



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

5

Jane Boylan and Claire Medwell

Term 3 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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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

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, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

Learners are provided with visual stimuli such as images, cues, objects, or environments to support them in making associations and connections in processing, 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: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about science, scientific inventions and discoveries. Listening: To listen to a scientist describing his work. Reading: To read and understand new vocabulary. Writing: To use new vocabulary to complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use new vocabulary when talking about science • talk about scientific inventions and compare the importance of two ideas • understand others talking about preferences.
Link to prior learning: <ul style="list-style-type: none"> • Expressing opinions • Making comparisons • General knowledge of scientific inventions 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>experiment, invention, new, scientist, technology, discover, medicine, laboratory</i> Key expressions/structure: Expressing opinion: <i>I think that ... is important because ... ;</i> comparison: <i>... is more important than ... because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are some important new words we will need to use when talking about science. Learners may be overwhelmed, so ask them to make flashcards with the vocabulary from this lesson and add picture cues. These can be displayed in the classroom while you are doing this unit. 		
Resources/equipment needed: Learner's Book page 145 Activity Book page 113 Audio Track LB56		

UNIT 10 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Before learners open their books, tell them they are going to play a game to work out what the subject of the new unit is. 2. Ask for a small number of volunteers to help you tell the rest of the class, select three to five. Tell the volunteers that the subject is science. Ask them to think about pictures they could draw or mimes they could do to show the class the topic without speaking any words. 3. Give the volunteers a moment to think while you explain the rules to the rest of the class: <i>The volunteers are going to tell you the topic of the lesson, but they can't use any words. They can draw pictures or do a mime. If you think you know the topic, put up your hand.</i> 4. Let each of the volunteers take a turn until someone guesses 'science'.
Resources	Main activity
Learner's Book page 145	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they understand by the term <i>science</i>. Why is science important? Elicit answers and prompt about solving problems and improving lives. Explain that science has given us most of the things we have today. 2. Ask learners to start thinking about what the most important scientific discovery has been. Prompt with ideas such as medicines, electricity, understanding the world around us (the earth orbiting the sun, not the sun orbiting the earth, and so on). <p>Feedback</p> <p>Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.</p>
Learner's Book page 145	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Read the words out loud to model pronunciation. Then ask learners to repeat individually and chorally. 2. Discuss the meaning of each word and ask for volunteers to guess. Some of the words are abstract (<i>discover / new</i>), so discuss as a class whether you can see them in the photos. 3. Put learners in pairs to continue searching for the words in the photos and looking the words up in a dictionary. <p>Feedback</p> <p>Ask the pairs to share which words they have found in the photos. Ask learners to point to where they see the words represented.</p>
Activity Book page 113	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to find the words in the wordsearch. 2. Once they've found each word, encourage them to practise the pronunciation and to look carefully at the spelling of each word. <p>Feedback</p> <p>None needed at this stage.</p>

<p>Activity Book page 113</p>	<p>Write: Activity 2</p> <p>1. Ask learners to complete the sentences, alone or in pairs.</p> <p>Feedback</p> <p>Ask for volunteers to tell the class each answer.</p> <p>Answers</p> <p>1 scientist; 2 laboratory; 3 new; 4 experiment; 5 discover; 6 medicine; 7 invention</p> <p>Differentiation activities (Support):</p> <p>1. Work through each sentence with these learners. Ask <i>What kind of word goes here? Is it a verb (doing word), a noun (thing or person) or an adjective (describing word)?</i> Remind learners that if a word is introduced by <i>a</i> or <i>an</i> it is a noun.</p> <p>2. Establish that question 3 needs an adjective and question 5 needs a verb (introduced by <i>to</i>). Look at the list of words and establish there is just one verb and adjective.</p> <p>3. Now work through the different nouns: which key words in each sentence link to each noun? For example, in question 1 <i>work</i> and <i>science</i> link to <i>scientist</i>. Continue through the rest of the sentences, matching key words to each noun. Where learners struggle to match key words, encourage them to move on to the next sentence and come back to difficult ones later.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to make anagrams of each word and give them to a partner.</p> <p>2. This will help to consolidate the spelling of each new word.</p>
<p>Learner's Book page 145 Audio Track 56</p>	<p>Listen: Activity 3</p> <p>1. Explain that learners are going to listen to a scientist describe his work. Ask learners to look at the questions and think about what key words they need to listen for (<i>work, favourite</i>).</p> <p>2. Play the track once. Pause and play again. Ask learners if there is any vocabulary they don't understand. Focus on the photos again from Activity 2 and ask which photo they think is relevant to the listening task. Teach the word <i>scan</i>. Ask if learners know what part of the body is pictured on the scan (<i>the brain</i>).</p> <p>3. Play for a third time and ask learners if they can answer the questions.</p> <p>Feedback</p> <p>Ask learners to volunteer answers and write them up on the board. Play the track for a final time, pausing after each answer.</p> <p>Answers</p> <p>1 A scientist 2 other scientists, doctors and patients 3 Helping people</p>
<p>Learner's Book page 145</p>	<p>Talk: Activity 4</p> <p>1. Put learners into groups of three and ask someone in each group to tell the others why one of the inventions/discoveries could be the most important. If you do not have a multiple of three, you can put learners in a pair to talk about one of the items.</p> <p>2. Start the discussions off as a class, thinking of one reason why each invention is important. Prompt with: <i>Car – transports people without need for trains or buses; telephone – passes information quickly about family, business or emergencies; medicines (like penicillin) – cure infections, keep people alive, make surgery possible.</i></p>

Resources	Plenary		
	1. Take a whole class vote on which is the most important scientific invention/ discovery out of the items in Activity 4. 2. Ask learners to use a full sentence to say whether they agree with the outcome of the vote and why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(G5.2.1.1.5) 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.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about how science works. Reading: To read about a scientist in the past. To read about a scientific experiment. Listening: To listen to a scientist talking about times and procedures in an experiment. Writing: To write and match times.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about how science works • understand and speak about an aspect of scientific history • understand and convey information about time.
Link to prior learning: <ul style="list-style-type: none"> • Scientific experiments • Time 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>scientist, experiment, discovery, laboratory</i> Key expressions/structure: ... is important because ... ; It's/at ... o'clock.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can become frustrated with the different ways of relating the time. They have to learn that 7.45 cannot just be said as <i>seven forty-five</i>, but can also be <i>quarter to eight</i>. Remind learners that, although it is fine for them to use only <i>seven forty-five</i> in speech themselves, they will certainly find that native English speakers use a mixture of the two, so it is important that they are able to recognise both. Practise using analogue clocks as well as digital clocks, and make it a game to see how many different ways learners can write down the same time. 		
Resources/equipment needed: Learner's Book page 146 Activity Book page 114 Audio Track LB57		

UNIT 10 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 146	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they know about what scientists do. What do learners know about experiments? 2. Ask learners if they have any ideas about how science can be dangerous – start off discussions with a few ideas if necessary; for example powerful things like electricity or explosives, things that explode if you mix them. How can you make it less dangerous? (<i>Know what you are doing, have the right clothes, equipment etc.</i>). 3. Encourage learners to discuss the questions in pairs and to share their ideas.
Resources	Main activity
Learner's Book page 146	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Read the passage out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. 2. Monitor and correct pronunciation as necessary. 3. Check for any unknown vocabulary. Prompt learners to work out unknown words from context, including the picture, and then appoint a learner to look up any words still unknown and report back to the class. 4. In pairs, ask learners to find the answers to the questions and then report back to the class. <p>Feedback</p> <p>Ask pairs to share their answers with the class. Use this as an opportunity to check their answers from Activity 1 as well. Ask learners to find the place in the text where the answers can be found.</p> <div style="background-color: #cccccc; padding: 5px;">Answers</div> <ol style="list-style-type: none"> 1 Benjamin Franklin was from America. 2 He was interested in electricity. 3 It was dangerous because he might have been hit by lightning. Lightning is very strong and can make a fire when it hits things. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on questions 1 and 2. For question 1, learners are looking for a place name. For question 2, learners can use the key word <i>interested</i>. 2. For question 3, use a class discussion, rather than expecting a complete written answer. Follow up Activity 1 and talk about how this was dangerous. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners answer the questions using full sentences. 2. Ask learners to write some complete sentences about other things that are both useful and dangerous (using ideas from activity 1). Write up a sample sentence on the board: <i>Electricity is useful but it is dangerous because it can start a fire or hurt people.</i>

<p>Learner's Book page 146 Audio Track 57</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to a scientist describe his work. 2. If necessary explain what a <i>sleep laboratory</i> is, but first see if learners can work it out. 3. Ask learners to look at the questions and think about what key words they need to listen out for (<i>work, a number, an adjective like 'easy' or 'hard', help</i>). 4. Play the Audio Track once. Pause and play again. Ask learners if there is any vocabulary they don't understand. Play for a third time and ask learners if they can answer the questions. <p>Feedback</p> <p>Ask learners to volunteer answers and write them up on the board. Play the track for a final time, pausing after each answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 sleep laboratory 2 six 3 hard 4 make sure people have enough sleep to work safely.
<p>Activity Book page 114</p>	<p>Time: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the times they heard in the audio for the previous activity. 2. Write up the sample from the Activity Book. If learners are confident ask a volunteer to come up and draw in the hands on the clock face for 9.30. Remind learners about 'quarter past' and 'quarter to', and show the hand position on the analogue clock. 3. If everyone needs a refresher, do the Support activity below with the whole class. 4. Ask learners to write the times in words, following the example. <p>Feedback</p> <p>Ask learners to check each other's answers in pairs. Ask them to share any disagreements with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It's half past seven. 2 It's quarter to nine. 3 It's eight o'clock. 4 It's four o'clock. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work through some extra examples with the class. Draw a clock face on the board and ask learners to come up and draw in a time you suggest. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember any of the times between the quarter hours. Prompt with five past, ten past, twenty past, twenty-five past, twenty-five to, twenty to, ten to, five to. 2. Ask learners to work in their pairs with one learner writing out a time, either on the clock, in numbers or words, and the partner supplying the missing time. Swap and repeat.

Activity Book page 114	Read: Activity 2 1. Ask learners to read through the text (based on the audio) and put the sentences in the correct order. Answers a, e, g, f, b, d, c		
Resources	Plenary 1. As a class, discuss what time things happen in the school day. Add in some prompts to make the discussion more interesting (<i>What happens two hours later? What time is that?</i>). 2. Ask learners to stand up and use their arms to represent a time on the clock. Other learners have to guess the correct time.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive, suggestions: let's, why don't, should we ..., possessives: 's and s', sequence words: first, next, after that, finally.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and interpret instructions for a scientific experiment. Speaking: To use <i>can</i> to ask permission and to make offers and requests. Reading: To read and follow instructions for conducting a science experiment. Writing: To accurately record findings of a science experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • follow a set of written instructions • use <i>can</i> to ask permission and make offers and requests • make predictions and summarise results of a science experiment.
Link to prior learning: <ul style="list-style-type: none"> • Science experiments • Following instructions 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: <i>equipment, straw, scissors, squash, cut, push, blow</i> Key expressions/structure: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it confusing that <i>Can I ... ?</i> has meanings of <i>allowed to, able to</i> and <i>wish to</i>. At this stage in their learning, focus on <i>can</i> being used for permission, requests and offers. If necessary, tell learners that they will go on to look at other forms of verbs (<i>may, might, could, would</i>), to give nuance to their requests/offers/permission, but that <i>can</i> is legitimately used for all three. 		
Resources/equipment needed: Learner's Book pages 147 and 148 Activity Book page 115 One set of the following for teacher and one for each group of two to three learners: four standard drinking straws, one pair of scissors		

UNIT 10 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 147	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to do an experiment today. Ask what experiments they have done at school in the past. What did they find out? 2. Prompt for experiences in science classes.
Resources	Main activity
Learner's Book page 147	<p>Listen and watch: Activity 2</p> <p>The purpose of this experiment is to test the effect of different length straws when making bird callers. In addition to giving learners the opportunity to follow instructions and practise asking permission, making requests and offers, this experiment will offer the opportunity to practise the use of the comparative and superlative in discussing the outcome.</p> <ol style="list-style-type: none"> 1. Tell learners that you are going to demonstrate part of the experiment that they will be doing. They need to listen as you read out the instructions and then watch as you follow them. (You could write these on the board or copy them and distribute if necessary.) 2. Start by listing all of the equipment needed on the board and check that learners understand all of the vocabulary. (Equipment: drinking straws, scissors.) 3. Learners can then point and match the pictures in their Learner's Book with the vocabulary in the box on page 147. 4. Work through the procedure below, demonstrating the steps and ensuring the learners understand what you are doing and why. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> 1 Squash the first straw flat. Cut the end into a V shape. 2 Put the pointed end into your mouth. Blow as hard as you can. 3 Ask learners what kind of a noise it makes (like a bird call). </div> <p>Feedback</p> <p>Ask learners to comment spontaneously on the type of noise made by the straw. Prompt with questions, it is high or low (if necessary demonstrate the difference between high and low noises with your voice). Is it loud or quiet?</p>
Learner's Book page 147	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they will need to work as a team to complete the experiment. One person will need to be in charge of reading the instructions. Other team members should check that they are doing the right thing. 2. Read the <i>Use of English</i> box. 3. Within their teams for the experiment, ask the learners to take turns to ask permission and make offers and requests. Suggest that they use objects on the desk in front of them. (<i>Can I open the pencil case? / Can I pass you the pen? / Can I have the rubber?</i>) 4. Explain that they must use this vocabulary throughout the experiment to check the actions as they work through.

<p>Learner's Book page 147</p> <p>Activity Book page 115</p>	<p>Making predictions: Activity 4 (Activity Book: Activity 1)</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for this activity. 2. Write up on the board: <i>shorter straw = lower noise; longer straw = lower noise; different straw = no difference</i> 3. Ask learners to think about what might happen if the straw length changes. Can they justify an answer? (For example, a bigger musical instrument makes a lower noise than a small one, so a longer straw might make a lower noise.) 4. Ask learners to complete the sentence with their prediction for the experiment and then to write their predictions down in their Activity Book. 5. Take a vote about everyone's predictions and write the numbers of votes up on the board. <p>Feedback</p> <p>Whole class discussion. Ask prompting questions: <i>What do you think will happen? Why do you think that will happen?</i></p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may need help to formulate their ideas into a written form. Explain how they will only be changing one thing compared to the demonstration and that this may change the results they saw before. 2. Ask learners to verbalise their predictions and then help them to write them down in a coherent way. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners for reasons to back up their predictions. 2. Encourage them to extend their predictions by adding the word <i>because</i> and then completing the sentence.
<p>Learner's Book page 148</p>	<p>Let's do it! Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to conduct the experiment in groups of four. 2. Give each group a set of equipment and a table to work on. 3. Encourage them to work as a team and to refer to the <i>Use of English</i> box if they need to be reminded of how to ask permission or to make offers and requests. 4. Tell each group to read through the instructions before starting and ensure that they understand what they need to do. 5. Check that there is no unknown vocabulary before groups start on the practical work. <p>Feedback</p> <p>Monitor learners' progress with the experiment and check that they are working well as a team. Offer feedback to each team individually, unless a common issue arises, in which case you can call the class back together. If any group is struggling to make a noise through their straws, make sure they are really flat. You can also cut them in half and do the experiment with shorter straws. It can be harder for people with small lungs to make the longer straws make the bird call sounds.</p>

Activity Book page 115	<p>Let's do it!: Activities 2 and Write: 3</p> <p>1. Ask learners to record their results in their Activity Books.</p> <p>2. Tell learners to make sure that their group agrees on the result of the experiment.</p> <p>Feedback</p> <p>Monitor, checking that learners record their results correctly. Ask questions, for example: <i>Which noise was the highest?</i> Encourage learners to speak in full sentences when comparing the noises made by the straws.</p>		
Resources	<p>Plenary</p> <p>1. Bring the class back together and ask for each group to share their results. Are they the same? If not, why not? (Human error? Instructions not clear?) Remind the class that a good experiment is repeatable (it should get the same result every time). Is this repeatable? Check the result against the class prediction vote.</p> <p>2. Ask learners to look at the Amazing fact box at the end of Learner's Book page 148. Ask them to answer the question and reflect on what they have learned from the experiment.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate, prohibit or warn; express likes or dislikes.</p> <p>(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(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.</p> <p>(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.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss how to change an experiment to test a different variable. Reading: To read questions linked to an experiment. Writing: To write a set of instructions for an experiment. Listening: To listen to a set of instructions and check for sense and accuracy.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and agree how to change an experiment to test a different variable • write a set of instructions using imperatives.
Link to prior learning: <ul style="list-style-type: none"> • Scientific experiments and processes • Imperatives • Writing instructions 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: <i>bottle, balloon, funnel, string, measuring jug, vinegar, baking soda</i> Key expressions/structure: <i>Can I/you ... ?</i> (requests, offers, permission)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can find it difficult to gauge how much information to put in each stage of the instructions. A good rule of thumb is to include only what can be depicted in a single illustration. This can help learners to see that the illustration of their instructions is an important part of the writing process, not just a 'nice to have'. 		
Resources/equipment needed: Learner's Book page 149 Activity Book page 116 One set of straws in three different widths: standard drinking straws, narrower straws (e.g. from juice cartons), wider straws (e.g. from fast food outlets). You will need at least one set of three straws of different widths for you to demonstrate the experiment. If possible, supply one set of straws for each team of learners.		

UNIT 10 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 149	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to think back to the last lesson. 2. Remind them that they looked at whether the length of the straw changed the pitch of the noise. 3. Recap the results and the conclusions drawn. 4. Work through the questions as a class. 5. Ask what other variables they could change in the experiment? (For example, the width of the straw.)
Resources	Main activity
Learner's Book page 149	Talk: Activity 2 <ol style="list-style-type: none"> 1. Put learners into teams. (If working well, use the same teams as for previous lesson.) 2. Ask the groups to discuss the questions and how they would change the experiment to make it one where they look at what difference it makes to change the width of the straw. 3. Encourage learners to handle the different sized straws while they think about what they will do differently from the previous experiment. <p>Feedback</p> <p>Monitor the groups, ensuring that they are making progress. Discuss how to talk about the different width of the straws. Introduce vocabulary of 'narrow', 'medium' and 'wide', using the straws to demonstrate the difference.</p> <p>Answers</p> <p>The length of each straw must be the same. The width of the straw must change. You will be measuring whether the noise is higher or lower depending on the width of the straw.</p>
Learner's Book page 149 Activity Book page 116	Write: Activity 3 <ol style="list-style-type: none"> 1. Read through the <i>Writing tip</i> and remind learners to use the imperative when giving an instruction. 2. Remind learners that their instructions should be illustrated to help the reader understand the experiment. 3. Tell each group to fill in the gaps to make a complete set of instructions for their experiment. 4. Learners may prefer to set their instructions out on pieces of paper if they feel they are likely to need more space, but they can use the Activity Book as a model. 5. Learners can work in pairs across the ability range. When they have agreed the content of each instruction, one person can write it up carefully while the other illustrates. They will need to regularly cross-check their work. <p>Feedback</p> <p>Monitor the learners, checking that each group is making progress with their version of the experiment, and that no-one is left out. Check that learners are using the imperative. Remind them that the illustration and the words must match each instruction. Collect the set of instructions from each group after around ten minutes and then ask learners to make predictions about the experiment they are about to do.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. The learner needing support can take the lead on the drawing, asking <i>Is this right?</i> 2. Encourage learners to look back at the instructions for the experiment in Lesson 3 and use it as a checklist.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. The learner needing to be stretched can take the lead on writing up the correct instruction. He/She will need to work closely with the learner doing the drawing, explaining what is correct/incorrect about the drawing or agreeing to rewrite the instruction to clarify.
Learner's Book page 149	<p>Listen and check: Activity 4</p> <ol style="list-style-type: none"> 1. Choose a set of instructions from one of the groups. It is not necessary for them to be the best set, as it is more interesting if sometimes the instructions are wrong or unclear. 2. Choose a learner from a different group to read out each instruction. 3. Ask <i>Can I ... ?</i> questions about what you should do. Ask the class to agree whether or not you do each action. 4. Ensure you follow the instructions exactly – it is much more important to do this than it is to get the experiment right. <p>Feedback</p> <p>At the end, ask the class to reflect on what works and doesn't work in the instructions. If corrections are needed, write the correct instructions on the board. Ask learners to reflect on the differences between their group's instructions and the ones you chose. Go around the class asking for comments from each group.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Address individual learners with <i>Can I ... ?</i> questions about what you can do to check that they have understood each instruction. If learners struggle with this, ask them to read out the full instruction again, then check for understanding.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If, by monitoring the learners as they write, you find you have a high-ability class who are producing excellent instructions, you might want to ask groups to swap their instructions with each other and try out their experiments, feeding back at the end.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to reflect on the task of writing instructions. What was easy, what was difficult? 2. What conclusions can they draw from the experiment? Were their predictions correct?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.4) Listen to respond to instructions of four or more sequential steps.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(G5.4.1.1.5) Write simple instructions, lists, messages, and captions for specific purpose and audience.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to children talking about the importance of scientific discoveries and inventions. Speaking: To take part in a persuasive presentation about a scientific discovery. Writing: To write down ideas for a persuasive presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak persuasively to an audience • compare and contrast the importance of two or more ideas.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives 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. Introduce creative thinking activities such as brainstorming, to learn how to share and respect all ideas. Introduce learning to articulate thoughts and ideas in English, using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>invention, discovery, medicine, engine, fridge</i> Key expressions/structure: Persuasive speaking: <i>My item is more important because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lack confidence in how to make their presentations persuasive. Remind them of what they have learned during this unit: <ol style="list-style-type: none"> 1 Refer to evidence – what facts can they provide? 2 Description – remind learners of the positive adjectives they used last lesson to describe a good idea. How many positive adjectives can they use? 		
Resources/equipment needed: Learner's Book page 150 Activity Book page 117 Audio Track LB58		

UNIT 10 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter																		
Learner's Book page 150	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners how they think science and scientific inventions have impacted their lives. 2. Encourage them to name as many as they can and list these on the board. 3. See if learners can order the items in terms of importance. Do they all agree? 4. Explain that people will differ in their opinions of what is the most important and that often scientists have to persuade other people how important their project is. 																		
Resources	Main activity																		
Learner's Book page 150 Audio Track 58	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will hear four children talking about the impact of science on their lives. Each child will talk about what difference science has made to them. Ask learners to look at the table. Share an example: <i>A child might say that the car is the most important invention for them. Their reason might be because they live far away from a city, and the car allows them to reach shops, schools and hospitals.</i> Ask learners to copy the table into their notebooks to complete as they listen. Remind them to leave plenty of space for the reasons. 2. Play the audio track once all the way through. Play again, pausing after each speaker. Pause and ask if there is any unknown vocabulary. If so, ask the class to work out meanings from context and share ideas. If necessary, nominate a learner to look up the word in a dictionary. 3. Play the audio at least once more, and ask the learners to complete the table. <p>Feedback</p> <p>Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d3d3d3;">Answers</th> </tr> <tr> <th style="width: 20%;">Name</th> <th style="width: 40%;">Most important scientific discovery/invention</th> <th style="width: 40%;">Reason</th> </tr> </thead> <tbody> <tr> <td>Meera</td> <td>tablet computer</td> <td>So she can contact her dad when he is away.</td> </tr> <tr> <td>Abeer</td> <td>new medicine</td> <td>A new medicine made his mum better when she was very ill.</td> </tr> <tr> <td>Muna</td> <td>solar panel</td> <td>Makes electricity for her house out in the desert.</td> </tr> <tr> <td>Ahmed</td> <td>glasses</td> <td>He couldn't do many things without them.</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to focus on filling in the invention column. When all learners have completed this, play the individual speakers back again to a group or the whole class and discuss as a group what the reason is. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to focus on the reasons. How much detail can they write down? 	Answers			Name	Most important scientific discovery/invention	Reason	Meera	tablet computer	So she can contact her dad when he is away.	Abeer	new medicine	A new medicine made his mum better when she was very ill.	Muna	solar panel	Makes electricity for her house out in the desert.	Ahmed	glasses	He couldn't do many things without them.
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<p>Learner's Book page 150</p> <p>Activity Book page 117</p>	<p>Present: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to try being persuasive. 2. Divide the learners up into three teams. If you have a large class, split in half and then have two sets of teams. Teams should be a maximum of five learners. 3. Assign each team one of the inventions pictured in the Learner's Book. 4. Tell the learners that they need to do a group presentation to persuade the rest of the class that their own invention/discovery is the most important. 5. Ask them to look through the list of questions. Check for understanding of vocabulary. 6. Explain that each presentation should last two minutes and that there is more information in the Activity Book to help them with their presentations. 7. Remind learners of what they need to do: <ul style="list-style-type: none"> • Answer the questions about their invention using words and pictures. • Write up sentences that give reasons why their invention is the most important. • Decide how to use the words and pictures in a presentation: who will speak and what will they say? • Make sure the whole group is involved. <p>Feedback</p> <p>Monitor, checking that group members are working well together. If they get stuck, encourage them to move on to the next question or task. Ensure that everyone has a role and encourage the learners to be inclusive of everyone.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence starters on the board to aid the learners with the structure. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use a wide range of vocabulary and adjectives to enhance their persuasive presentation.
<p>Activity Book page 117</p>	<p>Present: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to use the grid to help them prepare their presentations. (This presentation does not require research, learners should use their own ideas and opinions.) 2. When learners have written up their sentences, start the presentations. If you have two sets of teams, have each team present to half of the class and appoint someone to report back to the teacher at the end. 3. Give each team two minutes to tell the class why their invention is the most important. Take a vote after all three teams have presented. Tell the learners that they are not allowed to vote for their own team. <p>Feedback</p> <p>Add up the votes and write up the result on the board. Give verbal feedback to each group. Did they use images? How persuasive were their sentences? Did they include everyone in the group?</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Now learners have practised their persuasive skills, ask them to say who they will persuade next and about what. Example: <i>I will persuade the Maths teacher to give us no homework. I will persuade my sister that my favourite television programme is better than hers.</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.1.1.1) Build upon the ability to express interest, wants, needs, likes, dislikes, suggestions, request, ability, obligation and prohibition.</p> <p>(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.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings.</p> <p>(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read through questions and choose correct answers. Writing: To write their own sentences using science vocabulary. Listening: To identify science words when spoken in context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use science vocabulary confidently in written and spoken work • write and speak about the time • understand science vocabulary when spoken in context.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 10, Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 10, Lessons 1–5 Key expressions/structure: Expressions and structures from Unit 10, Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Writing a sentence with only a word as a trigger (Activity Book, Activity 1) can be daunting for learners. Encourage learners to think about what part of speech each word is. If it is a verb, ask <i>Who could do this?</i>; If it is a noun, ask <i>What can this thing or person do?</i>; If it is an adjective, ask <i>What could this describe?</i> Encourage learners to talk to a partner about the subject for a few moments so that the vocabulary and its context become familiar to the learners before they try to compose sentences alone. 		
Resources/equipment needed: Learner's Book page 151 Activity Book 118		

UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter														
Learner's Book page 151	<ol style="list-style-type: none"> Do a vocabulary reading race. Print or write out copies of the definitions below, enough for a set for each team. Put learners into mixed ability teams of up to four learners. Tell learners that they must send a team member up to you. The team member must read and remember the definition of a word from the unit. They then return to their team. The team member shares the definition with their team mates and they work out what the word is. Once they have written the word down, the next team member takes it up to the teacher. If it is correct, the teacher will give another definition to read and round 2 begins. The first team to have a correct list of six words wins the game. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Words</th> <th style="text-align: left;">Definitions</th> </tr> </thead> <tbody> <tr> <td>Experiment</td> <td>What scientists do to test out an idea</td> </tr> <tr> <td>Laboratory</td> <td>Where many scientists work</td> </tr> <tr> <td>Discover</td> <td>A doing word that means 'find'</td> </tr> <tr> <td>Medicine</td> <td>What a doctor gives you to make you better</td> </tr> <tr> <td>Scientist</td> <td>Someone who works in science</td> </tr> <tr> <td>Invention</td> <td>When something is made for the first time</td> </tr> </tbody> </table>	Words	Definitions	Experiment	What scientists do to test out an idea	Laboratory	Where many scientists work	Discover	A doing word that means 'find'	Medicine	What a doctor gives you to make you better	Scientist	Someone who works in science	Invention	When something is made for the first time
Words	Definitions														
Experiment	What scientists do to test out an idea														
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Discover	A doing word that means 'find'														
Medicine	What a doctor gives you to make you better														
Scientist	Someone who works in science														
Invention	When something is made for the first time														
Resources	Main activity														
Learner's Book page 151	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> Advise learners that this is a quiet time for them to reflect on their learning. Ask learners to put their pens down. Ask learners to turn to page 151 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. 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> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 a favourite; 2 b fire; 3 a than; 4 b because; 5 a Can you; 6 b Can I; 7 a Can I; 8 c Hold; 9 a cut; 10 c open</p>														

<p>Activity Book page 118</p>	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will need to write five sentences using the science words provided. 2. They can use more than one word in each sentence, but must use at least one. <p>Feedback</p> <p>Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board.</p> <p>Working as a class, see how many of the words you can get into a single sentence.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to choose a subject for a sentence (for example, <i>scientists</i>), then choose a verb (for example, <i>discover</i>), then think of an object for the sentence. 2. Encourage learners to add detail to their sentences with adjectives and adverbs. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to see how many of the words they can manage to get into a sentence.
<p>Activity Book page 118</p>	<p>Time: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write the time in the space under each clock. <p>Feedback</p> <p>Ask learners to volunteer answers.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> 1 quarter past seven 2 quarter to twelve 3 four o'clock 4 half past seven
<p>Activity Book page 118</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they will need to reorder the words to make instructions. 2. Explain that to complete the task they must also add full stops and capital letters in the correct places. <p>Feedback</p> <p>Ask for volunteers to read out their sentences or, if time allows, to come and write one up on the board.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> 1 Draw a circle on the paper. 2 Carefully pour the oil into the jug. 3 Use the scissors to cut the straw. 4 Open the door for the visitor. <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find this easier if they have the sentence parts on separate pieces of paper so that they can move them around to experiment with the word order. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could write instructions for an activity they do on a regular basis. For example, making a sandwich.

Activity Book page 118	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do the statement. Feedback Self-reflection.		
	Differentiation activities (Support): 1. Help learners to look back through their books to identify areas of strength and weakness.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–5.		
Resources	Plenary		
	1. Ask learners if they were surprised by how much they had learned. 2. Accept feedback as a whole class. 3. Ask learners to predict what they will learn next in Unit 10. 4. Accept open class feedback.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.2) Use language structures of: time phrases, <i>will</i> for future time and promises, past continuous, past continuous interrupted by past simple, verbs with gerund/verbs with infinitive, suggestions: <i>let's, why don't, should we ...</i> , possessives: 's and s', sequence words: first, next, after that, finally. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas with peers and talk about famous scientists. Reading: To read a fact file about a historical scientific figure. Writing: To form sentences using defining relative clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a text about an important historical figure • use defining relative clauses in speech and writing.
Link to prior learning: <ul style="list-style-type: none"> • Historical figures • Defining relative clauses 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>scientist, experiment</i> Key expressions/structure: Relative clauses: <i>which/who/that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with differentiating between <i>who</i> and <i>which</i> when the related noun or noun phrase is not a proper name, or is plural, for example <i>the doctors, the children from Dubai</i>. Phrases that include a thing, but are ultimately about a person are particularly confusing. Before they progress with adding a defining relative clause, ask learners to picture the subject of the clause in their minds. Ask them to add detail to the picture, so they are quite clear (for example, <i>the children from Dubai</i> might be a group of children wearing badges saying 'Dubai'). This will help them to decide whether they have an object or a thing, and therefore whether to use <i>which</i> or <i>who</i>. 		
Resources/equipment needed: Learner's Book page 152 Activity Book page 119		

UNIT 10 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they know about science and Islamic history. (<i>The period from 800 to 1400 CE was a very rich time for Islamic thinkers, scientists and doctors who were discovering new information about the world around us.</i>) 2. Remind learners about other historical figures studied so far and what they were famous for (Ibn Battuta and Prince Sultan bin Salman bin Abdullah). 3. Explain that in this lesson, learners will learn about another historical person.
Resources	Main activity
Learner's Book page 152	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and answer the questions. 2. Ask learners to discuss their answers to the questions in pairs or small groups and then bring the class back together to share the results. <p>Feedback</p> <p>Whole class discussion based on learners' prior knowledge. Explain that they will find out if their ideas are correct once they have done Activity 2. Call on individuals to start off and then ask learners to join the discussion. Other famous scientists that you could discuss are: Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton.</p>
Learner's Book page 152	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Read the first sentence out loud, modelling pronunciation for the class. Put learners into pairs and ask them to read the passage aloud to each other, alternating sentences. Circulate in the class correcting pronunciation as necessary. 2. Check for any unknown vocabulary. Prompt learners to work out unknown words from context and then appoint a learner to look up any words still unknown and report back to the class. 3. In pairs, ask learners to find the answers to the questions from Activity 1 and 2 and then report back to the class. <p>Feedback</p> <p>Ask the pairs to share their answers with the class.</p> <p>Answers</p> <p>(Activity 1)</p> <ol style="list-style-type: none"> 1 Ibn Nafis 2 He was a doctor. 3 Learners' own answers (could include Al-Khwarizmi, Ibn Battuta, Al-Kindi, Marie Curie, Einstein, Newton) <p>(Activity 2)</p> <ol style="list-style-type: none"> 1 1210 2 How the heart pumped blood to the lungs and then around the body. 3 No, it was a new idea. 4 They used it to treat their patients better. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair these learners up with more confident learners who will be able to decode the text more easily and assist with understanding.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to assist those that find reading difficult. 2. Explain that they should explain the meanings of more tricky words and assist other learners with their understanding of the text. 3. These learners could write their answers to the questions as full sentences.
<p>Learner's Book page 152</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Use of English</i> box carefully, explaining the points by providing further examples on the board. 2. Ask learners to work in pairs, reading out the sentences and trying to match the two parts. Circulate around the class checking for correct pronunciation. <p>Feedback</p> <p>Ask for volunteers from the class to suggest answers, reading out the completed sentences. If the correct answer is given, model pronunciation back to the class. If an incorrect answer is given, ask: <i>Is this sentence about a person or a thing? Could we use any of the other answers?</i></p> <p>Answers</p> <p>1 b; 2 a; 3 d; 4 c</p>
<p>Activity Book page 119</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and complete them with the correct relative pronoun (<i>who</i> or <i>that</i>). 2. Draw attention to the <i>Language tip</i> box if learners need reminding about the rules. <p>Feedback</p> <p>Ask learners to call out whether each sentence is about people or things. Write up the sentence on the board with the gap. Nominate a learner to come and write the correct answer.</p> <p>Answers</p> <p>1 who; 2 which; 3 which; 4 which; 5 who</p>
<p>Activity Book page 119</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about their senses. Working in pairs, ask them to link the sense to the body part used. 2. Tell learners they are going to use their senses and think about what kind of information they can gather. As an example, start with the eyes. Encourage learners to volunteer ideas about information gathered through seeing (for example, light, dark, colour, speed). Ask the learners to work with their partners to talk about what information their different senses are gathering. <p>Feedback</p> <p>Circulate in the classroom encouraging learners to use their senses then think about the words they need to describe the information they are getting. Give ideas for vocabulary and write up commonly requested words on the board.</p> <p>Answers</p> <p>touch; see; hear; taste; smell</p>

Resources	Plenary		
	1. Ask learners to stand up and share with the class one bit of information they can gather with their senses. Encourage all the other learners to try to experience the information gathering described.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts.</p> <p>(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.</p> <p>(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(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.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To gain understanding of a text through visualisation. Listening: To listen and understand the content of a letter. Writing: To write a letter of reply.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use visualisation to aid understanding of a letter • write a letter.
Link to prior learning: <ul style="list-style-type: none"> • Letter writing vocabulary 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>discover, picture, greeting, invitation, offer</i> Key expressions/structure: Features used in letter writing: <i>Dear ... ; Yours sincerely; I hope ... ; I have ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Visualisation can be tricky for learners at this stage, as there is no right answer for the way to approach it. If learners struggle with the exercise, remind them that the purpose is to help them to check the sense of a piece of text. If necessary, write up two sentences on the board: <i>The cat sat on the mat. The cat sat under the mat.</i> Ask a learner to come up and draw a picture representing each sentence. Confirm that all the words in the sentence are spelled correctly, and that the grammar is correct. To confirm that something is wrong with the second sentence, it is helpful to visualise the meaning (cats are unlikely to sit under mats). This technique is helpful when approaching harder texts. If learners can picture what is happening, they can check whether it makes sense and more easily guess at unknown vocabulary. 		
Resources/equipment needed: Learner's Book page 153 Activity Book page 120 PCM 4a and PCM 4b Audio Track AB15		

UNIT 10 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 153	<ol style="list-style-type: none"> 1. Ask learners if they remember who they read about last lesson. What important facts can they remember? 2. Call on a learner to mime or draw details from the text about Ibn Nafis, other learners to call out guesses.
Resources	Main activity
Learner's Book page 153	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. Then read the text in pairs, alternating reading sentences out loud. When each pair has read the text twice, pause and check for unknown vocabulary. <p>Feedback</p> <p>Whole class discussion. Call on individuals to start off and then ask learners to join spontaneously.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 He liked writing about his discoveries. 2 He wrote about how the heart and lungs worked together to send blood and oxygen around the body.
Learner's Book page 153	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they know what visualising is (<i>making a picture in your mind</i>). Tell learners that making a picture in their minds of what they read in English can help them to understand, and also to realise where they have misunderstood something. 2. Put the learners into pairs or small groups. Ask them to re-read the short paragraph about Ibn Nafis, then to close their eyes and imagine pictures of what they have read about. Ask the pairs to take turns asking the questions in the Learner's Book and talking about their visualisation. <p>Feedback</p> <p>Ask the pairs to share their experience of visualisation with the class. What was helpful and what was hard?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the sentences to this group of learners slowly. Pause after each to ask the relevant questions from the Learner's Book and if necessary ask further questions to help them visualise. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to ask and answer the questions. 2. Encourage these learners to describe what they visualise in more detail.

<p>Learner's Book page 153 PCM 4a PCM 4b</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the class into two teams, preferably with the teams sitting on opposite sides of the room. 2. Give out copies of PCM 4a to Team 1, and PCM 4b to Team 2. 3. Tell learners that they will have a few minutes (give four to six depending on the ability level in your class) to write about the picture they have been given. They need to make their writing easy to visualise. 4. After the writing period is over, collect up the texts and distribute them to members of the other team. Tell learners they will have a few minutes to read through the writing and draw a very quick picture (using stick figures) of what is described. Ask them to write down a few key words to help them to describe elements of their pictures. 5. After the drawing period is over, call on two learners from each team to stand up, hold up their pictures and describe what they have drawn. After the two Team 1 learners have finished, reveal the original image. Repeat for Team 2. 6. Ask learners to put their pictures on their desks and circulate around the room looking at the variation in the pictures produced by each team. <p>Feedback</p> <p>Call learners together and ask for their impressions on the differences between the pictures within each team. Was it an easy exercise, or was it difficult? Ensure all learners have understood that writing clearly and using words to draw a clear picture is the best way to convey information to the reader.</p>
<p>Activity Book page 120 Audio Track 15</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Play the audio for the class twice. After the first time, ask learners if there were any words that they didn't understand and ask them what type of text they are listening to (<i>a letter</i>). 2. Ask learners to read through the letter in pairs to find the answers to the question. <p>Feedback</p> <p>Ask learners to share their answers to the question with the class. Write them up on the board and discuss the answers.</p> <p>Answers</p> <p>change medicine forever, great</p>
<p>Activity Book page 120</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write their own letter in reply to the one in the Activity Book. Point out common features of letters: <i>Greeting, enquiry about health, body of letter (including questions to the reader), farewell, signature.</i> 2. Direct learners' attention to the bulleted prompts which will help them to start each sentence or phrase in their own letter. <p>Feedback</p> <p>If not running the Support activities, below, circulate around the class checking that all learners are making progress with their letters. Encourage learners to swap their letters with a peer to evaluate. How are they different? How are they the same? Ask for possible ways to complete each sentence and call on volunteers from the class.</p>

	<p>Answers</p> <p>Learners' own answers.</p> <p>Example: Dear Dr al Harthi, My family are all well, thank you. I hope you and your family are also well. Ibn Nafis's book sounds very interesting. Thank you for offering to send me a copy of the book. I would be very happy to read it. I would like to invite you to visit my home as soon as you can come. We could spend many days talking about the book and its discoveries. Yours sincerely, Dr [name]</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, lead a group of learners through this activity, sentence by sentence. Write up the first prompt on the board and ask what comes next (<i>Who is the letter to?</i>). 2. Write the next prompt up and instruct learners to write in their notebooks. Ask: <i>What should you say about your family if someone asks: Are they well or not?</i> 3. Write up the next prompt. Ask learners what goes next: <i>Did Dr al Harthi like the book? Does it sound good? What word can you use to describe it?</i> 4. Write up the next prompt. Ask learners how they want to respond: <i>Would you like the book? Have you already got one?</i> 5. Write up the next prompt. Check if learners can remember how to invite someone and finish the sentence: <i>When is the invitation for? What are you inviting Dr al Harthi to come and do? (Eat, stay, talk about the book.)</i> 6. Write up the next prompt. Ask learners how they want to end the letter. They can use the same farewell as in Dr al Harthi's letter, or they can choose another. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what extra information they can add to their letters. What else can they say about Dr al Harthi's description of the book? What can they say about receiving a copy? Can they add more detail to the invitation (Where and when? What could they do?)
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to take turns inviting each other to do something good together. Model the first attempt, for example: <i>Yussuf, would you like to read this wonderful book with me?</i> Remind learners that the answer is 'Yes, please', or 'No, thank you'.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts.</p> <p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future.</p> <p>(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.</p> <p>(G5.3.4.2.7) Identify the figurative language (e.g., similes and metaphors); determine how figurative language provide meaning to works of literature.</p> <p>(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about different types of scientists. Writing: To use linking words to add additional information. Speaking: To formulate interview questions using the relevant question words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • find information in a text • talk about different types of scientists • use linking words in a sentence • formulate questions to ask in an interview with a scientist.
Link to prior learning: <ul style="list-style-type: none"> • Sentence linkers • Interview questions 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: <i>engineer, plant scientist, earth scientist, microscope</i> Key expressions/structure: Linking words: <i>and, as well, too, also, both, but</i> ; question words: <i>Who? What? Why? When? Where?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can be unsure how to distinguish between the linking words used in this lesson. If this is the case, provide more examples on the board, highlighting the following: Also goes between the subject and the verb. You can also use it to add emphasis to the item that comes after it in a list: <i>I have worked in Dubai, Abu Dhabi and <u>also</u> in the USA.</i> And links two clauses or words of equal weight. It is used at the end of a list: <i>We bought apples, bananas <u>and</u> dates.</i> Both is used just before two pieces of information of equal weight: <i>She studies <u>both</u> Maths and Science.</i> Too goes at the end of a sentence to add emphasis: <i>She brought sandwiches, fruit and drinks <u>too</u>.</i> As well is used in the same way as too. 		
Resources/equipment needed: Learner's Book page 154 and 155 Activity Book page 121		

UNIT 10 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what kinds of science are being done in the UAE. 2. Prompt for robotics (Arab Robotics Association), environmental (Masdar City), medical, etc.
Resources	Main activity
Learner's Book page 154	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners will look at different types of science in this lesson and will then move on to look at scientists studying different fields of science in the UAE. For the Earth scientists paragraph, check vocabulary such as 'volcano' and 'earthquake'. Prompt learners by asking what the earth does that scientists might want to study. What sort of earth problems or disasters are there? 2. Ask learners to read the text in pairs and discuss which type of scientist they would find most interesting. 3. Ask them to give reasons for their answers. <p>Feedback</p> <p>Call out the different headings from the text and ask learners to give you examples of the kinds of things that are studied in each field.</p>
Learner's Book page 155	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text again and explain that each of the pictures matches one of the paragraphs in the text. 2. Learners should decide which field of science is represented by each picture and then write the type of scientist in the relevant place. <p>Feedback</p> <p>Call out the different types of scientist and ask learners which picture it is.</p> <p>Answers</p> <p>a plant scientist; b earth scientist; c engineer</p>
Learner's Book page 155	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the green words in the text, and write them up on the board. 2. Explain that these words are used to link sentences and to add information. 3. Explain that adding information makes a sentence more interesting for the reader. 4. Read the examples in the <i>Use of English</i> box and see if learners can provide other examples. 5. Learners then look at the sentences and complete them by circling the correct word. <p>Feedback</p> <p>Ask learners to check their answers in pairs before feeding back to the whole class by reading out the complete sentences. If necessary, discuss what would happen if you put one of the other words in the gap – why would it be wrong?</p>

	<p>Answers</p> <p>1 too; 2 both; 3 also; 4 as well; 5 and; 6 but, too</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners by reading each sentence twice, once with each word. 2. See if learners can identify which sentence makes sense and therefore which word to choose. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional sentences for each of the sentence linkers.
<p>Activity Book page 121</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three profiles of UAE scientists. 2. Put learners in pairs and ask them to decide what type of science is practised by each of the scientists. 3. Have they heard of any of the scientists before? Do they know anything about any of the subjects they study? 4. Encourage learners to look up any unknown words and to discuss any prior knowledge that they have in any of the science fields that are mentioned. (You may wish to make the link between Masdar city and the information learners can recall from Unit 1.) <p>Feedback</p> <p>Class discussion.</p>
<p>Activity Book page 121</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners can use the information in the profiles to write three sentences. 2. Encourage them to refer back to the <i>Use of English</i> box in the Learner's Book if necessary. <p>Feedback</p> <p>Ask learners to read out their sentences to a partner. The partner should try to listen for the linking word that has been used and then check the profiles to see if the information is accurate.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 121</p>	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask each pair to think of three questions they could ask one of the scientists in an interview for the school magazine (or a science newsletter if there is no magazine). 2. Ask learners to think about what they think other children in the school would find interesting. What sort of questions might help inspire the children to study science? 3. Learners can practise asking the questions. Encourage them to focus on intonation and expression as well. <p>Feedback</p> <p>Ask which learners have chosen which scientist. Write up the questions for each scientist on the board. Learners compare their sentences with the ones on the board. Are they the same or not?</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to say something about the classroom that includes a linking word (for example: <i>The classroom has <u>both</u> tables and chairs.</i>). 2. Other learners listen for the linking word. 3. See if they can come up with sentences for all of the linking words covered in this lesson. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, and information texts.</p> <p>(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand information about a scientist. Speaking: To describe a scientist to other learners. Listening: To listen to other learners describing a scientist. Writing: To make notes about a scientist based on information in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read information and relay it back to others • discuss information with others and make comparisons • match information to the correct scientist based on a previously studied text.
Link to prior learning: <ul style="list-style-type: none"> • Reading for information • Making comparisons 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>scientist</i> Key expressions/structure: ... is more important than ... because ...		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with articulating why one scientist is more important than another. These are issues to which there is no right answer and learners may feel frustrated that they do not have the vocabulary to discuss issues in enough depth. Encourage them to use vocabulary from their own fact file and that used by other learners when describing their scientists. Remind them that it is better to say something simple, which they will learn to build on over time. • Learners may question the difference between doctor and professor. The title <i>doctor</i> does not necessarily mean that they work in medical science and can actually apply to anyone with a higher-level degree (PhD or similar) in their field. <i>Professor</i> is a title that indicates academic research leadership and this title is awarded by universities. A professor can also be a doctor. 		
Resources/equipment needed: Learner's Book pages 156 and 157 Activity Book page 122		

UNIT 10 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to think about famous scientists. Which famous scientists can they think of who are alive today? (For example, Stephen Hawking)2. Explain that they will be looking at current famous scientists and the work that they do in this lesson.
Resources	Main activity
Learner's Book page 156 and 157	<p>Read, write and talk: Activity 1</p> <ol style="list-style-type: none">1. Explain that the class will be divided into groups of four and that each person in the group will be assigned a different fact file from the Learner's Book and will learn about a different scientist.2. Learners will then share the information with their group so that they learn about all the scientists.3. Write the following questions on the board and discuss any unknown words.<ul style="list-style-type: none">• <i>What is the name of the scientist?</i>• <i>Where is the scientist from?</i>• <i>What type of scientist are they?</i>• <i>What kind of work do they do?</i>• <i>Has the scientist won any prizes?</i>• <i>What difference will their work make to the world?</i>4. Explain that the learners must read through their fact file individually, but encourage them to ask about unknown vocabulary. Discuss any unknown words as a class and write up the word and the meaning on the board. If the class cannot guess the meaning, ask one learner to look up the word in the dictionary and report back to the class.5. Once all the vocabulary is known, ask learners to spend another minute reading through the fact file to check that they understand and remember the information.6. Learners can make notes for each of the questions if they wish.7. Once learners have had time to go through the questions, call out the questions one at a time and give each group time to share the information they found out about each of the scientists. You may wish to check answers as a whole class after each question or wait until the end and then compare their answers to the questions in order to find out information about all five scientists.8. Ask the groups to discuss who they think is the most important scientist and why. They will need to agree or to vote and supply a reason for their decision.9. Bring the class back together. Ask a member from each group to report back on their decision and reason. Record the decision on the board. Ask if there was disagreement in the group and why.10. If all the groups do not agree, take a whole class vote and discuss, choosing learners to give reasons for their votes. <p>Feedback</p> <p>Monitor the groups, ensuring that they are making progress and helping with any difficulties. When getting feedback, use a mixture of volunteers as well as selecting more reluctant learners to join the discussion.</p>

	<p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs when reading the fact file and when writing the answers to the questions. When asking learners to justify a decision about who is most important, ask leading questions to give the vocabulary they might need. (For example, <i>Do you think it is more important to work on space travel or people's health? Will it help people now or in the future?</i>)</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ensure that learners have the opportunity to justify their reasoning and compare the scientists. <i>I think that ... is most important because ...</i></p>		
<p>Activity Book page 122</p>	<p>Read and write: Activity 1</p> <p>1. Ask learners to match the sentences to the correct scientists.</p> <p>2. Tell learners that there may be some tricky words, but to focus on key words in the sentences and ignore the tricky words they don't need.</p> <p>3. Explain that they can refer back to the fact files in the Learner's Book to check information.</p> <p>Feedback</p> <p>Learners can compare answers in pairs, and discuss any differences. Bring the class back together and ask for learners to volunteer their answers.</p> <p>Answers</p> <p>1 Professor Gebisa Ejeta; 2 Professor Omar Yaghi; 3 Dr Shinya Yamanaka; 4 Dr Anita Sengupta; 5 Professor Gebisa Ejeta; 6 Dr Shinya Yamanaka; 7 Dr Anita Sengupta; 8 Professor Omar Yaghi</p>		
Resources	Plenary		
	<p>1. Ask learners what kind of scientist they would like to be. Prompt with animal, plants, space, medicine, chemicals, earth and rocks, how people think and behave, buildings.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.1.1.1.5) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G5.2.1.1.4) Build upon and extend the ability to use regular and irregular comparatives and superlatives; compare actions using comparisons of adverbs of manner.</p> <p>(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.</p> <p>(G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.</p> <p>(G5.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to scientists describe themselves and pick out relevant information. Reading: To match adjectives with definitions. To identify facts and opinions. Writing: To match antonyms for adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adjectives and their antonyms confidently • differentiate between facts and opinions in a text.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives • Antonyms 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>clever, grumpy, jolly, tough, lazy, anxious, weepy, rude, strong, intelligent, polite, bad-tempered, good-humoured, hard-working, worried, nervous, weak, cheerful, calm, stupid, tough, miserable</i> Key expressions/structure: Antonyms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the number of adjectives presented in this lesson but they will have met some of these words in previous units. Spend some time revising adjectives from previous units to make the vocabulary less daunting. 		
Resources/equipment needed: Learner's Book page 158 Activity Book page 123 Audio Track LB59		

UNIT 10 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to suggest possible adjectives for scientists. How many can they think of? Prompt with <i>clever, hard-working, interesting, calm</i>. 2. Write a list of all the words on the board.
Resources	Main activity
Learner's Book page 158	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three pictures in the Learner's Book. 2. Ask learners to use any clues in the pictures for the kind of science practised by the people in the picture (they will find out if they are correct in the next activity). 3. Refer back to the adjectives used in previous units to describe appearance and personality and see how many they can recall.
Learner's Book page 158 Audio Track 59	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will listen to each scientist describe themselves. 2. Explain that they must listen to hear what each scientist studies. 3. Before playing the audio, ask the learners to look at the pictures and read the questions. Can they guess the answer to the question? Ask them to write down their guesses. 4. Play the audio track once all the way through for learners to write down the subject areas. Then play again, pausing after each of the three sections for learners to write down any adjectives they hear. 5. Check if there is any unknown vocabulary. Ask the class if they know or can guess meanings. If not, move on, as this will be addressed in the next activity. 6. Play the track one last time and ask learners to write down / check their answers. 7. Check whether anyone guessed correctly from the pictures. <p>Feedback</p> <p>Ask learners to volunteer any similarities or differences between their guesses and their answers from the audio track. If necessary, start the discussion by selecting two or three learners to share their results with the class. Remind learners that there are often clues in images and headlines that will help them to understand English texts, even if they do not understand all the words.</p> <p>Answers</p> <p>Professor Walid: space; clever, rude, grumpy (not polite) Professor Yasser: insects; happy, anxious, weepy, worried Professor Zainab: medicines; jolly, hard-working, tough</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look very carefully at the pictures. What do the people look like? Offer some options: <i>happy / sad, confident / worried, nasty / nice</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. How many adjectives can learners write down? 2. See if they can add any extra adjectives to do with appearance.

<p>Learner's Book page 158</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the words with the definitions. 2. You may wish to guide learners to the Activity Book for the text of the audio. Ask them to find the words in the text and read the sentence they are in. The context will help them understand the meaning. 3. If learners still have difficulties, they may use their dictionaries. 4. Check the answers as a class. <p>Feedback Whole class discussion.</p> <p>Answers</p> <p>1 c; 2 e; 3 f; 4 a; 5 g; 6 h; 7 b; 8 d</p>
<p>Activity Book page 123</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will now read the descriptions of the scientists, looking for facts and opinions. 2. Read out the <i>Language tip</i> box. 3. Ask learners to work in pairs deciding whether each statement in each description is a fact or an opinion. Ask learners to underline facts and circle opinions. <p>Feedback Bring the class back together and work through each sentence. Read it aloud (or ask a learner to do so) and then ask: <i>fact or opinion?</i> Encourage learners to join the discussion spontaneously and to give a reason. Ask the others in the class to show whether they agree or disagree by a show of hands.</p> <p>Answers</p> <p>Facts are <u>underlined</u>. Opinions are bold.</p> <p>1 <u>I am Professor Walid. I study space. I am very clever and I have discovered three new stars.</u> My students are sometimes lazy so I shout at them. They think I am rude and grumpy because I don't speak politely, but they just don't work enough!</p> <p>2 <u>I am Professor Yasser. I study insects. I want to stop insects from eating our crops.</u> When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot.</p> <p>3 <u>I am Professor Zainab. I study new medicines. I am a jolly person, but hard-working too. I am very tough</u> and like to make my students work hard too. <u>I have already thought of many new medicines to help others, which have been bought by medicine companies.</u></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners that a fact can be measured or checked. Ask learners to focus on just finding the facts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think about opinions. The way that people feel about things is often an opinion.

Activity Book page 123	Antonyms: Activity 2		
	1. Tell learners to read the words and match the opposites. 2. Tell them to use their dictionaries if they have difficulties with the meanings of words.		
	Feedback Check the answers as a class. Call on learners to join the discussion.		
	Answers rude – polite; weak – tough; dry-eyed – weepy; clever – stupid; anxious – calm; jolly – miserable; lazy – hard-working		
Resources	Plenary		
	1. Ask learners to use a positive adjective to describe someone in the room and then confirm it with the negative and the antonym. For example: <i>Amir is hard-working. He is not lazy.</i>		
	Learning styles catered for (✓):		
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.			
(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read through questions and choose correct answers.</p> <p>Writing: To reorder sentences to show understanding of imperatives. To write facts and opinions.</p> <p>Speaking: To discuss what makes a scientist important.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use the imperative in instructions • use linking words to add information to sentences • distinguish between fact and opinion.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of Unit 10, Lessons 7–11 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • N/A 		
<p>Key vocabulary: Vocabulary from Unit 10, Lessons 7–11</p> <p>Key expressions/structure: Expressions and structures from Unit 10, Lessons 7–11</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Refer back to lessons 1–5 and 7–11 for guidance. 		
<p>Resources/equipment needed:</p> <p>Learner’s Book page 159</p> <p>Activity Book page 124</p> <p>Blank paper</p>		

UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write up a list of 15 words from the unit on the board: <i>experiment, new, invention, scientist, science, discover, medicine, laboratory, team, microscope, engineer, plant, earth, space, rocket.</i> Draw a 3 x 4 grid on the board. Tell learners to draw their own grids on the paper provided and choose 12 of the words to put in it. (N.B. if you are short of time, or if your learners are lower ability, you may prefer to make up some grids pre-populated with the words, so you can focus on the listening part of the activity, but remember that each grid needs to be different.) Explain that you will read out a passage about what they have studied so far in this unit. They will need to put an X across the words in their grid when they hear them. The first person to make a straight line between left and right (can be diagonal) wins and must shout 'Bingo'! Read out the passage: <i>This unit is about science. You did your own experiment to learn about sound. You read about scientists from history and around the world. You heard about scientists who work in a laboratory and in many other places. Scientists sometimes use a microscope to help them discover new information. They often work in a team with other types of scientist. For example, a space scientist and an engineer work together to make a new kind of rocket. Some scientists come up with inventions like new machines or medicines. Other scientists work outside, growing new kinds of plant, or finding out more about the earth.</i>
Resources	Main activity
Learner's Book page 159	Can you remember? Activity 1 <ol style="list-style-type: none"> Advise learners that this is a quiet time for them to reflect on their learning. Ask learners to put their pens down. Ask learners to turn to page 159 and to read through the questions quietly. Tell them they have three minutes to do this and then they can ask any questions if there is anything that they do not understand. When ready, ask learners to pick up their pen/pencil and begin to answer their questions. Feedback Learners compare answers in pairs, then small groups and finally as a whole class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> 1 a who; 2 b which; 3 a picture; 4 b Dear; 5 b Yours; 6 c both; 7 c also; 8 b hard-working; 9 b tough; 10 a cheerful
Activity Book page 124	Adding information: Activity 1 <ol style="list-style-type: none"> Tell learners they will need to choose the correct options for relative clauses (<i>who/which</i>). Feedback Ask for volunteers to read out their answers or, if time allows, to come and write the completed paragraph on the board. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> 1 who; 2 who; 3 who; 4 which; 5 which

Activity Book page 124	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write three facts and three opinions on any subject of their choice. 2. Remind learners that facts can be proven or measured, but opinions are based on ideas and people may have different interpretations. 3. Ask learners to discuss their answers in pairs. Do they agree that their partner's sentences are facts and opinions? <p>Feedback</p> <p>Ask learners to volunteer answers and write up some samples on the board.</p>
Activity Book page 124	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and talk about what makes a scientist important. 2. Brainstorm some vocabulary as a class first and write on the board (Example answers: saves lives, makes things easier, prevents climate change.) 3. Ask each pair to come up with three things that make a scientist important. <p>Feedback</p> <p>Monitor, checking that learners are involved in the discussion. After a few minutes, call on each pair to share their best ideas with the class.</p>
Activity Book page 124	<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 the statement. <p>Feedback</p> <p>Self-reflection.</p> <hr/> <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. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Unit 10.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a game where learners have to provide the longest list of adjectives they can. 2. See if learners can spell the adjectives and then produce another adjective starting with the same letter that the previous word ended in.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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.</p> <p>(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.</p> <p>(G5.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.</p> <p>(G5.3.4.2.2) 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.</p> <p>(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to people making offers and requests and asking permission.</p> <p>Speaking: To make offers and requests and ask permission. To use adjectives and antonyms.</p> <p>Reading: To read and complete sentences containing linking words.</p> <p>Writing: To write a short letter of invitation to a scientist.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • recognise and make offers, requests and ask permission • use linking words to add information to sentences • write a simple letter • identify and use antonyms for adjectives.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Vocabulary and structures from Unit 10 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • N/A 		
<p>Key vocabulary: Vocabulary from Unit 10</p> <p>Key expressions/structure: Expressions and structures from Unit 10</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Thinking of opposites for adjectives without the scaffolding of flashcards is a challenge for many learners, but it can be helpful to encourage good use of dictionaries and identifying relationships between words. Encourage learners to break down words (removing prefixes) and think of synonyms to find clues to help lead them to antonyms. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 160</p> <p>Audio Track LB60</p>		

UNIT 10 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about what they have learned over this unit. What have they enjoyed the most? What was most difficult? 2. List all the things they have learned on the board.
Resources	Main activity
Learner's Book page 160 Audio Track 60	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will hear a dialogue which includes expressions asking for permission, making requests and offers. 2. Ask them to look carefully at the table as they will need to tick the relevant boxes. 3. Ask volunteers to give an example of a permission, request and offer. 4. Play the audio twice through. Check for any problems. 5. Play once again. <p>Feedback</p> <p>Check the answers as a class.</p> <div style="background-color: #cccccc; padding: 5px;">Answers</div> <p>Mr Alhamli: Request; Hassan: Offer; Faisal: Permission</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to pick out the relevant sentences and write the words on the board. 2. Learners will then have more time to decide whether they have heard an offer, request or permission statement. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Copy the audioscript for learners and ask them to act out the dialogue. 2. They could change the answers slightly if they feel confident with the vocabulary.
Learner's Book page 160	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to refer to items on their desk or in the classroom and make requests, offers and ask permission. Remind them to give an appropriate answer. 2. Write up possible answers on the board: Requests: <i>Yes, I can./No, I can't.</i>; Offers: <i>Yes, please./No, thank you.</i>; Permission: <i>Yes, you can./No, you can't.</i> <p>Feedback</p> <p>Monitor, checking that each pair is working well and correcting pronunciation as necessary.</p>
Learner's Book page 160	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences and choose the appropriate linking word. <p>Feedback</p> <p>Tell learners to check their answers with a partner and discuss any differences. Ask for volunteers to share their answers with the whole class.</p> <div style="background-color: #cccccc; padding: 5px;">Answers</div> <p>1 and; 2 too; 3 also; 4 and; 5 but</p>

Learner's Book page 160	Write: Activity 4 1. Tell learners they are going to write a letter to a famous scientist, asking them to visit the school and speak about their work. 2. Brainstorm phrases with the class to use in the letter and write them on the board under these headings (examples included): <u>Greeting:</u> <i>Dear ...</i> <u>Introduction:</u> <i>I am a ten-year-old student at _____ school.</i> <u>Purpose:</u> <i>I would like to invite you to ...</i> <u>Reason:</u> <i>I think you would be a great speaker because ...</i> <u>Farewell:</u> <i>Yours sincerely</i> Feedback Monitor, checking that learners are making progress with their letters. Ask for volunteers to read out their letters to the class. If time allows, collect the letters in, mark them and provide written feedback.		
	Differentiation activities (Support): 1. Encourage learners to work in pairs to make notes about their reason for inviting the guest. They can then use these notes in their own sentences.		
	Differentiation activities (Stretch): 1. Encourage learners to add more detail about why science is important to them and the school. Encourage use of adjectives and linking words to add detail.		
Resources	Plenary 1. Ask learners to reflect on what they have done this lesson. Is there anything they have done this unit that they need more practice on? 2. If time allows, you could play a game of 'Opposites'. Learners could be put into teams and need to write down or call out an adjective that is the opposite of the one you call out. For each correct answer they score a point and the team with the most points is the winner. 3. Possible adjectives could include: <i>happy/sad; rude/polite; jolly/moody; cheerful/miserable; dry-eyed/weepy; rich/poor; lazy/hard-working; anxious/calm; weak/tough.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.3) Listen and respond to dialogues where speakers: seek and give advice; make suggestions; make offers; make requests or ask for permission; obligate; prohibit or warn; express likes and dislikes. (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. see/ sea, ate/eight), homographs (e.g. lead – to go first with followers behind / a type of metal), and multiple or nuanced meanings. (G5.3.4.2.3) Apply knowledge of prefixes (e.g. <i>un-, re-, pre-, bi-</i>), suffixes (e.g. <i>-er, -est, -ful</i>), roots, word patterns and known words to determine word meanings. (G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to other learners when working as part of a group. Speaking: To share ideas and express opinions through creating a project. Reading: To read instructions for an experiment or information about a scientist. Writing: To write up the results/research into a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together in a group to complete a project • organise and manage their time • create a project based on their learning in Unit 10.
Link to prior learning: <ul style="list-style-type: none"> • Unit 10 (all lessons) 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 10 Key expressions/structure: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section of the presentation, encourage each group to think of a possible question and an answer so they are not overwhelmed when they come to questions in the next lesson. 		
Resources/equipment needed: Learner's Book page 161 Project 1: Access to reference materials about scientists; access to the Internet Project 2: PCM 5 (instructions for an experiment) Four balloons per group		

UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 161	<ol style="list-style-type: none"> 1. Ask the learners to read through the descriptions of both projects. 2. Give learners time to explore both options and to decide (with teacher guidance) which project they are going to do. 3. Put learners into groups of four to five.
Resources	Main activity
Learner's Book page 161	<p>Project 1</p> <ol style="list-style-type: none"> 1. Encourage learners to read through the instructions carefully and use the prompts to create each section of their presentation. 2. You may need to provide access to a library or the Internet for the group to do their research. 3. Ensure that the group divides up the work so that each person has a task involving research, writing and/or reading. Encourage the group to appoint a leader who is responsible for making sure that each element of the instructions is covered. <p>Feedback</p> <p>Monitor the discussions and check that all sections are being covered in the written work.</p> <p>Answers</p> <p>Learners' own answers, but ensure that the following sections are covered:</p> <ol style="list-style-type: none"> 1 Who is the scientist? 2 What did he or she discover? 3 Why is the discovery important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life?
Learner's Book page 161 PCM 5	<p>Project 2</p> <ol style="list-style-type: none"> 1. Decide whether to offer a choice of experiment to learners or just a single option. One experiment is suggested in PCM 5, although you may also wish to look at alternative experiments of your own choice. 2. Encourage the group to choose a leader and create an action plan from the instructions in the Learner's Book. 3. Learners will need to leave at least 15 minutes for writing up their findings from the experiment and their reflections on how it went. 4. Ensure that everyone has a role, including drawing illustrations of each stage of the experiment. 5. Ask learners to read through the instructions of the experiment carefully before they start and make a list of any unknown vocabulary to check in the dictionary. <p>Feedback</p> <p>Monitor the groups as they conduct the experiments. Ensure that each group has understood the experiment and the wider task of recording pictures of their activities, the results of the experiment and reflections on the experience.</p>

	Answers		
	Learners' own answers, but ensure that the following sections are covered:		
	1 Name of experiment		
	2 Prediction of outcome		
	3 Illustration of each step of experiment		
	4 Notes about any difficulties following instructions (what went well and what went badly)		
	5 Results of experiment (Did it match the prediction?)		
	Differentiation activities (Support):		
	1. Ensure that learners work in mixed-ability groups and that these learners are supported and given roles that are suitable for their abilities.		
	Differentiation activities (Stretch):		
	1. These learners could take on more of a project management role to ensure that all the objectives for their chosen project are covered.		
Resources	Plenary		
	1. Ask each group to feed back to the class what they have done and how much more there is to do before the presentations in the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, 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.			
(G5.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G5.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject.			
(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.			
(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			
(G5.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project to their peers and ask questions about the presentations from other groups. Writing: To take notes and write self-reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together in a group to present a project about a scientist or an experiment • ask and answer questions about the presentations • reflect on their learning • reflect on their presentation and areas for development.
Link to prior learning: <ul style="list-style-type: none"> • Unit 10 21st Century Skills: Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 10 Key expressions/structure: Expressions and structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When preparing presentations, encourage learners to plan for questions they may get from the teacher or audience. For each section, encourage each group to think of a possible question and an answer so they are not overwhelmed when they come to the questions asked about their presentation. 		
Resources/equipment needed: Learner's Book page 161 Any resources required for the presentations from Lesson 14		

UNIT 10 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<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 the learners of the work they did last lesson and ask them to return to their groups. Check if there are any questions about what to do next.
Resources	Main activity
Learner's Book page 161	<p>Presentation preparations</p> <ol style="list-style-type: none"> 1. Give learners ten minutes to finish any outstanding pieces of work from the previous lesson. 2. Tell learners that each group will have five minutes for a presentation and then questions from the audience. Remind learners to think about any possible questions they may be asked so they are prepared.
Learner's Book page 161	<p>Presentation</p> <ol style="list-style-type: none"> 1. Depending on the number of groups within your class, give each group five minutes to present their work. If you have five or more groups, the five minutes should include time for questions. Ensure that each presentation receives at least three questions from either yourself or the other learners. <p>Feedback</p> <p>Give direct feedback to each group after the presentations, as well as making notes for more detailed written feedback to be given later. Check that the presentations cover all the required areas.</p> <p>Project 1:</p> <ol style="list-style-type: none"> 1 Who is the scientist? 2 What did he or she discover/invent? 3 Why is the discovery/invention important? 4 When and where was he or she born? 5 Did anything interesting happen to him or her during his or her life? <p>Project 2:</p> <ol style="list-style-type: none"> 1 Name of experiment 2 Prediction for outcome 3 Illustration of each step of experiment 4 Notes about any difficulties following instructions (what went well and what went badly) 5 Results of experiment.(did it match the prediction?) <p>You may also wish to feed back to the learners on the following points:</p> <ul style="list-style-type: none"> • Did all learners take a turn in the presentation? • Did they speak clearly using good pronunciation, vocabulary and grammar? • Is the content good (P1: does it include research from more than one source? P2: did the learners complete the experiment?) • Could the learners answer the questions they were asked? • Assess the audience: Do they listen attentively? Can they think of relevant questions?

	Differentiation activities (Support):		
	1. Support with lexis and pronunciation if learners struggle when speaking and turn to you.		
	2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment.		
	Differentiation activities (Stretch):		
	1. These learners may assist other group members if needed but encourage them not to step in too soon.		
	Self-reflection		
1. Advise learners they are going to review their own presentation.			
2. Ask the following questions:			
<i>What went well?</i>			
<i>What would you change?</i>			
<i>What did you like that you have seen in other presentations that you could build into yours?</i>			
3. Learners can now write notes in their notebook about their own presentation and can refer to these in the next presentation they create.			
Differentiation activities (Support):			
1. Write the questions on the board so that the learners have a reference point when writing their personal notes.			
2. Learners can write single words to jog their memories later.			
Differentiation activities (Stretch):			
Learners can take expansive notes or use mind maps to note their thoughts.			
Resources	Plenary		
	1. Ask learners if they have enjoyed learning about English and about science during this unit. What is the best thing they have learned about science?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.			
(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings.			
(G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context, and culture.			
(G5.4.4.1.3) Summarise and organise the information in their own words giving credit to the source.			
(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise theme vocabulary. To speak about jobs and personal qualities. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about personal qualities and famous people • understand specific information about people's jobs and personal details • complete notes about famous people.
Link to prior learning: <ul style="list-style-type: none"> • Describing people and jobs 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>artist, explorer, scientist, inventor, business person, brave, kind, caring, intelligent, clever, fun</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"> • This lesson introduces a range of new lexical items to talk about jobs and personalities. Ask learners to start a Vocabulary journal in their notebooks. They write the words they find the most difficult to remember and add a sentence to contextualise them. 		
Resources/equipment needed: Learner's Book page 162 Activity Book page 125 Audio Track LB61		

UNIT 11 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know any famous people. Why are they famous? 2. Work with the class to come up with a list of words for jobs.
Resources	Main activity
Learner's Book page 162	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners talk about five famous people in their country. What are their jobs? 2. Monitor, helping with additional vocabulary if necessary. <p>Feedback</p> <p>Run this as a timed competition. Pairs then share their answers to see if they thought of the same famous people.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair weaker learners with stronger, more confident learners.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say why these people are famous.
	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to look at the photos. Ask them if they know who these people are. 2. In pairs, learners read the words in the box. Encourage them to look up any words they don't know in the dictionary. 3. In pairs, they match the jobs to the photos. <p>Feedback</p> <p>Ask for volunteers to tell the class their answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Elicit the definitions of the professions from learners and ask them to write the words and the meanings in their Vocabulary journal.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Elicit the definitions of the professions that learners brainstormed in the Starter activity and ask learners to write the words and the meanings in their Vocabulary journal.

<p>Learner's Book page 162 Audio Track 61</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a recording about the people in the photos. 2. Learners must listen for the name of the person and their job. 3. Draw a table on the board. In the first column, write the names of the people. Label the second column JOB. 4. Say the names aloud before playing the audio recording so that learners are familiar with the pronunciation. Play the first recording and model the task. 5. They listen to the rest of the recording and complete the table. 6. Play the whole audio at least twice. <p>Feedback</p> <p>Elicit the answers from learners and complete the JOB column on the board. Were their guesses in Activity 2 right? Which words in the audio helped them understand the profession?</p> <p>Answers</p> <p>1 Alexander Graham Bell – inventor; 2 Frida Kahlo – artist; 3 Ahmed ibn Majid – explorer; 4 Marie Curie – scientist; 5 Steve Jobs – business person</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners haven't understood the job, give them the first letter of the job. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall any information they have retained about the famous people.
<p>Learner's Book page 162 Audio Track 61</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the recording again. Tell them to take notes about when and where these people were born. 2. Ask learners what kind of information they will be looking for (<i>names of countries, years, dates</i>). 3. Play the audio at least twice. Allow time for learners to take their notes. <p>Feedback</p> <p>Model the first answer so learners understand how to note down their answers. Invite one learner at a time to write their answers on the board under your model.</p> <p>Answers</p> <p>1 Bell (Scotland/1847); 2 Frida Kahlo (Mexico/1907); 3 Ahmed ibn Majid (Ras Al Khaimah/1421); 4 Marie Curie (Warsaw, Poland/1867); 5 Steve Jobs (Wisconsin, USA/1955)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Accept just the country or date of birth. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners recall any other information about the famous people.
<p>Learner's Book page 162</p>	<p>Word study: Activity 5</p> <ol style="list-style-type: none"> 1. Focus on the words in the box. Elicit the meaning from learners. 2. Encourage them to look up the words they don't know in the dictionary. 3. Then, ask them to decide which words they think describe each of the people in the photos. <p>Feedback</p> <p>Nominate learners for answers. Encourage learners to speculate what these people are like. Ask them to explain their opinions.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 125	Word study: Activity 1 1. Ask learners to complete the sentences with a job. Feedback Check the answers as a class. Write them on the board and insist on accuracy. Answers 1 inventor; 2 explorer; 3 business person; 4 scientist; 5 artist		
Activity Book page 125	Writing: Activity 2 1. Write ‘special jobs’ on the board and draw a circle around it. 2. Start a spidergram by eliciting from learners ‘special jobs’ that they know. Write these on the board around the ‘special jobs’ circle. 3. Direct learners to the rubric and have them write three more ‘special jobs’ of their own. Feedback Nominate learners to write their answers on the board. Ask them if they know any famous people who do this job. Answers Learners’ own answers.		
	Differentiation activities (Support): 1. Allow learners to copy jobs from the board.		
	Differentiation activities (Stretch): 1. Ask learners to describe what kind of people do these jobs.		
Resources	Plenary 1. Learners discuss in groups who they think the most interesting person is. 2. Learners compare their answers as a whole class and see who is the most popular famous person.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, and expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise target structures. To speculate. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> speculate about people's jobs and personal qualities understand personal information about famous people complete notes about famous people.
Link to prior learning: <ul style="list-style-type: none"> Describing people and jobs 21st Century Skills: <ul style="list-style-type: none"> Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker 		
Key vocabulary: <i>writer, film director, mountain climber, caring, fun, creative, brave, clever</i> Key expressions/structure: Modal verbs of speculation: <i>can't be, must (not) be, might (not) be, could be, I'm sure ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The key structures of this lesson require speculation skills. Encourage learners to give reasons for their deductions to ensure they have grasped the concept of speculation. 		
Resources/equipment needed: Learner's Book 163 Activity Book 126 Audio Track LB62		

UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter						
	<ol style="list-style-type: none"> Write the anagram <i>granic</i> (caring) on the board. Ask learners to unscramble the word. Ask them what other words they can remember from Lesson 1 to describe people's personalities. 						
Resources	Main activity						
Activity Book page 126	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> In pairs, learners look at the people in the pictures and choose an adjective from Lesson 1, Activity 2 to describe them. <p>Feedback</p> <p>Discuss the answers as a class. Ask learners to give reasons for their choice. Don't worry about naming the jobs yet.</p> <div style="background-color: #d3d3d3; padding: 5px; text-align: center;">Suggested Answers</div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a caring/clever</td> <td style="width: 50%;">d clever/creative</td> </tr> <tr> <td>b fun/creative</td> <td>e caring/clever</td> </tr> <tr> <td>c brave/fun</td> <td>f creative/clever</td> </tr> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pair weaker learners with stronger, more confident learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners suggest other adjectives to describe these people. 	a caring/clever	d clever/creative	b fun/creative	e caring/clever	c brave/fun	f creative/clever
a caring/clever	d clever/creative						
b fun/creative	e caring/clever						
c brave/fun	f creative/clever						
Learner's Book page 163	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the pictures. Ask them if they know the people in the photos. As a group, ask learners to guess their jobs. Keep this brief. 						
Learner's Book page 163	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask learners how sure they are about their guesses. Explain that they can use certain words to show that they are making a speculation about something, that is to say, they are saying what they think based on clues. Show a picture of someone writing; for example, you can use picture f in Activity Book Lesson 2 Activity 1. Ask learners: <i>What do you think his job is?</i> Elicit possible answers. They will probably say: <i>He's a writer.</i> Ask learners: <i>Could he be a student?</i> Write the question on the board. Underline <i>could</i>. Learners will probably say yes, because he's writing and he's in a library. Say: <i>So, he could be a writer or he might be a student.</i> Write this sentence on the board. Underline <i>could</i> and <i>might</i>. Focus on the <i>Use of English</i> box and read the examples together. Explain the degrees of certainty shown by the modal verbs: <i>could</i> and <i>might</i> are used when we are not too sure about something, <i>must</i> and <i>can't</i> when we are sure about what we are saying. Explain that <i>can't</i> is the opposite of <i>must</i> in this context. Ask them to focus on the structure of the sentences and answer the question. Then, in pairs, ask learners to complete Activity 2. They choose the correct meaning a or b for each sentence, 1 and 2. 						

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

Activity Book page 126	Use of English: Activity 2 1. Refer learners to the <i>Use of English</i> box and remind them of the degrees of certainty. 2. Learners complete the sentences with the correct modal verb. Feedback Nominate learners to write the answer on the board. Answers Possible answers 2 could/might; 3 can't; 4 must; 5 could/might		
Resources	Plenary 1. Ask learners who is the most famous person in their country and what adjectives they can use to describe this person.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read for gist and specific information. Writing: To complete sentences by answering questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about famous people who help others • read for specific information about people's actions and lives • read and match headings to paragraphs • write sentences to demonstrate understanding of a written text.
Link to prior learning: <ul style="list-style-type: none"> • Describing people and activities 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural skills: Exercise the rights and obligations of citizenship at local, state, national and global levels 		
Key vocabulary: <i>space, astronaut</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson focuses on specific reading subskills such as identifying the main idea in a paragraph. Use the <i>Reading strategy</i> boxes and get learners to explain how they are doing an activity as this helps them to reflect on their own learning. 		
Resources/equipment needed: Learner's Book pages 164 and 165 Activity Book page 127 Pictures of logos of Dubai Cares or Emirates Red Crescent		

UNIT 11 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know what a <i>charity</i> is. Show logos of Dubai Cares or Emirates Red Crescent. 2. Ask them how these charities help people in need; for example, <i>build schools/ hospitals, give food and clothes.</i>
Resources	Main activity
Learner's Book page 164	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. Ask them to make a list of famous people who help others; for example, <i>Lionel Messi, HH Sheikh Mohammed.</i> 2. Tell them to look at the picture and say who the person is. How do they think he helps others? <p>Feedback</p> <p>Discuss the answers as a class. Encourage learners to use the modals from the previous lesson: <i>He could be, he might be ...</i>, etc.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners how we can help others.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they have ever taken part in charity activities.
Learner's Book page 164	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text and check if their ideas were correct. 2. Ask learners to re-read the text and identify any new words. Ask them to try to work out the meaning of new words from the context. <p>Feedback</p> <p>Whole class feedback.</p>
	<p>Answers</p>
	<p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to look up three new words in the dictionary. They then copy the three words in their Vocabulary journal, along with the definitions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what they think of Sheikh Hamdan's work.

Learner's Book page 165	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Reading strategy</i> box and discuss the strategy with learners. 2. Look at each heading and elicit what clues learners can look for to identify the main paragraph theme and so be able to match to a heading, such as the same words from the heading or words that mean the same thing. For example, <i>Family life</i> is probably about the person's parents, brothers and sisters. 3. Ask learners to complete Activity 3 alone. <p>Feedback</p> <p>Monitor, asking questions and encouraging learners to look for key words to match a paragraph to a heading. Check answers with the class and ask them what words in the paragraph helped them match a heading.</p> <p>Answers</p> <p>1 About Sheikh Hamdan; 2 Family life; 3 School life; 4 Good things he has done</p>
Learner's Book page 165	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to read the sentences and choose the correct option to complete each one. 2. Tell them to re-read the text in Activity 2 if they need help. <p>Feedback</p> <p>Check the answers as a class and ask learners to explain their answers.</p> <p>Answers</p> <p>1 b; 2 b; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Show learners where they can find the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall any information they know or have retained about Fazza.
Activity Book page 127	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the check box and ask them to tick the ideas that will help them match headings to paragraphs. 2. Learners read the text and match headings a–d to each paragraph. 3. Ask them to explain what helped them decide. <p>Feedback</p> <p>Check answers with the class.</p> <p>Answers</p> <p>Look at a heading and think about the key words you might find in the paragraph. / Look for key words in each paragraph.</p> <p>1 b; 2 a; 3 d; 4 c</p>

Activity Book page 127	Activity 2 1. Learners read the text again and answer the questions in pairs. Feedback Ask one learner from each pair to say the answers. Check the answers as a class. Answers 1 Yes, they do. 2 You can't sit down, walk or lie in bed. 3 Special suits. 4 He has spent the most time in space.		
Resources Learner's Book page 165	Plenary Talk: Activity 5 1. In groups, learners discuss the questions and compare answers. Encourage the use of modals for speculation.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read a text to determine context. Listening: To listen for details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand the meaning of new vocabulary from context • listen and complete biographical notes.
Link to prior learning: <ul style="list-style-type: none"> • Learning about famous peoples' lives 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 learning a language 		
Key vocabulary: <i>amazing, famous, generous, caring, beautiful, chimpanzees</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 might try to understand every word in the gist listening task. Encourage them only to listen for key words to help them understand the main meaning of the text. 		
Resources/equipment needed: Learner's Book page 166 Activity Book page 128 Audio Track LB63		

UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a memory game. Divide the class into two teams or four groups. 2. Say the name of one of the people featured so far: learners have to write the person's job. 3. Teams/groups exchange lists at the end of the game. 4. Say and write the correct answers on the board. Award learners one point for the correct job and one point for the correct spelling. 5. Who has the most points?
Resources	Main activity
Learner's Book page 166	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to talk about who they admire and why. Ask them to explain what makes that person special. Encourage learners to use the words they have seen so far. <p>Feedback</p> <p>Discuss the answers as a class. Explain the word <i>admire</i> if necessary (someone you think is very special; you would like to be like this person).</p>
Learner's Book page 166	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photos and say who they think these people are and what they think they do. Are these two people famous in their country? 2. Before starting the discussion, ask a stronger learner to peer teach the use of modals to show how sure they are of what they are saying. Support the learner as needed and allow him/her to refer back to Lesson 2. Write some of the learners' guesses on the board using the modals learned in Lesson 2 (for example, <i>She could be a ...</i>). <p>Feedback</p> <p>Whole class discussion speculating on who the people in the photos are and whether they are famous in the UAE.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to make brief speculations on the people's jobs only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to speculate on the people's nationalities and backgrounds.
Learner's Book page 166 Audio Track 63	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to two children making presentations about the two famous people in the photos. 2. Learners listen and check if their guesses in Activity 2 were right. <p>Feedback</p> <p>Remind learners they are only listening for key information (names and jobs). Play the audio once and elicit the answers by nominating.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Ismail Matar – footballer; Jane Goodall – works with chimpanzees</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Supply learners with the audioscript if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners which words helped them understand.

<p>Learner's Book page 166 Audio Track 63</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Explain that learners will listen to the second presentation again and will complete notes. 2. Focus on the <i>Listening</i> strategy box and explain that these strategies will help them complete the notes. 3. Focus on the notes and encourage learners to think about the information they will need to listen for in the recording; for example; a year, a noun or a verb. 4. Learners listen and complete the notes about Jane Goodall. <p>Feedback</p> <p>Play the audio a few times. Check the answers as a class. Peer check before nominating learners to write the answers on the board.</p> <p>Answers</p> <p>1 Jane Goodall; 2 1934; 3 watching the animals and birds in her garden; 4 Africa; 5 animals in Africa</p>
<p>Activity Book page 128</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the photo and ask them what they see (Ahmed receiving a prize). Ask learners what kind of prize they think he is receiving and why. Encourage learners to use modals of speculation. 2. Ask learners if they have ever heard of Ahmed Zewail and the Nobel prize. If they haven't, explain that this prize is given to very special people in the world who have done very good things. 3. Direct learners to the task rubric and set a time limit (5 minutes). <p>Feedback</p> <p>Allow learners to check in pairs before whole class feedback. Display the text and nominate learners to underline the target vocabulary on the board. If you can't display the text, nominate learners to write the adjectives on the board.</p> <p>Answers</p> <p>famous, generous, caring, intelligent, kind</p>
<p>Activity Book page 128</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Model the task by writing on the board: <i>Someone who has very good grades in school is _____</i> 2. Explain that the missing word is one of the adjectives from Activity 1. 3. Elicit possible answers and write the correct adjective in the gap (<i>intelligent</i>). 4. Set the task and allow learners to complete this in pairs. <p>Feedback</p> <p>Nominate one learner from each pair for the answers.</p> <p>Answers</p> <p>1 caring; 2 generous; 3 intelligent; 4 famous; 5 amazing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check learners have understood the adjectives by personalising concept check questions like <i>Do you know anyone who is intelligent? Who is that?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write gapped sentences of their <i>own</i> for their partners. Allow learners to write gapped sentences for other adjectives that these learners know.

Resources	Plenary		
	Play 'Backs to the board' with the lesson's new vocabulary. Learners who can make sentences with the new words win an extra point.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify specific words. Speaking: To confirm information. Writing: To use synonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify target lexis while listening to a presentation • improve a presentation by using a range of lexical items • use question tags to check facts.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe people 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 learning a language 		
Key vocabulary: <i>beautiful, exciting, interesting, caring</i> Key expressions/structure: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might use a rising intonation in question tags. Model and contrast rising and falling intonation, highlighting the different meaning these convey in question tags. 		
Resources/equipment needed: Learner's Book page 167 Activity Book page 129 Audio Tracks LB64, LB65 and AB16		

UNIT 11 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember about Ahmed Zewail from Lesson 4 in the Activity Book. Elicit some of the adjectives used to describe him and his father. Write them on the board.
Resources	Main activity
Learner's Book page 167	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about Jane Goodall. Ask if any of the words on the board from the Starter activity can be used to describe her. Why? 2. Ask learners to discuss and compare their thoughts in pairs.
Learner's Book page 167	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that one of the things that helps make a presentation more interesting is the use of adjectives. 2. Look at the presentation about Jane Goodall and ask learners to read it as it is. What do they think about it? Does the word <i>nice</i> (in blue) give any special information about the nouns it accompanies? What adjectives could they use instead? 3. In pairs, ask learners to replace the word <i>nice</i> with an adjective from the box. 4. Tell learners to use their dictionaries to help them. <p>Feedback</p> <p>Do not confirm answers at this stage.</p>
Learner's Book page 167 Audio Track 64	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Listen to the Audio Track to check answers. <p>Feedback</p> <p>Discuss the answers as a class. Ask: <i>Has the presentation improved?</i></p> <p>Answers</p> <p>1 interesting; 2 exciting; 3 beautiful; 4 caring</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners which adjectives they found the most difficult. They choose one to three adjectives, copy them in their Vocabulary journals and add a definition or an example. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they know other synonyms for these words.

<p>Learner's Book page 167 Audio Track 65</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Read the notes in the <i>Use of English</i> box and the examples. Model falling intonation and highlight the downwards arrow. 2. Provide some more examples and ask learners to provide their own. 3. Ask learners to read the sentences with the correct intonation. 4. Play the audio and ask learners to check if their intonation was right. 5. Play each sentence again, pausing after each for learners to repeat. <p>Feedback Use choral and individual drilling.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners exaggerate the falling intonation at first until they can say the sentences more naturally. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to test each other with question tags of their own.
<p>Activity Book page 129 Audio Track 16</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and complete them with the correct question tag alone. Refer them to the <i>Use of English</i> box. 2. Then listen, check and have learners repeat with the correct intonation. <p>Feedback Use choral and individual drilling. Write answers on the board.</p> <p>Answers</p> <p>1 wasn't he?; 2 didn't he?; 3 wasn't he?; 4 didn't he?; 5 wasn't she?</p>
<p>Activity Book page 129</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric with the learners. Make it clear that pairs must decide who is Jane and who is Ahmed before they start the interview. 2. Model the task with one of the stronger learners by asking them one true question and one false question of your own. 3. Have learners decide who is Ahmed and who is Jane. Time permitting, they can swap roles after they've asked their three questions. 4. Have learners write their questions first, monitor for accuracy, then learners complete the task by interviewing each other in pairs. <p>Feedback Have learners with challenging questions perform the interview for the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <p>Discuss which presentation the learners preferred, the one about Jane Goodall or Ahmed Zewail. Why?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write notes for presentations. Speaking: To make presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write short notes based on prompts for oral presentations • make an oral presentation of a person they admire.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe people and phrases to express biographical data 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to access all forms of information efficiently and effectively, manually and technologically, so students will be able to communicate verbally and in writing in English 		
Key vocabulary: Language of presentations: <i>For my presentation I'm going to talk about ... , I think he/she is ...</i> Key expressions/structure: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be short of ideas for their presentations. Be prepared with names of famous people and fact files to help learners prepare their talk. 		
Resources/equipment needed: Learner's Book page 168 Activity Book page 130 Access to the Internet Strips of paper with statements and question tags		

UNIT 11 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Prepare enough strips of paper for half of the number of learners in your class. 2. Write a statement and the corresponding question tag on separate strips of paper. For example, write <i>Ahmed Zewail is a scientist</i> on one strip and <i>isn't he?</i> on another strip of paper. 3. Pair the learners and give each pair one strip of paper. They must mingle and say their phrase to other pairs of learners until they find their other half. 4. If the classroom layout does not permit mingling, copy and cut the strips and have groups of learners play Pelmanism at their tables.
Resources	Main activity
Learner's Book page 168	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Show the picture of Sheikha Fatima bint Mubarak in the Learner's Book. Ask learners if they know who she is and what she does. If they don't, tell them she is considered 'The mother of Sheikhs'. Why do they think she has this title? 2. Show the learners the other two pictures of HH Sheikh Hamdan bin Mohammed bin Rashid Al Makhoum and Jane Goodall. Ask questions about who they are and what they do. 3. Tell learners they are going to write a presentation about a famous person that they admire. 4. Ask learners if they remember the advice about how to make a presentation interesting. (<i>By using a variety of adjectives.</i>)
Learner's Book page 168	<p>Present it! Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the information on the famous people on page 168. 2. Explain that learners are going to write a presentation about one of these people and why they admire them. They can use the notes in the Learner's Book to help them get started. Arrange the learners in pairs. Allow them some time to write sentences about one of the famous people using the notes and allow them to do some research on the Internet too. 3. They can use the models and adjectives from previous lessons to make their presentation more interesting. 4. If time, allow them to practise their presentation. When ready, pairs present to other pairs. <p>Feedback</p> <p>Monitor, listening to learners and asking them questions while they are preparing their presentation. Make notes of their performance while they are making their presentation. You may wish to set up some remedial work on the most common mistakes you have observed.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can read from their notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners include additional information about the person they have chosen.

Activity Book page 130	Challenge: Activity 1		
	<ol style="list-style-type: none"> 1. Focus learners' attention on the pictures. Ask learners if they remember the names of these famous people (<i>Ed Viesturs, Ahmed ibn Majid, Jane Goodall, Ismail Matar</i>). Write their names on the board. 2. Model the task by eliciting from learners any facts they remember about these people. For example, <i>Ed Viesturs is a famous mountain climber</i>. Write this on the board. 3. Learners complete the task in pairs. Allow them to look in the Learner's Book for facts. 		
	<p>Feedback</p> <p>Monitor and support as needed. You can use this as an informal assessment opportunity. Have learners write their sentences on a piece of A4 paper and exchange with another pair for peer correction. Did the pairs write the same information about each person?</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the basic facts to make a sentence; for example, Jane Goodall / chimpanzees (<i>Jane Goodall worked with chimpanzees</i>). 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write about more than one person. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Discuss which presentation the learners preferred and why. Do they enjoy presenting in front of an audience? Why? Why not? 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			
(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			
(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.</p> <p>Writing: To write speculations demonstrating an understanding of vocabulary and themes covered.</p> <p>Speaking: To develop learners' ability to participate in conversations and check facts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 1–6 • revise vocabulary related to jobs, personal qualities, biographical details • check information with a partner • reflect on their own learning.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of Unit 11, Lessons 1–6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • N/A 		
<p>Key vocabulary: Vocabulary from Unit 11, Lessons 1–6</p> <p>Key expressions/structure: Expressions and structures from Unit 11, Lessons 1–6</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Refer back to Lessons 1–6 		
<p>Resources/equipment needed:</p> <ul style="list-style-type: none"> • Learner's Book page 169 • Activity Book page 131 		

UNIT 11 LESSON 7 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> Write the anagram <i>ragnic</i> on the board. Tell learners this is a word to describe a person but the letters are in the wrong order. Can they unscramble the word? (<i>caring</i>) Run a team competition. Teams prepare anagrams (three to five words) of adjectives they have seen to describe people. One learner per team to write their words on the board. Assign one point for a word and one point for correct spelling.
<p>Resources</p> <p>Learner's Book page 169</p>	<p>Main activity</p> <p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> Tell learners to match the words with their definitions. If you have to, remind learners that they came across the words in Lesson 1. <p>Feedback</p> <p>Ask learners to explain why they chose which definition to go with which word.</p> <p>Answers</p> <p>1 b; 2 d; 3 e; 4 c; 5 a</p>
<p>Learner's Book page 169</p>	<p>Activity 2</p> <ol style="list-style-type: none"> Ask learners to write sentences about the people in the pictures, using the words in the box. Learners write sentences alone. Monitor for accuracy. <p>Feedback</p> <p>Have early finishers write their sentences on the board then read them out in whole class feedback.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 131</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Model the task by writing on the board: <i>My friend isn't at school today. He _____ be ill.</i> Ask learners to complete the gap with one possible modal (<i>must/might/could</i>). Write possible answers in the gap. Ask learners what helped them decide (<i>the first sentence</i>). Refer learners to the rubric. Ask them for the difference between <i>must, might, can't, could</i>. Do any of the modals have the same meaning? (<i>must = we're almost sure; can't = we don't think this is possible; might/could = we think this is possible</i>). Learners complete the task alone. <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 must; 2 might/could; 3 can't, might/could; 4 must; 5 might/could</p>

Activity Book page 131	Activity 2		
	1. Learners compete the task alone. 2. Learners then ask each other the questions in pairs.		
	Feedback Early finishers write the answers on the board. Lead choral/individual drilling making sure learners use correct falling intonation on the tags. Then have learners ask and answer the questions in pairs.		
	Answers 1 d; 2 a; 3 e; 4 b; 5 c		
Activity Book page 131	Differentiation activities (Support): 1. Learners give monosyllabic answers.		
	Differentiation activities (Stretch): 1. Learners extend their answers and give additional information.		
	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
Activity Book page 131	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 11 if needed to make link between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–6.		
Resources	Plenary		
	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To predict content and read for gist. Writing: To connect ideas using conjunctions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • check their predictions on the content of a short biography and demonstrate understanding of the main idea of each paragraph • complete sentences on a sequence of events using appropriate conjunctions.
Link to prior learning: <ul style="list-style-type: none"> • Personal qualities and achievements 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>outer space, rocket, skydiver, helicopter, brave</i> Key expressions/structure: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not understand the linking function of conjunctions. Consider presenting two parts of the sentences from the reading text on two pieces of card, then showing how the conjunction literally joins the two ideas to make one sentence. 		
Resources/equipment needed: Learner's Book page 170 and 171 Activity Book page 132 Photos of dangerous sports		

UNIT 11 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what sports they know in English. Try to elicit some dangerous sports; for example, <i>mountaineering</i>, <i>skydiving</i>, <i>bungee jumping</i>. 2. Play a miming game. Nominate learners to come to the front of the class and mime a sport. The others must guess the sport. This can be a team or group competition. Ask learners if they would like to do any of those sports when they are older. What kind of people do they think do these activities?
Resources	Main activity
Learner's Book page 170	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photos on the page and answer the questions. <p>Feedback</p> <p>Have a class discussion. Encourage learners to use modals of speculation learned previously. Explain the word <i>fearless</i> if necessary (<i>not afraid</i>). Write learners' predictions on the board.</p>
Learner's Book page 170	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text and check if their ideas were correct. 2. Encourage them to guess the meaning of unfamiliar words from the context. If necessary, tell them to use their dictionaries. 3. Tell learners to choose the words that seem more difficult and copy them in their Vocabulary journals. Use <i>Look-Say-Cover-Write-Check spelling</i>. <p>Feedback</p> <p>Ask learners to check if their predictions in Activity 1 were right.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners include the translation of new words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add a definition or an example sentence to new words.
Learner's Book page 171	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete Activity 3 alone. 2. Remind learners to look for the main idea in each paragraph to help them decide. 3. Tell them that it may be useful to highlight the words or phrases that help them decide. <p>Feedback</p> <p>Ask individual learners for answers and to justify their choices.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Paragraph 1 – c; Paragraph 2 – b; Paragraph 3 – a; Paragraph 4 – d</p>

Learner's Book page 171	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Read the <i>Writing tip</i> with the class and draw learners' attention to the words in blue in the reading text. 2. Add some examples of your own; for example, write gapped sentences on the board and ask learners to supply the correct conjunction. 3. Learners complete Activity 4 alone. <p>Feedback</p> <p>Early finishers write the answers on the board. Check the answers as a class. Ask learners if any of these sentences could be true of them.</p> <p>Answers</p> <p>1 because; 2 so; 3 but; 4 and</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners cross out conjunctions as they go along. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences of their own with the target conjunctions. 		
Activity Book page 132	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity alone then they compare their choices with a partner. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 f; 2 a; 3 d; 4 b; 5 e; 6 c</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class if they would like to be famous. Why? Why not? What are the good things and bad things about being famous? Help with additional vocabulary as necessary. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (e.g. and, but).</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency in talking about achievements. Writing: To plan and write a short text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about their own achievements • plan and organise ideas to write about themselves • write about themselves using appropriate linkers to join ideas.
Link to prior learning: <ul style="list-style-type: none"> • Personal qualities and achievements, people's lives 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: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be able to organise their ideas into logically linked paragraphs. Use the previous texts about famous people in this lesson as models to highlight the central topic of each paragraph and the order in which the topics are arranged. 		
Resources/equipment needed: Learner's Book page 171 Activity Book page 133		

UNIT 11 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write: <i>Good things I have done</i> on the board. Give an example of something good you have done. For example, <i>When I was in Grade 5, I was the best student in my class.</i> 2. Ask learners if they can think why this was a good thing. Say: <i>It was special because my teachers and parents were very happy.</i>
Resources	Main activity
Learner's Book page 171	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners think about one achievement of their own and say why it was so special. 2. Refer learners to the example to help them. Prompt learners by asking questions like <i>Can you swim / ride a bicycle? When did you learn to swim / ride a bicycle? How did you feel?</i> <p>Feedback</p> <p>Ask learners to share their partner's achievements with the class.</p>
Learner's Book page 171	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to copy the table and think about the achievements they talked about in Activity 1. 2. Refer learners to the model sentence in the Learner's Book and the sentences in Activity Book, Activity 1. Ask them to make notes on their personal achievements following these models. <p>Feedback</p> <p>Monitor and support as needed. Ensure learners are only making notes at this point. Select one or two learners to share their ideas with the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can complete just one row of the table. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write about their sibling or friend's achievements.
Learner's Book page 171	<p>Challenge: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write their own short biography using the notes they made in the table in Activity 2. Remind them to use linking words to join their ideas. 2. They may add photos of their achievements or illustrate their biography in some way. <p>Feedback</p> <p>Monitor and support as needed, If possible, display the learners' work on the walls and have learners do a gallery walk. Encourage learners to peer correct and ask each other questions about their achievements.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the linking words they need to join their ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write about their possible future achievements.

Activity Book page 133	Write: Activity 1		
	1. Refer to the two headings in the table. Ask which one is about an action (<i>A good thing I've done</i>) and which one is about a feeling (<i>Why it was special</i>).		
	2. Model the task by referring to the first sentences and asking if it describes a feeling or an action (<i>an action</i>). Indicate that learners should write this sentence under the first heading.		
	3. Now ask learners to find a sentence that says how my friend felt (<i>My friend was so happy and this made me happy too.</i>) Indicate that learners should write this sentence under the second heading.		
	4. Give learners time to look at the sentences and ask about any unknown words. 5. Learners complete the task alone.		
	Feedback		
	Nominate learners for the answers.		
	Answers		
	a - c; b - e; d - h; f - g		
	Differentiation activities (Support):		
	1. Learners can complete just two of the rows.		
	Differentiation activities (Stretch):		
	1. Learners can compare these achievements with their own.		
Resources	Plenary		
	1. Play a guessing game with the class. Learners take turns to give some information about a famous person they have read about in this unit or some other famous person. The others have to guess who it is.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			
(G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and, but</i>).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop accuracy in learners' ability to talk about well-known figures. Reading: To develop learners' ability to infer meaning of words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about biographical facts • read to gain a general understanding of a text and identify missing words.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to description of places and people 21st Century Skills: <ul style="list-style-type: none"> • Students will be able to make connections using English standards to other disciplines. 		
Key vocabulary: <i>country, desert, amazing, rules, kind</i> Key expressions/structure: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process of completing the cloze task by monitoring and guiding them to clues in the text. 		
Resources/equipment needed: Learner's Book page 172 Activity Book page 134 Dictionaries Photo of HH Sheikh Zayed bin Sultan al Nahayan		

UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In pairs, tell learners to ask each other one good thing they have done. Nominate learners to report to the class what their partner has done.
Resources	Main activity
Learner's Book page 172	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to think about the questions and discuss these in pairs or small groups. <p>Feedback</p> <p>Brainstorm ideas and write a few of the learners' suggested questions on the board. Encourage learners to use the correct question forms; for example, <i>Where did you grow up?</i> Review the past simple interrogative form if needed.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners write one question for one of the famous people on the board.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners imagine what the famous person would answer.
Learner's Book page 172	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Ask learners the meaning of <i>biography</i> (the story of someone's life). Explain they will read the biography of a famous person, but some of the words have been removed. Learners must choose the best answer. Model the task by writing this sentence on the board: <i>This great man lived in the _____ for many years.</i> Ask learners to guess what kind of word can go in the gap. Prompt them by asking: <i>Is the missing word a place? (yes) How do you know? (we have the verb 'lived')</i>. Provide three alternatives: a) school b) desert c) park. Ask learners to choose the best word (<i>desert</i>) and write this in the gap. Explain that to do this (cloze) task, learners must read the sentence quickly to get an overall idea, then look at the words surrounding the gap to determine the kind of word that is missing. Refer learners to the <i>Language tip</i> box. <p>Feedback</p> <p>Set this as a reading race. Learners check their answers in pairs. Then ask individual learners for answers.</p> <p>Answers</p> <p>2 a; 3 b; 4 c; 5 a; 6 c; 7 c; 8 a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Have the learners tell you why the other choices are not possible.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners think of other words which could fill the gaps.

Learner's Book page 172	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Discuss who the man in Activity 2 is in small groups. Then feed back with the whole class. 2. Learners complete the speaking task in pairs or small groups. Allow learners some time to make notes before speaking. <p>Feedback</p> <p>Ask learners who the man in the text is and to justify their answers. Show the photo of Sheikh Zayed if learners haven't guessed.</p> <p>Ask one person from each group to write on the board one thing that everyone in their group learned.</p> <p>Answers</p> <p>The great man is HH Sheikh Zayed bin Sultan al Nahayan.</p>
Activity Book page 134	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the definitions in Activity 1 and ask them if they know the word. 2. Ask learners to look back at the text about Sheikh Zayed and find the answers. <p>Feedback</p> <p>Early finishers write the answer on the board. Insist on correct spelling.</p> <p>Answers</p> <p>a generous; b desert; c amazing; d rule</p>
Activity Book page 134	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write sentences using three of the vocabulary items. <p>Feedback</p> <p>Ask pairs to report back on what their partners wrote.</p> <p>Answers</p> <p>1 amazing; 2 rule; 3 generous</p>
Activity Book page 134	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Model the task by writing the linking words and the gapped example sentence on the board. 2. Ask learners: <i>Why did Sheikh Zayed work hard? (He wanted to help his people.)</i> Ask learners which linking word answers 'why' (<i>because</i>). 3. Learners complete the task alone. <p>Feedback</p> <p>Nominate early finishers to write their answers on the board then lead whole class feedback. Ask learners to hold up their hand if they think the answers on the board are correct.</p> <p>Answers</p> <p>1 because; 2 so; 3 but; 4 and</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what the best thing Sheikh Zayed did was.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(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.</p> <p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speculate about the plot of a story and make predictions • listen to a story about a ruler and a gardener • read a story about a ruler and a gardener.
Link to prior learning: <ul style="list-style-type: none"> • Past simple regular and irregular verbs; lexis to describe characters 21st Century Skills: <ul style="list-style-type: none"> • Exercise the rights and obligations of citizenship 		
Key vocabulary: <i>merchant, eagle, claws, debt, reward, borrow</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 need to understand the story well in order to speculate on the reasons for the ruler's actions. Guide the learners by focusing on the qualities that a ruler has and how he demonstrates these. 		
Resources/equipment needed: Learner's Book page 173 Activity Book page 135 Audio Track LB 66		

UNIT 11 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play 'True or false'. Say the following: <i>Sheikh Zayed was born in Saudi Arabia.</i> 2. Learners must jump up and say if the statement is true or false (if it is false, they must correct it). 3. The first learner who can do this gets to make the next statement. 4. If the same learners are jumping up first, nominate other learners to make statements.
Resources	Main activity
Learner's Book page 173	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the questions as a whole group. If learners don't know who a ruler is, refer them to the lesson on Sheikh Zayed. 2. Encourage learners to use vocabulary learned in previous lessons; for example, <i>responsible, generous, kind.</i>
Learner's Book page 173 Audio Track 66	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Deal with unknown vocabulary by referring the learners to the pictures and asking what they can see. 2. Read the true or false questions in Part 1 and ensure the learners understand the statements. Encourage learners to listen to rather than read the story. 3. Play Part 1 once. Allow learners to peer check answers. Then play the track again. 4. Then repeat steps 1–3 for Part 2. <p>Feedback</p> <p>After peer checking, ask individual learners for answers. Encourage collaborative learning.</p> <p>Answers</p> <p>Part 1 a T; b F; c T Part 2 a F; b T; c F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read while they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to justify their answers. Learners write their own true or false questions for peers.
Learner's Book page 173	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the words in bold and ask learners to guess the meaning from the context. Some words may be more difficult to guess, for examples <i>claws</i>, so encourage learners to deduce meaning, for example: <i>How do you think the bird carried the money?</i> 2. Learners complete the activity alone. <p>Feedback</p> <p>Learners can check and compare their answers with peers before whole class check. Encourage collaborative learning.</p> <p>Answers</p> <p>a merchant; b palace; c eagle; d claws</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When learners have finished, ask them which words they have found the most difficult. Then ask them to choose a maximum of three words to write in their Vocabulary journal. They can draw a picture or write a definition to help them remember. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
<p>Activity Book page 135</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the first paragraph, then they reorder the remaining paragraphs. 2. Encourage learners to use intertextual clues; for example, paragraph 1 ends with a question, so the next paragraph must start with an answer. 3. Ask individual learners for answers and write these on the board to avoid misunderstandings. <p>Feedback</p> <p>Learners can complete the task in small groups before whole class check. Encourage collaborative learning.</p> <p>Answers</p> <p>1 A; 2 E; 3 D; 4 C; 5 B</p>
<p>Activity Book page 135</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the words in bold and ask learners to guess the meaning from the context. 2. Learners complete the activity alone. <p>Feedback</p> <p>Learners can check and compare their answers with peers before whole class check.</p> <p>Answers</p> <p>1 reward; 2 borrow; 3 debt</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 135</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Discuss the events of the story with the class. 2. In groups, learners discuss their answer and share their ideas with the rest of the class. 3. The class then vote for the most likely answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.</p> <p>(G5.3.1.1.3) Summarise the points made in an informational text and explain how each claim is supported by reasons and evidence.</p> <p>(G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of topics covered. Writing: To write about themselves using conjunctions. Speaking: To develop learners' ability to participate in conversations and talk about themselves.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 8–11 • revise vocabulary related to jobs and personal qualities • write about themselves and their achievements • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 11, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: Vocabulary from Unit 11, Lessons 8–11 Key expressions/structure: Expressions and structures from Unit 11, 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 174 Activity Book page 136		

UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play 'Story time'. Say the first line of the story 'The Ruler and the Gardener' – <i>One day, a merchant was walking down a country road.</i> 2. Nominate a learner (preferably a strong learner) to continue with the next part of the story. 3. This learner nominates someone to continue after he/she has finished. 4. Continue until the story has been told.
Resources	Main activity
Learner's Book page 174	<p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Run this as a group/team competition. <p>Feedback</p> <p>Learners write their answers on the board. Award one point for the person and correct job, two points if no other team had thought of this person.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 174	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the pictures if they don't remember Fearless Felix. 2. Learners complete the task in pairs. <p>Feedback</p> <p>Ask individual learners to write their answers on the board.</p> <p>Answers</p> <p>Learners' own answers based.</p>
Learner's Book page 174	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Write the conjunctions on the board and ask learners to think of some sentences to illustrate their meaning. 2. Learners complete the task alone. <p>Feedback</p> <p>Ask individual learners for the answers.</p> <p>Answers</p> <p>1 because; 2 so; 3 but; 4 and</p>
Learner's Book page 174	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Model the task by answering the question yourself; for example, <i>I wouldn't like to try skydiving because I'm afraid of flying.</i> Learners complete the task in pairs. 2. Encourage learners to extend their answers and use conjunctions to join their ideas. <p>Feedback</p> <p>Monitor, listening to learners and making notes of their performance while they are exchanging questions and answers.</p> <p>You may wish to set up some remedial work on the most common mistakes you have observed. Ask individual learners to share their answers with the class.</p>

	<p>Differentiation activities (Support):</p> <p>1. Allow learners to make notes before they speak.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners talk about other activities they would/wouldn't like to do.</p>
Activity Book page 136	<p>Vocabulary: Activity 1</p> <p>1. Learners complete Activity 1 alone.</p> <p>Feedback</p> <p>Learners can check their answers in pairs. Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 scientist; 2 writer; 3 artist; 4 business person; 5 caring</p>
Activity Book page 136	<p>Write: Activity 2</p> <p>1. Ask learners to think about the personal achievements they spoke about in Lesson 9.</p> <p>2. Give learners some time to look back at Lesson 9 if they wish before completing Activity 2 alone.</p> <p>Feedback</p> <p>Monitor and support as needed. Ensure learners are completing sentences logically after the conjunctions. Time permitting, ask each learner to read out their sentences to the class. Otherwise, learners compare answers in pairs. Were anyone's answers the same?</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <p>1. Allow learners to complete only the first part of the sentence. Assist them in completing the second part by asking prompting questions.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners ask their peers questions about what they wrote.</p>
Activity Book page 136	<p>Look what I can do!</p> <p>1. Guide learners to the <i>Look what I can do!</i> statements.</p> <p>2. Advise learners to read these and if they agree, put a tick in the box.</p> <p>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> <p>Feedback</p> <p>Self-reflection</p>
Resources	Plenary
Activity Book page 136	<p>1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?</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 (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. (G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify main ideas. Writing: To provide learners with practice of writing descriptions using a range of adjectives. Use of English: To consolidate use of previously learned structures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 11 • speculate and write about a famous person • link ideas with appropriate linking words • identify correct forms of modals of speculation and question tags.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and structures from Unit 11 21st Century Skills: <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 		
Key vocabulary: Vocabulary from Unit 11 Key expressions/structure: Expressions and structures covered in Unit 11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Unit 11, Lessons 1–12 		
Resources/equipment needed: Learner's Book page 175		

UNIT 11 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Lead a game of 'Never ending story'. Write the linking words <i>and, but, so, because</i> on the board. 2. Start the story by saying: I went to the shop yesterday BUT... Point to a learner (preferably a strong learner) and ask them to complete your sentence. 3. Ask that learner to start a sentence, choose a linker and nominate a learner to finish his/her sentence.
Resources	Main activity
Learner's Book page 175	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Show the picture of Lionel Messi and ask learners what they know about him. 2. Lead a running dictation with the text. If the layout of the classroom doesn't allow this, pair the learners and have one of the two dictate the text to their partner. 3 After learners have completed the dictation, refer them to the Learner's Book and ask them how many paragraphs and main ideas (headings) they can see (<i>four of each</i>). 4. Remind learners that they have to look for key words to help them match a paragraph and an idea. 5. Model the task by looking at the first heading (<i>When he was a child</i>). Ask learners what words they will look for to find a match; for example, <i>child, small, young</i>. Ask learners to scan the biography for the matching paragraph (B). 6. Learners complete Activity 1 alone. <p>Feedback</p> <p>Learners compare their answers with a partner, then check with whole class.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>A About Leo Messi; B When he was a child; C Leo and football; D Good things he's done</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners underline the key words in the text that helped them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can add any information about Leo Messi.
Learner's Book page 175	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask: <i>What kind of person do you think Leo Messi is?</i> Brainstorm previously taught adjectives to describe famous people. Write these on the board. Use Look-Say-Cover-Write-Check spelling. 2. Learners complete Activity 2 alone in their notebooks or on a piece of paper. 3. Remind learners to use a variety of adjectives in their sentences and encourage them to use modals of speculation as they are writing. <p>Feedback</p> <p>Monitor, praise and support as needed. Learners exchange writing. Select some learners to read their sentences to the class. Did anyone write the same impressions?</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Give learners the first few words of a sentence to get them started.		
	Differentiation activities (Stretch): 1. Learners can write about another famous person they choose.		
Learner's Book page 175	Use of English: Activity 3 1. Write this sentence on the board: <i>His name is Lionel Andrés, but everyone calls him 'Leo'.</i> Ask learners: <i>Which is the linking word? (but)</i> 2. Ask learners which other linkers they remember. 3. Learners complete the task by reading the text and choosing the correct word to fit the sentence. Feedback Choose learners to read out the complete sentences. Answers 1 so; 2 because; 3 but; 4 and		
Learner's Book page 175	Activity 4 1. Set this as a timed pairwork competition. Feedback Early finishers write the answers on the board as they complete the task. Answers 1 must; 2 might; 3 isn't she; 4 do; 5 haven't we		
	Differentiation activities (Support): 1. Learners write sentences with the option not used.		
	Differentiation activities (Stretch): 1. Learners write similar sentences for their peers.		
Resources	Plenary 1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit? Was there anything you disliked or found particularly challenging? Which learning achievement are you most proud of from this unit?</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information. (G5.4.2.1.1) Build on and continue applying concepts learned previously. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences. (G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and, but</i>).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read instructions. Speaking: To share information and opinions about special people. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Writing: To write about a (famous) person.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow instructions to prepare a presentation • exchange ideas and information about a (famous) person of their choice • write about a (famous) person • rehearse their presentation about a (famous) person.
Link to prior learning: <ul style="list-style-type: none"> • Reading and understanding biographies 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 176 Coloured pens/pencils A3 size paper (Project 1) Access to the Internet (Project 2)		

UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Start with a kinaesthetic 'Stand up if' activity based on the people they have read about. <ul style="list-style-type: none"> <i>Stand up if your favourite biography was about Jane Goodall.</i> <i>Stand up if your favourite biography was about Leo Messi.</i> <i>Stand up if your favourite biography was about Fearless Felix.</i> <i>Stand up if your favourite biography was about Sheikha Fatima.</i> Adapt these and add more to fit with the biographies read. Ask learners what they have enjoyed most in the unit. What new information have they learned? What words did they find the most interesting/useful/ difficult?
Resources	Main activity
Learner's Book page 176	<p>Choose a project: Stage 1</p> <ol style="list-style-type: none"> Explain to learners that they will work on one end-of-unit project. As Project 1 is more suited to learners who need more support, consider assigning projects instead of allowing learners to choose, but be careful how you do this. You might want to explain that in order to have a variety of projects you are giving each learner a special task just for them. Ideally, there should be an even number of learners on each project, but do not force a learner to work on a project if they are reluctant to do so. Project 1 is more suited to learners who need more support and who like to work in groups, while Project 2 is more suited to challenge stronger learners and/or learners who prefer to work alone.
Learner's Book page 176	<p>Project preparation: Stage 2</p> <p>Project 1: Special people</p> <ol style="list-style-type: none"> Learners work in groups of four or five. Give groups the necessary materials for the project. Tell learners to read and follow the steps of the project. Encourage them to use colours for the drawing section. <p>Project 2: Interview with a famous person</p> <ol style="list-style-type: none"> In groups, learners choose a famous person from their country they would like to interview. They can choose someone featured in previous lessons if they wish. In order to warm up the learners for the writing stage, direct learners to think about the questions they would like to ask. Make sure there is at least one question per interviewer. Prompt learners as needed; for example: <i>'What questions can you ask about this person's family? What can you ask if you want to know about their job?'</i> Tell learners to follow the steps outlined in the Learner's Book. This will help them organise their project. Learners work together to write the questions and research the answers. Encourage learners to practise the role-play before they perform in front of the class. <p>Feedback</p> <p>No open class feedback at this stage. Monitor and provide support as necessary. As each learner or group finishes, ask them to go back and check their work for spelling and punctuation. Another possibility is to ask learners to check each other's work.</p>

	Differentiation activities (Support): 1. When setting the task, allow these learners to look at the presentations and biographies they have read as a model.		
	Differentiation activities (Stretch): 1. (Project 2) Learners can prepare interviews with more than one famous person if they wish.		
Learner's Book page 176	Project preparation: Stage 3 1. Provide guidelines so that learners know how much they need to say / how long the presentation should be. The time allowed for each presentation depends on the number of learners in your class. 2. Remind learners of the language used to make questions, describe people and their achievements. 3. Ask them to rehearse their presentations. 4. Monitor, making a note of any issues with pronunciation. Feedback Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage.		
Resources	Plenary 1. Praise the learners for what they have achieved in the lesson. Discuss what they still need to do to be ready for their presentation.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion. (G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study. (G5.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources appropriate to the writer's purpose, needs of the audience, context, and culture.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write self-reflection stage.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a biography about a special person to their classmates • ask and answer questions about the presentations • read a selection of their classmates' biographies • reflect on their learning • reflect on their presentation and areas of development.
Link to prior learning: <ul style="list-style-type: none"> • Biographies and achievements • 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 learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • None needed. 		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		

UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

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

	<p>Differentiation activities (Support): Write the questions on the board so the learners have a reference point when writing their personal notes.</p>		
	<p>Differentiation activities (Stretch): Advise learners they can write as much or as little as they like and that if they prefer to use a mind map or equivalent, then that is acceptable as this information is only for their eyes.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Praise learners for the work they have delivered today. 2. Ask learners to stick their biographies onto the branches of the tree. These are the tree's new 'leaves'. 3. Space permitting, display the presentations of the 'special people' on paper on the floor. 4. Learners circulate and read their peers' work. 5. Advise them that this will help them decide how to improve their projects in the future. 6. If possible, leave the learner projects on display for a short while, then consider filing the projects, photos or scans of the work in learners' portfolios. Write the date on the work. 7. Ask learners to praise themselves for a job well done. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify the main events in a story. Speaking: To develop learners' ability to recount main events of a story. Reading: To develop learners' ability to understand the structure of a story. Writing: To develop learners' cohesion in writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to identify the problem and solution in a story • recount the main events of a story about a treasure • identify the main theme of a story about a treasure • complete sentences using appropriate conjunctions.
Link to prior learning: <ul style="list-style-type: none"> • Linkers 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>treasure, dig, character, setting, problem, resolution, ending</i> Key expressions/structure: Conjunctions: <i>if, and, but, so, when</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There might be some new vocabulary items in the text. Encourage learners to deduce the meaning of the words by looking at the context; for example: <i>What does a farmer do on his land? (dig)</i> 		
Resources/equipment needed: Learner's Book page 177 Activity Book page 137 Audio Track LB67		

UNIT 12 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they have a farm or have been on a farm. What can you find there? (<i>animals, trees</i>) 2. Ask them if they would like to work on a farm. Why? Why not? Focus on the idea of hard work.
Resources	Main activity
Learner's Book page 177 Audio Track LB67	<p>Listen and read: Activity 1 (Part 1)</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen and read about a treasure. Show a picture of a treasure or explain that a treasure is something that is hidden and has great value. Concept check by asking learners if they know any stories with treasures (for example, Ali Baba). 2. Focus the learners' attention on the sentences in the Story notes. Explain that most stories can be broken down into the components. 3. Ask learners to read the first sentence only and say how many people are in the story (<i>three</i>). Elicit/explain that these are the <i>characters</i> of the story. Ask learners to tell you where the story happens (a farm). Elicit/explain that this is the <i>setting</i>. Tell learners the first sentence is the <i>beginning</i> of the story and elicit/explain what we say when the story finishes (<i>ending</i>). Write the words <i>characters, setting</i> and <i>ending</i> on the board. 4. Say you will play the first part of the audio only so learners should complete the notes for sentences 1–3. Play Part 1 once. Encourage learners to cover the text and not to read if they can understand by just following the Audio Track. 5. Ask learners to check their answer to questions 1–3 in pairs. Then play Part 1 again. 6. Ask learners about the meaning of the words in blue. <p>Feedback</p> <p>Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners what they think the answer to question 4 is.</p> <p>Answers</p> <p>1 the man and his two sons; 2 the farm; 3 the man is old / the trees are dying</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the story while they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say what else they remember from Part 1.
Learner's Book page 177 Audio Track LB67	<p>Listen and read: Activity 1 (Part 2)</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to and read Part 2. 2. Focus the learners' attention on question 4. 3. Play Part 2 once. Encourage learners to cover the text and not to read if they can follow the Audio Track. 4. Ask learners to check their answer to question 4 in pairs. Then play Part 2 again.

	<p>Feedback</p> <p>Whole class feedback. Write the answer on the board. Mime or explain any unknown words. Ask learners if their predictions were right.</p> <p>Answers</p> <p>4 the sons worked hard (together) on the land; that the trees are beautiful again</p> <p>Differentiation activities (Support):</p> <p>1. Learners say which was their favourite part of the story.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners retell the main events of the story.</p>
Learner's Book page 177	<p>Talk: Activity 2</p> <p>1. Write on the board: <i>The man worked all day but ...</i> Ask the learners to finish the sentence: <i>his sons were lazy</i>. If learners don't know the answer, refer them to the text.</p> <p>2. Refer learners to the Use of English box and draw learners' attention to the conjunctions in blue in the text.</p> <p>3. In pairs, learners use the cues to talk about the events of the story.</p> <p>Feedback</p> <p>Monitor, listening to learners' interactions and noting strong points and mistakes for remedial work. Nominate learners to say their answers to the class.</p> <p>Answers</p> <p>1 a farm 2 he saw the trees dying 3 they looked for it 4 they didn't find anything 5 they went to their father</p>
Activity Book page 137	<p>Crossword: Activity 1</p> <p>1. Learners complete the crossword in pairs or small groups.</p> <p>Feedback</p> <p>Allow learners to share answers and work together. Display the crossword and answers on the board.</p> <p>Answers</p> <p>Down: 1 characters; 3 farm; 6 ending Across: 2 treasure; 4 setting; 5 problem; 7 dig</p>
Activity Book page 137	<p>Use of English: Activity 2</p> <p>1. Learners complete the task in pairs.</p> <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 but; 2 and; 3 if; 4 so; 5 when</p>
Resources	<p>Plenary</p> <p>1. Do the learners think the man was clever? Do they agree the farm was the treasure?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.3.1.1.4) 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.</p> <p>(G5.3.1.1.6) Make predictions about what will happen next drawing on specific details in the text.</p> <p>(G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about the moral of a story. To roleplay a story. Reading: To develop learners' ability to predict information, understand the main theme of a text as well as details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict the content of a story based on images • identify the main theme of a story with a moral • read and find specific information to demonstrate comprehension of a story • talk about a story with morals • roleplay a story they have read.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling 21st Century Skills: <ul style="list-style-type: none"> • Introduce the concept of how to be a critical thinker 		
Key vocabulary: <i>moral, sensible</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 might not know what to say in the role-play. Be prepared with prompts and/or allow the learners to refer to the story in their Learner's Book. 		
Resources/equipment needed: Learner's Book page 178 Activity Book page 138 Dictionaries		

UNIT 12 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play 'Truth or lie'. Tell the learners that you will tell the story of the farmer and his sons. If what you say is false, the learners must jump up and correct you. 2. Start by saying: <i>Once there was a man with a big farm and two daughters. (False - he had two sons.)</i> 3. Nominate learners to continue the game.
Resources	Main activity
Learner's Book page 178	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Write the word <i>moral</i> on the board. Ask learners if they know what it means. If they don't, refer them to the Vocabulary box in their Learner's Book. 2. Discuss the questions as a group.
Learner's Book page 178	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and write three things they think they will find in the story. 2. Refer learners to the Reading strategy box. Explain that predicting will help them understand the story better. 3. Learners read the story in silence. <p>Feedback</p> <p>Ensure learners have written their predictions before they read.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write only one prediction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners justify their predictions.
Learner's Book page 178	<p>Activity 3</p> <ol style="list-style-type: none"> 1. After learners have read the text they try to find their predictions in the text. 2. They discuss with a partner if their predictions were right. 3. Ask learners to re-read the text and identify any new words. Ask them to work out the meaning of any new words from the context. <p>Feedback</p> <p>Nominate one speaker from each pair to report back to the class on whether their predictions were right.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to look up the new words in the dictionary. Then, they copy three words that they find most difficult in their Vocabulary journal along with the definitions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of an alternative ending.

Learner's Book page 178	<p>Activity 4</p> <ol style="list-style-type: none"> Learners complete the task in pairs. Check the answers as a class. <p>Feedback</p> <p>In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use.</p> <p>Answers</p> <p>1 c; 2 b</p>
Learner's Book page 178	<p>Role-play: Activity 5</p> <ol style="list-style-type: none"> Put learners in groups of two or three. Assign roles: if groups of three, one learner is the narrator. Allow learners some time to think about what they're going to say. They can make notes if they wish. Learners roleplay the story in pairs/groups. <p>Feedback</p> <p>Monitor, listening to learners' interactions and noting strong points and mistakes for remedial work. Nominate learners to perform in front of the class at the end.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can be the narrator and read the text from their Learner's Book. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners close their books and act out the dialogue from memory.
Activity Book page 138	<p>Read: Activity 1</p> <ol style="list-style-type: none"> As a group, decide and tick the strategies which will help them find specific information in a story. Learners complete the reading task alone. They can then compare answers. <p>Feedback</p> <p>Nominate learners for answers.</p> <p>Answers</p> <p>Reading strategy: a & b Activity 1: Picture b</p>
Activity Book page 138	<p>Activities 2–3</p> <ol style="list-style-type: none"> Learners complete the reading tasks alone. They can then compare answers. <p>Feedback</p> <p>Nominate learners for answers.</p>

	Answers		
	Activity 2 1 To have a snack. 2 He lost it. 3 How much money Ahmed had. / If they had found the money. 4 He shared his money. Activity 3: being kind		
	Differentiation activities (Support):		
	1. Learners underline the answers to Activity 2 in the text.		
	Differentiation activities (Stretch):		
	1. Learners retell the story to a partner.		
Resources	Plenary		
	1. Discuss Saif and Ali's actions. Who was right? Do they think Ali helped Saif? Why? Why not?		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.3.1.1.4) Summarise or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in discussing morals and characters. Reading: To develop learners' ability to understand the main theme of a text and describe characters. Writing: To give learners practice in using negative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • analyse the moral of a story and the main characters • discuss stories with morals and how they can help us in life • write descriptions of their peers' characters using positive and negative adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Morals of stories, describing characters 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>disrespectful, unkind, unfriendly, dishonest, unhappy</i> Key expressions/structure: Prefixes <i>un-</i> , <i>dis-</i> to make negative adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be challenged by the prefix task. Encourage them to look for the answers in the text and also use their dictionaries. 		
Resources/equipment needed: Learner's Book page 179 Activity Book page 139 PCM 6 Dictionaries		

UNIT 12 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a trick by handing a book to one of the learners then quickly pulling your hand and the book away just as the learner is about to take the book from you. Make sure this is done in a playful way. 2. Ask the learners what they think you did. (<i>You played a trick on [name].</i>)
Resources	Main activity
Learner's Book page 179	<p>Talk about it: Activity 1</p> <p>Discuss with a partner whether you like playing tricks on people, and what tricks you play.</p>
Learner's Book page 179	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the story alone and match one of the morals with the story. 2. They discuss their choices with a partner. <p>Feedback</p> <p>Nominate one speaker from each pair to report back to the class on whether their choices were the same. Then give the answers.</p> <p>Answers</p> <p>b Be honest.</p>
Learner's Book page 179	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Read the statements and ensure the learners understand the words. 2. Learners complete the task alone, then compare with a partner. <p>Feedback</p> <p>In order to do this activity, learners have to read, analyse and find the key ideas. Ask them to explain what they did. This helps them to become aware of the strategies they use. Ask learners to correct false statements.</p> <p>Answers</p> <p>a T; b F; 3 T; 4 F</p>
Learner's Book page 179	<p>Word study: Activity 4</p> <ol style="list-style-type: none"> 1. Write on the board <i>un</i> and <i>dis</i>. Tell learners to look at the words in blue and write them under the appropriate heading. 2. Circle the <i>un</i> in <i>unkind</i> and <i>dis</i> in <i>dishonest</i>. Ask learners how the prefixes change the meaning of the adjectives (<i>they make the meanings negative / the opposite</i>). 3. Learners complete the task in pairs. <p>Feedback</p> <p>Check the answers as a class. Write the answers under the appropriate prefix. Ask learners to answer the question in the <i>Language detective</i> box (<i>the prefixes make an adjective negative</i>).</p> <p>Answers</p> <p>1 unhappy; 2 unkind; 3 dishonest</p>

Learner's Book page 179	<p>Activity 5</p> <p>1. Learners complete the task in pairs using their dictionaries as needed.</p> <p>2. Check the answers as a class.</p> <p>Feedback</p> <p>Write the answers under the appropriate prefix heading on the board.</p> <p>Answers</p> <p>1 disrespectful; 2 unfriendly; 3 unkind; 4 unhappy; 5 dishonest</p> <p>Differentiation activities (Support):</p> <p>Ask learners to look up the new words in the dictionary. They then copy three words that they find most difficult in their Vocabulary journal along with the definitions.</p> <p>Differentiation activities (Stretch):</p> <p>Learners think of other negative adjectives using these prefixes.</p>
Activity Book page 139	<p>Word study: Activity 1</p> <p>1. Learners complete the task in pairs or groups. Set this activity as a competition with a time limit.</p> <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 unfriendly; 2 unkind; 3 unhappy; 4 dishonest; 5 disrespectful</p>
Activity Book page 139 PCM 6	<p>Write and talk: Activities 2 and 3</p> <p>1. Learners complete Activity 2 alone. Monitor and help as needed. Encourage learners to tick off the negative adjectives as they use them in sentences.</p> <p>2. Have early finishers write their sentences on the board.</p> <p>3. After learners have finished writing, have them tell their partners their sentences. This can be extended to partners joining another pair to compare sentences.</p> <p>Feedback</p> <p>If time, conduct the 'Find someone who' (PCM 6) photocopiable activity.</p>
Resources	<p>Plenary</p> <p>1. Discuss the morals of the stories as a whole class. Can learners think of other situations in life where these morals are good?</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: (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.3.1.1.4) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme. (G5.3.4.2.3) Apply knowledge of prefixes (e.g. <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i>), suffixes (e.g. <i>-er</i> , <i>-est</i> , <i>-ful</i>), roots, word patterns and known words to determine word meanings.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice in listening for gist. Speaking: To give learners practice in discussing stories. Writing: To give learners practice in writing in the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to an anecdote and understand the sequence of events • compare and contrast a story with a moral and a personal anecdote • discuss stories with morals and how they can help us in life • complete sentences about past events to tell a personal story.
Link to prior learning: <ul style="list-style-type: none"> • Describing past events 21st Century Skills: <ul style="list-style-type: none"> • Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>camping, scorpion, desert, noise, scared, sand</i> Key expressions/structure: <i>Past simple</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners must use the past simple to recount a personal story. Although learners have already covered this language point, be prepared to do a quick review of the past simple as needed. However, this should not become the focus of the lesson. 		
Resources/equipment needed: Learner's Book page 180 Activity Book page 140 Audio Track LB68		

UNIT 12 LESSON 4 TASKS/ACTIVITIES

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


Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game. Mime an action from one of the previous lessons and have learners guess who you are and what you're doing. For example, mime 'dig' (<i>the farmer's sons</i>). 2. Nominate learners to continue the game. If they can't remember an action, have some ready; for example, 'read' (<i>Saif</i>); 'play' (<i>Ali</i>).
Resources	Main activity
Learner's Book page 180	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they go camping in the desert. 2. Elicit animals you can find in the desert (snakes, scorpions) and which ones they have seen.
Learner's Book page 180	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a story. Focus on the <i>Listening strategy</i> box and ask learners how the advice might help them in this case, (anticipate what the story is about, the vocabulary they will hear). Predicting content from questions and pictures helps learners to anticipate the kind of information and vocabulary they will find in a reading or listening text. This knowledge helps learners approach the text in a more relaxed way. 2. Ask them to look at the pictures and say what they think the story might be about. Encourage them to explain their answers. Use the pictures to clarify any target vocabulary; for example, <i>sand, noise, scared</i>. 3. In pairs, ask learners to try to work out what the story is about. <p>Feedback</p> <p>Elicit some possible orders from the pairs and write these on the board.</p>
Learner's Book page 180 Audio Track LB68	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Play the recording once and check who had the correct order. <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>e; b; d; c; a</p>
Learner's Book page 180	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Have the learners look at the sentences first and guess which words complete the gaps. They discuss their choices with a partner. 2. Play the Audio Track once. <p>Feedback</p> <p>Nominate learners for answers. If time, have a running dictation with Amal's story.</p> <p>Answers</p> <p>1 camping; 2 desert; 3 noise; 4 scared; 5 scorpion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create different gapped sentences for their peers.

Learner's Book page 180	<p>Talk: Activity 5</p> <p>1. Ask learners if they remember Hamad's story. Ask them to remember the trick he played.</p> <p>2. Discuss the question as a whole class.</p> <p>Feedback</p> <p>In order to do this activity, learners have to think about the difference between a story with a moral and a personal story.</p> <p>Answers</p> <p>Hamad's story had a moral, Amal's story tells us about what happened to her.</p>		
Activity Book page 140	<p>Write: Activity 1</p> <p>1. Learners complete the task in pairs or groups.</p> <p>Feedback</p> <p>Have one person from each pair/group read out their sentence so the story is told in sequence. If time, have the learners act out the story.</p> <p>Answers</p> <p>1 The family drove to their farm.; 2 They had a picnic.; 3 The boys played football.; 4 The heard something in the trees.; 5 They saw their sisters laughing and making the noise.</p>		
	<p>Differentiation activities (Support):</p> <p>1. Learners refer to a verb chart for irregular past tenses.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners write their own personal story.</p>		
Resources	<p>Plenary</p> <p>1. Have learners ever had a similar experience? Encourage learners to share their personal story with the class.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media.</p> <p>(G5.3.2.1.2) Identify and describe the purpose and organisational structure of stories and personal recounts; describe the differences between them.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give learners practice in talking about personal experiences. Writing: To give learners practice in writing descriptions of incidents and recounts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • interact and tell each other about past experiences using the past continuous tense • write about a personal experience using past simple, past continuous and sequencers.
Link to prior learning: <ul style="list-style-type: none"> • Describing past events 21st Century Skills: <ul style="list-style-type: none"> • Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>first, next, after, finally</i> Key expressions/structure: Past simple and past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse past simple with past continuous. Use graphic representations to contrast the tenses, such as the time line suggested below. You can also have the learners act out a situation: some learners do the action in progress and others do the action that interrupts. 		
Resources/equipment needed: Learner's Book page 181 Activity Book page 141		

UNIT 12 LESSON 5 TASKS/ACTIVITIES

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

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

Learner's Book page 181	<p>Talk: Activity 4</p> <p>1. Have the learners tell each other their stories in pairs or small groups. Encourage them to tick off the answers to the questions as they include them in their story as well as the sequencers <i>first, next, after, finally</i>.</p> <p>2. Monitor, listening to learners' interaction. Take notes of common mistakes for remedial work.</p> <p>Feedback</p> <p>Go through any of the common mistakes you heard with the class.</p>		
Activity Book page 141	<p>Use of English: Activity 1</p> <p>1. Learners complete the task alone.</p> <p>Feedback</p> <p>Nominate learners to write the answers on the board.</p> <p>Answers</p> <p>1 were running, called; 2 were playing, heard</p>		
Activity Book page 141	<p>Write: Activity 2</p> <p>1. Learners complete the task alone.</p> <p>2. Have learners exchange stories in small groups.</p> <p>Feedback</p> <p>Have learners use the checklist to assess each other's work.</p> <p>Differentiation activities (Support):</p> <p>1. Learners highlight examples of the target language in each other's work.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners correct / suggest ways of improving each other's work.</p>		
Resources	<p>Plenary</p> <p>When learners have finished, ask each group to vote for the most interesting anecdote.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.3) Talk, interact, or ask about past experiences using the past continuous tense.</p> <p>(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.</p> <p>(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>.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To give learners practice in writing stories with a lesson. Reading: To give learners practice in reading and completing a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a story with a lesson using an appropriate organisational structure • read and complete a story with accurate punctuation.
Link to prior learning: <ul style="list-style-type: none"> • Stories that teach a lesson 21st Century Skills: <ul style="list-style-type: none"> • Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills 		
Key vocabulary: N/A Key expressions/structure: Direct and indirect speech punctuation, e.g. speech marks, question and exclamation marks, commas		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The rules of punctuation for indirect speech might be challenging. Scaffold acquisition of this learning point by raising learners' awareness to the existence of punctuation, then have them identify punctuation and finally have them produce correct punctuation. 		
Resources/equipment needed: Learner's Book page 182 Activity Book page 142		

UNIT 12 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Elicit from learners the different stories and characters they have read so far. Accept only one or two answers. Divide the class into two teams. Give each team a blank piece of paper. Have them write the names of as many stories and characters as they can remember. Have the teams swap papers and check each other's answers. The team with the most correct answers wins.
Resources	Main activity
Learner's Book page 182	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Run this as a kinaesthetic activity and say: <i>Stand up if your favourite character was Amal. Stand up if your favourite character was Saif. Stand up if your favourite character was Ali.</i> etc. When learners stand up, ask them to say why this was their favourite character.
Learner's Book page 182	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Write '<i>Saif! Please help me!</i>' cried Ali. on the board and highlight the punctuation in the sentences using coloured pens. Ask one learner to underline on the board what Ali actually said. Then refer to the example cartoon and draw attention to the fact that just the words the person said are in the bubble. Learners complete the task alone then compare answers with a partner. <p>Feedback</p> <p>Assign roles to learners and have them say the words they have written in the speech bubble.</p> <p>Answers</p> <p>You didn't you listen to me.</p>
Learner's Book page 182	<p>Read and write: Activity 3</p> <ol style="list-style-type: none"> Ask learners to look at the explanation and examples in the <i>Writing tip</i> box. Ask learners to look at the punctuation marks in the sentences and how they are used. Learners punctuate sentences a–d alone, then check with a partner. After checking their punctuation, learners use the sentences to complete the story. <p>Feedback</p> <p>Display the correct answers on the board to avoid misunderstandings.</p> <p>Answers</p> <p>a 'You must stay there until you get thin again.' b 'Where can I find something to eat?' he cried to himself. c 'Marvellous!' he said. d 'Tee-hee-hee!' 1 b; 2 c; 3 d; 4 a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners look for more examples of punctuation by looking back at the stories in previous lessons. Learners circle the punctuation marks they find.

	Differentiation activities (Stretch): 1. Learners write indirect speech sentences for the personal story they wrote in Lesson 5.		
Learner's Book page 182	Talk: Activity 4 1. Learners discuss possible answers in small groups and then as a whole class. Feedback One spokesperson for each group shares the group's conclusion with the class and justifies their answer. If learners are having trouble expressing their ideas, write three possible lessons you can learn on the board and have them choose the correct one. Answers Think before you act.		
Activity Book page 142	Write: Activity 1 1. Tell learners that they are going to write a short story that teaches a lesson. 2. Learners work in pairs or small groups and follow the steps outlined to organise their work. 3. Refer learners to the <i>Writing tip</i> box to remind them how to use direct speech in their story. Feedback Monitor and support as needed. When learners have finished writing the story, they read it to the class and/or display it on the walls. The class guesses what lesson the story teaches.		
	Differentiation activities (Support): 1. Learners illustrate the pair's/group's story.		
	Differentiation activities (Stretch): 1. Learners correct / suggest ways of improving each other's work.		
Resources	Plenary 1. Ask learners which story they preferred. Why?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G5.4.1.1.4) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters and actions, and using appropriate organisational structure and text features modelled by the reading texts; organise ideas into a beginning, middle and ending. (G5.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of cohesion. Writing: To write about actions in progress in the past. Speaking: To provide learners with an opportunity to participate in discussions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 1–6 • revise vocabulary related to storytelling, morals and personal anecdotes • discuss morals and lessons in life • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 12, Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • Introduce creative thinking activities to learn to share and respect all ideas 		
Key vocabulary: Vocabulary from Unit 12, Lessons 1–6 Key expressions/structure: Expressions and structures from Unit 12, 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 183 Activity Book page 143		

UNIT 12 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game about 'What I was doing at 8 pm last night'. Demonstrate the task by miming 'reading'; learners must say: <i>You were reading</i>. 2. Nominate learners to come to the front of the class and mime an action. If learners do not know what to mime, have some easy actions ready; for example, <i>eat, sleep, drink, watch TV, dig, swim</i>.
Resources	Main activity
Learner's Book page 183	<p>Storytelling: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the picture and describe the people in it. Refer learners to the clock and point out that the scene was at 8 pm last night. 2. Look at each person and discuss with the class what they were doing. 3. Do a quick revision of past continuous and ask a stronger learner to peer teach the class. Learners can use the Use of English box to help them. 4. Ask learners to complete Activity 1 alone. Monitor for accuracy. <p>Feedback</p> <p>Early finishers write their sentences on the board then read them out in whole class feedback. Ask if anyone has written anything different.</p> <p>Answers</p> <p>1 The boy was reading a book; 2 The mother was talking on the phone; 3 The father was watching TV; 4 The girls were playing</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to underline the past continuous verbs in their sentences.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add a past simple sentence to indicate what action interrupted the family.
Learner's Book page 183	<p>Linking words: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners which linking words they remember. Write them on the board. 2. Model the task by writing a gapped sentence of your own on the board. For example: <i>I like swimming _____ I don't like tennis very much.</i> 3. Learners complete the task alone. <p>Feedback</p> <p>Learners check answers with a partner before whole class feedback. Nominate learners for answers.</p> <p>Answers</p> <p>1 but; 2 if; 3 so; 4 and; 5 when</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing linker.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write more gapped sentences for their peers.

Learner's Book page 183	Talk: Activity 3 1. Learners work in small groups. Allow enough time for them to discuss the questions. Feedback Ask one spokesperson from each group to report the group's answers back to the class. If time, allow groups to debate the answers.
Activity Book page 143	Write: Activity 1 1. Learners complete the task alone. Feedback Learners compare answers with a partner. They then feed back to the class if their families were doing the same things last night. Decide on what most families were doing at 8 pm last night.
Activity Book page 143	Activity 2 1. Learners complete the task with a partner. Feedback Nominate learners for answers. Write them on the board. Answers dishonest; unkind; unhappy; unfriendly
Activity Book page 143	Activity 3 1. Learners complete the task with a partner. 2. Remind learners there is one extra adjective they will not need. Feedback Nominate learners for answers. Answers 1 dishonest; 2 unhappy; 3 unkind; 4 unfriendly
Resources	Plenary
Activity Book page 143	1 Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

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

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To give learners practice in reading short texts and analysing the language and structure. Writing: To give learners practice in writing short texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a postcard and understand the language and structure used • write a postcard using the appropriate language and organisational structure.
Link to prior learning: <ul style="list-style-type: none"> • Writing short anecdotes. Punctuation. 21st Century Skills: <ul style="list-style-type: none"> • Introduce learning to articulate thoughts and ideas through English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>greeting, message, address, sign off, signature</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Postcard messages must be short and learners might be tempted to write full sentences. Draw their attention to the <i>Writing tip</i> box and set a word limit when they write their postcard. 		
Resources/equipment needed: Learner's Book page 184 Activity Book page 144 Realia: Postcards For running dictation: text of postcard in Learner's Book x 5 posted on walls around the classroom		

UNIT 12 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 184	<ol style="list-style-type: none"> Show examples of postcards to learners. Ask: <i>What are these? Why do people write postcards? (To show your friends and family a picture of the place you are in; to describe the place you are in; to let your friends and family know that you are thinking of them.)</i> Do a running dictation with the postcard text. Remind learners that they must use correct punctuation. When learners have finished dictating and writing the text, they compare their text with the text on page 184. <p>Feedback Ask learners if they wrote everything correctly. Which words were difficult?</p>
Resources	Main activity
Learner's Book page 184	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Discuss the questions as a whole class. Point out that postcards can tell a story, but it must be very short. Ask learners if they know where postcards come from. Refer learners to the <i>Amazing fact</i> box. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to choose the role they are more comfortable in during the running dictation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pair stronger learners with weaker peers so they can support their partner as needed.
Learner's Book page 184	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Ask learners to skim read the postcard text and match it to one of the pictures. Ask learners where the other two pictures are. <p>Feedback Nominate learners for answers and ask why.</p> <p>Answers</p> <p>Picture B</p>

<p>Learner's Book page 184</p>	<p>Activity 3</p> <p>1. Ask learners to read more carefully and answer the questions. Allow learners to work in pairs.</p> <p>Feedback</p> <p>Go through the parts of the postcard. Brainstorm with learners other greetings or sign offs; for example, <i>Hello, Hi, Hugs, Bye for now</i>. Write these on the board. Ask learners where the address goes (<i>on the right</i>) and ask what they notice about the text (<i>the sentences are very short, no articles</i>). Refer learners to the <i>Writing tip</i> box. Ask learners what they notice about the signature (<i>no surname</i>).</p> <p>Answers</p> <p>1 Amal; 2 The Kelly Family; 3 Oman; 4 Hot and sunny; 5 Hotel is lovely, food is delicious</p> <p>Differentiation activities (Support):</p> <p>1. Learners underline the answers in the postcard.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners re-write the postcard with alternative greetings and sign offs.</p>						
<p>Activity Book page 144</p>	<p>Useful language: Activity 1</p> <p>1. Refer learners to the phrases they brainstormed from Activity 3 in the Learner's Book. Do any of the phrases match the phrases in their Activity Book Activity 1?</p> <p>2. Learners work in pairs to categorise the phrases.</p> <p>Feedback</p> <p>Display the table on the board and have early finishers write their answers in the correct box.</p> <p>Answers</p> <table border="1" data-bbox="432 1225 1484 1430"> <thead> <tr> <th>Greeting</th> <th>Message</th> <th>Sign off</th> </tr> </thead> <tbody> <tr> <td>Hi everyone, Greetings from sunny Oman</td> <td>Weather lovely, Having a great time, Hotel is fantastic!</td> <td>Best wishes, Wish you were here Lots of love, Love, See you soon</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <p>1. Learners categorise the phrases brainstormed from Activity 3 in the Learner's Book.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners suggest alternative greetings and sign offs.</p>	Greeting	Message	Sign off	Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon
Greeting	Message	Sign off					
Hi everyone, Greetings from sunny Oman	Weather lovely, Having a great time, Hotel is fantastic!	Best wishes, Wish you were here Lots of love, Love, See you soon					
<p>Activity Book page 144</p>	<p>Write: Activity 2</p> <p>1. Refer learners to the questions to help them prepare their postcards.</p> <p>2. Learners complete the task alone.</p> <p>Feedback</p> <p>Ask learners to exchange postcards and peer correct. If possible, have learners write their postcards on a piece of paper and display these in class.</p>						

Learner's Book page 184	<p>Talk: Activity 4</p> <p>1. Encourage learners to share their experience of sending/receiving postcards. If they don't send or receive postcards, ask them to imagine they did.</p> <p>2. Elicit the types of postcards you can receive, for example postcards showing famous sights, postcards of scenery, postcards of animals. They discuss in small groups which ones they like best.</p> <p>Feedback</p> <p>Discuss the questions as a class.</p>		
Resources	<p>Plenary</p> <p>Discuss which postcard they preferred from the ones they read in 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
<p>Standards/SLOs:</p> <p>(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.</p> <p>(G5.3.1.1.7) Read and respond to letters, postcards, and emails setting out plans and making predictions for the future.</p> <p>(G5.4.1.1.5) Write simple instructions, lists, messages and captions for specific purpose and audience.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To provide learners with practice in developing oral fluency. Reading: To develop learners' ability to understand details and characters. Writing: To give learners practice in guided writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recount a time when they had to complete a big task confirm or correct facts about a story and compare and contrast the characters write a story using picture prompts.
Link to prior learning: <ul style="list-style-type: none"> Stories with a lesson. Past simple for narration. 21st Century Skills: <ul style="list-style-type: none"> Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: <i>messy, untidy, to tidy, to clean up, T-shirt</i> Key expressions/structure: N/A		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The reading questions require learners to go beyond the text and use critical thinking skills to comprehend the underlying lesson. Guide learners through the process by personalising the situation and asking learners to refer to their own experience. 		
Resources/equipment needed: Learner's Book page 185 Activity Book page 145		

UNIT 12 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners if they have big jobs to do; for example, <i>help with the housework, look after their brother or sister.</i> 2. Discuss with learners if they enjoy doing big jobs. Why? Why not? Elicit different attitudes to doing big jobs. Some learners might say they get the job done straight away, others might say they look for help, others might admit they just don't do it.
Resources	Main activity
Learner's Book page 185	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the questions in small groups. <p>Feedback</p> <p>Ask learners how they feel when they have a lot of homework. As in the starter, elicit different attitudes to homework.</p>
Learner's Book page 185	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read about two sisters and their homework. Refer learners to the title and the picture of the cake. What do they think the story is about? 2. Learners read the story and answer the true/false questions. <p>Feedback</p> <p>Nominate learners for the answer. Focus in particular on question d and ask learners if this is a good lesson. Why?</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>a T; b F; c F; d T</p>
Learner's Book page 185	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Have the learners discuss the questions in small groups. <p>Feedback</p> <p>Nominate one spokesperson from each group to report back to the class. Encourage critical thinking by focusing in particular on the difference between the two characters and why learners think this is a good lesson.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>a Yes – she did her homework slowly, one lesson after another, and finished it; b No – she thought there was too much homework so she didn't start it</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to underline the answers in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners role play the story.

Learner's Book page 185	Talk: Activity 4		
	1. Give learners time to make some notes before they speak. 2. Have learners share their stories in small groups. Monitor and support as needed. Make a note of any areas requiring remedial work.		
	Feedback In whole group feedback, ask the groups which was the most interesting story.		
Activity Book page 145	Differentiation activities (Support):		
	1. Learners read their notes when telling their story.		
	Differentiation activities (Stretch):		
Resources	1. Learners recount the story of one of their peers.		
	Write: Activity 1		
	1. Discuss the pictures with the learners and elicit/brainstorm target vocabulary (<i>messy, untidy, to tidy, to clean up, T-shirt</i>). 2. Have learners complete the story in pairs. Monitor and support as needed.		
	Feedback Nominate learners for answers and allow different answers provided they are a logical way to complete the sentence.		
	Answers Possible answers 1 untidy / messy; 2 clean / tidy up; 3 'Little by little'; 4 gave him a T-shirt (that said 'Little by Little')		
	Differentiation activities (Support):		
	1. Provide learners with key words to complete the gaps.		
	Differentiation activities (Stretch):		
	1. Learners expand the story and write additional lines.		
	Plenary		
	1. Ask the learners if they would like to receive a gift that said 'Little by Little'. What gift would that be?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.1.1.2) Consolidate from Grade 4 the ability to interact using the present simple to talk about habits and routines, and the past simple to talk about past events or experiences; ask <i>wh-</i> questions about past events.			
(G5.3.1.1.5) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot.			
(G5.3.1.1.8) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.			
(G5.4.1.1.2) Write descriptions of incidents and recounts linked to personal experience or familiar events.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Listening: To develop learners' ability to distinguish sounds.</p> <p>Reading: To develop learners' ability to predict missing words based on context.</p> <p>Writing: To give learners practice in spelling words accurately.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for rhyming words • think about possible rhyming words based on context • write rhyming words which do not look the same.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Poems and rhyming words <p>21st Century Skills:</p> <ul style="list-style-type: none"> • N/A 		
<p>Key vocabulary: <i>rhyme, nose, toes, rose, tree, bee, chair, hair, bear</i></p> <p>Key expressions/structure: Rhyming words: <i>you, two, zoo</i>, etc.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 186</p> <p>Activity Book page 146</p> <p>Audio Track LB69</p> <p>Flashcards (optional)</p>		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know any poems. Elicit the fact that poems rhyme. 2. Allow learners to say a poem if they know one, even a nursery rhyme.
Resources	Main activity
Learner's Book page 186 Audio Track LB69	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to listen to a poem about stars. Ask learners to look at the words in bold. Write these on the board. Clarify any unknown words. 2. Refer learners to the <i>Listening strategy</i> box and brainstorm words learners know which rhyme with the words in bold. Write these on the board under the corresponding word in bold. 3. Play the Audio Track once. Learners write the missing words alone. Have learners compare their answers in pairs. 4. Play the Audio Track again before feedback. <p>Feedback</p> <p>If the answer is one of the words already brainstormed in step 2, nominate a learner to circle the correct rhyming word. Otherwise, write the rhyming word under the matching word in bold.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 bright; 2 day; 3 of; 4 why; 5 you</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of alternative rhyming words that could fill the gap.
Learner's Book page 186	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Have the learners discuss question 1 in small groups. Encourage creative answers. 2. Learners read one line of the poem each then alternate roles. <p>Feedback</p> <p>Encourage learners to stand up and recite the poem using facial expressions and gestures.</p>
Activity Book page 146	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. (OPTIONAL) Cut out the pictures in Activity 1. You may want to enlarge the pictures on a copier to make them easier to see. Glue each picture to an index card or copy the pictures onto card stock. Present learners with two pictures and say their names aloud. If the pictures rhyme, learners give a thumbs up, if they don't, students give a thumbs down. 2. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity. <p>Feedback</p> <p>Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 zoo-two; 2 nose-toes-rose; 3 tree-bee; 4 chair-hair-bear</p>

	Differentiation activities (Support): 1. Say the words for the learners to help them identify rhyming words.		
	Differentiation activities (Stretch): 1. Create pairs of index cards with rhyming pictures and distribute them randomly to learners. Have learners stand up one at a time with their cards and say, <i>Who rhymes with _____</i> . The learner who has the rhyming picture should stand up and say, <i>I have _____</i> . <i>I rhyme with _____</i> .		
Activity Book page 146	Activity 2 1. Learners complete Activity 2 alone. You can run this as a competition. Feedback Ensure the learners understand they must start with the word NEW. Nominate learners to say the next rhyming word in the chain. Answers NEW - BLUE - YOU - TWO - ZOO		
Resources	Plenary 1. Divide the class into two teams. You say a word. Give the teams 10 seconds to write as many rhyming words they can think of. The team with the most rhyming words wins. 2. You can also run this as a hot seat game, with one learner in the ‘hot seat’ saying the words for which peers have to find rhymes.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1) Listen to multi-step instructions, monologues, and dialogues of about six exchanges on familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills. (G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (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. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to complete missing words based on context. Writing: To give learners practice in writing poems.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • think about possible rhyming words based on context • complete a poem using suggested rhyming words.
Link to prior learning: <ul style="list-style-type: none"> • Poems and rhyming words 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>grass, cup, sad, laugh, go</i> Key expressions/structure: Rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might try to focus on the spelling of words to determine whether they rhyme. Remind learners that rhyming words may not always look the same and draw their attention to examples in the poem and <i>Language tip</i> box. 		
Resources/equipment needed: Learner's Book page 187 Activity Book page 147		

UNIT 12 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they remember the poem (<i>Stars</i>) they read in Lesson 10. 2. Prompt them with the first line of the poem.
Resources	Main activity
Learner's Book page 187	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the question with the whole class. Elicit possible answers and encourage learners to focus on word games.
Learner's Book page 187	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read about a new game. 2. Learners read and answer the questions alone. Have learners compare their answers in pairs. <p>Feedback</p> <p>Nominate learners for answers. Ask them to justify their choices.</p> <p>Answers</p> <p>1 b; 2 d</p>
Learner's Book page 187	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the task alone, then compare with a partner. <p>Feedback</p> <p>Nominate learners for answers.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 e; 5 c</p>
Learner's Book page 187	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Have the learners read the lines and think of possible rhyming pairs. 2. Learners practise reading one line of the poem each, then do this again reading different lines of the poem. <p>Feedback</p> <p>Nominate learners for answers. Encourage learners to stand up and recite the poem using facial expressions and gestures.</p> <p>Answers</p> <p>1 day; 2 play; 3 sad; 4 glad</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the missing word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write rhyming lines for the other days of the week.
Learner's Book page 187	<p>Rhyming game: Activity 5</p> <ol style="list-style-type: none"> 1. Learners play the game in pairs or small groups. 2. Monitor and make sure that learners take turns to say the word first. <p>Feedback</p> <p>Choose a few pairs or groups to play their game to the class.</p>

Activity Book page 147	Word study: Activity 1		
	1. Learners complete Activity 1 in pairs. Encourage learners to say the words out loud as they do the activity.		
	Feedback Nominate learners for answers and ask them to say the three words that rhyme, then to say the word that doesn't rhyme. Ensure the pronunciation is correct.		
	Answers 1 eight; 2 flash; 3 bag; 4 spook; 5 crowd; 6 spoke; 7 home		
	Differentiation activities (Support):		
	1. Say the words for the learners to help them identify rhyming words.		
	Differentiation activities (Stretch):		
	1. Learners say a word, their partner says a rhyming word without looking at their Activity Book.		
Activity Book page 147	Write: Activity 2		
	1. Learners complete Activity 2 in pairs. Monitor and support as needed.		
	Feedback Learners read their poems out loud or display them in class. Vote for the best one.		
Resources	Plenary		
	1. Ask learners if they enjoyed the rhyming game. Was it easy or difficult to play a game in English?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (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.			
(G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			
(G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To give learners practice in identifying rhyming sounds. Reading: To demonstrate an understanding of rhyming structures. Writing: To demonstrate the ability to use rhyming words in sentences. Speaking: To provide learners with practice in developing oral fluency.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12, Lessons 8–11 • revise vocabulary and structures related to poems and personal anecdotes • discuss difficult tasks to complete • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 12, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • Introduce creative thinking activities to learn to share and respect all ideas. 		
Key vocabulary: Lexis from Unit 12, Lessons 8–11 Key expressions/structure: Expressions and structures from Unit 12 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 188 Activity Book page 148 Audio Track LB70		

UNIT 12 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they remember any rhyming words. 2. Ask learners to say the rhyming words, then write them on the board. Remind them that words can rhyme even if they don't look the same.
Resources	Main activity
Learner's Book page 188 Audio Track LB 70	Word study: Activity 1 <ol style="list-style-type: none"> 1. Learners look at the words and say them out loud. 2. Elicit possible rhyming words. 3. Play the Audio Track once. Learners compare answers with a partner. 4. Play the Audio Track once more and encourage learners to repeat the words. Feedback Nominate learners for answers and write these on the board. Point out that some rhyming words can have two different spellings!
	Answers a write (right); b school; c eight (ate); d see (sea); e two (too)
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Accept just one possible answer.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners think of more rhyming words.
Learner's Book page 188	Activity 2 <ol style="list-style-type: none"> 1. Go through the pictures vertically and clarify any unknown words. 2. Model the task by saying the words in the example row. 3. Learners complete the task alone. Feedback Learners check answers with a partner before whole class feedback. Nominate learners for answers.
	Answers a gate: plate, skate; b car: jar, star; c key: bee, tree; d ring: king, swing
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Say the words in each row.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners write the words for each picture.
Learner's Book page 188	Read: Activity 3 <ol style="list-style-type: none"> 1. Set this as a race. Learners complete the task alone. Feedback Choose learners to read one line at a time. The whole class says if the order is right.
	Answers b, c, d, a

Learner's Book page 188	<p>Talk: Activity 4</p> <p>1. Set learners in small groups and allow enough time for them to discuss the questions.</p> <p>Feedback</p> <p>Ask one spokesperson from each group to report the group's answers back to the class.</p>
Activity Book page 148	<p>Write: Activity 1</p> <p>1. Learners complete the task alone or in pairs. Monitor and help as needed.</p> <p>Feedback</p> <p>Learners compare answers with a partner/groups. They then read their sentences out to the class. Learners decide on the best sentences.</p>
Activity Book page 148	<p>Activity 2</p> <p>1. Learners complete the task with a partner.</p> <p>Feedback</p> <p>Allow the activity to continue as long as the learners show interest. Nominate pairs to share their answers with the rest of the class.</p> <p>Answers</p> <p>1 They had a lot of homework. 2 He tidied his room. 3 You can finish a big job little by little.</p>
Resources	Plenary
Activity Book page 148	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G5.2.1.1.6) 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: 13
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts and identify main ideas. Use of English: To consolidate use of previously learned structures. Speaking: To express views on a short story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 12 • link ideas with appropriate connectors • use appropriate punctuation conventions for direct speech • reorder the lines of a story and discuss the moral.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and language covered in Unit 12 21st Century Skills: <ul style="list-style-type: none"> • Introduce the concept of how to be a critical thinker, as it applies with the concepts associated with learning a language – speaking, listening, reading and writing 		
Key vocabulary: Vocabulary covered in Unit 12 Key expressions/structure: Structures covered in Unit 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Unit 12, Lessons 1–12 		
Resources/equipment needed: Learner's Book page 189		

UNIT 12 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<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 12. 2. Ask learners to recall themes and vocabulary learned in Unit 12, and brainstorm them on the board.
Resources	Main activity
Learner's Book page 189	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1 alone. <p>Feedback</p> <p>Allow learners to consult their Learner's Book as needed. Learners compare their answers with a partner, then check with whole class.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 went; 2 When; 3 arrived; 4 First; 5 was walking; 6 so; 7 Then; 8 stopped; 9 so; 10 patient</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners justify their choices. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners monitor and help weaker peers.
Learner's Book page 189	<p>Punctuation: Activity 2</p> <ol style="list-style-type: none"> 1. Review the rules of punctuation learned in Unit 12 by writing a sentence without punctuation on the board. Ask a learner to punctuate the sentence and peer teach. 2. Learners complete the task in pairs. <p>Feedback</p> <p>Display the unpunctuated sentences on the board and have early finishers punctuate them with coloured pens.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 'I'd love to be a writer,' he said. 2 'I passed my Maths exam!' she said happily. 3 'For your homework, please write a short story,' the teacher said. 4 'What do you think about our new teacher?' my friend asked. 'He's a great teacher and very friendly,' I answered. 5 'Listen!' said the boy. 'I can hear a noise.'</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate to the learners where the punctuation is missing. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more unpunctuated sentences for their peers.

Learner's Book page 189	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the picture to elicit/pre-teach the words <i>milk maid</i> and <i>pail</i>. 2. Read the first line with the learners and ask them what they think the story is about. 3. Point out that the sentences are not in the correct order. Learners complete the task in pairs. <p>Feedback</p> <p>Select learners to read out the sentences one at a time so the story is told in sequence.</p> <p>Answers</p> <p>1 a; 2 d; 3 b; 4 e; 5 c</p>		
Learner's Book page 189	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete this in small groups. <p>Feedback</p> <p>Early finishers write the answers on the board as they complete the task.</p> <p>Answers</p> <p>Don't count your chickens before they hatch.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners in which situations in life this lesson is important. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Evaluate learners' feelings about the unit by asking: <i>What did you enjoy most about this unit? Was there anything you disliked or found particularly challenging? Which learning achievement are you most proud of from this unit?</i> 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</p> <p>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (e.g. <i>and</i>, <i>but</i>).</p> <p>(G5.4.3.1.1) Apply the rules of capitalisation.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To share information and opinions about story characters. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Reading: To read instructions. Writing: To write about a story character.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • exchange ideas and information about a story character of their choice • read and follow instructions to prepare a presentation • write about a story character • rehearse their presentation about a story character.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling 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 190 Coloured pens/pencils A3 paper (Project 1)		

UNIT 12 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Start with a kinaesthetic ‘Stand up if’ activity based on the stories they have read. For example:</p> <p style="padding-left: 40px;"><i>Stand up if your favourite story was about Hungry Tom.</i> <i>Stand up if your favourite story was about the farmer and his sons.</i> <i>Stand up if your favourite story was about the milk maid.</i> <i>Stand up if your favourite story was about Ali and Saif., Saif., etc.</i></p>
Resources	Main activity
Learner's Book page 190	<p>Choose a project: Stage 1</p> <ol style="list-style-type: none"> Learners choose an end-of-unit project to work on. Help them choose. Ideally, there should be an even number of learners on each project, so consider drawing numbers (1 or 2) to distribute learners evenly, but do not force a learner to work on a project if they are reluctant to do so. Project 1 is more suited to learners who like to work in groups, while Project 2 is more suited to challenge stronger learners and/or learners who prefer to work alone.
Learner's Book page 190	<p>Project preparation: Stage 2</p> <p>Project 1: My story character</p> <ol style="list-style-type: none"> Learners can work alone or in pairs / small groups. Give learners the necessary materials for the project. Tell learners to read and follow the steps of the project. Encourage them to use colours for the drawing section. <p>Project 2: A short story</p> <ol style="list-style-type: none"> In order to warm up the learners for the writing stage, direct learners to work with a partner and exchange ideas and information about the hobby or sport they will write about. Tell learners to follow the steps outlined in the Learner's Book. This will help them organise their project. Learners work individually to write their story. They can also illustrate it with pictures of the sport or hobby they are writing about. <p>Feedback</p> <p>No open class feedback at this stage. Monitor and provide support as necessary. As each learner or group finishes, ask them to go back and check their work for spelling and punctuation. Another possibility is to ask learners to check each other's work, especially in Project 2.</p> <p>Differentiation activities (Support):</p> <p>When setting the task, allow these learners to look at the stories they have read as a model.</p> <p>Differentiation activities (Stretch):</p> <p>Ask learners to enhance their presentation with visuals, sound effects and/or technological aids.</p>
Learner's Book page 190	<p>Project preparation: Stage 3</p> <ol style="list-style-type: none"> Provide guidelines so that learners know how much they need to say and how long the presentation should be. The time allowed for each presentation depends on the number of learners in your class.

	<p>2. Remind learners of the language used to describe characters (Project 1) or the language used to tell a story (Project 2).</p> <p>3. Put learners into pairs/groups and ask them to rehearse their presentations.</p> <p>4. Monitor and listen for any issues with pronunciation.</p> <p>Feedback</p> <p>Focus on any problematic areas of pronunciation that may have arisen during the rehearsal stage.</p>		
Resources	Plenary		
	<p>1. Praise the learners for what they have achieved in the lesson. Discuss what they still need to do to be ready for their presentation.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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).</p> <p>(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write reflection points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a character / personal story to their classmates • ask and answer questions about a presentation • read a selection of their classmates' character descriptions and stories.
Link to prior learning: <ul style="list-style-type: none"> • Storytelling • 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 learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • None needed 		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		

UNIT 12 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. Decide upon a running order for the presentation. Place learners' names in a bag, mix them and then pull them out in turn. 2. Write the running order for presentations on the board so there is no confusion. 3. Give learners five minutes to rehearse their presentation again with a partner. 4. Monitor and provide help where needed.
Resources	Main activity
	<p>Project presentation</p> <ol style="list-style-type: none"> 1. Follow the running order. 2. Advise learners of a minimum and maximum time limit for their presentation to fit with a total running time of 30–35 minutes. This will depend on the number of learners in your class. 3. Those listening should be encouraged to do so actively and be ready to ask follow-up questions. 4. Time permitting, after each presentation, allow for one or two follow-up questions. <p>Feedback None needed at this point.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help with vocabulary and pronunciation if learners struggle when speaking and turn to you. 2. If they make errors but are able to continue, then let them. This builds confidence in speaking with a focus on fluency in the moment. 3. The focus in accuracy is in the written work, for example the story or description of the character. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to be expressive during their presentation.
	<p>Reflection on project</p> <ol style="list-style-type: none"> 1. Tell learners they are going to review their own presentation. Ask them to sit quietly with their eyes closed and ask the following questions: <ul style="list-style-type: none"> • <i>What went well?</i> Allow one minute of thinking time. • <i>What would you change?</i> Allow for one minute of thinking time. • <i>What did you like from the other presentations that you could build into yours?</i> Allow one minute of thinking time. 2. Ask learners to open their eyes. They can now write notes in their notebook about their own presentation, which they can refer to for the next presentation they do. 3. Play some soft background music as they write their notes. <p>Feedback Self-reflection.</p> <p>Differentiation activities (Support): Write the questions on the board so the learners have a reference point when writing their personal notes.</p>

	Differentiation activities (Stretch): Tell learners they can write as much or as little as they like and that if they prefer to use a mind map or equivalent, then that is acceptable as this information is only for their eyes.		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Praise learners for the work they have done today. 2. Ask learners to stick their biographies onto the branches of the tree. These are the tree's new 'leaves'. 3. Space permitting, display the presentations of the characters on paper on the walls. 4. Learners go round and read their peers' work. 5. Tell them that this will help them to improve their projects in the future. 6. If possible, leave the learner projects on display for a short while, then consider filing the projects, photos or scans of the work in learners' portfolios. Write the date on the work. 7. Ask learners to praise themselves for a job well done. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G5.2.2.1.1) Report on a topic or text, tell a story, describe observation, or present information on a topic in an organised manner, using appropriate facts and relevant descriptive details to support main ideas; speak clearly and at an appropriate pace.</p> <p>(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G5.4.4.1.4) Present information, concepts, and ideas using a variety of formats.</p>			

Unit 10

Lesson 1

Learner's Book Activity 3

Track 56

I am a scientist! My job is very exciting. I work in a laboratory with other scientists, but sometimes I go out to hospitals. Why? Because I work with doctors and patients too. I find new ways to help doctors make their patients better. At the moment, I am working on something called a 'brain scan'. This is a picture of the patient's brain, inside their head. Imagine that! I want to find a way to make the pictures clearer. Then the doctors can find out quickly what is wrong with their patients.

My favourite part of the job is helping people. I feel very happy to know that my work helps people who are sick, and helps doctors to make them better.

Lesson 2

Learner's Book Activity 3

Track 57

I am Dr Snore and I am a sleep scientist. I want to find out what happens when people don't get enough sleep. I study how people sleep in our sleep laboratory. Here's what happens.

At 8 o'clock in the evening, six people arrive to help with the experiment. We call them 'testers'. They stay all night in the laboratory.

First we ask them to do a test on the computer.

At midnight, the testers go to bed. We put special machines on them. These machines tell us how the testers are sleeping.

At 4 o'clock in the morning, the testers wake up. They do another test on the computer. After that, they can't go back to sleep!

At half past seven, the testers have breakfast together.

At a quarter to nine, they do another test on the computer. That's three tests so far!

For the rest of the day, the testers stay awake – they can't go to bed again until midnight. It's very hard for the testers to stay awake so long, but it tells me very useful information. We use the information to tell us how much sleep people need when they are working in important jobs, like doctors, nurses, firefighters and the police. It helps to make sure they are working safely.

Lesson 5

Learner's Book Activity 2

Track 58

Girl 1: My name is Meera. The most important scientific invention for me is the Tablet computer. My dad works away in different countries most of the time. I can use my tablet to talk to him and to walk around the house showing him what I've been doing.

Boy 1: My name is Abeer. The most important scientific invention for me is new medicine. Last year my mum was very ill. The doctors gave her a new medicine they were testing and it made her better. I want to be a scientist when I grow up.

Girl 2: My name is Muna. My favourite scientific invention is the solar panel. I live outside a small village in the desert and we use solar panels to make electricity for our house. We have a generator too, but it is noisy and smelly. The solar panels are quiet and clean and give us electricity for everything – even the TV!

Boy 2: My name is Ahmed. The most important scientific invention for me is lenses for my glasses. I am very short-sighted and without glasses I can't see much at all. With my glasses I can play football, see the board in the classroom and even make sure I get the right school bus.

Lesson 8

Activity Book Activity 1

Track 15

Dear Doctor,

I hope you and your family are well.

I have just read the new book by Ibn Nafis. It is about his idea of how the heart and lungs work together. Ibn Nafis's idea is one which will change medicine forever.

I will now change the way I look after many of my patients.

Would you like me to send a copy to you? I think we should discuss this great discovery.

Yours sincerely,

Doctor Yussuf al Harthi

Lesson 11

Learner's Book Activity 2

Track 59

Man 1: I am Professor Walid. I study space. I am very clever and I have discovered three new stars. My students are sometimes lazy so I shout at them. They think I am rude and moody because I don't speak politely, but they just don't work enough!

Man 2: I am Professor Yasser. I study insects. I want to stop insects from eating the plants we grow for food. When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot.

Woman: I am Professor Zainab. I study new medicines. I am a jolly person, but I'm hard-working too. I am very tough and like to make my students work hard. I have already thought of many new medicines to help others, which have been bought by medicine companies.

Lesson 13

Learner's Book Activity 1

Track 60

Mr A: Right, boys. We will have a visitor to the class today. Can you help me to set up, Hassan and Faisal?

Hassan: Can I help you with those boxes, Mr Alhamli?

Mr A: Thanks, Hassan, can you put it over there?

Faisal: Can I open the boxes, Mr Alhamli?

Mr A: No, Faisal. Our visitor will open them when he arrives.

Unit 11

Lesson 1

Learner's Book Activity 3 and 4

Track 61

1

Alexander Graham Bell was a famous inventor who was born in Scotland. He changed the world with his invention! Do you know what it was? It was the telephone! In 1876 he sent the first message by telephone. That was over 140 years ago!

2

Frida Kahlo was a famous artist from Mexico. When she was young, she was hurt in a very bad accident. But her terrible accident made her start painting ... and soon she was one of the most famous artists in Mexico.

3

Ahmed ibn Majid was an Arab explorer. He was born in 1421 in Julphar, the old name of Ras Al Khaimah. He sailed his first ship when he was only 17 years old. He was so famous that he was known as the first Arab seaman. He saw many new places and made maps to find the way.

4

Marie Curie was a famous scientist. She was born in Poland in 1867. She made medicines for people who were very sick. She was the first woman to win a very important prize for her work. Why was her work so important? Because today, her medicines are used in hospitals all over the world.

5

Steve Jobs was a very famous business person from the USA. Do you know why? He was one of the men who started Apple computers. Can you name some famous Apple products? Of course you can! Steve Jobs was the man behind the iPhone, the iPad and the iPod!

Lesson 2

Learner's Book Activity 3

Track 62

Ed Viesturs was born in the United States in 1959. He is a famous American mountain climber and has climbed to the top of Mount Everest seven times.

Hayao Miyazaki is a Japanese film director and manga artist. He was born in Tokyo in 1941.

JK Rowling is a famous British writer. She was born in 1965 and she liked to write stories when she was a child. Her children's books are famous all over the world.

Lesson 4

Learner's Book Activity 3

Track 63

Girl: Today, I am going to talk about my favourite footballer, Ismail Matar. I think he's amazing. He was born on 7th April 1983 in Abu Dhabi and he has two footballer brothers. He plays for Al Wahda football club and he's the captain of the UAE national team. At the age of 20, Ismail won the Golden Ball in an international competition.

Boy: For my presentation, I am going to talk about Jane Goodall. I think she is very interesting because her job is exciting. She is famous for her work with chimpanzees in Africa. She watched their actions, and discovered many interesting things about them.

She was born in England in 1934. She lived in London, and in the beautiful town of Bournemouth. When she was a child, she liked watching the animals and birds in her garden. Jane really wanted to travel to Africa to look at the animals that lived in the forests. When she was older, her dream came true and she worked with animals in Africa for many years.

I think she must be a very intelligent and caring person who loves animals very much.

Lesson 4

Learner's Book Activity 4

Lesson 5

Learner's Book Activity 3

Track 64

For my presentation, I am going to talk about Jane Goodall. I think she is very interesting because her job is exciting. She is famous for her work with chimpanzees in Africa. She watched their actions, and discovered many interesting things about them.

She was born in England in 1934. She lived in London, and in the beautiful town of Bournemouth. When she was a child, she liked watching the animals and birds in her garden. Jane really wanted to travel to Africa to look at the animals that lived in the forests. When she was older, her dream came true and she worked with animals in Africa for many years.

I think she must be a very intelligent and caring person who loves animals very much.

Lesson 5

Learner's Book Activity 4

Track 65

1. Jane Goodall is British, isn't she?
2. She lived in London, didn't she?
3. She dreamed of travelling to Africa, didn't she?
4. Ismail Matar plays for Al Wahda, doesn't he?
5. Ismail Matar was born in Abu Dhabi, wasn't he?

Lesson 5

Activity Book Activity 1

Track 16

1. Ahmed Zewail was born in 1946, wasn't he?
2. He didn't study to be a teacher, did he?
3. His father was generous wasn't he?
4. He didn't live in Canada, did he?
5. His mother was very kind to her children, wasn't she?

Lesson 4

Learner's Book Activity 2

Track 66

Part 1

One hot summer day, a merchant was walking down a country road when he came to a river. He thought, 'Why don't I cool myself in the water?' So he put his bag of money on top of some rocks and jumped into the water. How cool it was!

Suddenly he heard a noise behind him. He turned quickly and saw an eagle flying into the air with his moneybag in its claws. The bird probably thought the bag was something good to eat.

The merchant shouted. He jumped out of the water and shouted again. But the great bird was high in the air and flying towards the far away Black Mountains with all his money.

Part 2

After some time, the merchant went to the Ruler of the land because everyone loved him. 'Oh Ruler,' he said, 'I am so poor and I have lost all my money.' Then the merchant told him about the eagle flying to the Black Mountains with his moneybag.

So the Ruler asked all the men who lived in the Black Mountains, 'Do you know any person who was poor but who suddenly became rich?'

The men said that there was a gardener who was so poor that he had no clothes for his back or food for his family. But then one day everything changed for him and now he and his family dressed well and they had good food to eat.

The Ruler called the gardener and the merchant to his palace the next day.

Unit 12

Lesson 1

Learner's Book Activity 1

Track 67

Part 1

There once was a man who had a farm and two sons.

The man worked all day, but his sons were lazy and never helped their father.

When he saw all his beautiful trees dying because no one was taking care of them, he called his sons.

'My sons,' said the man, 'I am old. My farm is now yours.'

'Remember this: you will find a treasure in this farm if you look very hard.'

Part 2

The sons thought, 'The treasure must be gold! If we dig the land, we'll surely find it!' So they worked on the farm for days and days, looking for the treasure, but they found nothing.

The sons dug the land, and turned the soil, and the trees grew strong and beautiful. After a month of hard work, they went to their father. 'We have looked everywhere, but we haven't found any treasure.' 'My sons,' said the father, 'look at the farm. Can you see how beautiful the trees are after all your hard work? That is your treasure!'

Track 68

Last weekend, I went camping with my family. We drove from our house and went to the desert nearby. There were lots of great things to do – we talked with my family, played and had a barbecue and tea.

After we ate, I was talking with my sister when we heard a strange noise. We thought it was an animal – snakes and scorpions live in the desert. We stopped to listen but the noise stopped, but as we were talking again we saw something move in the sand near us. We were very scared and as we were looking for somewhere to hide, we heard someone laughing. It was just my little brother playing a trick on us!

Lesson 10

Learner's Book Activity 1

Track 69

STARS

High in the sky,
Late at night,
You can see stars
Shining bright.

They twinkle and shine
So far away,
But where do they go
In the light of day?

Like little dots,
High up above.
I wonder what
They are made of.

Are they just holes,
Out in the sky,
To make us wonder
Where and why?

I'd like to be,
Way up there too,
Just to get close,
How about you?

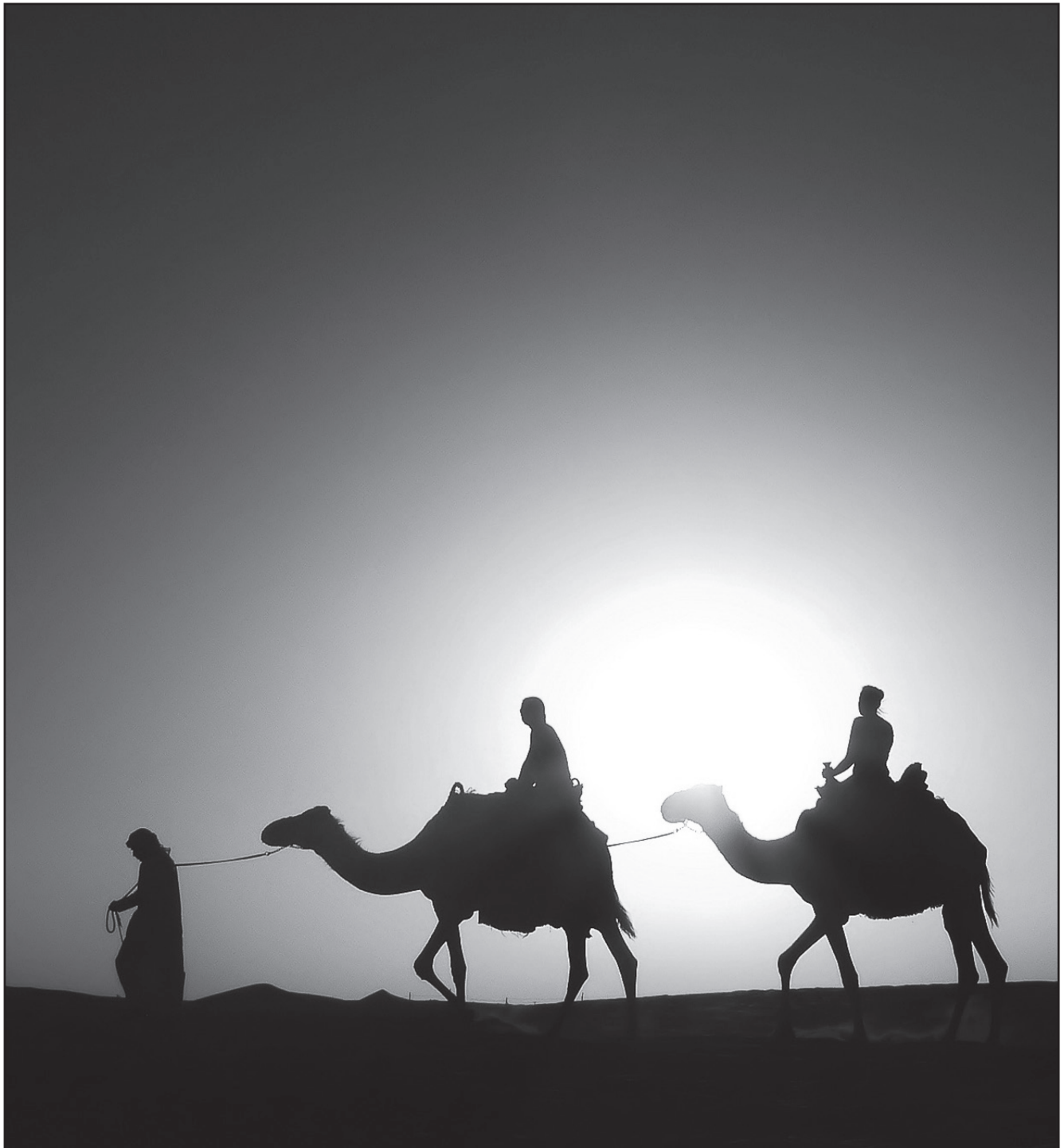
Lesson 12

Learner's Book Activity 1

Track 70

- | | |
|----------|--------|
| a) night | write |
| b) rule | school |
| c) late | eight |
| d) tea | see |
| e) zoo | two |

PCM 4a



PCM 4b



PCM 5

Experiment 1:

Using a balloon to make sounds louder

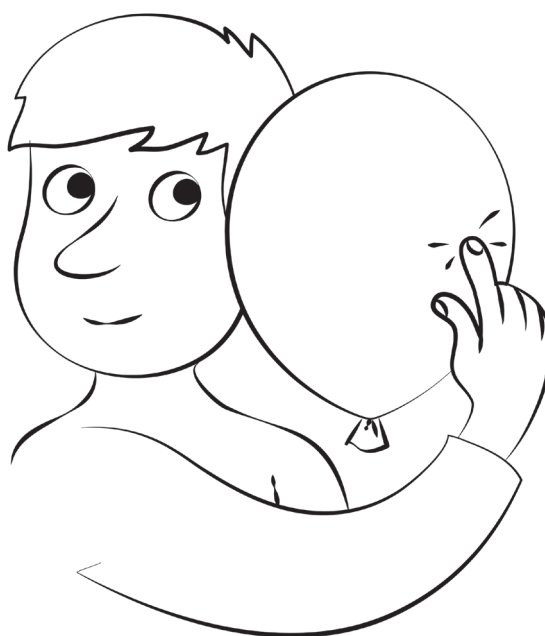
Does the amount of air in a balloon change how well it makes sound travel?

Equipment:

4 balloons

Method:

1. Blow up the first balloon as big as you can.
2. Tap gently on a desk with your finger. How loud is it?
3. Hold the balloon close to your ear while someone taps gently. How loud is it?
4. Blow up balloon number 2 until it is half as big as the first balloon.
5. Hold the balloon close to your ear while someone taps gently. How loud is it? Is it louder or quieter than the bigger balloon?
6. Blow up balloons 3 and 4 as big as you can.
7. Press the balloons next to each other so they are touching.
8. Put your ear up to one balloon while someone gently taps on the other. How loud is it? Is it louder or quieter than one big balloon?
9. Record your findings. How loud would the sound be if the balloon was even bigger?



PCM 6: Find someone who

Do the questionnaire in class. Circle your friends' answers and write their reason. For example, *Maytha is sometimes unfriendly when she is tired.*

	always	sometimes	never
1 Are you kind? _____ [name] is ...			
2 Are you responsible? _____ [name] is ...			
3 Are you friendly? _____ [name] is ...			
4 Are you respectful? _____ [name] is ...			
5 Are you honest? _____ [name] is ...			

