interviewer: Hi, what's your name?

Maria: I'm Maria.

Interviewer: How old are you?

Maria: I'm 12 years old.

Interviewer: Where are you from?

Maria: I'm from Mexico.

Interviewer: What are your hobbies?

Maria: I love playing basketball in the local park.

Interviewer: What are you like?

Maria: Well, I suppose I'm quite a generous, outgoing person, really.

3

Interviewer: Hello there! What's your name?

Brad: My name's Brad.

Interviewer: How old are you Brad?

Brad: I'm 11 years old.

Interviewer: What are your hobbies?

Brad: I'm crazy about surfing and because I live by the beach I can go every day. I'm really good at it!

Interviewer: What do your friends like about you Brad?

Brad: I suppose they think I'm cheerful and a confident person.

Unit 8

Lesson 1

Learner's Book Activity 3

Track 46

Activity Book Activity 1

Track 10

1

Doctor: Hello, Maria. What's the matter?

Maria: Well, my stomach hurts and I feel sick.

Doctor: How long has it been hurting you?

Maria: Since yesterday afternoon when I came back from my friend's party.

Doctor: What did you eat?

Maria: I ate a few sandwiches, some crisps and two large slices of chocolate cake.

Doctor: Hmm, well it sounds to me like you've got stomachache because you've eaten too much chocolate cake. You need to drink lots of water today and no chocolate!

2

Doctor: Hello Abdul. What seems to be the matter?

Abdul: My throat hurts and I've lost my voice.

Doctor: Yes, I can hear. Let's have a look at your throat. Say, arrr ...

Abdul: Arrr...

Doctor: Yes, it's very red. Does it hurt when you swallow?

Abdul: Yes it does.

Doctor: Well, you've got a very sore throat. You need to drink a lot of water and take this medicine twice a day.

3

Doctor: Hello Jess. What's wrong?

Jess: Well, I keep sneezing all the time and I've got a bad cough. My ear hurts, too.

Doctor: Do you feel sick?

Jess: No, I don't.

Doctor: Have you got a fever?

Jess: No, I haven't, but I've got a very blocked nose and I feel tired a lot. I have got no energy.

Doctor: OK, you have got a bad cold and also an earache. You need to keep warm, rest and drink lots of water. I'll give you some medicine for the earache.

Lesson 2

Learner's Book Activity 1

Track 47

Doctor: Hello Jess. What's wrong?

Jess: Well, I keep sneezing all the time and I have got a bad cough. My ear hurts, too.

Doctor: Do you feel sick?

Jess: No, I don't.

Doctor: Have you got a fever?

Jess: No, I haven't, but I've got a very blocked nose and I feel tired a lot. I have got no energy.

Doctor: OK, you have got a bad cold and also an earache. You need to keep warm, rest and drink lots of water. I'll give you some medicine for the earache.

Lesson 8

Learner's Book Activity 3 and 4

Activity Book Activity 1

LB Track 48; AB Track 11

Kaya: Good morning everyone. My name's Kaya and I'm going to talk about why it is important to eat healthily.

Vegetables

We should eat fruit and vegetables every day because they give us vitamins and minerals which our body needs to work properly.

Grains and cereals

We should also eat grains and cereals such as pasta, rice and bread. These foods provide our bodies with carbohydrates, which give us energy.

Calcium

It is also important that we eat food that has a lot of calcium as this makes our bones and teeth strong. You can get calcium from dairy products such as milk, yogurt and cheese.

Protein

Foods that have protein are meat, fish and eggs. Some people are vegetarian and so they eat more vegetables, grains and nuts, which all have protein in them.

Finally, we can eat sweets, chocolates and cakes but you shouldn't eat them every day as they have a lot of fat and sugar, which is bad for our teeth and bodies.

Lesson 11

Learner's Book Activity 2

Track 49

Once there was a young man who travelled around the country looking for work. Times were very hard and he had very little money. One day, feeling tired and hungry, he arrived at a small village. He thought that he might find someone who would give him some food.

He knocked at the door of a house. A woman opened the door. The traveller asked the woman politely for some food, but the woman answered that she had no food at all. The same thing happened at all the houses in the village. Nobody had any food!

However, the traveller had a plan. He knocked on the door of a big house and an old man answered. The traveller asked him if he had a large pot of water that he could use to make a big pot of soup for all the villagers. He was going to make it from a special stone he had found.

The old man helped the traveller build a big fire. The traveller took the stone and put it in the pot of water. As he cooked the soup, he said that the special soup was always better with a little onion and some cabbage to add extra flavour. So the old man gave him a bag of onions and some cabbage. The traveller added these ingredients to the soup.

A woman in the next house smelled the soup cooking. She went to see the traveller. He told her that the special soup was always very good, but that a little bit of meat, some carrots and some potatoes would add extra flavour. So the woman gave him a big piece of meat, a bunch of carrots and a sack of potatoes. These ingredients were also added to the soup.

A little girl also smelled the soup and spoke to the traveller. The traveller told the girl that the special soup was always very good, but it would be even better with a few beans and a pinch of salt and pepper. So, the girl gave him a bowl of beans and some salt and pepper and added them to the pot of soup.

Another woman came by after smelling the soup and she added a few mushrooms and some herbs to the soup.

After a while the soup was cooked and everyone had a bowl of delicious stone soup. No-one could believe that such a flavoursome soup could be made from just a stone and some water. The traveller served himself another bowl of soup and just smiled.

Activity Book Activity 3

Track 12

a pot of soup
a sack of potatoes
a pinch of salt and pepper
a bowl of beans
a bunch of carrots
a bag of onions

Unit 9

Lesson 1

Learner's Book Activity 4

LB Track 50

Boy: This is my city – Shanghai in China. It's on the East China coast and is one of the most crowded cities in the country. It's quite a noisy city but I love the colourful streets and the sound of busy people. It's very modern too with high-rise office buildings and amazing towers. There is also an ancient part of the city, which is very popular with tourists.

Girl: This is a photo of my village, Orta San Giulio in Italy. It is a beautiful, peaceful place located on the banks of the Orta lake. I love walking with my family and there are amazing mountains, forests and green hills – we often have picnics in the summer. It has a very small, pretty centre, which is very popular with tourists.

Lesson 5

Learner's Book Activity 2

Track 51

Amina:

Part 1

I'm going to talk about my city, Dubai. These are two photos of Dubai, past and present. Photo A is a photo from many years ago. We can see the old houses and streets. There is also a balcony on the top floor of one of the houses. If you look closely you can see that there are no cars or street lights. I think I prefer these streets to roads today because they were quieter and safer!

Part 2

In the present day photo we can see a lot of differences. There are tall buildings and skyscrapers. There are also lots of cars driving down a big road. The streets are wider and busier than in the older photo. And there is a metro! I can move faster around the city by metro! I prefer modern Dubai. It's easier to travel around now because we have the metro. But I really like the old quiet streets.

Activity Book Activity 1

Track 13

Ahmed: Hi! I'm Ahmed and I live in Sharjah. One hundred years ago my city was very different to how it is today. In old Sharjah, families lived together around a courtyard. There were small houses – one for the older family members, and one for the younger family members. There was also a sitting room and eating area for everyone to meet and eat. But these houses didn't have proper kitchens or bathrooms, so I don't think life was very easy in the past. People walked around the city instead of going by car. Today there are thousands of cars on the city streets. In my opinion, we should walk more, because cars make the air dirty.

Nowadays, many families live in small apartment blocks. My apartment has all kinds of modern appliances. We've got a fridge, a microwave, a dishwasher, a television and mobile phones. I really like going out with my friends and we have lots of shopping malls and cinemas nearby, so there's lots to do in modern Sharjah. I think that living in Sharjah now is probably better than 100 years ago.

Activity Book Activity 2

Track 14

Nowadays, many families live in small apartment blocks. My apartment has all kinds of modern appliances. We've got a fridge, a microwave, a dishwasher, a television and mobile phones. I really like going out with my friends and we have lots of shopping malls and cinemas nearby, so there's lots to do in modern Sharjah. I think that living in Sharjah now is probably better than 100 years ago.

Lesson 6

Learner's Book Activity 1

Track 52

Amina: Many years ago Emirati homes were very different from homes today. There was no electricity, so people cooked on stoves with oil or wood. There weren't any dishwashers to wash plates and pans; or microwaves to heat food quickly. Life was much more difficult than it is today. There were no televisions – imagine that! And no mobile phones! People washed clothes by hand because there weren't any washing machines.

Learner's Book Activity 2

Track 53

needed
cooked
washed
cleaned
used
painted
travelled
walked

Lesson 10

Learner's Book Activity 3

Track 54

The Lost City

Jassim and Hamad walked a long way.

'I'm getting tired,' Jassim said. 'Where are we going anyway?'

'We are going to find a city, a lost city. There are wonderful surprises for whoever finds the ancient city,' replied Hamad.

'Does anyone live there?' Jassim asked.

'Not anymore,' said Hamad.

‘Why not?’ asked Jassim.

‘Because it’s too far from all the modern cities and roads. In the past it was the busiest city in all of the Middle East,’ replied Hamad.

‘What kind of surprises are there? Good surprises?’ Jassim asked.

‘Beautiful surprises,’ Hamad smiled. ‘Come.’

‘Are there date trees in the Lost City?’ Jassim asked.

‘A lot,’ replied Hamad.

‘Good. Let’s hurry up then. I’m very hungry,’ said Jassim.

Lesson 11

Learner’s Book Activity 1

Track 55

Hamad and Jassim continued their journey to the centre of the Lost City.

‘This is where we shall find our surprise,’ Hamad said.

When they reached the centre of the city, they found a huge, golden drum.

‘Look at that!’ said Jassim. ‘Can I bang the drum?’ he asked.

‘Yes,’ said his friend.

Jassim picked up a stick and hit the drum.

The drum was very loud. When the noise stopped, everything went very quiet. Then the crickets began to chirp.

‘Listen,’ Hamad said. ‘It is beautiful.’

‘When do we get the gold and silver?’ Jassim whispered.

Hamad didn’t answer him. He was listening to the beautiful music of the crickets.

The two boys stood quietly for an hour, until the crickets stopped singing.

‘Our surprise?’ Jassim whispered again.

‘Jassim, that was our surprise. Nobody in the world has heard anything that beautiful before. It is our reward for our journey,’ Hamad said.

‘What about the gold and silver?’ Jassim asked.

‘We cannot touch those things. They belong to the people who once lived in this city. You can eat all the dates you want, but the rest must stay in the city,’ Hamad explained.

When his friend mentioned dates, Jassim forgot all about the gold and silver.

‘Dates!’ he cried, and ran off to search for his prize.

Appearance – What do they look like?

Behaviour – How do they behave?

Good/bad points – Why do you like / dislike them?

Something you would change about them and why

Actions – What do they do in the story?