



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

4

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

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Grade 4 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates





دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

بيض صنائعنا خضر مرابعنا
سود وقائعنا حمر مواضينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة الحضارية في الدولة.



يرمز إلى عمل الخير والعطاء، ومنهج الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم وشدتهم، ورفض الظلم والتطرف.



رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

4. متحدون في الرخاء

- حياة صحية جديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.

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Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 1 Working together Pages 6–21	Action verbs Ways of moving Expressions of encouragement Classroom language: What does ... mean? <i>want to</i>	Present continuous to describe events Question words: <i>where, what, how, who</i> Gerund as a noun. <i>be good at + noun + -ing</i>	Follow instructions Write instructions. Information text: <i>The Al Ayyalah Routine</i> Poem: <i>Rope Rhyme</i> Play script: <i>Share my scissors!</i> Match questions and answers. Complete sentence frames. Complete a paragraph. Write compound sentences using <i>but</i> Write a letter of thanks. Write a simple description.	Listen for information. Give instructions. Give opinions: <i>easy or difficult; likes and dislikes</i> Describe what people are doing Ask and answer questions to find out information. Give Encouragement.	PE: Learn a dance Maths: Simple bar chart and counting in 5s and 10s	Contractions: <i>I'm. she's</i> Common homonyms Spelling rules for words ending in <i>-ing</i>	Working as a team: Encouraging others Sharing things Finding out information. Completing and interpreting charts. Identifying differences. Giving opinions.
Unit 2 Family and memories Pages 22–39	Family celebrations Family members Months of the year Dates Title (Mr, Mrs, Miss, Ms), first name, surname	Adverbs of sequence: <i>first, next, then.</i> Past simple statements and <i>yes/no</i> questions with <i>was/were</i> ; question tags. Past simple: <i>could/couldn't</i>	Follow instructions Information text: <i>Eid Al Fitr traditions</i> Poem: <i>The End</i> Personal recounts: <i>Memories</i> Scan text for information. Reading comprehension. Combine sentences with <i>and</i> Write about a memory	Personal recount (memories of family events). Describe a picture Listen for information. Give opinions Ask past simple <i>yes/no</i> questions with <i>was/were</i> . Ask and answer. Listen and discuss and discuss an extended narrative. Listen for key words. Talk about personal memories. Describe a picture.	Arts and crafts: making a mobile. Maths: Ordinal numbers Geography: Countries around the world. Arts and crafts: make a scrapbook or card	Rhyming words Borrowed words. Long and short vowel sounds. Deduce word meanings from context.	Celebrating Islamic traditions. Comparing and contrasting customs in different countries. Giving opinions. Polite language: How to address adults

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 3 The UAE desert Pages 40–57	Desert: landscape, weather, animals, plants. Adjectives describing personal qualities	Comparative and superlative adjectives Understand subject pronouns <i>it</i> and <i>they</i> within texts. Past simple: regular and irregular forms <i>Why? Because ... If ... will</i>	Information texts: <i>Desert animals; The ghaf tree; Arabian wolves</i> Poem: <i>The desert</i> Stories: <i>Two friends; The Boy and the Wolf</i> Reading comprehension. Read to extract information to make a chart. Guided writing Write questions with question frames. Write <i>wh</i> -questions. Complete a paragraph. Matching questions and answers. Turn notes into full sentences Punctuation: speech marks	Listen for information Ask <i>Why</i> questions Discuss and ask questions about a story. Retelling a story. Perform dialogue Give opinions	Geography: Identify deserts on UAE map. Maths/Science: Understand temperature Science: How living things adapt to their habitat Arts and crafts: make a mural	Spelling rules for comparative and superlative adjectives. Deduce word meanings from context. Opposites	Extracting key information for a chart Comparing and contrasting Understanding the difference between fiction and non-fiction Discussing deception and what is fair. Discussing the qualities of a good friend. Give opinions Conduct research. Collate information on a chart
Unit 4 Look again Pages 58–75	Shapes Parts of the body: <i>finger, eye, Brain</i> Verbs for instructions.	Adverbs of frequency; word order with verb <i>to be</i> Prepositions of location. Object pronouns: <i>him, her, it, them, me</i>	Follow instructions Information texts: <i>Hidden animals</i> Poem: <i>Owl see you</i> Reading comprehension. Write sentences to answer questions. Write a description of a picture Complete a paragraph. Write sentences in the past simple tense. Write a simple poem.	Responding to information texts, poems, Follow aural instructions Describe where things and people are. Discuss results of experiments Predict what a text is about Give instructions	Maths: measure length. Science: How our eyes and brain work together Science: How/why animals use camouflage	Prefixes <i>un-</i> and <i>im-</i> Deduce word meanings from context. Words with the same vowel sound. Homophones.	Conducting experiments and discussing results. Solving puzzles Considering if something is possible or impossible. Prediction Recognising text types from layout.

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 5 Inventors and Inventions Pages 76–93	Word families: (<i>inventor, invent, Invention</i>). Opinions: <i>a good/bad idea, useful, silly, fun</i> Types of containers. Inventions. Describe a room in a dream house.	<i>used to</i> : to say how things have changed <i>How to say years</i> (for example, 2013, 1986). <i>have to</i> : to express obligation	Information texts: <i>A history of inventions; Problems and solutions</i> Poems: <i>The straw-1888; Jack's Dream Home</i> Rhyming story. Reading comprehension. Write about your own invention Complete a paragraph. Matching titles to texts. Complete a chart. Matching sentence halves. Write about daily habits Write a fact file Revision: Final punctuation marks	Listen for information Give opinions Use prior knowledge to talk about information texts. Recalling information from reading texts. Talk about what is inferred in a story.	History: important inventions Art/Technology: Design a room in a dream house	Word families Rhyming words Use context clues to guess meaning of unfamiliar words	Considering problems and solutions (through inventions). Creative thinking: <i>creating an invention; imagining a dream home</i> . Giving opinions. Activating prior knowledge. Understanding inference in a story. Conduct research.
Unit 6 Dinosaurs Pages 94–111	Language to describe dinosaurs Long numbers ... years ago	Compare things using <i>as</i> [adjective] <i>as</i> ... Relative clauses with <i>who</i> and <i>which</i>	Information text: <i>Dinosaur Q and A</i> Poem: <i>Unfortunately</i> Short story: <i>Dinosaur games</i> Complete a paragraph Match paragraphs with statements. Create similes with <i>as ... as</i> Write facts from given information. Complete sentence frames. Ordering story events. Writing questions. Write a mini-report.	Listen for information Talk about prior knowledge of dinosaurs and ask questions Comparing and contrasting.	Science: learn about dinosaurs Maths: calculate how long ago things happened; years; understand numbers in thousands/ millions. History: understand how a time line works Art: make a mural	Contractions: <i>can't; couldn't</i> . Similes for comparison. Use context clues to guess meaning of unfamiliar words	Giving opinions Conducting research. Considering scientific discoveries.

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 7 Puzzles and codes Pages 112–129	Colour, pattern and size Crockery and cutlery Polite requests	Word order with adjectives (<i>two big yellow stars</i>) Indirect object pronouns Past simple negative Irregular past simple forms Present perfect for experiences Irregular past participles	Follow instructions Information text: <i>Secret codes</i> Poem: <i>Have you ever done that?</i> Traditional story: <i>A fair solution</i> Story puzzle: <i>Matar's barbecue</i> Reading comprehension Read clues to solve a puzzle. Complete a paragraph. Complete a chart. Write sentences from interviews. Write activity instructions Create a code Write a questionnaire	Describe and compare colour, pattern and size Asking <i>yes/no</i> questions Role-play asking for things at lunch Discussing information from reading texts. Noticing features of a poem. Interview a partner about experiences. Conduct a survey.	Maths: Use coordinates to make a number code; create a bar chart.	Contractions: <i>I've; she's; they've</i> Rhyming words Synonyms for nice Use context clues to guess meaning of unfamiliar words	Using logic to solve puzzles Finding fair solutions to problems Writing and deciphering secret code messages Taking turns to speak and listening to others.
Unit 8 Our amazing body Pages 130–147	Parts of the body Healthy habits: Exercise and nutrition <i>What's the matter?</i> Minor injury and illness <i>Shall I ... ?</i> Verbs to describe senses	Offer to help (<i>Shall I ... ?</i>) Present continuous for future arrangements	Follow instructions Information texts: <i>Brilliant bones and marvellous muscles</i> <i>How can we stay healthy?</i> <i>Amazing facts quiz</i> Poem: <i>The horse rider</i> Reading comprehension Complete a paragraph; dialogue Matching text to pictures Make and interpret charts Match captions to text Write a quiz Create a book	Follow aural instructions Listen for information Role play: Accident/illness; making plans Making sentences from given information. Listen and complete a paragraph. Give opinions	Science: The human body Maths: Create and discuss a voting chart	Words with the same vowel sound	Activating prior knowledge Give opinions

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 9 Big and small Pages 148–164	Phrases for expressing likes and dislikes. Robots and what they do Describing size and weight Adjectives to describe character	<i>Some ... Other ... more than and less than</i> with numbers Revision of comparative and superlative adjectives <i>the most/the least</i> + noun	Information text: <i>All kinds of robots</i> Traditional tall tale: <i>The story of Paul Bunyan</i> Reading comprehension Write questions about a text Write sentences using target language Write instructions for an experiment Write a story	Listen and recognise the speaker's opinion Make predictions and express preferences. Ask and answer questions Listen for key words Listen and order sentences Describe an image	Science: Advances in technology – robots; make predictions about container capacity and conduct an experiment Maths: Compare height and weight	Synonyms for <i>big</i> and <i>small</i>	Giving opinions and supporting reasons Making predictions Creative thinking: imagining what a robot can do Conducting an experiment and discussing results
Unit 10 Family circles Pages 165–180	Families, sports and hobbies Informal phrases in written correspondence Household chores Adjectives and opposites	Present simple 3rd person s Adverbs of frequency Phrasal verbs Similarities and differences: <i>both/too/ whereas</i>	Factual text: <i>Omar Abdulrahman</i> Postcards Story: <i>Helping others</i> Match headings to text Read for specific information Categorise family members Complete a fact file Complete a paragraph Matching questions and answers Read and order sentences Make a board game	Listen for specific information Ask and answer questions Compare and contrast Predict text content from pictures Talk about families and activities	Physical education	Verb + noun patterns: <i>play, go, do</i> + noun Use context clues to guess meaning of unfamiliar words Adjective prefixes	Comparing and contrasting different lives Being kind and helpful
Unit 11 Stories Pages 181–196	Adjectives: personal qualities Reading material and ways of reading <i>What's he/she like?</i> Describe likes and dislikes	<i>may/might</i> to express possibility Past simple: Regular/irregular verbs Present perfect with <i>for</i>	Factual text: <i>Being brave; Heroes from the UAE</i> Story: <i>Teamwork</i> Reading comprehension Write about a hero Answer questions about a dialogue Sort words to make sentences Make sentences from prompts Complete a fact file	Make predictions from pictures Express opinions Comprehension questions Describe people Discuss how to keep the environment clean Role play: interview	Science: keeping the environment clean	Long vowel sounds	Activating prior knowledge and experience Being brave, honourable and kind Giving opinions Keeping the environment clean

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 12 Day and night Pages 197–214	Natural places Adjectives to describe landscapes Expressing time: <i>in, at on</i> Telling the time Parts of animals The solar system Nocturnal animals Animal sounds	Comparatives Superlatives Adjective order	Compare landscapes Reading comprehension Factual text: <i>The highest mountain in the world</i> Poem: <i>Scary things</i> Write sentences using target language Text types: blogs, emails Complete a fact file Create a fact file Scan for key words and read in detail Write a quiz Write a poem	Listen for comparisons Express opinions Discuss timetables Listen for specific information Listen for specific information (multiple choice) Describe animals	Geography: landscapes Science: planets, animal fact files	Diphthongs Words that begin <i>cr-</i> and <i>sl-</i> Word families Rhyming words	Expressing opinions Activating prior knowledge

Wordlists pages 215–230

Welcome to *Bridge to Success Grade 4*

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 4 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 learner 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 12 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.

B Unit structure

Bridge to Success Grade 4 contains 12 units, spread over three terms. Each unit in the Grade 4 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 this 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 is 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 learners 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 learners 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 (for example, *should, which*, etc.) and the silent *e* (*there, before*, etc.) also appear in the list of frequently misspelled 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, tomorrow, 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 *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 learners, 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 modelling 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, memorising and recalling information.

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, 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 organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

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

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn 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 learners 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 memorisation, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run with 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 (inductive reasoning, deductive reasoning and 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: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a description of a traditional UAE routine; to listen for specific information. Speaking: To describe a traditional routine; to practise topic vocabulary. Reading: To read about the Al Ayyalah routine and answer true/false questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about what people are doing • listen to a description of a routine • read a description of a routine • form questions using the present simple more confidently • discuss how easy or difficult activities are.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team and individual sports • Local festivals and celebrations, clothes and decorations • <i>Wh-</i> question structures • Practice in present simple question forms • The present continuous for actions happening now 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>up, down, left, right, slowly, quickly, twist, turn, dance, easy, difficult, traditional, practise, stick, movement, routine</i> Key expressions/structure: Review subject and object questions; Review <i>wh-</i> questions: <i>Where ... ? What ... ? How ... ? Who ... ; -ing after practise</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with writing the Roman alphabet. You will need to watch carefully to see how they hold their pen, then give guidance as to how to form the letters. • Some learners, particularly near the beginning of term, might find the audio sections quite challenging. Watch their body language to assess their level of understanding and then pause the audio at key points if necessary. • Some learners may struggle with forming present simple questions as it is traditionally a very tricky area involving the use of <i>Wh-</i> words, inversion of words and the insertion of auxiliary verbs. You will need to provide constant consolidation and further practice in this aspect of learning English. 		
Resources/equipment needed: Learner's Book pages 6–7 Activity Book page 6 Audio Tracks 2 and 3		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 6	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to talk in pairs or small groups about festivals they celebrate in their country or region. Ask if they wear special clothes, make special decorations or have special routines. 2. Learners describe the picture in pairs and say what everyone is doing. <p>Feedback</p> <p>Hold feedback as a class discussion, with learners contributing as they feel confident.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>The boys are holding sticks and dancing, a male teacher is playing the drum and three of the boys are playing smaller drums.</p>
Resources	Main activity
Learner's Book page 7 Audio Track 2	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to listen and answer the questions. 2. Play the audio a few times. 3. Give the learners time to write the question. Input further vocabulary and drill pronunciation as necessary. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 They move from side to side.; 2 He's playing a small drum.; 3 Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to focus on the last question as it's the easiest. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to focus on two of the questions and extend their answers as much as possible.

<p>Learner's Book page 7</p> <p>Audio Track 3</p>	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the photo. Ask learners to describe the photo. 2. Play the audio a few times. 3. Input further vocabulary and drill pronunciation as necessary. <p>Feedback</p> <p>Nominate learners to give their answers. Prompt them to produce subject questions (<i>Who does the routine?</i>) and object questions (<i>What do they hold?</i>).</p> <p>Possible answers:</p> <p>Where do they do the Al Ayyalah?; What do the men hold?; How do the men move?; Who hits the drums?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners need extra support during the question-writing process. 2. Consider pairing them with a more able learner, and move around the classroom, checking their work and giving further guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write two questions about the text. They can then ask other learners to answer their questions.
<p>Activity Book page 6</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to work in pairs and read the sentences carefully. 2. They should decide together if the answers to the questions are yes or no. 3. Check as a class briefly and ask learners to correct the wrong statements. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 yes; 2 no; 3 no; 4 no; 5 yes; 6 yes; 7 yes; 8 no</p> <p><i>Explanations for false answers</i></p> <p>2 The teacher is standing.</p> <p>3 There are 15 children.</p> <p>4 The teacher is playing the big drum.</p> <p>8 There are four drums.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners need extra support during the comprehension process so you might need to point to the picture and check lexis to clarify. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to write more yes/no statements for the others.
<p>Resources</p>	<p>Plenary</p>
<p>Learner's Book page 6</p>	<ol style="list-style-type: none"> 1. Give the learners one minute to look at the main picture on Learner's Book page 6 again. 2. Ask them to turn the books over once the minute is up. 3. With you at the board, the learners say as many things as they can remember about the picture in three minutes. You write as many key words and phrases as possible on the board to quickly review together at the end.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.2.1.1) Build on and continue applying previously learned print concepts.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow teacher instructions. Speaking: To practise topic vocabulary; to talk about easy/difficult activities. Reading: To read and respond to instructions. Writing: To write a chant.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to your instructions for a routine • read and respond to step instructions • discuss how easy or difficult activities are • write a chant using the present continuous; write sentences about themselves using <i>-ing</i> after <i>practise</i>.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team and individual sports • Local traditional routines and celebrations, clothes and decorations • <i>Wh-</i> question structures • The imperative 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>up, down, left, right, slowly, quickly, twist, turn, move, easy, difficult, practise, stick, movement, routine</i> Key expressions/structure: Review questions: <i>Where ... ? What ... ? How ... ? Who ... ; -ing</i> after <i>practise</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be unused to learning a routine in class and might be unwilling to engage in physical activity; they will need to be coaxed and persuaded. • Reassure learners that for all writing activities in the Activity Book they can use print rather than cursive script, so that they don't become over-anxious regarding this issue. 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Quickly review some of the movement words from last class by miming the words and eliciting from the learners: <i>up, down, left, right, twist, turn, slowly, quickly</i> .
Resources	Main activity
Learner's Book page 7	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the Word box. Read the instructions and ask the class to act out the words in the box as a whole class. 2. You may wish to play a round of <i>Simon Says</i> to practise the words. Tell the class to listen to your instructions. Everybody stands up first and you clear a space in the classroom together for the activity. 3. Demonstrate this carefully. If you say <i>Simon says</i>, for example, <i>Simon says dance slowly</i>, learners do as they are told. If you don't say <i>Simon says ...</i>, they don't move. When a learner makes a mistake, he/she must sit out until the next round. <p>Feedback</p> <p>Watch the learners' body language to work out level of understanding and give further input as necessary.</p>
Learner's Book page 7	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to demonstrate a simple routine in their lives by miming it; for example, you could ask them to demonstrate their getting-ready-for-school routine: miming getting dressed, having breakfast, brushing their teeth, getting their backpack ready and leaving the house. 2. Tell the class they are going to learn a new routine and they should stand in a line. 3. Give the instructions and ask the class to act out your instructions. 4. Demonstrate as you describe the actions and clarify any difficult vocabulary. <p>Feedback</p> <p>Ask learners for feedback: <i>Is it easy or difficult?</i> Have a class discussion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to physically show the learners exactly where they should stand. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. To make it a bit more fun in terms of organising the line, you could ask the learners to get in the line in order of youngest to oldest.
Learner's Book page 7	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and say if the activities are easy or difficult for them. 2. Ask them what they need to do if they find an activity difficult. <p>Feedback</p> <p>This is an excellent opportunity for some informal feedback: while you are circulating and listening to learners, make a note of any wrong forms or consistently wrongly-pronounced words for further remedial work on the board at the end of class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to help these learners express themselves better. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to vary their language by saying what else they can do.

Activity Book page 7	Write: Activity 1		
	<ol style="list-style-type: none"> Learners pretend they are doing the Al Ayyalah routine. Ask them to think about and answer the questions before they write their chant. Circulate and help with vocabulary and expression. It is important that you stress to the learners that for this and all writing activities they do not have to use cursive script and can print their answers if they prefer. This is true of any writing activity in the Activity Book. Ask them to give their chants a title. 		
	Feedback Ask them to write neatly so that their chants can be displayed on the wall and they can enjoy each other's work.		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> These learners could be put into small groups to work on chants together. 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> These learners could add further lines to the chant, including information about clothes, how they feel, etc. 		
Activity Book page 7	Challenge: Activity 2		
	<ol style="list-style-type: none"> Learners personalise their knowledge of <i>-ing</i> after <i>practise</i>. Ask learners to reflect on what they practise, for example, playing football or speaking English. Learners write another sentence about what they don't practise and draw a picture. 		
Resources	Plenary		
	<ol style="list-style-type: none"> As a final activity, ask learners to give you some examples of sentences with <i>practise</i>, to check their understanding and round off the class. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.			
(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.			
(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.			
(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.			
(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.			
(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.			
(G4.3.2.1.1) Build on and continue applying previously learned print concepts.			
(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts.			
(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To discuss things to do with friends. Reading: To read instructions for games; to follow instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow stepped game instructions • listen to your instructions for playing games and for specific information • ask and answer questions about activities they find easy or challenging.
Link to prior learning: <ul style="list-style-type: none"> • Link back to language in previous lesson • Lexis of sports, activities and games • Recognition and practice of imperative forms • Practice of language used for obligation: <i>must</i> and <i>need</i> 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>back-to-back, link, together, elbow, cross, step, hold out, add up</i> Key expressions/structure: Imperatives: <i>Sit on the floor, Don't step on the floor, Don't give up!, Let's try again; That's good, We've done it.</i> Modals: <i>must, need</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some shyer learners might feel a little uncomfortable about playing the games and will need further encouragement from you. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 8 Pieces of string to tie bows Pieces of paper for learners to stand on		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the class the things they find easy and difficult to do. 2. Elicit last class's vocabulary, for example, <i>twist</i>, <i>turn</i>, and ask learners to get up and do the actions as you say them. 3. Encourage them to think of other things they would like to do. Are they difficult or easy?
Resources	Main activity
Learner's Book page 8	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the things they and their friends like doing together. Are these things easy or difficult? 2. Circulate, supplying additional vocabulary and help if necessary, for example, names of sports or games. <p>Feedback</p> <p>Nominate some pairs to share their ideas with the class.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more support than others to understand procedure and new language. Make sure you are aware of their particular needs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could also circulate and help their classmates. This helps to increase bonding and cooperation within the classroom.
Learner's Book page 8	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the pictures and ask learners what the children are doing in each picture. Elicit some descriptions. As learners discuss the actions shown in the pictures, introduce vocabulary as needed, for example, <i>tie a bow</i>, <i>back-to-back</i>, <i>elbow</i>, <i>step</i>. 2. Repeat the procedure with the other games. Provide the learners with the equipment for the games. <p>Feedback</p> <p>Ask different learners to demonstrate their actions to the others.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might need further demonstration and explanation.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to serve as a model for the others.
Activity Book page 8	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and put them in the correct order. 2. When they have finished, they should look at Learner's Book page 8 to check the answers. 3. If time, ask the learners to act out the instructions. <p>Feedback</p> <p>Direct your questioning so that different learners give answers.</p>
	<p style="background-color: #d3d3d3; padding: 5px;">Answers</p> <p>2 Link your elbows together.; 4 Then sit down again.; 1 Sit on the floor, back-to-back with your partner.; 3 Try to stand up!</p>

Activity Book page 8	Read: Activity 2 1. Ask learners to complete the text in pairs. 2. Check with the class. Feedback Ask learners to raise their hands to give answers. Answers 1 circle; 2 say; 3 hold; 4 hand; 5 many; 6 win		
	Plenary		
	1. Play the most popular game again with the class (perhaps by holding a class vote) and encourage them to use the appropriate key expressions. 2. Ask learners to teach the game to their family when they get home.		
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:			
(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion. (G4.3.2.1.1) Build on and continue applying previously learned print concepts. (G4.3.7.1.1) 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. (G4.4.3.1.1) Build on and continue applying concepts learned previously. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To discuss activities with friends; to use encouraging expressions when playing games; to ask and answer questions in a class survey.</p> <p>Listening: To discern general meaning.</p> <p>Reading: To follow processes and work out results.</p> <p>Writing: To re-order words to make phrases; to write sentences to describe a playground.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand processes and results • listen for gist • talk about their favourite game in a class survey • design and write about a playground.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Link back to language from previous lesson: games and instructions • Lexis of sports, activities and games • Recognition and understanding of imperative forms <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles 		
<p>Key vocabulary: <i>circle, say, hold, hand, many</i></p> <p>Key expressions/structure: Imperatives: <i>Don't give up, Let's try again, Don't step on the floor, Try to stand up; That's good; We've done it; There is/There are; Present continuous</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners at this age may not be very familiar with completing grids. While they are mingling, check if this is the case, and if necessary, give further help. • Some learners may struggle with saying numbers in English. If this is the case, pause the class and do some drilling of numbers chorally and individually. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 9 Activity Book page 9 Audio Track 4 White drawing paper Colouring pencils</p>		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to think about the games from the last lesson (<i>Up and down, Two can tie a bow</i> and <i>Don't step on the floor.</i>). 2. Ask learners to choose one of the games and act it out in pairs. 3. Learners then demonstrate this for the other learners and they have to guess which game it is.
Resources	Main activity
Learner's Book page 9	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners about the games from the last class. 2. Review the vocabulary. 3. Push back the furniture so the learners can play the games again.
Learner's Book page 9	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. Show the learners the expressions in the speech bubbles. 2. Ask them to play one game again using the expressions in the speech bubbles. <p>Feedback</p> <p>Hold feedback as a class discussion and encourage learners to spontaneously contribute.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may struggle with expressing what they would like to say so they will need further support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might well have further expressions they can suggest.
Learner's Book page 9 Audio Track 4	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio. They decide which game the children are playing. 2. They also clap when they hear one of the expressions from Activity 2. 3. Play the audio at least twice. 4. Elicit the answer from the class. 5. When learners have given you the correct answer, ask them to justify it. <p>Feedback</p> <p>Ask learners to raise their hands to give their answers.</p> <p style="background-color: #cccccc; padding: 2px;">Answers</p> <p>Two children are playing <i>Two can tie a bow</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might need to pause the audio at key places to help these learners understand the audio better. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to summarise what they've heard.

Learner's Book page 9	<p>Let's find out!: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. 2. Discuss the questions as a class. 3. Ask them to copy the chart, then mingle in the classroom and complete it with other learners' answers. <p>Feedback</p> <p>Nominate learners to give their answers.</p>																												
Activity Book page 9	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the chart and add up the numbers to answer the questions. 2. Go through the answers as a group. <p>Feedback</p> <p>Draw the chart on the board and complete it together with the learners.</p> <p>Answers</p> <table border="1" data-bbox="479 766 1431 1060"> <thead> <tr> <th></th> <th>Jamal</th> <th>Nabil</th> <th>Tarik</th> <th>How many fingers?</th> <th colspan="2">Did they win?</th> </tr> </thead> <tbody> <tr> <td>Game 1</td> <td>2</td> <td>4</td> <td>3</td> <td>9</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Game 2</td> <td>1</td> <td>4</td> <td>5</td> <td>10</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Game 3</td> <td>5</td> <td>2</td> <td>4</td> <td>11</td> <td>Y</td> <td>N</td> </tr> </tbody> </table> <p>Game 1: No Game 2: No Game 3: Yes</p>		Jamal	Nabil	Tarik	How many fingers?	Did they win?		Game 1	2	4	3	9	Y	N	Game 2	1	4	5	10	Y	N	Game 3	5	2	4	11	Y	N
	Jamal	Nabil	Tarik	How many fingers?	Did they win?																								
Game 1	2	4	3	9	Y	N																							
Game 2	1	4	5	10	Y	N																							
Game 3	5	2	4	11	Y	N																							
Activity Book page 9	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to put the words in the correct order to make sentences. Remind learners to put a full stop or exclamation mark at the end of the sentence. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Don't give up! 2 Don't step on the floor! 3 Let's try again! 4 We've done it. 5 Try to stand up. 6 That's good. 																												
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. This exercise reviews the structures <i>There is</i> and <i>There are</i> and starts to prepare learners for talking about a playground in the next class. 2. Give out white paper and ask learners to draw a playground. 3. Where appropriate, you can input words such as <i>tree, swing, bench, table</i> and <i>chairs</i>, which they may remember and will need for next class. 4. They then write sentences about the things in their playground. 																												

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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.</p> <p>(G4.3.2.1.1) Build on and continue applying previously learned print concepts.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.7.1.1) 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>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read, understand and implement instructions. Listening: To listen for specific understanding. Speaking: To ask and answer questions. Writing: To write sentences based on a picture.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about what people are doing • listen for general meaning • ask and answer questions using the present continuous • read for detail and complete tasks • extend their knowledge of action verbs • develop written accuracy of the present continuous.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of team activities and games • Recognition and understanding of imperative forms • General revision of numbers • Words that rhyme 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>push, pull, climb, tie, carry, pass, stand, rope, through</i> , numbers to 100 (on children's shirts) Key expressions/structure: Present continuous; Action verbs; <i>What is/are ... doing?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might be more used to reading texts than interpreting visual information, so provide prompt questions for them to fully exploit the picture. 		
Resources/equipment needed: Learner's Book page 10 Activity Book page 10		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Focus learners on team activities and ask what activities they do in teams at school. 2. Elicit the meaning of <i>team</i> and ask: <i>How many children are there in a football team? And in a basketball team? What other sports do we play in teams?</i>
Resources	Main activity
Learner's Book page 10	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture and describe any of the activities the children are doing. 2. Elicit a few answers, input vocabulary and drill pronunciation. 3. Ask the learners to match the instructions to the correct activity. <p>Feedback</p> <p>Ask the learners to raise their hands to give answers.</p>
	<p>Answers</p>
	<p>Tie two ropes around the tree. Yellow; Pass a glass of water through the ring. Purple; Climb to the top of the wall. Red; Carry the boxes to the table. Green</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need particular help with key vocabulary and pronunciation so prepare to do further reinforcement.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could extend the description to bring in further vocabulary.
Learner's Book page 10	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Point at different children in the picture and ask a few questions, for example: <i>What's boy 16 doing? What's boy 11 doing?</i> 2. Ask the learners to work in pairs to look at and match the activities. <p>Feedback</p> <p>Nominate learners to give answers.</p>
	<p>Answers</p>
	<p>1 b; 2 d; 3 a; 4 c</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners just to focus on the first two or three questions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write one further question for the other learners.
Learner's Book page 10	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture again and take turns asking a partner what the children are doing, using the present continuous. <p>Feedback</p> <p>This activity is excellent as an informal assessment opportunity, so circulate and check learners are structuring the questions correctly. If they are not, do some remedial work at the end of class.</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask these learners to ask just two more questions.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to write the questions they asked.</p>
<p>Activity Book page 10</p>	<p>Write: Activity 1</p> <p>1. Ask learners to look at the picture and answer questions 1–3 using the phrases in the box, then write the questions 4–6. They should start each answer 1–3 with <i>He is</i> or <i>They are</i> and each question 4–6 with <i>What is</i> or <i>What are</i>.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 He is/He’s climbing the wall.; 2 They are/They’re helping Bader.; 3 He is/He’s standing on a ladder.; 4 What are Mohammad and Naser doing?; 5 What is Marwan doing?; 6 What is Walid doing?</p>
<p>Learner’s Book page 10</p>	<p>Word Study: Activity 4</p> <p>1. Focus on the first question and ask the learners to write down their answers.</p> <p>2. As a group, ask learners to read out their suggestions.</p> <p>3. Proceed in the same way with the other questions.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p><i>What can you push?</i> Example answers: You can push a door, a swing or a baby’s pushchair.</p> <p><i>What can you climb?</i> Example answers: You can climb a tree, a wall or a mountain.</p> <p><i>What can you carry?</i> Example answers: You can carry a bag, some books or a baby.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Ask the learners to look at the picture on page 10 again and ask them again what the children are doing, to consolidate the class input.</p> <p>2. This will round off the language point of the present continuous and conclude the class effectively and in an engaging way.</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>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.</p> <p>(G4.3.2.1.1) Build on and continue applying previously learned print concepts.</p> <p>(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.1.1) 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>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To describe actions for peers to follow. Writing: To complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use and do some of the action verbs in the unit • give instructions for other learners to do the action verbs • discuss their preferences • assess their progress so far in the unit.
Link to prior learning: <ul style="list-style-type: none"> • Prepositions • The imperative • Action verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>right, left, stand, sit, go to ... , up, around, quickly, slowly, turn</i> Key expressions/structure: Imperatives: <i>stand, twist, turn, sit down, walk around</i> ; Discussing preferences; Describing location		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might be less inclined to get out of their chairs to do more physical activities, so they will need to be encouraged further. 		
Resources/equipment needed: Learner's Book page 11 Activity Book page 11		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to get up and do some actions according to your instructions. 2. Say <i>Stand up! Sit down! Go to the left! Go to the right!</i> 3. They can then give each other instructions to do the actions in pairs.
Resources	Main activity
Learner's Book page 11	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. The learners are still standing up from the Starter Activity above, so continue with Activity 1. 2. Give the instructions slowly and carefully and wait for the learners to do the actions. 3. As they become more familiar with the instructions, you can add further ones and speed up what you say. 4. They then work in pairs or in groups to give instructions to each other. <p>Feedback</p> <p>Nominate individual learners to do the actions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further support and repetition. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may know further vocabulary they can add to the activity.
Learner's Book page 11	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs and look at the pictures. 2. One learner describes two pictures for the other to copy the actions, and vice versa. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 Stand up; 2 Turn left; 3 Turn right; 4 Sit down.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help these learners to describe the pictures. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could serve as a model for the others.
Learner's Book page 11	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to stand up and clear the furniture. 2. They should stand in a circle and start to move. 3. Say <i>Stop!</i>, and the learners tell the person next to them what they think about playing outside. 4. Do the same for the other activities. <p>Feedback</p> <p>As a round-up, you could mime the activities and elicit the expressions from the learners.</p>

Activity Book page 11	<p>Use of English: Activity 1</p> <p>1. Encourage the learners to talk about the different games in the unit and the actions involved.</p> <p>2. Ask the learners to complete the sentences.</p> <p>Feedback</p> <p>Nominate different learners to give their answers.</p> <p>Answers</p> <p>a on; b to; c top; d up/together; e up</p>		
Activity Book page 11	<p>Talk: Activity 2</p> <p>1. Ask the learners to draw and talk about their favourite game.</p> <p>2. Now ask them to go to the assessment box and complete it.</p>		
Activity Book page 11	<p>Assessment box: Activity 3</p> <p>1. Ask the learners to read the statements in the box and tick for them.</p> <p>2. Do any remedial work necessary as a result of their feedback.</p>		
Resources	<p>Plenary</p> <p>1. To round off the class, ask learners if there are any particular language points in the course so far that they find tricky. Review the structure of questions and the present continuous by running quick checks on the board and eliciting their answers.</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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see/ sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand rhyming words in a poem; to read and identify numbers. Listening: To listen to a poem; to listen to instructions; to listen to and identify rhyming words; to listen and order sentences. Speaking: To play a counting skipping game. Writing: To write labels under pictures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and read a poem • focus on pronunciation through rhyming words in a poem • read numbers • extend their knowledge of action verbs.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of action verbs • The present continuous • Numbers 1–100 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>tie, pass, climb, carry, stand, push, laugh, turn, round, spin, bounce, kick, hit, listen, count, jump, giggle, bounce, numbers 1–100</i> Key expressions/structure: Action verbs; <i>What am/is/are ... doing?</i> ; Use of contractions; Present continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not have studied many poems in L1 so they might need encouragement to enjoy this one. 		
Resources/equipment needed: Learner's Book pages 12 and 13 Activity Book page 12 Audio Track 5		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 12 Audio Track 5	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the title of the poem and the picture, and elicit vocabulary and ideas from the learners. 2. Play the audio at least twice. Learners read to check their predictions. 3. Focus on the first set of words and ask the class to read them aloud. Check and drill pronunciation. Play the audio again. Learners find words that rhyme. 4. Focus on the second set of words. Learners find the words that mean the same in the poem. <p>Feedback Hold feedback as a class discussion, inviting learners to contribute spontaneously.</p> <p>Answers</p> <p>Rhyming words: in = spin; ground = sound; to = do; ten = again; about = out Synonyms: laugh = giggle; turn round = spin; begin = start</p>
Resources	Main activity
Learner's Book page 12	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Review the numbers the class has learned so far. 2. Elicit <i>skipping</i> using the picture. 3. Focus on the activity and explain the rules. Play the game as a class. Encourage accurate pronunciation of the numbers. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more scaffolding to understand all the steps in this activity. Watch their body language to gain insights into how well they understand the process and respond accordingly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may act as a model for the others.
Learner's Book page 13	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit what action verbs are: action verbs show some kind of action, they express something that a person, animal or object can do, for example, <i>run, walk, shout, jump</i>. Ask the class for one or two examples and then to find more of these words on page 10. 2. Tell the class to begin a list of 'Action verbs' in their notebooks. Tell them to start a section in their notebooks and record new words they learn. They can add to the list as they progress through this unit and beyond. <p>Feedback Direct questioning to check learners' understanding of the activity.</p> <p>Answers</p> <p>tie; pass; climb; carry; stand; push; laugh; turn round; spin; bounce; kick; hit; listen</p>
Activity Book page 12	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the number words and the number pictures. 2. Tell them to draw a line from the number word to the letter. Check as a class. <p>Feedback Nominate learners to give their responses.</p>

	Answers		
	1 e; 2 a; 3 f; 4 g; 5 d; 6 c; 7 b		
	Differentiation activities (Support):		
	1. These learners might need help to understand they have to draw a line from the numbers to the letters.		
	Differentiation activities (Stretch):		
	1. These learners can be called upon to help their peers.		
Learner's Book page 13	Read: Activity 4		
	1. Ask the class if they like acting. Have they ever taken part in a school play? What was it like? Did they dress up?		
	2. Focus on the picture. Encourage learners to describe it. Tell learners that these children are going to act in a play and they are making signs for the animal characters in the play.		
	3. Ask the class to read the text about the animals. Discuss the meaning of the new words using the photo for <i>bat</i> . Encourage learners to discover the other meanings by themselves.		
Activity Book page 12	Word study: Activity 2		
	1. Ask learners to look at the pictures and write the correct name below each bird and mammal.		
	Feedback		
	Hold a class discussion and ask learners to contribute answers.		
	Answers		
	Birds: a owl, b penguin		
	Mammals: c kangaroo, d bear, e tiger		
Resources	Plenary		
	1. To round off the class, do a quick revision of the animals and birds in the previous activity with a Hangman exercise.		
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:			
(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			
(G4.3.1.1.2) Know the vowel phonemes /eə/ /ɪə/ /ə/ and their corresponding common spellings.			
(G4.3.2.1.1) Build on and continue applying previously learned print concepts.			
(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).			
(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			
(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To say what part you want to act in a play; to talk about what you are good or not good at. Listening: To understand general meaning. Writing: To write the names of animals; to write sentences in the present continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extend their knowledge of language to describe animals • listen for gist • extend and further consolidate the present continuous • listen to things others are good or not good at.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals and language to describe animals • The present continuous for actions happening 'now' • Letter names and spelling 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>mammal, fur, lay eggs, wings, feathers, skip</i> Key expressions/structure: <i>good at + -ing; spelling</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to use the <i>-ing</i> form of the verbs and may not hear it; this will need reinforcing. • Some learners may struggle with the concept of what a mammal is and may need further explanation and more examples. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 13 Audio Track 6		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Take this opportunity to review some of the language in the unit up to this point - you could for example mime and elicit some action verbs, the use of the present continuous or the games in Lesson 3.
Resources	Main activity
Learner's Book page 14	Talk: Activity 1 <ol style="list-style-type: none"> 1. Prepare for this activity by brainstorming mammal and bird words that the learners know. 2. Make a list on the board. Learners may choose from this list. 3. Tell the class to imagine that they are going to act in a play. They have to decide if they want to be a mammal or a bird. 4. Then they ask three friends about this. 5. Direct their attention to the questions in the speech bubbles and tell them to use these to ask their friends.
Learner's Book page 14 Audio Track 6	Listen: Activity 2 <ol style="list-style-type: none"> 1. Focus on the picture. Ask the class what Nabeel is doing and ask who he is talking to. 2. Direct learners' attention to the questions. Read them and tell them to listen to the audio to find the answers. 3. Play the audio at least twice. Learners answer the questions and then check in pairs. Check as a class. 4. Elicit that we use the <i>-ing</i> form after <i>good at</i>. Direct their attention to the <i>Language detective</i> and how the spellings of some verbs change with the addition of <i>-ing</i>. Feedback Ask learners to raise their hands to give answers. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 He's good at drawing.; 2 He's not good at spelling.; 3 mammal </div> Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners will probably need help using the <i>-ing</i> form on the verbs. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners may be able to describe the picture in more detail.
Activity Book page 13	Use of English: Activity 1 <ol style="list-style-type: none"> 1. Ask the class to read the sentences. Then they write the missing words. 2. They use <i>is</i> or <i>are</i> and the <i>-ing</i> form of each verb. 3. Check the answers as a class. Feedback Nominate learners to give answers. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 The girls are skipping and giggling.; 2 The stick is moving up and down.; 3 We are clapping our hands. </div>

Activity Book Page 13	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to write sentences to match each picture. 2. Remind them to use the <i>-ing</i> form of the verb. 3. Check the answers as a class. <p>Feedback</p> <p>Circulate and give help to those learners who need extra help.</p> <p>Answers</p> <p>a He is playing football.; b He is riding a horse.</p>
Learner's Book page 14	<p>Over to you: Activity 3</p> <ol style="list-style-type: none"> 1. Encourage the learners to talk in pairs about what they are good at and what they are not good at. 2. Ask learners to write a sentence about their partner. Ask some learners to share their sentences with the class.
Activity Book page 13	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write one sentence about what they are good at, and one sentence about what they are not good at. 2. Remind learners to use capitalisation and full stops. Circulate and monitor to check they understand. 3. Note: As all learners will have different answers, you might need to take this in to mark rather than check in class. Therefore you will need to instruct learners to write on a separate piece of paper in neat handwriting. <p>Feedback</p> <p>Circulate and give support to those learners who need extra help. Note down a few points for general remedial work later, for example, the use of capital letters, commas and full stops.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use full sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of two more example sentences of what they are/aren't good at doing.
Learner's Book page 14	<p>Let's do it!: Activity 4</p> <ol style="list-style-type: none"> 1. Drill the pronunciation of letters with the learners. 2. Tell learners to work in pairs. They should draw an animal then ask their partner to name it. 3. Both learners then write the name of the animal and compare their spellings.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. As a final check and consolidation of letters, ask learners to work in pairs and spell their dad's name and their mum's name for their partner, who should write the names and then say them. They check by showing each other the names. Continue with further names if time allows.

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>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from Grades 1, 2 and 3.</p> <p>(G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the first part of a play. Speaking: To discuss the first part of a play. Reading: To read along as you listen to a play; to understand stage directions. Writing: To complete a paragraph.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read, listen to and discuss the themes and central ideas of the first part of a play • extend their knowledge of lexis and use context to help them understand meaning.
Link to prior learning: <ul style="list-style-type: none"> • Action words and vocabulary related to playing games • Lexis of animals 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, with respect. 		
Key vocabulary: <i>share, stick, glue, project, tidy up, happy</i> Key expressions/structure: Present continuous; Adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might need help to understand why the main protagonists in the story are animals and what the moral is behind the story. 		
Resources/equipment needed: Learner's Book page 15 Activity Book page 14 Audio Track 7 Writing supplies, pieces of paper for the writing task Classroom stationery, for example, coloured pencils Board markers		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise action words and vocabulary related to playing games from previous lessons. 2. Have a competition between groups of learners to see who can come up with the most words and expressions in one minute.
Resources	Main activity
Learner's Book page 15	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the text and decide what kind of text it is: a story, a play or a poem. Why? Encourage them to give reasons for their answers. 2. Elicit that it is a play because the different characters are set out on the page, together with what they should say. 3. Tell learners to look at the picture and read the two questions. Give them a few moments to think, and then tell them to talk about their answers in pairs. <p>Feedback</p> <p>Ask learners to raise their hands to give answers. Ask them to read the title (<i>Share my scissors!</i>) and predict what happens in the play.</p> <p>Answers</p> <p>Characters: Bat, Bear, Kangaroo and Owl (and in Part 2, Duck); What happens: Learners' own answers</p>
Learner's Book page 15 Audio Track 7	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to Part 1 of the play. While they listen, they read the words in their books. 2. Play the audio at least twice. Ask the class if their predictions from Activity 1 were correct. 3. Read the questions. Play the audio again. Learners answer the questions. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 The animals are in a classroom.; 2 Owl is the teacher.; 3 The animals are colouring and cutting out pictures and sticking them on a poster.</p>
Activity Book page 14	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners re-read Part 1 of the play on page 15 of the Learner's Book. 2. Help them with any difficult words or expressions. 3. Then, they read the sentences and write T (true) or F (false). They will need to look at the picture to answer question 2. 4. Ask learners to correct the false answers. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 F They are working on a project in the classroom.; 2 F Duck isn't happy.; 3 T; 4 F Bear is cutting out his picture.; 5 T</p>

	Differentiation activities (Support): 1. These learners will need extra help with vocabulary input.		
	Differentiation activities (Stretch): 1. These learners can help their peers with any challenging sections of the text.		
Activity Book page 14	Write: Activity 2 1. Pre-teach <i>fur</i> , <i>feathers</i> and <i>wings</i> before learners start this task. 2. Ask learners to read the information in the two charts carefully. Then they complete the sentences. Check as a class. Feedback Circulate and help learners with their writing skills, either with the completion of the sentences or how to hold their pencil more efficiently for writing Roman letters. Ask them to raise their hands to give responses. Answers Mammals have <i>teeth</i> and <i>fur</i> , and they usually have <i>four legs</i> . Bats have <i>teeth</i> and <i>fur</i> , but they don't have <i>four legs</i> . Bats have <i>wings</i> and <i>two legs</i> , but they don't have <i>feathers</i> . Birds have <i>wings</i> , <i>two legs</i> and <i>feathers</i> .		
Resources	Plenary 1. As learners have been writing in the previous activity, invite them to come to the board and write some new words they've learned in today's class. Hand out board markers so multiple learners can be writing at the board at the same time. This is a fun and energising activity for the end of class, and it has the added benefit of allowing you to see how well the learners are spelling the new words.		
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: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.3.7.1.1) 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. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see/sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text. (G4.4.4.1.2) Correctly use apostrophes in contractions and possessives. (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss values in the classroom; to rehearse and perform a short play using correct pronunciation. Listening: To listen for general gist and main ideas. Reading: To read and discuss a play. Writing: To write a short formal letter of apology.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about values and the importance of sharing in the classroom • understand the general gist of a play • act out a role in a play and focus on pronunciation • discuss and devise rules for their own classroom.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals • Recognition and understanding of adjectives and adverbs of manner 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: <i>project, share, cut out, glue, sad, coloured pencils, happy</i> Key expressions/structure: Present continuous; Adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think they need to perform a fully rehearsed play but should be reassured this is more of a read-through, with the emphasis on pronunciation and intonation, rather than acting. 		
Resources/equipment needed: Learner's Book pages 16 and 17 Activity Book page 15 Audio Track 8 Poster paper and markers		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Review some of the stationery vocabulary from the previous class by miming and eliciting <i>cut, stick, glue</i> and <i>colour</i> .
Resources	Main activity
Learner's Book page 16	<p>Talk: Activity 1</p> <p>1. Ask the learners to work in pairs and re-tell the beginning of the play from the previous lesson. Take this opportunity to recycle and clarify vocabulary from the last lesson.</p>
Learner's Book page 16 Audio Track 8	<p>Read and listen: Activity 2</p> <p>1. Prepare learners to read and listen to the second part of the play. 2. Play the audio. Clarify any difficult vocabulary. 3. Draw learners' attention to the questions and elicit answers.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 Duck is sad at the start of the play as he doesn't have the equipment to do his work. 2 He is happy at the end because his friends lend him everything he needs.</p>
Learner's Book page 17	<p>Values: Activity 3</p> <p>1. Ask the learners to look at the list of rules and talk about which ones they think are important. Why do they think that? 2. They should then match the pictures with the rules. Tell the learners that there is more than one possible answer.</p> <p>Feedback</p> <p>Discuss the rules as a class and ask learners to say which they think are the most important. Encourage them to give their opinions freely and help them with key phrases, for example, <i>I think ...</i> or <i>In my opinion ...</i>.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 b or c; 2 c or b; 3 e; 4 a; 5 d</p>
Activity Book page 15	<p>Write: Activity 1</p> <p>1. Tell learners to complete Bat's letter, using the suggestions and language given in the instructions. 2. Collect in the letters for marking/assessment and/or ask learners to read their letters to each other in a later lesson.</p> <p>Feedback</p> <p>Ask learners to have a look at each other's work while they are writing. Circulate and give further ideas.</p> <p style="background-color: #d3d3d3; padding: 2px;">Example answer</p> <p>Dear Duck, I am sorry that I didn't know you were sad. I want to share my things with you in the classroom. I want to work as a team. I want to help you and I want to say 'please' and 'thank you'. Your friend, Bat</p>

Activity Book page 15	Word study: Activity 2 1. Read through the rules with the learners. 2. Clarify any tricky vocabulary. 3. Learners circle the rules they have in their class. Feedback Hold a class discussion to elicit and discuss feedback. Answers Learners' own answers		
Resources	Plenary 1. As a final activity, hand out poster paper and markers, one set to each group of four learners, and ask them to write one rule each for their classroom. 2. At the end compare together and discuss.		
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: (G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.3.7.1.1) 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. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text. (G4.4.2.1.4) Write short personal letters, postcards and emails to friends. (G4.4.3.1.4) Use coordinating conjunctions (for example, and, but).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand general vocabulary and structures from the unit; to understand general gist in different situations. Speaking: To work in pairs to discern meaning and distinguish between homonyms. Reading: To read for the meaning of words. Writing: To write a thank-you letter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • revise vocabulary from previous lessons • work out the meaning of words from context • identify homonyms • write an informal thank-you letter • listen for gist and general ideas.
Link to prior learning: <ul style="list-style-type: none"> • Revision of letter-writing • Revision of stationery lexis 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>tidy up, stick, coloured pencils, cut, glue, scissors, bat, letter, play</i> Key expressions/structure: Homonyms; Expressions for informal letter Writing: <i>Dear ... , Thank you for ... , Best wishes</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not realise that words can have different meanings in different contexts so they will need guided support on this. 		
Resources/equipment needed: Learner's Book page 18 Activity Book page 16 Audio Track 2 (Activity Book)		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise action words and vocabulary related to playing games and plays from previous lessons. 2. Have a competition between groups of learners to see who can come up with the most words and expressions in one minute. 3. Choose a game from the Teaching Strategies and play with the whole group, revising previous lexis from the unit.
Resources	Main activity
Learner's Book page 18	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the play on pages 15 and 16 again. 2. Ask learners to identify the words in blue and working in pairs to work out the meaning of the words and phrases. For example, one of the learners can ask <i>What does tidying up mean?</i>, and the other learner can reply to this question. 3. Circulate and offer help as necessary. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 18	<p>Words with more than one meaning: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Explain that in English words sometimes look the same but have different meanings. 3. You could exploit this activity further by bringing in other homonyms, for example, <i>match</i>, <i>can</i> and <i>bank</i>. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 bat 2 letter 3 play</p>
Learner's Book page 18	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to look back at the letter they wrote on page 15 of the Activity Book. 2. Ask them now to change roles and say they should pretend they are Duck and write a thank-you letter to Bat. 3. Remind them of key phrases for writing a letter, for example, <i>Dear ...</i>, <i>Thank you for ...</i>, <i>Best wishes ...</i>. <p>Feedback</p> <p><i>Example letter</i></p> <p>Dear Bat,</p> <p>Thank you very much for your letter. I was sad in the class when I didn't have scissors or glue or coloured pencils to do my project. But everyone was very kind and shared their things so in the end I made a beautiful picture.</p> <p>Thank you very much for your help.</p> <p>Best wishes,</p> <p>Duck</p>

	<p>Differentiation activities (Support):</p> <p>1. These learners will need help with extra vocabulary and sentence structure. If these learners struggle with the activity they could be given the example letter as a gapped text to complete.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. These learners could be asked to circulate and help other learners.</p>		
<p>Activity Book page 16 Audio Track 2</p>	<p>Listen: Activity 1</p> <p>1. This is the beginning of the review of the unit so ask learners to read through the pages in Unit 1 in the Learner's Book first.</p> <p>2. Tell the learners they will be listening to some sentences and should tick the picture which matches what they hear.</p> <p>3. To help learners predict what might be on the audio you could exploit each picture with them first and elicit what they can see.</p> <p>4. Play the audio and allow the learners to compare their answers, then check with the class.</p> <p>Feedback</p> <p>Hold feedback as a class discussion, with learners contributing freely.</p> <p>Answers</p> <p>1 b; 2 c; 3 b; 4 b; 5 tiger, a</p>		
Resources	Plenary		
	<p>1. To continue the review of the unit, ask learners to work in pairs to go through the pages in Unit 1 and prepare four questions for other learners.</p> <p>2. They work together and you circulate, checking vocabulary and question structure. Give remedial help as necessary.</p> <p>3. They get up and ask each other the questions. They could award points for correct answers if you feel that is appropriate.</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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.4.1.8) Read and respond to informal letters, postcards and emails.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To act out an imagined dialogue. Writing: To complete sentences with <i>good at + -ing</i> ; to check the spelling of animal names and <i>-ing</i> forms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the differences between birds and bats • act out an imagined dialogue • check the spelling of animal names • check and consolidate the spelling of <i>-ing</i> forms • assess their progress so far.
Link to prior learning: <ul style="list-style-type: none"> • Animal vocabulary • Structuring dialogues 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing. 		
Key vocabulary: <i>owl, penguin, kangaroo, bear, tiger, bat</i> Key expressions/structure: <i>good at + -ing</i> ; present simple; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might struggle with adding <i>-ing</i> to verbs after <i>I'm good at ...</i> so this will need continual reinforcement. 		
Resources/equipment needed: Learner's Book page 19 Activity Book page 17		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 19	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they can remember about the difference between a bird and a bat. 2. Ask the learners to draw a bat or a bird and give it a name. 3. Learners show a partner their animal and say what it eats and where it lives. Go round helping with vocabulary. 4. They can then act out a short dialogue between their animals.
Resources	Main activity
Learner's Book page 19	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to complete the sentences. 2. Remind them of the spelling rules on page 14 if necessary. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p><i>Possible answers:</i></p> <p>1 writing; 2 skipping; 3 swimming; 4 running; 5 drawing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further support with spelling here. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may be able to come up with more sentences using <i>good at</i>.
Learner's Book page 19	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to ask and answer in pairs, then tell the class what their partner is good at. <p>Feedback</p> <p>Have an informal discussion with the class about what people are good at.</p>
Activity Book page 17	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work individually to rearrange the letters to make the names of animals. 2. They then write whether they are mammals or birds. 3. They check in pairs and with the class. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 owl - bird; 2 penguin - bird; 3 kangaroo - mammal; 4 bear - mammal; 5 tiger - mammal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You may need to circulate to give further support to these learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can be paired with other learners to help them.

Resources	Plenary		
Activity Book page 17	Assessment box: Activity 2 1. Ask learners to complete the assessment box to show their progress. 2. Do any remedial teaching as necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.3.7.1.1) 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. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal) and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write instructions about what they can do with a ball; to write about preferences. Listening: To listen and respond to others' opinions; to listen and write a dictated text. Speaking: To ask and answer questions; to ask for clarification; to express likes, dislikes and preferences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • review action words.
Link to prior learning: <ul style="list-style-type: none"> • Action words and vocabulary related to playing games • Lexis of animals and how to describe animals • Imperatives used in writing and understanding instructions • <i>be good at + -ing</i> form 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing 		
Key vocabulary: All action verbs, animal vocabulary and stationery vocabulary from unit Key expressions/structure: Expressing preferences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When doing the dictation, learners may think they have to write whole sentences, so give careful instructions to reassure them that they don't, and that they are in fact completing a partly-written paragraph. 		
Resources/equipment needed: Learner's Book page 20 Audio Track 9		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 20	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look back through the unit and choose a picture they liked. Ask learners to work with a partner and, where appropriate, describe what is happening in the picture. 2. Ask the second learner to then tell you what the first learner said about the picture.
Resources	Main activity
Learner's Book page 20	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about things they can do and games they can play with a ball. 2. Ask them to write sentences as imperatives, for example, <i>Put the ball on the table.</i> 3. They then read out their sentences and their partner does the actions. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to look at the list of action verbs they made earlier in the unit. 2. Ask them to write one sentence about something they like doing and one about something they don't like doing. 3. They read their sentences to a partner to find out if they like or dislike the same things. <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 20 Audio Track 9	<p>Listen and write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to re-read the text about mammals and birds on page 13. 2. Tell them they will listen to the text but they must complete it with the missing words they hear. 3. Play the audio, then ask the learners to check in pairs. <p>Feedback</p> <p>Play the audio again and check as a class.</p> <p>Answers</p> <p>1 drawing; 2 animal; 3 legs; 4 wings; 5 fly; 6 bat</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It might be advisable to pause the audio for these learners to listen more slowly and catch every word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. You might like to give the audioscript to these learners so that they can read out loud to each other, rather than listen to the audio.
Resources	Plenary
Learner's Book page 20	<p>Talk and write: Activity 4</p> <ol style="list-style-type: none"> 1. For the final part of the class, ask the learners to talk about which activity they liked best and why. Then ask them to say what they didn't like so much. 2. In terms of checking CLIL, ask learners to say what they learned about the outside world in this unit.

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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read step-by-step instructions and descriptions. Speaking: To ask and answer questions; to ask for clarification; to ask each other's opinions. Listening: To listen and follow directions. Writing: To write instructions and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • discuss their preferences and make decisions in groups • use imperatives and descriptive language more effectively.
Link to prior learning: <ul style="list-style-type: none"> • The present simple to describe pictures • Descriptive language • Imperatives 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: Lexis of animal names; Lexis of parts of the body; Lexis of games: for example, <i>count</i> , <i>stand on one leg</i> , <i>twist</i> . Key expressions/structure: Imperatives; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unused to preparing and presenting a picture or cards for others to see, so it would be useful to show them how to write and draw clearly and even help them prepare their work. • Learners may need help with what sort of animal to draw. 		
Resources/equipment needed: Learner's Book page 21 Card, paper, writing and colouring materials, possibly scissors and glue		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall some of the activities they did in the previous lesson. 2. Learners work in pairs to discuss which activities they were good at. 3. Learners then write their answers, using correct punctuation and spelling.
Resources	Main activity
Learner's Book page 21	<p>Project work</p> <ol style="list-style-type: none"> 1. Learners will choose an end-of-unit project to work on. 2. Ask learners to look at Learner's Book page 21 and read through the instructions for both projects. 3. Ask learners to discuss with a partner which project they will choose. 4. Ask learners who have chosen Project 1 to raise their hands and then move those learners to work together either in pairs or small groups (depending on the number of learners). 5. Repeat this for learners who have chosen Project 2. 6. It is vital at this stage to focus learners on the future presentation of their projects, for example, to elicit ideas about legible writing, punctuation and colourful drawings. Write some of these ideas up on the board so that they can be used as a checklist at a later stage. You could alternatively put the ideas on a flip chart or similar so that they can be brought out and learners can be reminded of them in the next class. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more help and guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could perhaps be allowed to work quickly so that other learners can follow their lead.
Learner's Book page 21	<p>Make a 'Follow the instructions' game</p> <ol style="list-style-type: none"> 1. Read and explain the directions in the Learner's Book. Give out drawing and writing materials. 2. Help the learners to measure and cut out equal-sized cards for them to write the instructions on. 3. Learners write the instructions on their cards, adding pictures where necessary. <p>Make a 'Find the animal' game</p> <ol style="list-style-type: none"> 1. Read and explain the instructions. 2. Learners draw and colour their funny animal. 3. They write a description of their animal on another sheet. Encourage them to use dictionaries to look up any words they need for their writing. <p>Take in all the projects at the end and store them in a safe place.</p>
Resources	Plenary
Learner's Book page 21	<ol style="list-style-type: none"> 1. Round off the class by bringing together any final feedback on language or picture presentation to consider for next class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on a grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read step-by-step instructions and descriptions. Speaking: To ask and answer questions; to ask for clarification; to ask each other's opinions. Listening: To listen and follow directions. Writing: To write instructions and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • use present tenses • use the imperative.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals • Imperatives • The present simple 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles. 		
Key vocabulary: Lexis of animal names; Lexis of parts of animals' and birds' bodies; Lexis of games: for example, <i>count</i> , <i>stand on one leg</i> , <i>twist</i> , etc. Key expressions/structure: Imperative; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel a little nervous about presenting their work to others, so reassure them that as long as the material is well-presented and they've done their best, they will feel more confident. 		
Resources/equipment needed: Learner's Book page 21 Card, paper, writing and colouring materials, possibly scissors and glue Drawing pins or Blu-Tack for sticking up the animal pictures		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Give out the projects and ask learners to finish them in their groups.2. Give out further stationery as necessary.3. Circulate, giving help with lexis and expression.4. Advise learners on how the material should look when it's presented.
Resources	Main activity
Learner's Book page 21	<p>Finishing a 'Follow the instructions' game</p> <ol style="list-style-type: none">1. Check that the groups understand all the cards should be sturdy and of the same size.2. Ask them to proofread and check their writing is neat and legible. Help as necessary. <p>Finishing a 'Find the animal' game</p> <ol style="list-style-type: none">1. Check the groups are producing interesting and colourful material.2. Check use of the present simple and descriptive language in their paragraphs.
Resources	Plenary
Learner's Book page 21	<p>Presentation phase</p> <p>Make sure there is space on the floor or on the tables for the learners to play the card games easily.</p> <p>Make sure there is space on the main notice board or the wall for the animal pictures.</p> <ol style="list-style-type: none">1. Begin with the 'Follow the instructions' game.2. Ask the learners to get into different groups and play each game. Ask the presenting groups to give any final instructions as to how each game should be played.3. At the end of each game the learners can give feedback to the makers of the game.4. Continue with the 'Find the animal' game.5. Stick the animal pictures on the wall and place the description sheets randomly on your desk.6. Learners should take a description sheet and stick it to the matching animal using drawing pins or Blu-Tack provided by you.7. Check all answers at the end. <p>Feedback</p> <p>Give praise and feedback. Ask learners to reflect on how they felt about presenting, and how it went.</p>

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:

- (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.
- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.4) Give and explain instructions or directions of four or more steps.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.
- (G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.
- (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions. etc.).
- (G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.
- (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.
- (G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a description of Eid Al Fitr; to listen for specific information. Speaking: To describe a cultural tradition; to practise topic vocabulary; to talk about family celebrations. Reading: To follow instructions. Writing: To write a description.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe and compare their own culture using lexis of family members and celebrations listen for gist use recently-learned vocabulary to write a description of an Eid Al Fitr celebration.
Link to prior learning: <ul style="list-style-type: none"> Lexis of family members, celebrations, food and clothes The present continuous for actions happening now Understanding of imperatives in instructions The past simple tense Recognition of <i>going to</i> for future plans 21st Century Skills: <ul style="list-style-type: none"> Global awareness: college and career ready. Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing 		
Key vocabulary: <i>photographer, sister, grandmother, grandfather, granddaughter, grandson, aunt, uncle, cousin, mobile, moon, star(s)</i> Key expressions/structure: Present continuous; <i>going to</i> for future plans; Imperatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not have seen mobiles before so may need help understanding what they are. 		
Resources/equipment needed: Learner's Book pages 22–23 Activity Book page 18 Audio Track 10 Card, paint or glue and glitter, string and a stick for each learner PCM 1: Moon and star mobile		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what special dates their families celebrate. Elicit some answers. 2. Ask the class how they celebrate special days. Encourage them to talk about the food they eat, clothes they wear and activities that they do with their families.
Resources	Main activity
Learner's Book page 22	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they have ever celebrated Eid Al Fitr. Ask them where it takes place, for example, in a mosque, at home, a relative's house. 2. Ask learners to open their Learner's Book at page 22 and focus on the picture. Ask learners to describe what they see, for example, what they think the people in the picture are doing and what they are wearing. Supply additional vocabulary as needed. 3. Ask questions such as: <i>What did they eat? What did they wear? Did someone take photographs?</i> <p>Feedback</p> <p>Encourage a class discussion about the picture and invite learners to contribute spontaneously.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p>
Learner's Book page 23 Audio Track 10	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners: <i>You are going to listen to one of the people in the picture. She's talking about what's happening in the picture.</i> Ask learners to read the questions and choose one to focus on. Explain that you are going to play the audio and learners have to listen for the answer to their question. 2. Play the audio a few times. Elicit the answers from the class. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <ol style="list-style-type: none"> 1 Mariam's mother, grandmother and aunts made the food.; 2 She is the girl taking the photo.; 3 They are going to visit some relatives. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to focus on the first question (which is the easiest one to answer). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to focus on two of the given questions.

<p>Learner's Book page 23 Audio Track 10</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the word box. Play the audio again and ask the class to put up their hands when they hear the words. 2. Tell the class to use the words in the box to describe the picture. <p>Feedback</p> <p>Concept-check the meanings of some of the more difficult lexis to ensure that all learners have understood. This can be done by drawing your own family tree on the board and asking, for example: <i>Who is my John? (my grandmother); Who is Anne? (my cousin).</i></p> <p>Answers</p> <p>Possible answers: Mariam is the photographer, because she is taking the photo; Mariam's sister is sitting on the chair with the baby cousin on her lap, smiling at her baby cousin; her grandmother helped make the food, is drinking water and is looking at her aunt; Said is the grandson and is talking to his grandfather; Mariam's aunt helped make the food and is holding a mobile phone; her baby cousin is sitting on Mariam's sister's lap and her other cousin is Said, who is talking to her grandfather.</p>
<p>Activity Book page 18</p>	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read and follow the instructions to finish the picture. 2. Ask learners to show their picture to their partner and describe it. <p>Feedback</p> <p>Carefully talk through the first instruction with the class. Ask one or two learners to demonstrate what they should have drawn.</p> <p>Answers</p> <p>A camera in front of the male photographer, a mobile phone in Nasr's hand, a beard on the grandfather (on the right), a boy standing next to him</p>
<p>Learner's Book page 23</p>	<p>Let's make it!: Activity 4</p> <ol style="list-style-type: none"> 1. Give out copies of the moon and star mobile (PCM 1). 2. Ask learners to cut out the moon and star, then either paint both sides or use glue and glitter and mount them on cardboard. 3. Ask them to make a hole at the top of the moon and the star. 4. They should then tie pieces of string through the holes and tie these to a stick. 5. Show them how to tie a piece of string in the middle of the stick to hang up their mobiles. 6. If time is short, give the mobiles to the learners to finish at home.
<p>Activity Book page 18</p>	<p>Challenge: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to draw a picture of an Eid Al Fitr celebration and write two or more sentences.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, ask learners to tell you the steps they went through to make their moon and star mobile. 2. This will help them to review sequencing language, such as <i>first, then, after that.</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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.3) Listen and respond to dialogues where speakers talk about plans, predictions and intentions, expressing different levels of possibility.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about Eid Al Fitr customs and answer questions; to read and re-order instructions. Speaking: To discuss Eid Al Fitr customs. Listening: To listen and read.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read, follow and re-order instructions • understand short texts and understand key details.
Link to prior learning: <ol style="list-style-type: none"> 1. Lexis of family members, celebrations, food and clothes 2. Present continuous for actions happening ‘now’ 3. Understanding of imperatives in instructions 4. Past simple tense 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Understand other languages, nations and cultures. 		
Key vocabulary: <i>custom, cinema, park, beaches, fly kites, visit relatives, pancakes, mint tea, photographer, sister, grandmother, grandfather, granddaughter, grandson, aunt, uncle, cousin, guest, baby, first, next, then, finally</i> Key expressions/structure: Past simple; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners at this age may struggle with providing information in group discussion so they will need to be prompted with more detailed questions, rather than one open-ended one. 		
Resources/equipment needed: Learner’s Book page 24 Activity Book page 19 Audio Track 11		

UNIT 2 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 24	<ol style="list-style-type: none"> 1. Ask learners what they talked about in the last class and consolidate the vocabulary for talking about Eid Al Fitr and family celebrations. 2. Ask learners to describe the picture on page 22 again to refresh their vocabulary. 3. Talk about making the moon and star mobile too; you might like to ask them to describe what they did to check their sequencing language.
Resources	Main activity
Learner's Book page 24 Audio Track 11	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to focus on the photos on page 24. 2. Ask them to describe what they see and say how the pictures might be connected to Eid Al Fitr. 3. Tell the class that they are going to listen and read about Eid Al Fitr customs around the world. 4. Play the audio a few times. Clarify any difficult vocabulary. 5. Ask: <i>What do you think of these traditions? Is it the same in your country? What clothes do you wear for Eid Al Fitr? What food do you eat?</i> <p>Feedback Hold a class discussion where learners contribute freely and spontaneously.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might struggle to express themselves in discussions so be prepared to help them with lexis and pronunciation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might feel confident about expressing themselves so they can take the role of spokesperson within the group.
Activity Book page 19	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read and answer the questions about traditional Eid Al Fitr food in Egypt. 2. Help learners with any difficult vocabulary. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 b; 2 a; 3 nuts, sugar, figs; 4 Learners' own answers</p>
Activity Book page 19	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Learners decide if the different people in the box are male or female and label accordingly. 2. Check as a class. <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>sister F; photographer M or F grandmother F; granddaughter F grandson M; aunt F; uncle M; cousin M or F; guest M or F</p>

Activity Book page 19	<p>Read: Activity 3</p> <p>1. Ask learners to read the steps for taking a photo.</p> <p>2. They then decide on the correct order in pairs and match the two parts.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 c or d; 2 c or d; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <p>1. These learners may need further support with vocabulary.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners may be able to insert further vocabulary.</p>		
Resources	<p>Plenary</p> <p>1. Play an anagram game to round off the class, if time allows, using the words in Activity 2 of the Activity Book:</p> <p>1 taun (aunt)</p> <p>2 tgesu (guest)</p> <p>3 sngroand (grandson)</p> <p>4 cunle (uncle)</p> <p>5 ncious (cousin)</p> <p>2. Write these on the board and give the learners a few minutes to work out the correct answers. You could ask the learners to come to the board to write their answers so you can check their spelling. If further time is available, learners could come up with some anagrams of their own.</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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature).</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information; to listen and answer. Speaking: To discuss Eid Al Fitr customs; to compare and contrast customs. Reading: To answer questions about Eid Al Fitr customs. Writing: To write notes about traditional clothes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • scan a text for key information • understand and use titles and names.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of family members, celebrations, food and clothes • The present simple to describe customs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>custom, cinema, park, beaches, fly kites, visit relatives, pancakes, mint tea, tunic, long robe, hood, Mr, Mrs, Miss, Ms, polite/impolite, first name, surname/family name, next to, opposite</i> Key expressions/structure: Present simple questions: <i>What's your name? What's your surname/family name?</i> ; Titles and naming conventions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need help to understand and use the different titles we use for addressing people and extra practice with these. 		
Resources/equipment needed: Learner's Book page 25 Activity Book page 20 Audio Track 12 Word cards to be prepared by the teacher		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Begin the class by checking and consolidating some of the vocabulary from the last class. 2. Prepare a set of word cards on for each pair of learners, with one item on each card: <i>shopping mall, park, beach, hard-boiled egg, game, kite, pancake, mint tea.</i> 3. Ask the learners to get into pairs, then give each learner four word cards and tell them not to show their partner. 4. Learners then explain their words to their partner without saying the word for the partner to guess. You could demonstrate the activity by explaining a different word on an extra card, and asking the learners to guess.
Resources	Main activity
Learner's Book page 25	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. Tell them to find the answers to the questions as quickly as possible and underline them in the texts on page 24. 2. When they have finished, ask them what they did to find the answers. 3. Explain that sometimes they don't need to read a complete text again to find the information they need. They just need to look at the text and find words that will help them locate the information. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 Morocco; 2 A small amount of money; 3 Afghanistan; 4 They visit their families.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further guidance to locate all the information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to read the texts aloud for the others.
Activity Book page 20	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read about the traditional clothes people wear in different countries. 2. Then they write the name of each country under the correct photo. <p>Feedback</p> <p>Ask learners to come to the board to write their answers.</p> <p>Answers</p> <p>a Malaysia; b Saudi Arabia; c Morocco</p>
Activity Book page 20	<p>Over to you: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the table for themselves, then discuss in pairs. <p>Feedback</p> <p>Nominate learners to give answers.</p>

Learner's Book page 25 Audio Track 12	Listen: Activity 2 1. Read the instructions and the questions. 2. Ask learners to listen to the audio. Play the audio at least twice. Learners check in pairs. Check as a class. Feedback Ask learners to raise their hands to give answers. Answers 1 He is Nisreen's grandfather/grandpa; 2. She is Amira's aunt.		
Learner's Book page 25	Use of English: Activity 3 1. Read the information about names and the <i>Language tip</i> with the learners. 2. Ask them to look at the Al Qasim family and say the title and surname for each person. Feedback Nominate learners to give answers. Answers From left to right: Mrs Al Qasim, Mr Al Qasim, Mr Al Qasim, Miss Al Qasim, Mrs Al Qasim		
Resources	Plenary 1. In order to quickly consolidate the work on titles in the lesson, use your Learner's Book and point to the different people in the Al Qasim family. 2. Say that you would like the learners to say what the title of each person is all together in chorus. 3. If you have photos of other families or visual aids from the staff room, you can use those too, to bring in a little variety. If you don't want the class to be too noisy, hand out three pieces of card to each learner and tell them to quickly write <i>Mr</i> , <i>Mrs</i> and <i>Miss</i> on them. Point to each person in the picture and ask learners to hold up the relevant card. The advantage of this approach is that you can quickly get more feedback from more learners, rather than just the ones with louder voices.		
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: (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem; to listen and identify homophones; to listen and check answers. Speaking: To ask and answer questions; to talk about rhyming words. Reading: To read a poem; to find rhyming words. Writing: To write a short poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a poem and identify rhyming words • identify and understand the differences between homophones • write short sentences using the past tense.
Link to prior learning: <ul style="list-style-type: none"> • Awareness of words that have the same sounds • Understanding of <i>was/were</i> as the past form of <i>to be</i> • Question forms • Lexis: childhood toys • Review numbers 1–10 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Numbers 1–10, <i>new, alive, clever</i> Key expressions/structure: Present simple questions and answers; <i>was/were</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think that for words to sound the same they should be spelled in the same way. They need to learn this is not always the case in English. 		
Resources/equipment needed: Learner's Book pages 26 and 27 Activity Book page 21 Audio Tracks 13 and 14 Audio Track 3 (Activity Book) Realia: such as baby food, toys for young children, and baby and toddler clothes.		

UNIT 2 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Have a discussion about early childhood as an introduction to the poem 2. Ask the learners what they remember about being little: for example, the food they ate, the toys they had, the clothes they wore, their house. 3. To make it more interesting, you might like to take in some realia, for example baby clothes, toys, baby food, and pictures of babies and toddlers in magazines. 4. Ask them to talk about the differences as they got older.
Resources	Main activity
<p>Learner's Book page 26</p> <p>Audio Track 13</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 5. Ask learners to look at the pictures and describe what they see. 6. Ask learners what they think the connection between the baby and the boy is. Elicit ideas. 7. Ask the questions and encourage learners to discuss the answers. Ask them to give reasons for their answers. 8. Tell the class to read and listen to the poem. 9. Play the audio at least twice. Focus on the rhyming words. 10. Ask the learners to repeat after you to help them gain further awareness of the pronunciation of vowel sounds in English. <p>Feedback</p> <p>Invite learners to give their answers and their impressions of the poem.</p> <p>Answers</p> <p>Learners' own answers, based on the artwork.</p> <p>The poem is about a child growing up, from a small baby through to a six-year-old. Six.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need help with vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners will probably be able to read the poem with confidence straight away.
<p>Learner's Book page 27</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the words. Demonstrate the task by asking the learners which word rhymes with 'alive'. Ask the class to work in pairs, say the words aloud and match the ones that rhyme. <p>Feedback</p> <p>Nominate learners to give answers, then carry out further drilling, chorally and individually, to help them with their pronunciation.</p> <p>Answers</p> <p>1 d; 2 e; 3 a; 4 c; 5 b</p>

<p>Activity Book page 21</p> <p>Audio Track 3</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the words and find one more word to rhyme with each pair. Tell them to use the pictures to help them. 2. As consolidation, you can play the audio so they can check their answers. <p>Feedback</p> <p>Invite learners to raise their hands to give answers. Then ask them to say all three words so you can check and help them with their pronunciation.</p> <p>Answers</p> <p>1 run (or for example, sun); 2 shoe (or, for example, glue); 3 knee (or, for example, tree); 4 floor (or, for example, door); 5 drive (or, for example, arrive)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need help with hearing the rhymes as the words that rhyme are often not spelled in the same way. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could circulate and read the words to the others to help with the rhyme.
<p>Learner's Book page 27</p> <p>Audio Track 14</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to get ready to write in their notebooks. 2. Learners listen to the audio and write two possible words. Demonstrate by doing the first one together. 3. Pairs compare what they've written and make sure they have two differently-spelled words. <p>Feedback</p> <p>Invite learners to go to the board to write their answers.</p> <p>Answers</p> <p>1 ate eight; 2 one won; 3 two, too (note that 'to' is a short sound); 4 bee be; 5 our hour</p>
<p>Learner's Book page 27</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to read the sentences and complete them with some of the words from Activity 3. Demonstrate by doing the first one together. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 hour; 2 be; 3 ate; 4 won; 5 to</p>
<p>Activity Book page 21</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the poem on Learner's Book page 26 again. 2. Then ask learners to make up their own poem. 3. Explain to the learners that the words don't have to rhyme. 4. You may ask the learners to write poems on a separate sheet of paper and add pictures. 5. These can be shared and displayed in class. <p>Feedback</p> <p>Ask learners to move around the class and comment on each other's work.</p>

Resources	Plenary
	<ol style="list-style-type: none"> 1. Hold a quick consolidation activity for rhyming words. 2. Ask the learners to get into groups. 3. Explain how the activity will work. 4. Explain that you will say a word and that one person from their group has to run to the board and write a word that rhymes with that word. 5. Words from today's class that could be used include: one/begun/run two/new/shoe three/me/knee four/more/floor five/alive/drive

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:

- (G4.2.1.1.2) Talk about past events, habits and future plans.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.3.1.1.2) Know the vowel phonemes /ea/, /ee/, /a/ and their corresponding common spelling.
- (G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).
- (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.
- (G4.3.7.2.2) Identify relationships among words, including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions. Reading: To read and match questions and answers. Writing: To write simple sentences. Listening: To listen for specific detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict the content of a listening text from key words • ask and answer simple questions using learned vocabulary • listen for specific information in short monologues and dialogues.
Link to prior learning: <ul style="list-style-type: none"> • Understanding of <i>was/were</i> as the past form of <i>to be</i> • Question forms 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>SUV, tent, camp fire, sand dunes, desert, camping, trip, barbecue, afraid, brave, kind</i> Key expressions/structure: Questions and short answers with <i>was/were</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need further explanation and consolidation of <i>was</i> and <i>were</i> and their respective pronunciation. 		
Resources/equipment needed: Learner's Book page 28 Activity Book page 22 Audio Tracks 15 and 16		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 28	<ol style="list-style-type: none"> Look at the words in the word box in Activity 1. Ask: <i>What do you think the listening is going to be about?</i> Input vocabulary and check pronunciation. Learners' answers may include 'something in the desert/a trip to the desert'.
Resources	Main activity
Learner's Book page 28 Audio Track 15	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Focus the learners on the picture of Marwan and his grandfather, who live in Sharjah. Tell them: <i>You're going to listen to Marwan's grandfather telling Marwan about a special trip. What was the special trip?</i> Play Part 1 on the audio for learners to listen and find out what the special trip was. Allow the learners to check their answers in pairs and then check as a class. Play the audio again for learners to listen and circle the things Marwan's grandfather talks about. Allow the learners to check in pairs again before eliciting the answers. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> It was a camping trip to the desert/the first time Marwan camped in the desert. trees, camp fire, scorpions, tent <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners think of three things they would take on a camping trip to the desert. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners think of three things they would take on a camping trip to the desert. When they are ready, learners work with a less able partner to explain their choices.
Learner's Book page 28 Audio Track 16	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Learners now listen to Part 2 and answer the questions. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 Marwan was afraid of scorpions in the tent.; 2 No, he wasn't.; 3 His grandfather showed him how to move the scorpions without touching/hurting them.</p>
Learner's Book page 28	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Ask learners to match Marwan's questions with his grandfather's answers. Check with the class. <p>Feedback</p> <p>Invite learners to raise their hands to give answers.</p> <p>Answers</p> <p>1e; 2d; 3b; 4a; 5c</p>

Learner's Book page 28	Talk: Activity 4 1. Learners think of questions to ask their partner about their last family trip. 2. Encourage learners to use <i>was</i> and <i>were</i> in their questions. Draw learners' attention to the <i>Language tip</i> and discuss it with them. Show how we use short answers to reply to questions.		
Activity Book page 22	Use of English: Activity 1 1. Learners read about Bedouin camping trips in the UAE. They write <i>was</i> or <i>were</i> in the spaces. Check answers. Feedback Nominate learners to give answers. Answers 1 was; 2 were; 3 were; 4 was; 5 was; 6 was; 7 was; 8 were		
Activity Book page 22	Challenge: Activity 2 1. Learners discuss in pairs whether they think Bedouin camping is easy or difficult and the reasons for their opinion.		
Resources	Plenary 1. In order to round off the class and carry out a final review of the lexical and language focus, bring the class together for a final discussion of Marwan's trip. Ask the following questions: <i>Was Marwan happy on the trip? (Yes, he was.)</i> <i>Was the trip to a city? (No, it wasn't.)</i> <i>Was his grandmother with him? (Yes, she was.)</i> <i>Were Marwan's parents on the trip? (Yes, they were.)</i> 2. If time allows, you could ask the learners (in pairs) to think of one other question to ask the whole class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To write dictated words; to understand specific details in a description. Writing: To write the names of family members. Speaking: To discuss their own Eid Al Fitr celebrations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for detail and complete a picture • understand and use the lexis of family members (review) • match titles to their uses • talk about an important event in their family life using past narrative tenses.
Link to prior learning: <ul style="list-style-type: none"> • Consolidate all material input to this point 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>photographer, sister, grandmother, grandfather, granddaughter, grandson, aunt, uncle</i> Key expressions/structure: Prepositions; Past narrative tenses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need further help with the pronunciation of words for family members. 		
Resources/equipment needed: Learner's Book page 29 Activity Book page 23 Audio Tracks 17 and 18		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 29	<ol style="list-style-type: none"> 1. Exploit the picture on the page by asking learners to describe what they can see. 2. Take this opportunity to elicit or consolidate the following vocabulary: <i>Eid Al Fitr</i> celebration, food, photographer, special clothes, grandfather, grandson, aunt, uncle, granddaughter, mother and father.
Resources	Main activity
Learner's Book page 29 Audio Track 17	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to take a pen or pencil and paper. 2. They should listen and write the words they hear. <p>Feedback</p> <p>Ask learners to raise their hand to give answers.</p> <p>Answers</p> <p>1 photographer; 2 sister; 3 grandmother; 4 grandfather; 5 granddaughter; 6 grandson; 7 aunt; 8 uncle; 9 parents</p>
Learner's Book page 29 Audio Track 18	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they will hear a photographer preparing to take a photo. They should look at the list they wrote for Activity 1, listen and tick the people who are going to be in the photo. 2. Say you will play the audio again. This time the learners should look at the picture and draw a line from the people at the side to the correct parts of the picture. <p>Feedback</p> <p>Hold a class discussion and ask learners to say who is going to be in the photo and where each person should be placed.</p> <p>Answers</p> <p>People and their places in the photo: aunt (in mauve and blue) and uncle in the middle; grandfather and granddaughter on the left; grandmother and grandson on the right.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might need to watch stronger learners draw the first line to understand the second part of the task completely. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could draw further figures in the photo if they have time.

Activity Book
page 23

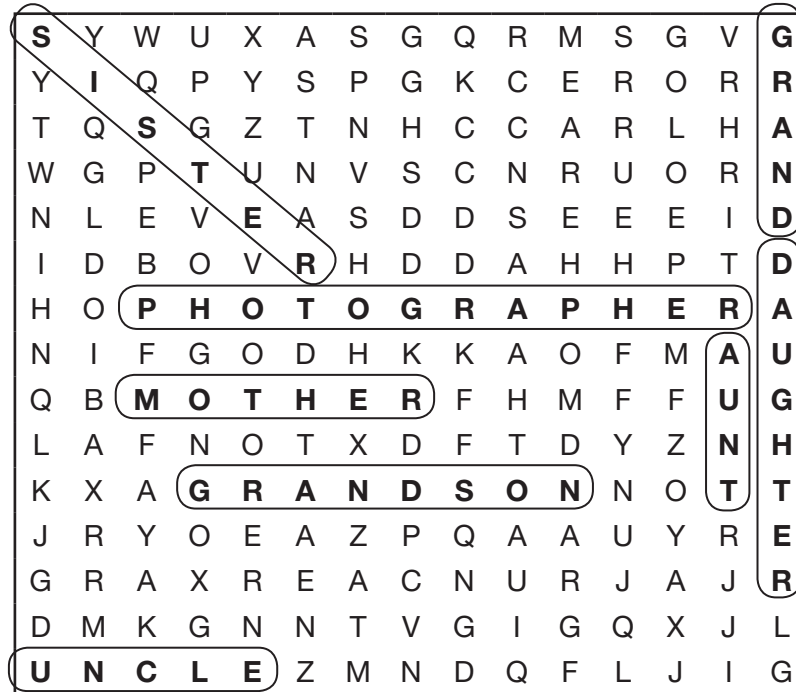
Word study: Activity 1

1. Learners find and circle the names of the people in the wordsearch.
2. Circulate to check that all learners understand the activity and how it works.

Feedback

Ask learners to hold up their Activity Books to show where the lines are round the answers. Alternatively, you could project a copy of the wordsearch on an overhead projector and ask learners to come up and circle the words.

Answers



Learner's Book
page 29

Use of English: Activity 3

1. Learners work in pairs and read the titles and their uses.
2. They then match them.

Feedback

Ask learners to raise their hands to give answers.

Answers

1 b; 2 c; 3 d; 4 a

Activity Book
page 23

Assessment box: Activity 2

1. Ask learners to tick the box for themselves.
2. Do any remedial teaching as necessary.

Resources

Plenary

1. Bring together the themes of the lesson by asking the learners to describe their own most recent Eid Al Fitr celebrations, describing what they did and ate, and who was there. From that you could ask what their titles (*Mr*, *Ms*, *Mrs* or *Miss*) would 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:			
<p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.1.1.2) Know the vowel phonemes /eə/ /ɪə/ /ə/ and their corresponding common spelling.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature) .</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise pronunciation of months. Reading: To read about a camping trip in the UAE. Writing: To take notes; to write country names. Listening: To listen for main and specific details in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for specific details in a text • write notes while listening for specific details in a text • pronounce months of the year accurately.
Link to prior learning: <ul style="list-style-type: none"> • Celebrations – lexis of food/drink, games/activities • Forming questions in the present simple • <i>Was/were</i> and past simple • Months of the year, dates: ordinal numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>camping, desert, tent, camp fire, scorpion, sand dunes, mountains, forest</i> Key expressions/structure: Dates and months: <i>on the ... of ...</i> ; Ordinal numbers; <i>was/were</i> ; Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will need help with the pronunciation and drilling of names of the months, as we tend to cut out letters when saying <i>January</i> /'dʒænjʊəri/ and <i>February</i> /'februəri/. 		
Resources/equipment needed: Learner's Book pages 30 and 31 Activity Book page 24 Audio Track 19 Coloured pencils		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 30	1. Ask learners to look at the pictures on page 30 of their Learner's Book and elicit what they can see. Elicit the place illustrated in the bottom picture and what kind of holiday it shows. Elicit and consolidate: <i>sand dunes, ghaf tree, barbecue, lamb, fox, bats, mountains</i> . Check understanding and pronunciation of words.
Resources	Main activity
Learner's Book page 30 Audio Track 19	<p>Read and listen: Activity 1</p> <p>1. Ask the learners to listen and read about Adel and Waleed's last camping trip, then answer the two questions. Play the audio. Check the answers.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give their responses.</p> <p>Answers</p> <p>1. They were six. 2. They went camping six years ago in summer/in July.</p> <p>Differentiation activities (Support):</p> <p>1. Pause the audio to allow learners processing time.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage the learners to write their answers to the questions in note form.</p>
Learner's Book page 30	<p>Word study: Activity 2</p> <p>1. Ask the learners to read the months together and help them put them in the correct order.</p> <p>Feedback</p> <p>Help learners particularly with the tricky pronunciation of months like <i>January</i> and <i>February</i> and the elision from the first syllable to the second.</p> <p>Answers</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p>
Learner's Book page 31	<p>Use of English: Activity 3</p> <p>1. Ask learners to read the calendar and say when the key events are. For example, you could ask: <i>What's happening on the first of December? On what date is National Day?</i></p> <p>2. You could ask learners to talk in pairs about any key events in their lives in the next few months. Draw attention to the <i>Language tip</i> to give learners further support for saying dates.</p>
Activity Book page 24	<p>Use of English: Activity 1</p> <p>1. Ask learners to write the dates.</p> <p>2. At this point you will need to reinforce ordinal numbers, i.e. <i>first, second, third, etc.</i></p> <p>3. Draw learners' attention to the <i>Language tip</i> box once again.</p> <p>Feedback</p> <p>Exploit this further by asking learners what tomorrow's date is, what Saturday's date is. Reinforce that we always say 'on the fourth/sixth/first of ... [month]'.</p> <p>Answers</p> <p>Learners' own answers</p>

Learner's Book page 31	Word study: Activity 4 1. Ask learners if they know any English words that are similar in another language. Ask them if they know which language pizza comes from. Feedback Invite learners to give their responses. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 d; 2 b; 3 a; 4 e; 5 c		
Activity Book page 24	Word study: Activity 2 1. Ask learners to match the pictures to the words, then write the names of the places and colour the flags. 2. Circulate and check that the flags have been coloured correctly. Feedback Nominate learners to give answers. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 e; 2 c; 3 a; 4 b; 5 d 1 pinata - Mexico 2 pizza - Italy 3 cafe - France 4 kimono - Japan 5 lei Hawaii		
Resources	Plenary 1. To round off the class, ask the learners to have a look at more foreign words in English. Which languages do they think they come from? (Answers are in brackets.) <i>a. banana (African)</i> <i>b. ketchup (Chinese)</i> <i>c. ski (Norwegian)</i> <i>d. tiramisu (Italian)</i> <i>e. zebra (African)</i> 2. Ask them to think of any words in their own language which have come from other languages.		
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: (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text. (G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries). (G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience. (G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand a text. Reading: To read for main idea and details. Speaking: To ask for clarification; to take part in a discussion about memories. Writing: To write simple sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read, listen to and talk about different kinds of memories • scan a text to discern the meaning of particular words • check their pronunciation of long vowel sounds • participate in discussions about a text about a memory using past tenses • extend their knowledge of lexis by using context to help uncover meaning.
Link to prior learning: <ul style="list-style-type: none"> • Was/were • The past simple of regular and irregular verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>memory, sad, happy, teddy bear, beach, excited</i> Key expressions/structure: Past simple; <i>What does ... mean?, It means ... , I don't know/I'm not sure.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This is the first time learners are getting to grips with the past simple, so they may need guidance with the way it is structured, and the fact that there are a number of common irregular forms. 		
Resources/equipment needed: Learner's Book page 32 Activity Book page 25 Audio Track 20		

UNIT 2 LESSON 8 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"> Elicit the date from learners and ask the group to tell you something they remember from the last lesson. Try to elicit the word <i>memory</i>. Ask a couple of simple questions in the past simple, for example, <i>What did you do yesterday? Who did you see?</i> This will give you an insight into whether the learners are familiar with the past simple. It may be that they will need a fair amount of support to say some sentences in the past simple.
<p>Resources</p> <p>Learner's Book page 32</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to think about when they were very young, and answer the questions in pairs. <p>Feedback</p> <p>Ask if anyone would like to share their memory with the class. This is very much a diagnostic exercise, so you can feed in the language that the learners need to talk about their memories, for example, <i>I had fun with my friends.; I played chess with my brother.; I made some food for dinner with my mum.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ensure that these learners have a stronger learner to work with during the pairwork activity. Circulate so that you can help where necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners may find it easier to make complete sentences in the past simple.
<p>Learner's Book page 32</p> <p>Audio Track 20</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Tell the learners: <i>You're going to listen to a boy talking about a memory. Look at the pictures. What do you think his memory is about?</i> Read the questions and ask learners to listen to find the answers. Play the audio and then ask the learners to compare answers in pairs. Check any difficult vocabulary. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 He was a teddy bear.; 2 The family went to the beach.; 3 He went back to the beach but he couldn't find Bruno.</p>
<p>Learner's Book page 32</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> Ask the learners, in pairs, to scan the text to find the words in red. They look at the context for each word and talk about what they think each word means. Teach the expressions: <i>What does ... mean? It means ... , I don't know/I'm not sure</i> for learners to use here. <p>Feedback</p> <p>Nominate learners to give answers. Clarify any difficulties with understanding.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may need to be encouraged to see how they can work out meaning from context and improve their scanning skills. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners may be able to write their own definitions for the words in red.

Learner's Book page 32	<p>Read: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the <i>Speaking tip</i> with learners. Ask them to read the text again to find more words with long vowels. 2. You may need to help by reading aloud with them. <p>Feedback</p> <p>Ask learners to give their answers. Drill the pronunciation of words further to make learners aware and give them the opportunity to check their pronunciation.</p> <p>Answers</p> <p>Bruno, beach, see, sea, sleep, even</p>
Activity Book page 25	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to write sentences 1–4 under the correct pictures, then number the pictures in the correct order 1–4. <p>Feedback</p> <p>Take this opportunity to ask the learners to re-tell the story while ordering it.</p> <p>Answers</p> <p>Correct order: 1 d sentence 3; 2 a sentence 1; 3 b sentence 4; 4 c sentence 2</p>
Activity Book page 25	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. The learners read the words and find the opposite words in the text on page 32 of the Learner's Book. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>winter – summer; remembered – forgot; happy – sad</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write some key words from the story on the board, for example, <i>Bruno, family, play, beach, rock</i>. 2. Ask learners, in pairs, to re-tell the story. 3. Embellish the stories with further details with the learners; this will help them with their narrating skills in the past tense.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.1.1.2) Know the vowel phonemes /i:/ /u:/ /e/ and their corresponding common spelling.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them.</p> <p>(G4.3.7.2.1) 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: 9
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand instructions. Speaking: To recount events in the past; to take part in a discussion about memories. Reading: To read for main idea and details; to read along at the same time as the audio. Writing: To write simple sentences with correct capitalisation and using full stops.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recount a story using past narrative forms read, listen and talk about different kinds of memories further practise their ability to scan texts to discern the meaning of particular words extend their knowledge of lexis by using context to help uncover meaning.
Link to prior learning: <ul style="list-style-type: none"> Re-cap of story of sad memory in previous class Adjectives to describe memories: <i>sad</i> and <i>proud</i> Past simple of regular and irregular verbs 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>teddy bear, beach, proud, camel milk, dates, Bedouin, henna, basket, palm tree</i> Key expressions/structure: <i>could/couldn't, can/can't</i> ; Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> For the final activity, some learners might feel shy about producing a certificate for another learner. Help them to overcome their shyness to produce something. 		
Resources/equipment needed: Learner's Book page 33 Activity Book page 26 Audio Track 21 Coloured card, coloured pens/pencils and markers		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Activity Book page 26	Challenge: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to remember the story about Bruno from last class and re-tell it to you. Help with vocabulary and pronunciation. 2. Ask learners to go to the Activity Book and answer the questions there about something they might have lost. 3. Promote further discussion as a group. 4. Learners write three or four sentences about their loss.
Resources	Main activity
Learner's Book page 33 Audio Track 21	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Tell the learners that they're going to listen to a girl talking about a proud memory. Ask them to look at the pictures and guess what the memory is about. Then read the questions aloud and ask the learners to read and listen to the text. Help with any difficult vocabulary. 2. Learners answer the questions. Feedback Nominate learners to give answers.
	Answers <ol style="list-style-type: none"> 1 The school celebrated the National Day of the UAE. 2 They drank camel milk and ate dates. 3 She was proud because her teacher said her basket was the best.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. You might need to ask these learners to answer just one question.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. You could ask these learners to summarise the main ideas.
Learner's Book page 33	Word study: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to find the words in red in the text. 2. They should work out the meaning of the words in context. 3. They match the words with the definitions 1–5. Check as a class. 4. Read and discuss the <i>Language detective</i> box with the learners. Feedback Nominate learners to give answers.
	Answers <ol style="list-style-type: none"> 1 painted; 2 proud; 3 excited; 4 basket; 5 henna
Activity Book page 26	Write: Activity 2 <ol style="list-style-type: none"> 1. Learners read the questions and write about a time when they felt proud. 2. At the end learners' work could be checked and displayed around the class. Feedback Ask learners to come up to the board to write their answers or, if displayed in the classroom, ask learners to move around the classroom reading each other's work.
	Answers Learners' own answers

	Differentiation activities (Support): 1. These learners will need further help to form sentences, so circulate to give them assistance.		
	Differentiation activities (Stretch): 1. These learners might be able to write a paragraph rather than just sentences.		
Resources	Plenary		
Activity Book page 26	Write and draw: Activity 3 1. Give out coloured card, coloured pencils and markers. 2. Ask the learners to make a certificate for a friend. 3. You will need to make sure that a certificate is made for every member of the class, so that everyone receives one at the end. (This can be done by putting name labels in a basket and asking each learner to pick out one.) Help with the vocabulary. 4. At the end, the learners present the certificates to each other.		
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: (G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace. (G4.3.1.1.2) Know the vowel phonemes /e/ /a:/ /eɪ/ and their corresponding common spelling. (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.4) Describe a character, setting or event in a story. (G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them. (G4.3.6.1.3) Connect the information and events in a text or story to life experiences. (G4.3.7.2.1) Use context clues such as words and phrases, and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text. (G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>). (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and read a memory story. Speaking: To talk about memory stories; to discuss memories. Reading: To read along as they listen to a story. Writing: To complete a text about a memory; to join sentences using <i>and</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read, listen and discuss stories about memories • extend their knowledge of lexis by using context to help uncover meaning • join two sentences using <i>and</i>.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe memories: <i>sad, happy, proud</i> • The past simple of regular and irregular verbs • <i>Can</i> for present ability; <i>could</i> for past ability 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>do chores, plastic bottle, snack, tired, shocked, teddy bear, proud, beach, rock, National Day, camel milk, dates, certificate</i> Key expressions/structure: Past simple, regular and irregular; <i>can</i> and <i>could</i> ; Coordinating conjunction <i>and</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think they should talk about a particularly sad memory, such as bereavement, so steer them clear of any very upsetting memories. 		
Resources/equipment needed: Learner's Book pages 34–35 Activity Book page 27 Audio Track 22 Audio Track 4 (Activity Book)		

UNIT 2 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners about the sad memory story and proud memory story on the previous pages. Give them some key words, for example, <i>Bruno, family, beach, rock, National Day, camel milk, dates, certificate</i>. Can they put together the stories from these key words? 2. As they tell the stories, help them to use past narrative tenses correctly.
Resources	Main activity
Learner's Book page 34 Audio Track 22	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read and listen to the story and answer the questions. Help with any difficult vocabulary. <p>Feedback Discuss the answers as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. He was happy because he likes to help people and make them smile. 2. They were shocked because they didn't expect a small boy to give them food. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It might be best to ask these learners to answer just one question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to summarise the text.
Learner's Book page 34	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to find the words in red in the memory story and use the context to understand their meanings. 2. They should then draw pictures for some of the words to show their meanings. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>Learners' own answers, but possible suggestions could be: <i>do chores</i>: do small tasks for the household, for example, cleaning, gardening, buying items; <i>plastic bottles</i> - small bottles containing water produced by companies; <i>snacks</i> - small, simple items of food to eat between meals; <i>tired</i> - needing to rest or sleep; <i>shocked</i> - very surprised</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further guidance.
Learner's Book page 35	<p>Read and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to remember all three stories they've read about memories. 2. Give any help necessary. Learners answer the questions in pairs, looking back at the stories if they need to. <p>Feedback Nominate learners to give answers.</p>

	<p>Answers</p> <p><u>A sad memory</u></p> <ol style="list-style-type: none"> 1 Bruno. He loved his teddy bear. 2 The father went back to the beach to find it but he couldn't. 3 Learners' own answers. <p><u>A proud memory</u></p> <ol style="list-style-type: none"> 1. She drank camel milk and ate dates. She painted her hands with henna. 2. She felt proud because the teacher said her basket was the best. <p><u>A happy memory</u></p> <ol style="list-style-type: none"> 1. He does chores for his mother and he cleans up plastic bottles from the beach. 2. He gave small snacks to tired drivers. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help these learners to form the past simple. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to extend their answers.
<p>Learner's Book page 35</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the two sentences and show how to use <i>and</i> to join them. 2. Learners write two sentences to describe their own toy, then join them using <i>and</i>. <p>Feedback</p> <p>Hold a class discussion and ask learners to contribute with their sentences.</p> <p>Answers</p> <p>Learner's own answers</p>
<p>Activity Book page 27</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to complete the text. Check the answers. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 was; 2 went; 3 didn't</p>
<p>Activity Book page 27 Audio Track 4</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the description of the picture and complete the details. <p>Feedback</p> <p>Ask learners to check and compare their drawings for accuracy.</p> <p>Answers</p> <p>Learners should have drawn a grandmother in the middle of the picture and a boy on the right of the girl.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Review a few of the past simple forms from the last few lessons. 2. Ask learners to look back at the three memory stories and read them carefully. Tell learners you are going to dictate some present tense verbs, and they have to write them down: <i>have, take, go, put, forget, can, feel, drink, eat, listen, paint, give, lift</i>. 3. Learners write the verbs and then see if they can remember the correct past simple forms. Ask them to come to the board to write the past simple verbs, then elicit which are regular and which are irregular.

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>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.2.1) 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>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to descriptions of memories and identify the correct picture. Speaking: To speak about ability in the past. Reading: To read and complete sentences about ability in the past. Writing: To write about past memories.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about their childhood memories • talk about ability in the past • listen to and interpret memories from the past.
Link to prior learning: <ul style="list-style-type: none"> • Lexis covering memories from previous lessons • Review key vocabulary in the unit, i.e. months and traditions 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>grandmother, grandfather, could, couldn't, climb a tree, ride a bike</i> Key expressions/structure: <i>could/couldn't; Narrative past tenses</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with the concept of <i>could</i> for ability in the past, so you may need to give them further practice. Help them also with the pronunciation of the modal, and the fact there is a silent 'l' in the verb. 		
Resources/equipment needed: Learner's Book page 36 Activity Book page 28 Audio Track 5 (Activity Book)		

UNIT 2 LESSON 11 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"> 1. Focus on the past tense of <i>can</i>: <i>could</i>. Give examples of things you can do now, that you couldn't do five years ago, for example, <i>I can speak French now, I couldn't speak French five years ago; I can drive a car now, I couldn't drive a car five years ago.</i> 2. Invite learners to say things they can do now that they couldn't do five years ago. Check their use of <i>can</i> and <i>could</i>, and give further support.
<p>Resources</p> <p>Learner's Book page 36</p>	<p>Main activity</p> <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the steps with the learners. Ask them to find the sentences with <i>could</i> and <i>couldn't</i> in the stories. 2. Ask the learners what they could and couldn't do when they were babies. <p>Feedback</p> <p>Make sure learners are using <i>can</i> and <i>could</i> without a following <i>to</i>-infinitive (for example, <i>I can/could to swim.</i>).</p> <p>Answers</p> <p>1 can't; 2 Page 32: He couldn't find him (Bruno) anywhere. Page 33: I went to school early so I could help the teachers. Page 34: My dad lifted me to give the snacks because I couldn't get to the drivers. 3 Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further repetition and practice to use and understand <i>could/couldn't</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may understand the notion of past ability quickly.
<p>Activity Book page 28</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read the information and look at the pictures with the learners. 2. Explain that the pictures show what they could and couldn't do when they were small. Ask the learners to complete the sentences. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p>1 could; 2 couldn't; 3 couldn't; 4 could; 5 couldn't; 6 could</p>
<p>Learner's Book page 36</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to draw a picture of a memory from their childhood. 2. They should also write a few sentences. Focus on the <i>Writing tip</i> box and remind them about capital letters and full stops. <p>Feedback</p> <p>Circulate and check they are using <i>was/wasn't, could/couldn't</i> correctly.</p>

Activity Book page 28 Audio Track 5	<p>Listen: Activity 2</p> <p>1. Look at the pictures with the learners and ask them to describe them, to exploit all vocabulary.</p> <p>2. Play the audio and ask the learners to identify which picture is correct and to say why. Check answers.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 a; 2 c</p>
Resources	Plenary
	1. Round off the class by asking the learners to once again review things they could and couldn't do five years ago, and if they couldn't do them then, can they do them now?

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:

(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.4.1.4) Describe a character, setting or event in a story.

(G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them.

(G4.3.7.1.1) 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.

(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an account of a trip and pick out information in order to complete a paragraph. Speaking: To discuss special memories. Reading: To read and complete an account.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about a trip • listen to an account of a trip and complete information • talk about ability in the past.
Link to prior learning: <ul style="list-style-type: none"> • Lexis about camping trips • Lexis about memories • Ability in the past 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing. 		
Key vocabulary: <i>SUV, ghaf tree, sand dunes, barbecue, shopping centre, ski</i> Key expressions/structure: <i>Could/couldn't; was/were</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In the dictation exercise, learners might think they have to write complete sentences, so they need to be reassured that this is not the case and they only need to write single words in each gap. 		
Resources/equipment needed: Learner's Book page 37 Activity Book page 29 Audio Tracks 23 and 24		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 37	<ol style="list-style-type: none"> 1. Ask the learners to look at the picture of the camping trip. 2. Exploit the vocabulary and check any pronunciation. 3. Learners tell their partners all the things they can see in the picture that are typical on a camping trip.
Resources	Main activity
Learner's Book page 37 Audio Track 23	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are now going to listen to someone talking about a camping trip. 2. They should circle all of the things he mentions in the picture. 3. Learners check in pairs and then with you. 4. Ask them to draw a picture of their own last camping trip. They should compare pictures with a partner and ask and answer questions about their trips. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Two items in the picture to be circled: tents, sand dunes, SUV, ghaf trees, lamb barbecue, carpet</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It might be best to pause the audio halfway through to give learners a chance to check their comprehension. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners would probably be able to do the activity after one listening. In order to keep these learners engaged, ask them to write one or two comprehension questions for the other learners.
Activity Book page 29	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to complete the paragraph with <i>was</i> or <i>were</i>. Check the answers as a class. 2. Ask learners to work in pairs to discuss the questions. 3. They then feed back to the class. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 was; 2 were; 3 was; 4 was; 5 were</p>
Learner's Book page 37 Audio Track 24	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Generate interest in the listening by re-introducing the subject of special memories. 2. Ask learners to read the gapped paragraph to contextualise the information. 3. They should then listen and complete the paragraph.

	<p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers 1 my; 2 Dubai; 3 could; 4 went; 5 centre; 6 could; 7 mum; 8 was</p> <p>Differentiation activities (Support): 1. It might be best to let these learners listen sentence by sentence, pausing and checking as they go along.</p> <p>Differentiation activities (Stretch): 1. These learners might be able to do the activity in one listening. If so, ask them to write two sentences about what they've understood.</p>		
Learner's Book page 37	<p>Talk: Activity 3 1. Encourage learners to talk about their particular memories. If they would like to, they can then share with the class.</p> <p>Feedback Encourage class discussion on the topic.</p>		
Activity Book page 29	<p>Use of English: Activity 2 1. Ask learners to circle the options that are true for them and to complete the sentences for themselves.</p> <p>Feedback Have a class discussion and ask learners to contribute about themselves.</p>		
Resources	Plenary		
Activity Book page 29	<p>Assessment box: Activity 3 1. Ask the learners to read the sentences in the grid and tick the relevant boxes for them. 2. Do any remedial teaching as necessary.</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: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. G4.3.4.1.4) Describe a character, setting or event in a story. (G4.3.5.1.1) Identify and describe the organisational structure of stories and personal recounts, and describe the differences between them. (G4.3.6.1.3) Connect the information and events in a text or story to life experiences. (G4.3.7.1.1) 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: 13
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions; to give personal opinions and express preferences; to talk about Eid Al Fitr customs and celebrations. Reading: To read instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> review and practise key vocabulary and structures from Unit 2.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary related to family celebrations and customs Vocabulary related to camping trips Vocabulary related to special memories The past simple to describe the past 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>January, February, March, April, May, June, July, August, September, October, November, December; first, second, third, etc.; mother, father, grandfather, grandmother, uncle, aunt, grandson, granddaughter, teddy bear, beach, rock, proud, certificate, camel milk, dates, driver, snack, shocked</i> Key expressions/structure: Past simple to recount events in the past; <i>was/were; can/could</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle a little with recalling key vocabulary and structures from the unit, so they may need guidance with this. 		
Resources/equipment needed: Learner's Book page 38		

UNIT 2 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 38	<ol style="list-style-type: none"> 1. Ask the class to choose a lesson they liked a lot from Unit 2 and explain why. Give them a little time to look back at the pages and make a choice. 2. Help them to express their preferences: <i>I liked Lesson 3 because ...</i>
Resources	Main activity
Learner's Book page 38	Talk: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to work in small groups to recall as many vocabulary items as they can for family members. 2. You might like to use anagrams to make this more fun, for example, tmoher/sserit/cunel/sngandro/tnau.
	Read: Activity 2 <ol style="list-style-type: none"> 1. Learners work together in pairs and recall two different Eid Al Fitr customs from different countries featured in this unit. Remember to check all vocabulary and review pronunciation.
	Talk: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to work in small groups and tell each other about a family celebration. Make sure learners use <i>wh-</i> questions, for example, <i>What happened? Who was there? What did you seeldoleat?</i>
	Talk and listen: Activity 4 <ol style="list-style-type: none"> 1. Ask learners to look back through Unit 2 in their Learner's Book and choose one picture, but not to show it to their partner. 2. Learners describe their picture, then their partner looks for the correct picture. Learners swap roles.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Round off the class by tying up any loose ends and giving feedback on the board with regard to language from the unit that learners were using incorrectly, or drilling any vocabulary that learners are still struggling to pronounce correctly.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and follow directions. Speaking: To talk about memories and special days. Listening: To listen and share ideas. Writing: To write simple sentences; to write cards.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work together to make a memories scrapbook • reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Following instructions; themes in the unit 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: Lexis from the unit Key expressions/structure: All target language from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be unused to craft activities so they will need help with cutting and sticking. 		
Resources/equipment needed: Learner's Book page 39 Writing and drawing materials, coloured cards, sheets of paper or file cards, photos, glue, scissors		

UNIT 2 LESSON 14 TASKS/ACTIVITIES

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

Resources	Main activity
<p>Learner's Book page 39</p>	<p>Project 1: Make a memories scrapbook</p> <ol style="list-style-type: none"> 1. Learners have two choices of project in this lesson: a memories scrap book or a card for a special day. 2. For the memories scrapbook ask them to look back at Lessons 8, 9 and 10 and think about their own sad, proud or happy memories. 3. Ask the learners to work in groups of three or four and each choose a memory each. 4. Give out card, markers and other drawing materials. 5. Learners then each draw a picture or provide a photo, and write a few sentences about it. 6. Circulate and help them with expressing themselves in English. Encourage them to use the past simple and <i>could</i> to recount events in the past. 7. Once the memory stories are ready, they should be made into a scrapbook. 8. The scrapbook can take the form of a folder with pages clipped together, or a file with the memory stories placed inside it. 9. Now tell the learners that they will be presenting their work to other learners in the next class, so their scrapbooks should look clean, neat and appealing. 10. Ask them to decide in their groups who will present the scrapbook in the next class. 11. Take in all the scrapbooks so they are ready for next class. <p>Project 2: Make a card for a special day in your country</p> <ol style="list-style-type: none"> 1. Learners choose a special day in their country to make a card for. 2. They then choose a special person in their family to make the card for. 3. Give learners drawing materials, card and paper. Show them how to make a pop-up card by cutting out a small rectangle across the fold which they can stick a picture onto. 4. Learners write a message inside their cards. 5. Remind learners that they will present their cards to the class in the next lesson. 6. Take in all the cards so they are kept in one place for next class. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor learners closely when they are working in small groups to encourage participation. If they are not participating, encourage them, for example, to voice their opinions or complete a specific instruction. During the activities, award points for participation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In small group activities, more able learners may dominate, so award points for turn-taking, helping others and prompting, rather than always rewarding the best answer, the first to respond or the first to finish.
<p>Resources</p>	<p>Plenary</p>
<p>Learner's Book page 39</p>	<ol style="list-style-type: none"> 1. Ask learners which project they preferred: number 1 or number 2? Encourage learners to justify their responses.

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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and share ideas about how to present material. Speaking: To present a project to other learners in the class. Reading: To read what has been produced by other learners and give feedback. Writing: To write a memory or a message.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work as a group to present material together • consolidate and reinforce language from the unit.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from the unit • Structures from the unit 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: Lexis from the unit Key expressions/structure: Past simple; <i>could/couldn't</i> ; Prepositions; Dates		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with following instructions and presenting in another language. They will need reassurance about what is involved in each step and what is expected from them. 		
Resources/equipment needed: Learner's Book page 39		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

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

Resources	Main activity
Learner's Book page 39	<p>Give a few minutes at the beginning of class for everyone to finish colouring their project and preparing what they will say in the presentation phase.</p> <p>Project 1: Make a memories scrapbook</p> <ol style="list-style-type: none">1. Ask the learners to have their memories scrapbooks ready.2. Ask the Project 1 learners to stand at the back of the class so you can see which learners are seated (the Project 2 learners).3. Arrange the groups so that Project 1 learners are in small groups or paired with Project 2 learners.4. Project 1 learners then show their scrapbooks to a group of Project 2 learners and describe their pictures. Learners ask and answer questions about the scrapbooks.5. When learners have completed their discussion, the Project 1 learners move to another Project 2 group or partner and repeat as before. Rotating the learners in this way will maximise their language practice opportunities in the classroom. <p>Project 2: Make a card for a special day in your country</p> <ol style="list-style-type: none">1. Each learner who chose this task will have a card. Project 2 learners will describe and show their card to a Project 1 learner, then answer and ask questions about it in their pairs.2. When pairs have finished, the Project 2 learners move to another Project 1 partner and repeat their discussion as before. Rotating the learners in this way will maximise their language practice opportunities in the classroom.3. While learners are presenting, make yourself available and move around with them, so you can give help where needed but not be too intrusive. If they are talking to a group, encourage learners to project their voices and look at their audience.4. Leave five minutes at the end to help the learners reflect on their presentations by asking prompting questions. Encourage them to ask each other questions to get them to talk more about their work.
	<p>Plenary</p> <ol style="list-style-type: none">1. Ask one learner to collect all the memory scrapbooks, and one learner to collect all the cards.2. Ask learners to think about where to arrange the projects on the wall or pinboard.3. Learners then make a display of their projects. Remember to encourage collaboration and co-operation between all learners.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature).</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about deserts; to practise topic vocabulary; to talk about the weather. Listening: To listen to a description; to listen to and share information; to listen for specific information. Reading: To read for specific information. Writing: To write about the weather; to spell words related to the weather.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extend their knowledge of vocabulary related to deserts • carry out tasks for extensive listening • use the comparative and superlative forms more confidently • describe the weather • spell weather words.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals, plants and weather • Understanding of the question form: <i>What is X like?</i> • The present simple to describe states • The superlative and comparative forms 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Understand and address global issues 		
Key vocabulary: <i>desert, dry, sandy, flat, cactus, hot, cold, rocky, flat, thick, waxy, spine, underground</i> Key expressions/structure: Quantifiers: <i>all, many, a few</i> ; Comparatives and superlatives; <i>It's raining/sunny/snowing/windy.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not understand that it is important to get word stress correct in English in order to be understood, otherwise they might say <i>dessert</i> when they mean <i>desert</i>. You will need to drill the correct pronunciation to help them overcome this. • When asking learners to listen out for the answer to just one question, they may become confused and think they need to answer all the questions. Make it clear that they just need to focus on one section of the listening. 		
Resources/equipment needed: Learner's Book pages 40–41 Activity Book page 30 Audio Tracks 25 and 26		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write <i>desert</i> on the board. Ask learners if they know what a desert is. Elicit a few ideas. Learners often confuse <i>desert</i> with <i>dessert</i>. Point out the differences in spelling, pronunciation and meaning. You may wish to ask them to repeat <i>desert</i> a few times, making sure they put the stress on the first syllable. Model the pronunciation of <i>dessert</i>, with the stress on the second syllable, so that they hear the difference clearly. Ask the class if there are any deserts in their country. Hold up your map (if you have one) and ask the class to locate the deserts on the map. Discuss the question: <i>Why are deserts special?</i> Elicit a few ideas from the class.
Resources	Main activity
<p>Learner's Book page 40</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to look at the different photos and describe them. Input vocabulary and drill pronunciation. You might like to use a mind map on the board to insert learners' answers. <p>Feedback</p> <p>Write vocabulary on the board as learners suggest words in plenary. Mark the word stress with a different coloured pen.</p> <p>Answers</p> <p>In a desert, you can see sand, rocks, hills, a few plants and animals. The photos show: an Arabian <i>tahr</i> (similar to a mountain goat), a ferenc fox and some <i>rimth</i> plants.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners might need particular help with new words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> You might be able to elicit words from these learners and use them as a model for the others.
<p>Learner's Book page 40 Audio Track 25</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Ask learners to listen and answer the questions. Ask them to work in pairs to help each other. Help with any tricky vocabulary. Elicit and discuss the answers with learners. <p>Feedback</p> <p>Give learners a few minutes to check answers with a partner, then nominate learners to give responses and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> It is very dry with very little rain. Many deserts are hot during the day but cold at night. Deserts can be flat or filled with mountains. It is a plant with thick, waxy skin and sharp spines and it can live with very little water. Many desert animals hide under rocks or in underground homes when it's hot.

	<p>Differentiation activities (Support):</p> <p>1. Ask these learners to focus on the first question (as it's the easiest to answer).</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to focus on all the questions.</p>
Learner's Book page 41	<p>Let's find out!: Activity 3</p> <p>1. Ask learners to look at the map and elicit what they can see. Ask learners if they are able to identify each desert (A – Rub Al Khali Desert; B – Al Khatim desert; C – Gulf of Oman; D – Arabian desert).</p> <p>2. Ask them to talk about each UAE desert on the map.</p> <p>Feedback</p> <p>Use your Learner's Book to point at the different desert areas and elicit feedback from the learners as a class. Ask learners to raise their hands to contribute.</p>
Learner's Book page 41 Audio Track 26	<p>Listen: Activity 4</p> <p>1. Ask the learners to look at the questions and circle the best answer. Before they begin listening, check that you drill the pronunciation of the different deserts with the learners so they easily hear them on the audio.</p> <p>2. Play the audio a few times, checking understanding.</p> <p>Feedback</p> <p>Ask learners to work in pairs to collate ideas, then nominate learners to give feedback.</p> <p>Answers</p> <p>1 the Sahara Desert; 2 the Sonoran Desert; 3 the Sonoran Desert; 4 the Gobi Desert</p>
Activity Book page 30	<p>Word study: Activity 1</p> <p>1. Learners unjumble the anagrams to make the words and then complete the sentences.</p> <p>Feedback</p> <p>Ask the learners to quickly check their answers in pairs, then take feedback from the class by asking learners to raise their hands.</p> <p>Answers</p> <p>1 dry; 2 rain; 3 hot; 4 cold</p>
Activity Book page 30	<p>Read: Activity 2</p> <p>1. Ask learners to read sentences 1–5, then write the missing weather sentences in the correct places.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 It's raining.; 2 It's sunny.; 3 It's snowing.; 4 It's windy.; 5 It's cold.</p>
Activity Book page 30	<p>Challenge: Activity 3</p> <p>1. Learners look outside at the weather, write two sentences to describe it and draw a picture.</p>

Resources	Plenary		
	<p>1. To finish the class, play a quick vocabulary game on the whiteboard to extend work on weather words. Mime these words and ask the learners to guess them:</p> <ul style="list-style-type: none"> • hand waving in front of face, wiping sweat off forehead (<i>hot</i>) • shivering and pulling shawl around you (<i>cold</i>) • show little drops of rain with your fingers and drying yourself (<i>rainy</i>) • mime yourself being blown around the room (<i>windy</i>) <p>2. Then ask the learners to think of one or two of their own words to mime. Get the whole class to stand for a mingle activity, miming their words for each other.</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>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use the language structures of: comparatives and superlatives, regular and irregular.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about the weather; to talk about the specific characteristics of an animal. Listening: To listen for specific information; to listen and answer. Reading: To extensively read a text; to read and find similarities and differences. Writing: To write sentences about the weather; to write about animals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • ask and answer comprehension questions • give descriptions • skim and scan a text • write descriptive sentences • form basic questions in the present simple • use pronouns correctly.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals and plants, parts of the body • Present simple to describe states • Present simple question forms • Personal subject pronouns 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as related to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>store, fat, eyelashes, hump, wide, round, spiny</i> Key expressions/structure: Present simple statements and question forms; Pronouns <i>it</i> and <i>they</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 asking questions in the present simple as it's traditionally a challenging area: the auxiliary <i>do/does</i> needs to be inserted and the word order has to be changed. Learners will almost certainly need a lot of scaffolding and continued support with this aspect of the language. 		
Resources/equipment needed: Learner's Book page 42 Activity Book pages 30–31 Audio Track 27 PCM 2: picture of a camel Paper and coloured pencils		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<p>Challenge: Activity 3</p> <ol style="list-style-type: none"> In order to quickly review the content of the previous class, ask the learners to draw a picture of today's weather and write two sentences about it. Give out paper and coloured pencils for this. Circulate, giving support regarding the lexis and the drawing. <p>Feedback</p> <p>Ask learners to share some of their sentences with the class.</p>
Resources	Main activity
Learner's Book page 42	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to brainstorm desert animals. When someone mentions <i>camel</i>, bring out your picture of a camel (PCM 2) and encourage the learners to describe it. Talk about colour, size and physical features and try to input the vocabulary on Learner's Book page 42: <i>eyelashes, hump</i>, etc. <p>Feedback</p> <p>Learners participate in plenary by raising their hands and suggesting answers.</p>
Learner's Book page 42 Audio Track 27	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Ask the class to quickly read the text and look at the labelled picture. Clarify any difficult words and help with pronunciation. Play the audio so learners can listen and read. <p>Feedback</p> <p>Ask learners to raise their hands if any part of the text is unclear and give further support with the lexis and pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may struggle more than the others with the vocabulary and will need further support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners will understand the text more quickly so they could help the others.
Learner's Book page 42	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Draw learners' attention to the <i>Language tip</i> box and work through the information. Ask the learners to complete the sentences with the correct pronouns. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 They; 2 They; 3 It; 4 It</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may need help to understand why the pronouns are different for singular and plural. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners could suggest examples of other pronouns.

Activity Book page 31	<p>Use of English: Activity 1</p> <p>1. Learners read the sentences, then rewrite each sentence, replacing the words with <i>it</i> or <i>they</i>.</p> <p>Feedback</p> <p>Learners quickly check in pairs, then raise their hands to give responses.</p> <p>Answers</p> <p>2 It has long horns.;</p> <p>3 It can hop on its back legs.;</p> <p>4 They rest during the day.;</p> <p>5 It eats leaves, roots and insects.;</p> <p>6 It eats roots, herbs and grass.</p>
Learner's Book page 42	<p>Talk: Activity 4</p> <p>1. Ask learners to work in pairs to come up with the questions for the answers provided.</p> <p>2. Ask them to write their questions and compare with another pair.</p> <p>Feedback</p> <p>Check answers with the class.</p> <p>Answers</p> <p>Why does a camel have a long neck? It helps the camel reach leaves on tall trees.</p> <p>Why does a camel have wide round feet? They help a camel walk on top of the sand.</p> <p>Why does a camel have long eyelashes? They keep sand out of the camel's eyes.</p> <p>Why does a camel have a hump? It stores fat for when there is no food or water.</p> <p>Why does a camel have thick lips? They help the camel eat spiny desert plants.</p>
Resources	<p>Plenary</p> <p>1. To round off the class, hold your camel picture (PCM 2) up again and review all the new vocabulary related to the camel's physical features.</p> <p>2. Ask the questions above to check understanding: <i>Why does a camel have thick lips?</i>, etc</p> <p>3. Ask learners what new information they learned about camels today.</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>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.3.7.2.1) 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>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe something. Reading: To read notes and compare two animals. Writing: To write a description from question prompts; to write a description from notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review and consolidate lexis from the previous class orally • formulate and read a text from notes • ask and answer questions about a given subject • write a description from question prompts • give a general description.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of animals, parts of the body • Present simple to describe animals • Present simple question forms 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English. 		
Key vocabulary: <i>moisture, root, insect, tunnel, underground, cool, blood, brain, sweat, body, mud, rattlesnake, hill</i> Key expressions/structure: Pronouns; Describing physical features; Question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners at this age may not be used to working from written notes so they may need support with how to interpret them. • Bear in mind that those learners whose first language is Arabic might still be struggling with how to form Roman letters, so they might need a little extra time for the writing stage and tips on how to hold their pencil. 		
Resources/equipment needed: Learner's Book page 43 Activity Book page 32 PCM 2: picture of a camel		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Quickly review the material about camels from the previous lesson by showing the camel picture (PCM 2). 2. In plenary, ask learners the questions from Activity 4 in Lesson 2 (Learner's Book, page 42) again. <p>Feedback</p> <p>Ask the questions and learners raise their hands to answer. Alternatively, you could ask the learners to work in teams to answer the questions.</p>
Resources	Main activity
Learner's Book page 43	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Reading strategy</i> box and ask them to look at the photos and pictures and guess the content of the texts. 2. Ask learners to read the two sets of notes. Draw a simple two-column chart on the whiteboard, with one heading for <i>Jerboa</i> and one for <i>Oryx</i>. Ask learners to help you compare the two animals by asking questions such as: <i>Where does a jerboaloryx sleep?</i> and <i>What does a jerboaloryx eat?</i> 3. Complete the chart with the information the learners give you. <p>Feedback</p> <p>Talk about the chart and ask learners what similarities and differences they notice between the two animals.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need particular support but make sure they take part in the activity and don't just sit back and let the others do the work. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure these learners are stretched but do not dominate the activity.
Learner's Book page 43	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Read the questions with the learners and ask them to answer them for their chosen animal. <p>Feedback</p> <p>Learners work in groups, according to the animal they have chosen. They could write their answers on the board for everyone to check.</p> <p>Answers</p> <p>Jerboa</p> <ol style="list-style-type: none"> 1 It lives in the Sahara Desert and the Gobi Desert.; 2 It sleeps underground during the day.; 3 It gets enough moisture from its food.; 4 It closes the tunnel to its home with mud to keep out hot air. It has long legs to keep its body away from the hot sand.; 5 It is 10 centimetres long.; 6 It eats leaves, roots and insects.

	<p>Oryx</p> <ol style="list-style-type: none"> 1 It lives in the Arabian Peninsula.; 2 It sleeps in a shallow hole.; 3 It gets moisture from grass and roots.; 4 It can cool the blood in its brain by breathing through its nose. Its light fur reflects the sun and the heat.; 5 It is 1.5–2 metres long.; 6 It eats roots, herbs, fruit and grass. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to write a limited number of answers (use your judgement here). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Early finishers can be asked to help and/or peer-correct other classmates.
Activity Book page 32	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read about rattlesnakes and answer the questions. 2. Help by clarifying any difficult vocabulary and draw attention to the <i>Vocabulary</i> box. <p>Feedback</p> <p>Learners work individually and raise their hands to answer.</p> <p>Answers</p> <p>1 no 2 yes</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow these learners more time to complete the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to help the others.
Activity Book page 32	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Learners match the words in bold in the text with the definitions. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 quickly 2 afraid 3 end 4 rabbits 5 forests 6 kind</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, ask learners to think about which is their favourite animal of all those seen in this and the past lesson: the camel, the jerboa, the oryx or the rattlesnake, and why. They then describe it to their partner without saying what the animal is, and the partner has to guess what the animal is. 2. You could finish with a class vote to see which is the most popular animal.

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>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions; to read a poem aloud for fluency and pronunciation practice. Listening: To do an extensive listening of a scientific text; to listen to a poem for general comprehension. Reading: To read a scientific text; to read a poem for gist. Writing: To spell superlative forms accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give general descriptions • read a scientific text • use a diagram to help them extract information from a scientific text • read, listen to and discuss a poem • practise and use the superlative more confidently.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the desert and desert animals and plants of the UAE • The present simple to describe states and routines • Adjectives to describe people and places, comparatives and superlatives 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>ghaf tree, roots, leaves, branches, fruit, underground, tall, deep, big, dry, funny, interesting, scary, noisy, delicious</i> Key expressions/structure: Superlative; Present simple		
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 fact that we form the superlative in different ways according to the number of syllables in adjectives and their endings. They will need further practice in this aspect of language. 		
Resources/equipment needed: Learner's Book pages 44–45 Activity Book page 33 Audio Tracks 28 and 29		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In order to focus learners' attention on the topic of desert plants, ask them to think about what type of plants they can see in the desert. Give them some examples and ask them to think about which plants thrive in the desert and why.
Resources	Main activity
Learner's Book page 44 Audio Track 28	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> Ask the learners if they've ever seen a ghaf tree and, if so, where, and ask them to describe it. Ask them to look at the diagram and try to extract as much information as possible about the ghaf tree. Draw learners' attention to the vocabulary box. Read the questions with the class and ask the learners to read and listen to answer the questions. Play the audio. <p>Feedback</p> <p>Ask the learners to work in groups to pool answers. Then nominate learners to answer.</p> <p>Answers</p> <p>Because the desert is very dry, and plants need water. Because its roots are very long and they find water deep underground.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners will probably need more support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners might be able to summarise the text.
Learner's Book page 45	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> In order to prepare the learners for this activity, ask them to read the <i>Use of English</i> tip on the previous page. Clarify and explain further if necessary. Ask the learners to complete the sentences with a partner. Check with the class. <p>Feedback</p> <p>Discuss the answers to the questions learners have completed as a whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> Which is the biggest continent in the world? Asia Who is the tallest child in the class? Learners' own answers. Who is the funniest person you know? Learners' own answers. What is the most interesting fact about deserts? Learners' own answers.
Activity Book page 33	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Learners complete the sentences. They then draw the saddest face they can draw. <p>Feedback</p> <p>The learners work individually, then you nominate to check answers.</p> <p>Answers</p> <p>Learners' own answers. You can tell the learners that the fastest between an oryx, a camel or a snake is in fact a camel.</p>

Activity Book page 33	<p>Write: Activity 2</p> <p>1. Learners complete the spelling rule with the correct superlative forms.</p> <p>Feedback</p> <p>Nominate learners to give their answers. In order to ensure correct spelling, either ask them to spell the words (very good practice for using the alphabet) or ask them to come to the board to write the words.</p> <p>Answers</p> <p>1 the scariest; 2 the wettest</p> <p>Differentiation activities (Support):</p> <p>1. This might be an excellent opportunity to circulate and check understanding of this language point (particularly because spelling is such an issue with this aspect of language and it is helpful to see the words written).</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners could be called upon to help their peers.</p>
Learner's Book page 45 Audio Track 29	<p>Read and listen: Activity 3</p> <p>1. Learners listen to and read the poem. Play the audio.</p> <p>2. Discuss the answer to the question as a class.</p> <p>Feedback</p> <p>Encourage discussion of the poem and whether the learners have similar feelings about it.</p>
Learner's Book page 45	<p>Word study: Activity 4</p> <p>1. Ask learners to match the adjectives to the words in blue in the poem.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 strongest 2 hottest 3 sunniest 4 easiest 5 driest</p>
Resources Learner's Book page 45 Audio Track 29	<p>Plenary</p> <p>1. Learners listen again to the poem and this time try to read aloud along with the audio.</p> <p>2. This is a fun activity which will help learners to address their fluency and the rhythm of the poem. If you feel that reading the entire poem would be quite challenging for them, they could work in pairs and read alternate lines.</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>(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.1.1.2) Know the vowel phonemes /e@egg/ / @strong/ / @sunny/ and their corresponding common spelling.</p> <p>(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).</p> <p>(G4.3.2.1.3) Read unfamiliar multi-syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative.</p> <p>(G4.3.7.2.1) 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>(G4.4.3.1.2) Use the language structures of: comparatives and superlatives, regular and irregular.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe the ghaf tree from the previous class; to discuss and describe deserts. Listening: To listen in order to check a completed text. Reading: To read and complete a paragraph about camels. Writing: To write a paragraph about an animal from notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review lexis and their pronunciation from the previous class • read and complete a paragraph • write a paragraph from notes.
Link to prior learning: <ul style="list-style-type: none"> • Description language and lexis for desert animals • The present simple 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written,, and non-verbal communication skills. 		
Key vocabulary: <i>desert, oryx, camel, store, fat, hump, drinking water, underground, moisture, cool, hop, shallow hole, blood</i> Key expressions/structure: Present simple; Past simple; Descriptive phrases		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think they need to complete the whole paragraph rather than just the missing words. 		
Resources/equipment needed: Learner's Book page 46 Activity Book page 34 Audio Track 30		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Reproduce the picture of the ghaf tree from the Learner's Book page 44 on the whiteboard. If any of the learners are good at drawing, they could help you. 2. Ask the learners to help you label the artwork with the same labels as on the Learner's Book page: <i>roots, underground water, leaves, branches and fruit.</i>
Resources	Main activity
Activity Book page 34	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the phrases with the pictures. <p>Feedback</p> <p>Nominate learners to give responses.</p> <p>Answers</p> <p>1 e; 2 c; 3 d; 4 a; 5 b</p>
Activity Book page 34	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the sentences and select the best word to complete them. <p>Feedback</p> <p>Nominate learners to give responses.</p> <p>Answers</p> <p>1 they; 2 they; 3 they; 4 it; 5 it</p>
Learner's Book page 46	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about the deserts they studied in Lesson 1 and discuss the answers to the questions in pairs. <p>Feedback</p> <p>Nominate learners to give responses.</p> <p>Answers</p> <p>1 The Sonoran Desert; 2 The Gobi Desert; 3 The Atacama and Gobi deserts; 4 The Sahara</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need help to review this information from Lesson 1. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may find it easier to remember this information from Lesson 1.
Learner's Book page 46 Audio Track 30	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read and complete the paragraph in pairs. 2. Finally, they listen to the audio to check their answers. <p>Feedback</p> <p>Learners raise their hands to give answers.</p> <p>Answers</p> <p>1 deserts; 2 carry; 3 travelling; 4 camel; 5 water; 6 hump; 7 fat; 8 food</p>

	Differentiation activities (Support): 1. Go through the words in the word box with these learners first to make sure they understand them.		
	Differentiation activities (Stretch): 1. These learners can be asked to write further gapped sentences for their peers about camels.		
Activity Book page 34	Talk: Activity 3 1. Ask the learners to look at the question and discuss in pairs. Feedback Hold a class discussion to elicit what learners can remember about jerboas and oryxes.		
Learner's Book page 46	Write: Activity 3 1. Ask learners to write a paragraph about the two animals using the information in the notes. 2. If time is short, learners could choose one of the animals to write about.		
Resources	Plenary		
Activity Book page 34	Assessment box: Activity 4 1. As a final activity, ask learners to complete the assessment box for themselves. 2. Do any remedial teaching as necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion. (G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject. (G4.3.7.1.1) 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. (G4.3.7.2.1) Use context clues such as words and phrases, and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe animals. Listening: To listen to a story. Reading: To read a story and guess the meaning of words from context. Writing: To respond to comprehension questions in written form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict the content of a text by looking at visual information • read and listen to a story portraying past events • discuss the past events in a story using the past simple and the past continuous • extend their knowledge of past simple forms, including the use of short answers • practise the formation of past simple questions.
Link to prior learning: <ul style="list-style-type: none"> • The superlative form • Lexis related to the desert • The past simple • The past continuous • Yes/No and Wh- question forms with the past simple 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>oasis, argue, yell, waterhole, cool off, shore, carve, blow away, kindness, wise, hurt, glad</i> Key expressions/structure: Past simple of regular and irregular verbs; Past simple short forms; Past simple questions; Past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not realise how many common irregular forms of the past simple there are in English, and think that the rule about adding <i>-ed</i> can be applied to all verbs. Learners need to learn all the irregular verbs, as there are few rules to guide them with these. • Furthermore, they will need guidance in the change in pronunciation from present to past simple forms, for example, <i>read /ri:d/</i> and <i>read /red/</i>. 		
Resources/equipment needed: Learner's Book page 47 Activity Book page 35 Audio Track 31		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Review the superlative form and lexis of animals. 2. Ask the learners to write a superlative sentence about an animal, for example <i>It's the fastest animal in the world.</i> 3. The other learners then guess what the animal is.
Resources	Main activity
Learner's Book page 47 Audio Track 31	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Exploit the picture by asking learners to describe what they can see and predict what they will read about in the text. Take this opportunity to input any new vocabulary. 2. Ask the learners to read the text while you play the audio. 3. When they have finished reading, ask them if their predictions were correct. <p>Feedback</p> <p>Learners work in pairs and you nominate to elicit answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further help with the new lexis. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can summarise the text.
Learner's Book page 47	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the story again and find any past simple forms in pairs. 2. They should then look at the listed verbs and find these in the text. 3. Once they have found all the past simple forms, elicit which verbs are regular and which are irregular. An essential further aspect to focus on is the change in pronunciation in certain verbs from present to past, for example, <i>read</i> (which is spelled the same, but pronounced differently, in the present and the past) and <i>say/said</i> (where the vowel sound changes). <p>Feedback</p> <p>Ask the learners to raise their hands to give responses. Use directed questioning to help learners see which forms are regular and which are irregular.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>yell – yelled; feel – felt; write – wrote; read – read; come – came; jump – jumped; stop – stopped; see – saw; think – thought; shout – shouted; swim – swam; help – helped; say – said; carve – carved; smile – smiled</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may struggle to see which verbs have irregular past simple forms and why. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may be very familiar with the past simple, so could be asked to provide further examples of common verbs which have irregular past simple forms.

Activity Book page 35	Use of English: Activity 1 1. Read the <i>Language tip</i> with the learners and show how we form past simple <i>Yes/No</i> questions and the corresponding short answers in English. 2. Learners then work in pairs to write the questions and decide on the answers. Tell the learners that they can use print or cursive when writing their sentences and they don't need to write in cursive form. Feedback Nominate learners to give responses in plenary. Answers 1 Did Hassan yell at Ibrahim? Yes, he did.; 2 Did Ibrahim jump in the water? Yes, he did.; 3 Did Hassan help Ibrahim get back to the shore? Yes, he did.		
Activity Book page 35	Read: Activity 2 1. Read the <i>Language tip</i> with the learners and show how we form past simple <i>Wh</i> -questions. Ask the learners to reorder the words to make sentences. 2. Ask the learners to circle the answers. Feedback Ask learners to raise their hands to give responses. Answers 1 b; 2 Where did the boys walk? c; 3 Why did Hassan jump in the water? a		
Resources	Plenary 1. To round off the lesson, play a quick verb game: tell the learners you will say the past simple of some verbs and they need to say the present simple. 2. Learners could work in teams and give answers once they raise their hands. 3. Take this opportunity to clarify any tricky verbs or pronunciation of past tenses.		
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: (G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes. (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures; identify the theme. (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text. (G4.4.3.1.2) Use the language structures of <i>Yes/No</i> and <i>Wh</i> -questions in the pas			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss a moral issue as a class; to tell and recount a story in the past; to describe a picture. Reading: To read a scientific text and extract key information. Writing: To write questions and answers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • further practise past simple regular and irregular forms • write questions and answers about past events • identify and correct the word order of affirmative and interrogative forms • understand and practise antonyms.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the desert • The past simple • The past continuous • <i>Wh-</i> question forms with the past simple 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>cold/hot, slowly/quickly, whispered/yelled, stupid/wise, kind/unkind, apologise, thank, sorry, wolf (wolves), extinct, survive, protection, fence, kill</i> Key expressions/structure: Past simple of regular and irregular verbs; Question and affirmative forms; Zero conditional; <i>I'm sorry I was + adjective, Thank you very much., Thank you for helping me., Thank you for being kind.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may well struggle with forming questions in English as it's a challenging area, involving the insertion of question words and auxiliaries, inversion of word order and a change in intonation when speaking. You will need to consolidate and reinforce this information as much as possible. 		
Resources/equipment needed: Learner's Book pages 48–49 Activity Book page 36 Blank paper		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give a sheet of white paper to each learner and ask them to divide it into six squares. Tell them you are going to play a game of past simple bingo. 2. They should write six past simple forms from Lesson 6, one per square. 3. Say the infinitive forms of all the verbs from Lesson 6 and ask learners to mark off the corresponding past simple forms on their Bingo sheets when they hear them. The first learner to mark off all their past simple forms is the winner and should shout 'Bingo!'. Continue as time allows and award small prizes, such as sweets, if appropriate.
Resources	Main activity
Learner's Book page 48	<p>Talk and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to re-read the story of Hassan and Ibrahim. Read the questions with the learners and give them a few minutes to check their answers in pairs. 2. While they are in the same pairs, ask them to write four more <i>Wh-</i> questions to ask their partner. Ask the pairs to move around the classroom, asking the other learners their questions. <p>Feedback</p> <p>Check answers as a group, with learners raising their hand to say they would like to give a response.</p> <p>Answers</p> <p>1 Because he was angry with him.; 2 He felt hurt and upset.; 3 He wrote, 'Today my friend yelled at me.'; 4 They walked to an oasis.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need a lot of support in forming questions in English. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may serve as a model for the others when doing the mingle activity.
Learner's Book page 48	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. Use this as an optional activity if time allows, otherwise move straight to the next activity. Read and discuss the questions as a class. <p>Feedback</p> <p>Nominate individual learners to give responses and encourage discussion.</p>
Learner's Book page 48	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Show the learners the words in the box and ask them to find their opposites (or 'antonyms') in the story. 2. They can be reminded of opposites from previous units. <p>Feedback</p> <p>Ask learners to raise their hands to give their answers.</p> <p>Answers</p> <p>cold/hot; slowly/quickly; whispered/yelled; stupid/wise; kind/unkind</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This activity could be made more manageable for these learners by pointing to the relevant line in the text, or giving the first letter as a clue, for example, h_ _ for the opposite of <i>cold</i>.

	<p>Differentiation activities (Stretch):</p> <p>1. Early finishers could be asked to write more opposites.</p>
Learner's Book page 48	<p>Talk about it: Activity 4</p> <p>1. Use this as optional activity if time allows, otherwise move straight to the next activity.</p> <p>2. Ask the learners to look at the text on page 49 and answer the questions.</p> <p>3. From the look of the text (i.e. quite serious, with photos rather than artwork) they should be able to discern that it's non-fiction.</p>
Learner's Book page 49	<p>Talk and read: Activity 5</p> <p>1. Ask the learners to work in pairs to read the text and answer the questions.</p> <p>Feedback</p> <p>Nominate different pairs to give responses to the questions.</p> <p>Answers</p> <p>1 Learners' own answers;</p> <p>2 There are between 1000 and 2000 Arabian wolves left.;</p> <p>3 There were wolves in the UAE sometime before the 1970s.;</p> <p>4 Some people want wolves because they will kill animals. Then there will be enough food for all the animals.;</p> <p>5 Some people don't want wolves in the desert because they will kill their goats.</p>
Activity Book page 36	<p>Write: Activity 1</p> <p>1. Ask the learners to work in pairs to read the text and complete it with the words in the box.</p> <p>2. Help learners with the vocabulary if necessary. Check answers.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 wolves; 2 dying; 3 help; 4 live</p>
Resources	Plenary
Activity Book page 36	<p>Challenge: Activity 2</p> <p>1. Learners draw a picture of an Arabian wolf.</p> <p>2. Ask them to describe their wolves.</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:

(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.

(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.

(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.

(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.

(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous, and future tenses to describe events or characters in stories, using words and expressions from the text.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give a description of an animal. Writing: To write questions in the past simple; to punctuate a short text; to conclude a short story. Reading: To read and summarise a text; to work out the meaning of words from context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • summarise information about a scientific subject • scan a text to find particular words • discern the meaning of words from context • further exploit the vocabulary and structures in a scientific text • punctuate a short text containing examples of spoken language • write the end to a story • punctuate sentences.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the desert and desert animals • Past simple; <i>was/were</i> 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>wolf (wolves), extinct, survive, protection, fence, kill</i> Key expressions/structure: <i>Wh-</i> questions in the past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not be keen to simply scan a text to focus on certain words; they may want to understand every single word and may struggle with this. You will need to explain that in this instance you are all focusing only on the meaning of certain words. 		
Resources/equipment needed: Learner's Book page 50 Activity Book page 37		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Encourage discussion of animals in the desert in this unit. 2. Clarify any difficulties with vocabulary and pronunciation.
Resources	Main activity
Learner's Book page 50	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the photo on the previous page and describe the wolf, then talk about the issues the wolf is facing. <p>Feedback</p> <p>Learners discuss the difficulties facing wolves with learners sitting in a circle and contributing as they wish. Direct questioning to specific learners so that everyone has a chance to say something.</p>
Learner's Book page 50	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the text again and summarise it in pairs. 2. Learners share what they talked about with the class. <p>Feedback</p> <p>Hold feedback as a classroom discussion, with learners contributing spontaneously.</p>
Learner's Book page 50	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to find all the blue words in the text. 2. Encourage them to work out the meaning of the words from the context, then match them with the definitions. 3. Check answers. 4. For an extra integrated activity here you could have a running dictation with this text. <p>Feedback</p> <p>To vary the feedback stage and to act as an energiser, ask learners to get up and mingle and check their answers with other learners, then check with you.</p> <p>Answers</p> <p>1 b; 2 a; 3 d; 4 e; 5 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further help with discerning meaning from context. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be encouraged to work out the meaning of other difficult words.
Learner's Book page 50	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. This activity is useful for giving further practice in forming questions. 2. Learners work in pairs and write the questions for the answers about Arabian wolves. <p>Feedback</p> <p>Ask learners to come to the board to write their answers, one pair at a time.</p>

	<p>Answers</p> <p>1 How many Arabian wolves are there left? 2 Where do they live? 3 When did they live in the UAE? 4 What did the wolves eat? 5 Why did the farmers kill the wolves?</p> <p>Differentiation activities (Support): 1. These learners might well struggle with the demands of asking questions in English, i.e. inverting the word order, so they will need further support.</p> <p>Differentiation activities (Stretch): 1. These learners could be asked to help their peers.</p>
<p>Activity Book page 37</p>	<p>Talk: Activity 1</p> <p>1. Ask learners to look at the photos and think about the animals in danger. 2. In pairs, they should think of two more examples of animals at risk.</p> <p>Feedback Hold a class discussion to bring answers together.</p> <p>Possible answers</p> <p>In the Middle East: the Arabian tahir, the Hula painted frog, the Egyptian vulture Global: gorillas, black rhinos, the Bajji dolphin</p>
<p>Activity Book page 37</p>	<p>Read: Activity 2</p> <p>1. Write the first statement on the board: <i>The Arabian wolves live in the Middle East.</i>, Ask the learners: <i>Is this true or false? Do you remember?</i> 2. Learners work in pairs to try and remember whether the statements are true or false, and then they check their answers in the text on page 36.</p> <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 T 2 F 3 F 4 F 5 T 6 T</p>
<p>Activity Book page 37</p>	<p>Read and draw: Activity 3</p> <p>1. Ask learners to read the text again to find out what Arabian wolves eat, and then draw a picture of their food.</p> <p>Feedback Circulate and check the learners are drawing the correct items.</p>
<p>Learner's Book page 50</p>	<p>Values: Activity 5</p> <p>1. Ask the learners to discuss the questions in pairs.</p> <p>Feedback For a class discussion, it would be best if learners were sitting in a semi-circle, so they can contribute freely.</p>

Resources	Plenary
	<ol style="list-style-type: none"> 1. This would be an excellent point in the unit to review some aspects of punctuation with the learners. 2. Give them some sentences with no punctuation and ask them to insert, for example, capital letters, question marks, full stops, speech marks and commas. 3. The following are examples of sentences you could give them: i live in dubai do you speak english mouse said I think you will eat me she likes dates chocolate aubergines and cake

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:

(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.

(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.

(G4.3.4.1.4) Describe a character, setting or event in a story.

(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature). (G4.3.7.2.1) Use context clues such as words and phrases, and text features such as graphs, headings and subheadings to understand the meanings of unknown words.

(G4.4.1.1.) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To discuss moral values and wildlife preservation; to discuss the future using the first conditional.</p> <p>Reading: To review a text from a previous lesson and use it as the basis for discussion and grammar.</p> <p>Listening: To develop the strategy of listening for gist.</p> <p>Speaking: To describe a picture for others to draw.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • discuss moral values in a story • analyse the form of the first conditional • practise further the form and use of the first conditional • further consolidate how to punctuate a text correctly • listen for key information in short descriptive extracts.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis in a text about wolves • Giving opinions about moral values • The first conditional <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Social and Cross-cultural Skills: Introduce learning to know when to speak and when to listen, with respect. 		
<p>Key vocabulary: <i>wolf (wolves), extinct, survive, protection, fence, kill, desert safari, dunes, dry, amazing</i></p> <p>Key expressions/structure: First conditional: <i>If I ... (present simple), I (future simple) ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Future forms may be very different in the learners' first language, so they may struggle to understand the meaning of this first conditional (also called the 'real' conditional) compared to other conditional forms. • Learners may think this is the only conditional form so you may need to briefly mention there are at least three others, if this is raised. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 51</p> <p>Activity Book page 38</p> <p>Audio Track 6 (Activity Book)</p>		

UNIT 3 LESSON 9 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"> Review and present the first conditional by asking the following questions in plenary: <i>What will you do if it rains tomorrow?/ What will you do if your mum cooks something for dinner you don't like?/ What will you do if someone takes something from your bedroom without you saying it's OK? / What will you do if your dad says you can't play sport at the weekend?</i> Learners raise their hands to answer; check form, positive and negative, and use of first conditional. Reinforce the social and cross-cultural skill of learning to take turns to speak and listen.
<p>Resources</p> <p>Learner's Book page 51</p>	<p>Main activity</p> <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> The learners look at the first conditional forms in the text again. Use the concept questions to clarify meaning. <p>Feedback You could ask further concept questions to clarify meaning, for example, for the sentence <i>If I see Jane, I'll give her your message</i> you could ask <i>Will I see Jane?</i> Learners: <i>You might.</i> Ask: <i>Will I definitely see Jane?</i> Learners: <i>No, but it's possible.</i> Ask: <i>What will I do if I see Jane?</i> Learners: <i>You'll give her the message.</i></p> <p>Answers</p> <p>1 No, they don't; 2 Yes, it is.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> You may need to ask further concept questions to help learners understand this tense. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners can make further sentences and ask concept questions of their own.
<p>Learner's Book page 51</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to complete these sentences in pairs. Do the first one together and elicit one or two possible sentences. Circulate and check that the learners are using the correct form. <p>Feedback Nominate pairs to give answers. Use this opportunity to check meaning and form and to practice pronunciation.</p> <p>Possible answers</p> <ol style="list-style-type: none"> won't have enough food to eat; be too many animals.; will die.; will kill some animals./will keep the animal numbers low.; the wolves kill their goats.
<p>Learner's Book page 51</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> Ask the learners to complete these sentences in pairs. <p>Feedback This can be done orally and as a group discussion. Ask learners to raise their hands to give answers.</p>

	Answers		
	Learners' own answers		
Activity Book page 38 Audio Track 6	<p>Listen: Activity 1</p> <p>1. Ask the learners to look at each picture and describe it in detail.</p> <p>2. Play the audio and learners listen to answer the questions.</p> <p>Feedback</p> <p>Ask learners to check answers in pairs. Elicit the answers, playing the audio again if necessary.</p> <p>Answers</p> <p>1 b; 2 a</p>		
Activity Book page 38	<p>Use of English: Activity 2</p> <p>1. Ask the learners to read the sentences and match the beginnings and endings.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 c 2 d 3 a 4 e 5 b</p>		
Resources	Plenary		
	<p>1. As a final activity, learners could be asked to draw, and keep secret, a picture which just shows things they can say in English.</p> <p>2. They should then work in pairs and describe their drawing for their partner to listen and draw a copy. At the end, they compare both drawings to see how correct their descriptions were and how well their partner understood.</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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts.</p> <p>(G4.3.7.2.1) 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>(G4.4.3.1.2) Use the language structures of first conditionals.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a folktale for general comprehension. Reading: To read a folktale. Speaking: To improve intonation and fluency by using the folktale as a model; to re-tell a folktale.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and listen to a folktale • answer gist questions about a folktale • use scanning techniques to work out the meaning of words in a text • discuss the moral in the folktale • use the speech in the story as a model for their own pronunciation.
Link to prior learning: <ul style="list-style-type: none"> • Review of first conditional • Lexis about wolves • Discussion of morals and dilemmas in stories 21st Century Skills: <ul style="list-style-type: none"> • Not applicable. 		
Key vocabulary: <i>wolf, alone, fun, villager, silly, liar, once upon a time, bored, boring</i> Key expressions/structure: Past simple for recounting past events in a story; Past simple short answers		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need further support with how we form short answers in English, i.e. with the auxiliaries <i>was/were</i> and <i>did/didn't</i>. The fact that the main verb is missing may need further explanation. 		
Resources/equipment needed: Learner's Book pages 52–53 Activity Book page 39 Audio Track 32 Coloured pieces of paper and a thick marker for each group		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to get into groups of three. 2. Give each group 10 coloured pieces of paper and a thick marker. The group should nominate a scribe who does the writing. You then dictate the following sentence and the scribe writes in clear handwriting: <i>If the wolves live here, they will kill my sheep</i>, writing one word on each piece of paper. 3. The group then mixes up all the words (maybe on the floor or a large table) and then tries to put the sentence in the correct order. This will help to consolidate the form of the first conditional. Ask learners questions using the first conditional, for example, <i>What will you do if it rains tomorrow?</i> to check they understand its use.
Resources	Main activity
Learner's Book page 52 Audio Track 32	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read and listen to the folktale. Play the audio. 2. Clarify any difficult vocabulary and drill pronunciation.
Learner's Book page 53	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Learners answer the questions in pairs. <p>Feedback Nominate learners to give answers to the questions.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 He was at the top of the hill.; 2 They were in the village.; 3 He shouted, 'Wolf! Wolf! Help! The wolf is taking the sheep.'</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners could answer just one question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could think of another question about the story and ask each other.
Learner's Book page 53	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the questions and choose the correct short answer. <p>Feedback Nominate learners to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 Yes, he was.; 2 No, they weren't.; 3 Yes, he did.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further explanation as to why we use different auxiliaries with short answers in the past simple. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could write further <i>Yes/No</i> questions about the events in the story.
Learner's Book page 53	<p>Values: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the questions in pairs. <p>Feedback Hold feedback as a class discussion and ask learners to justify their answers.</p>

Learner's Book page 53	<p>Word study: Activity 5</p> <p>1. Learners find the blue words in the text and read them in the sentences here.</p> <p>2. They work in pairs and decide which sentences match.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 c; 2 d; 3 a; 4 e; 5 b</p>
Activity Book page 39	<p>Talk: Activity 1</p> <p>1. Ask the learners to look at the pictures and work out the correct order for the story, and then they re-tell the story in pairs.</p> <p>Feedback</p> <p>Carry out feedback as a class discussion where learners contribute freely to re-tell the story once they have ordered the pictures.</p> <p>Answers</p> <p>1 c; 2 b; 3 d; 4 a</p>
Activity Book page 39	<p>Read: Activity 2</p> <p>1. Learners read the sentences and decide if they are true or false.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 F; 2 F; 3 T; 4 T; 5 F; 6 T; 7 F; 8 T</p>
Resources	<p>Plenary</p> <p>1. In order to review the past simple, ask the learners to underline all the past simple forms they can find in the text and give you the infinitive forms, for example, <i>went – go, shouted – shout, took – take, felt – feel, lied – lie.</i></p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.5) 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: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a description of a picture and respond by drawing it. Reading: To re-read text for in-depth understanding. Speaking: To re-tell a story; to practise intonation. Writing: To complete a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • re-tell a folktale • focus on learners' fluency and intonation to act out characters in the story • further consolidate and practise use of the first conditional and the past simple.
Link to prior learning: <ul style="list-style-type: none"> • Lexis of the story of <i>The Boy and the Wolf</i> • The past simple and past continuous to recount past events 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>wolf, alone, fun, sheep, village, villager, silly, liar, once upon a time, bored, boring</i> Key expressions/structure: Past simple; Past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might be unused to acting out a story, so encourage all learners to exaggerate their acting and intonation so that the activity becomes more fun and learners are less shy. 		
Resources/equipment needed: Learner's Book page 54 Activity Book page 40 Audio Track 32		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give out white paper and pencils to all the learners. 2. Tell them you are going to describe a picture and they should draw according to your instructions: ‘This is the story of the boy and the wolf. The boy is alone on top of the hill, all around him we can see sheep. On the left, there is a tree. Behind the tree we can see a wolf watching. Down the hill we can see the village with some villagers.’ 3. Repeat the description as necessary until the learners are confident they have drawn all the details, and then the learners compare their pictures. Elicit any further details about the events in the story. Draw the picture on the board as consolidation, getting the learners to describe it to you as you draw, so you can fill in the details.
Resources	Main activity
Learner's Book page 54	Read and talk: Activity 1 <ol style="list-style-type: none"> 1. Learners read the story of <i>the Boy and the Wolf</i> again, and then re-tell the story. Feedback Whole-class discussion, learners raise their hands to tell the story and describe the pictures.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners may need help with some of the finer details of the story.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners should have a good grasp of the story.
Learner's Book page 54 Audio Track 32	Talk: Activity 2 <ol style="list-style-type: none"> 1. The learners should work together to decide who says each phrase. 2. They should then listen to the story again to notice how each phrase is said. 3. Drill the pronunciation of the phrases further. Feedback Learners should work in pairs to decide who says the phrases. They should help each other to pronounce the phrases correctly. Then drill as a class chorally and individually.
	Answers 1 the boy; 2 the villagers; 3 the boy; 4 the boy; 5 the villagers
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners will need further drilling but do not drill too much if they are struggling with the correct pronunciation as it might be difficult for them to get it perfectly correct at this stage.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners can be asked to model for the others.
Learner's Book page 54	Let's do it!: Activity 3 <ol style="list-style-type: none"> 1. Learners should work in small groups to act out the story. 2. If space allows, they should move around the classroom and do the actions. Feedback Two or three groups could perform their short play for the others.

Learner's Book page 54	Write: Activity 4 1. Learners write their own sentences about the story. Feedback Ask learners to show each other their sentences.
Learner's Book page 54	Talk: Activity 5 1. Learners describe words for each other from the selection and their partner has to guess what the word is. Feedback Hold a class discussion where the learners give their description of the words to the class and the other learners have to guess what it is.
Activity Book page 40	Write: Activity 1 1. Learners complete the text using the past and present simple. Feedback Nominate learners to give answers. Answers 1 ran; 2 said; 3 attacked; 4 said; 5 lost; 6 killed; 7 are; 8 say; 9 need
Activity Book page 40	Read and write: Activity 2 1. Learners work together to decide what they would say to their friend if they had been angry with them and wanted to make amends. 2. They write what they would say. Feedback Hold feedback as a class discussion; learners contribute what they would say spontaneously and the class decides as a group. Answers Learners' own answers
Activity Book page 40	Word study: Activity 3 1. This is a final fun activity to round off the class and review the spelling of key lexis in the unit. 2. Learners work in teams to complete the words and the first team to do so shouts <i>Finished!</i> , at which point you say <i>Stop</i> and everyone else has to stop writing. Check the answers and award points. Feedback Learners raise their hands to give answers. Answers 1 sunny; 2 cold; 3 cool; 4 warm; 5 camel; 6 hump; 7 eyelashes
Resources	Plenary 1. To round off the class you could have a dictation of some of the words in the previous section. 2. When you have checked the spelling of the words once again, check the pronunciation by drilling.

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>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write the past simple of some regular and irregular verbs; to complete a paragraph. Listening: To listen to and check a completed paragraph. Speaking: To act out a dialogue with correct intonation. Reading: To read and order a dialogue.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review past simple forms of some common verbs • order and then act out a dialogue • re-tell a story • complete a paragraph and listen to check it • revise comparative and superlative forms.
Link to prior learning: <ul style="list-style-type: none"> • Past simple of regular and irregular verbs • The lexis of the stories in the second part of the Learner's Book 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>yell, feel, read, jump, swim, carve, smile, wolf (wolves), kill, desert, village, sheep, boring, alone, fun</i> Key expressions/structure: Present simple questions; Past simple affirmative and interrogative		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to see the difference between the infinitive and past simple forms of the verbs, particularly because there are so many irregular forms, and will need continual reinforcement and consolidation with regard to this point. 		
Resources/equipment needed: Learner's Book page 55 Activity Book page 41 Audio Track 33		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Review the verbs from last class. Give the past simple forms and ask the learners to say the infinitives: 1 yelled; 2 felt; 3 wrote; 4 read; 5 swam; 6 jumped; 7 carved; 8 smiled.</p> <p>2. Elicit from learners which verbs are regular and which are irregular and how they know (the regular verbs add <i>-ed</i> to the base infinitive form, the others don't).</p> <p>3. Once you have elicited the correct infinitives, ask learners to tell the story of <i>The Boy and the Wolf</i> again.</p> <p>Feedback Nominate different learners randomly to give answers.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 yell; 2 feel; 3 write; 4 read; 5 swim; 6 jump; 7 carve; 8 smile</p>
Resources	Main activity
Learner's Book page 55	<p>Read and talk: Activity 1</p> <p>1. Learners should match the questions and answers to make a dialogue. Check the answers.</p> <p>2. They then act out the dialogue.</p> <p>Feedback Ask learners to raise their hands to give you one exchange at a time in the dialogue.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 e 2 a 3 c 4 b 5 d</p>
Learner's Book page 55	<p>Talk: Activity 2</p> <p>1. Ask the learners to remember the story of <i>The Boy and the Wolf</i> in pairs, using the important words. Play the audio again to help them remember if you would like.</p> <p>Feedback This could be done as a group activity, with everyone sitting in a circle and contributing as they feel comfortable.</p>
Learner's Book page 55 Audio Track 33	<p>Listen and write: Activity 3</p> <p>1. Ask the learners to complete the paragraph, then play the audio and learners check their answers.</p> <p>Feedback Nominate learners to give answers.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 young; 2 village; 3 sheep; 4 hill; 5 boring; 6 said; 7 alone; 8 fun</p> <p>Differentiation activities (Support):</p> <p>1. Go through the words in the box with these learners first.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners might be able to write the next paragraph in the text.</p>

Activity Book page 41	<p>Use of English: Activity 1</p> <p>1. Ask the learners to complete the sentences with the correct superlative forms. Learners can draw a happy face.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 the slowest; 2 the most dangerous; 3 the most clever/the cleverest; 4 saddest; 5 the happiest</p>																																																																																																																																				
Activity Book page 41	<p>Word study: Activity 2</p> <p>1. Ask the learners to find the listed words in the wordsearch.</p> <p>2. They then make the adjectives into comparatives and superlatives. Revise the spelling changes for adjectives ending in -y and help as necessary.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>interesting, more interesting, the most interesting; cool, cooler, the coolest; dry, drier, the driest; sunny, sunnier, the sunniest</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="border-collapse: collapse; text-align: center; font-family: monospace;"> <tr><td>Y</td><td>D</td><td>P</td><td>G</td><td>P</td><td>Y</td><td>U</td><td>Y</td><td>V</td><td>W</td><td>I</td></tr> <tr><td>G</td><td>K</td><td>O</td><td>S</td><td>U</td><td>N</td><td>N</td><td>Y</td><td>Y</td><td>L</td><td>N</td></tr> <tr><td>X</td><td>A</td><td>Y</td><td>I</td><td>E</td><td>M</td><td>L</td><td>K</td><td>T</td><td>Y</td><td>T</td></tr> <tr><td>S</td><td>I</td><td>Y</td><td>R</td><td>D</td><td>M</td><td>T</td><td>D</td><td>E</td><td>F</td><td>E</td></tr> <tr><td>Q</td><td>O</td><td>G</td><td>S</td><td>P</td><td>N</td><td>M</td><td>L</td><td>H</td><td>A</td><td>R</td></tr> <tr><td>D</td><td>J</td><td>H</td><td>E</td><td>Z</td><td>A</td><td>L</td><td>F</td><td>N</td><td>O</td><td>E</td></tr> <tr><td>Q</td><td>T</td><td>J</td><td>R</td><td>B</td><td>A</td><td>D</td><td>I</td><td>I</td><td>O</td><td>S</td></tr> <tr><td>B</td><td>L</td><td>T</td><td>C</td><td>I</td><td>Y</td><td>P</td><td>C</td><td>S</td><td>B</td><td>T</td></tr> <tr><td>I</td><td>X</td><td>Y</td><td>T</td><td>O</td><td>V</td><td>I</td><td>Y</td><td>H</td><td>Y</td><td>I</td></tr> <tr><td>B</td><td>I</td><td>G</td><td>N</td><td>Y</td><td>O</td><td>A</td><td>L</td><td>F</td><td>E</td><td>N</td></tr> <tr><td>X</td><td>E</td><td>M</td><td>I</td><td>E</td><td>X</td><td>L</td><td>P</td><td>Q</td><td>L</td><td>G</td></tr> <tr><td>L</td><td>Y</td><td>K</td><td>D</td><td>R</td><td>Y</td><td>U</td><td>B</td><td>J</td><td>V</td><td>E</td></tr> </table> </div>	Y	D	P	G	P	Y	U	Y	V	W	I	G	K	O	S	U	N	N	Y	Y	L	N	X	A	Y	I	E	M	L	K	T	Y	T	S	I	Y	R	D	M	T	D	E	F	E	Q	O	G	S	P	N	M	L	H	A	R	D	J	H	E	Z	A	L	F	N	O	E	Q	T	J	R	B	A	D	I	I	O	S	B	L	T	C	I	Y	P	C	S	B	T	I	X	Y	T	O	V	I	Y	H	Y	I	B	I	G	N	Y	O	A	L	F	E	N	X	E	M	I	E	X	L	P	Q	L	G	L	Y	K	D	R	Y	U	B	J	V	E
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Activity Book page 41	<p>Assessment box: Activity 3</p> <p>1. Learners complete the assessment box for themselves.</p> <p>2. Do any remedial teaching as necessary.</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>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions; to listen to others' opinions. Speaking: To describe the desert and desert animals and plants; to ask and answer questions; to express likes, dislikes and preferences. Reading: To read and follow instructions. Writing: To write sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on and discuss their recent learning experiences • revise all the lexis in Unit 3 • revise structures in Unit 3 • revise and refine their writing skills.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to desert plants and animals, the weather • The present simple • The past simple • The past continuous • <i>Wh-</i> questions 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>underground, tunnel, mud, insects, roots, sand, kangaroo, shallow hole, blood, brain, fur</i> Key expressions/structure: Past simple affirmative and questions; Present simple affirmative and questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The learners may believe that forming Roman letters is more straightforward by now, but this could continue to be a challenge, particularly when they are writing on the board rather than on paper. 		
Resources/equipment needed: Learner's Book page 56 White card circles (approx. 12 cm diameter) Marker pens		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to choose, in pairs, a lesson they like a lot in the unit and why. 2. Give out the white-card circles and marker pens; ask the learners to make smiley faces. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. 4. Circulate and see which lessons were particularly successful and why. 5. Promote discussion on what the learners found interesting and/or challenging.
Resources	Main activity
Learner's Book page 56	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to revisit Lesson 1. 2. They then discuss, in pairs, how the weather in the desert is different during the day and night. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>Days are usually hot and dry; nights are usually cool</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may still need support to understand key information in the lesson. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may be able to give summaries of the information in the lesson to other learners.
Learner's Book page 56	<p>Talk and write: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners look back at the fact cards on page 43 about the jerboa and oryx. 2. They discuss the differences and similarities between the two animals. 3. You could ask them to write a few sentences describing the two animals. <p>Feedback</p> <p>Ask the learners to write their sentences on the board for everyone to see and check against.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may still struggle with forming Roman letters and will need extra time to do this writing activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to write extra sentences.

Learner's Book page 56	<p>Write and talk: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, learners write two questions about the wolves on page 49. 2. Circulate to check the learners are forming questions correctly and that their answers are right. 3. Ask learners to stand up and move around the room, asking other learners their questions. <p>Feedback</p> <p>Ask learners to sit down, then take in their questions. Ask learners the questions and get them to raise their hands if they know the answer.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Forming questions is a particularly tricky area in English so these learners will probably benefit from some extra remedial help. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to help their peers.
Learner's Book page 56	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to work with a new partner and re-tell the story of the <i>Boy and the Wolf</i> on pages 52 and 53. 2. Tell them they can check by looking back at these pages. <p>Feedback</p> <p>Ask the learners to sit in a circle then get them to tell the story one sentence at a time, going round the circle, i.e. one learner says one sentence, then the learner next to him/her says the next one, and so on.</p> <p>Re-telling a story in this way makes it a more collaborative experience.</p>
Learner's Book page 56	<p>Talk and write: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the learners to look back and find one interesting thing they learned in this unit and write one or two sentences about it. 2. Circulate and help learners with their writing skills and the structuring of the sentences. <p>Feedback</p> <p>Ask the learners to raise their hands to talk about what they found interesting.</p>
Learner's Book page 56	<p>Talk: Activity 6</p> <ol style="list-style-type: none"> 1. Ask the learners to look back and find their favourite picture in the unit. 2. They should work in pairs but not tell their partner which picture they have chosen, but describe it and get the partner to find the picture. 3. They can then discuss their favourite activity. 4. Make sure learners explain why they liked it. <p>Feedback</p> <p>Encourage class discussion, with learners putting forward their views.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off this lesson, take a few of the persistent errors you've noticed in learners' English in the last few classes, in grammar, vocabulary, spelling or pronunciation. 2. Write errors on the board and ask learners to correct them. 3. If it is a pronunciation error, write up the word or expression and elicit and drill the correct pronunciation. 4. Giving some regular remedial help will allow your learners to review and consolidate their English regularly and hopefully avoid fossilised errors.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous, and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To describe a mural; to describe a weather chart. Reading: To understand simple instructions and descriptions. Writing: To write descriptions; to record temperatures and weather.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write information about a desert they have studied • do some simple research of internet-type documents • talk about the weather over a period of time.
Link to prior learning: <ul style="list-style-type: none"> • Describe desert conditions and desert wildlife • Describe the weather • The superlative 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project. 		
Key vocabulary: <i>jerboa, camel, rattlesnake, sandy, hot, cool, windy, rainy</i> Key expressions/structure: Superlatives; present simple; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect; teachers will need to encourage these learners to finish their project in the time available. 		
Resources/equipment needed: Learner's Book page 57 A3 sheets of paper A thermometer Access to the internet		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw a simple map of the UAE and put an arrow beside each of the four deserts that were studied in Lesson 1. Elicit the names of each one. (Al Khatim Desert, Arabian Desert, Gulf of Oman, Rub' al Khali please) 2. Ask learners some questions about each, for example, <i>Which is the driest? Which one do camels live in? Which is the hottest? Which is the biggest?</i> 3. Elicit what they remember about desert animals, for example the camel, the jerboa, the mouse and the rattlesnake. Write learner responses on the board.
Resources	Main activity
Learner's Book page 57	<p>Make a desert mural: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into pairs and ask them to choose a UAE desert to prepare a project on. 2. Ask learners to research their chosen desert to answer the questions in step 2. 3. Now distribute an A3 sheet of paper to each pair. Tell pairs to use the top and middle parts of their sheet of paper for steps 3 and 4. Remind the learners that they are going to use the information they have out about their desert. Encourage learners to be creative and use a lot of colour for their mural. 4. Tell learners to draw a box in the bottom right and the bottom left of their sheet. Each partner should then write some amazing facts about the plants and animals in their chosen desert. Monitor closely to help with organisation of information and accuracy of language and spelling. <p>Feedback</p> <p>Ask learners to report on how their murals are coming together. Take in the completed murals ready for next class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in understanding what to do and how to create their murals. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can help their peers.
Learner's Book page 57	<p>Activity 2: Chart the weather</p> <ol style="list-style-type: none"> 1. Ask the learners to look out the window and describe the weather. 2. Write 15°C, 25°C, 35°C on the board and ask the learners which one is closest to the temperature outside. If possible provide a thermometer for step 2. Model how to pronounce <i>degrees</i> (Celsius). Clarify also that it is not always necessary to say <i>Celsius</i>. 3. Draw the learners' attention to the chart at the bottom of page 57 and ask them to copy it but only write the days at the top. The rest they should leave blank for the moment. If you feel that the learners would have difficulty doing this you could demonstrate on the board. Ask the learners to record the weather and the temperature for five days on the chart. 4. Then ask the learners to look at a weather website, for example, http://www.weatherwizkids.com/ and compare the weather in another place to the weather where they live.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.3.7.1.1) 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>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To describe a mural; to describe a weather chart. Reading: To understand simple instructions and descriptions. Writing: To write descriptions; to record temperatures and weather.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write information about a desert they have studied • do some simple research • talk about the weather over a period of time.
Link to prior learning: <ul style="list-style-type: none"> • Describe desert conditions and desert wildlife • Describe the weather 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>jerboa, camel, rattlesnake, sandy, hot, cool, windy, rainy</i> Key expressions/structure: Present simple; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect; teachers will need to encourage these learners to finish their project in the time available. • Learners may struggle to work in teams, i.e. to allocate different tasks to different members of their groups, so you will need to give them support with this. 		
Resources/equipment needed: Learner's Book page 57 Learner's posters from previous lesson		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Begin with a discussion about what was achieved in the last class and how the learners organised their murals and their weather charts. 2. Distribute the completed A3 sheets to the groups and ask them to make any final additions, but be careful to set a time limit so that final colouring and discussion don't take too long.
Resources	Main activity
Learner's Book page 57	<p>Present the desert mural: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that the groups should get ready to present their murals to the others. 2. They should make sure that their material is colourful and appealing and can be seen from the back of the class. 3. Say that they will need to practise how they will present to the other learners, making sure that each learner has a role and something to say. Give them a time limit of around 4–5 minutes to present. 4. Make sure each learner is ready to say something and is not silent. 5. Prepare each group to present and stress that while one group is presenting the others should remain silent, listen carefully and be ready to ask one or two questions. 6. Clear a space at the front of the class and ask each group to come forward to present, one by one. 7. Once they have presented give some praise and invite any questions from other learners. <p>Feedback</p> <p>Feedback should take the form of general praise after each presentation, with a question or two from yourself. Make some general diagnostic notes for yourself for future teaching, based on what you see, for example, further consolidation of the present simple, pronunciation of certain words. These notes could also cover presentation issues, such as helping learners project their voices and look at their audience.</p>
Learner's Book page 57	<p>Activity 2: Chart the weather</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to collate their material and make it presentable. Remind them to write answers to the questions in step 4. 2. Ask learners to present their charts to each other in a mingle activity and to compare their results. <p>Feedback</p> <p>Ask the whole class which weather they prefer, the weather here or the weather they looked at on the internet? 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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature).</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and follow instructions. Listening: To listen and match definitions. Speaking: To discuss optical illusions; to consolidate and practise topic lexis.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow steps • discuss optical illusions using descriptive language • compare different things • listen to a text for detail • do a crossword.
Link to prior learning: <ul style="list-style-type: none"> • The comparative • Describing numbers and shapes • The imperative 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: 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>optical illusion, square, circle, triangle, rectangle, cube, shape, straight, side, measure, corner, top, bottom, dot</i> Key expressions/structure: Superlative; Imperatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be unused to doing other school subjects through the medium of English and may need further support with this. • Some learners may need help with completing crosswords; they need to be shown that they should put one letter in each square, rather than one word in each square. • They may also need some extra focus and drilling on the /z/ sound in <i>measure</i>. 		
Resources/equipment needed: Learner's Book pages 58–59 Activity Book page 42 Audio Track 34 Optical illusions taken from the internet		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Show learners some pictures of optical illusions you have taken from the internet. Ask learners to describe what they can see and what they perceive. Help with any difficult vocabulary. Ask if they have ever seen the effect of heat on roads or the sand in summer; what do they see? Elicit the name for this (<i>heat haze</i>). Explain that this is also a kind of optical illusion.
Resources	Main activity
Learner's Book page 58	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the pictures and describe what they see. Input further vocabulary and drill pronunciation as necessary. Model carrying out the first instruction and ask the learners to do the others in pairs. <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>A They are the same length. B They are the same size. C They are the same length.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may have difficulty measuring and saying numbers in English, so they might need more encouragement and support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners can model how to measure for the other learners.
Learner's Book page 59 Audio Track 34	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Show the shapes and drill the pronunciation. Focus on the pictures. You say the words and the learners repeat. Tell the learners they will listen and match. Play the audio a few times. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>a 3 triangle; b 4 rectangle; c 1 square; d 2 circle; e 5 cube</p>
Learner's Book page 59	<p>Let's find out!: Activity 3</p> <ol style="list-style-type: none"> Ask the learners to look at the pictures and work through the questions in pairs. They discuss their answers in groups. Help with vocabulary as necessary. <p>Feedback Conduct feedback as a class discussion, with learners contributing as they wish.</p> <p>Answers</p> <p>The first picture appears to contain a white cube. When we look at the white circles in the black rectangle, we can see black dots as well, but it's impossible to count them because they are just an optical illusion.</p>

Activity Book page 42	Read: Activity 1 1. The learners work through the clues and complete the crossword puzzle. 2. Circulate and offer help as necessary. Feedback Ask learners to raise their hands to give answers. Answers Across: 1 cube; 2 sides; 4 rectangle; 6 triangle; Down: 1 circle; 2 square; 3 measure; 5 corner		
Resources	Plenary 1. As a final class round-up, quickly draw some of the shapes seen in today's class on the board and elicit their names from the learners. 2. If time allows, you could even ask the learners to come up to the board to write their answers to check spelling and add an energising element.		
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: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion. (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.). (G4.4.3.1.2) Use the language structures of prepositional phrases of movement. (G4.4.3.1.2) Use the language structures of prepositional phrases of comparison.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about an impossible picture. Speaking: To talk about animal characteristics and impossible situations. Writing: To write simple notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for detailed information • develop lexical range about animal characteristics and shapes.
Link to prior learning: <ul style="list-style-type: none"> • Lexis about animals • <i>How many... ?</i> • can/can't • Antonyms • The present simple 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>impossible, possible, circle, triangle, square, rectangle, side, elephant, leg</i> Key expressions/structure: <i>can/can't</i> for possibility		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be used to activities which have one definite answer, and as the answers to some of the questions in this lesson are purely speculative, you will need to stress that the important thing is for learners to give their opinions and be prepared to discuss, using their critical thinking skills. 		
Resources/equipment needed: Learner's Book page 60 Activity Book page 43		

UNIT 4 LESSON 2 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"> 1. In order to generate interest in the topic of impossible events, ask the class to do some impossible things. 2. Tell them you want them to count to 100 million or speak French backwards. 3. Ask them to suggest more impossible things, for example, a cat driving a car, a sheep reading a book.
<p>Resources</p> <p>Learner's Book page 60</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask if it's possible for a horse to fly. Talk about more impossible things, for example, water flowing uphill, an invisible car, a tree with blue leaves. Ask learners to suggest more impossible things. <p>Feedback</p> <p>Nominate pairs to talk about further impossible things.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners could draw their impossible things. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could write sentences about their impossible things.
<p>Learner's Book page 60</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture of the elephant. 2. Ask them to take a piece of paper and cover the legs so they can count them. <p>Feedback</p> <p>Have a class discussion, with learners sitting in a circle, about how to count the number of legs.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Learner's Book page 60</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Learners now look at another illustration and try to work out if the children are walking up or down the stairs. 2. Once again, it is impossible to decide and the important aspect here is that the learners discuss what they see. <p>Feedback</p> <p>Discuss as a group and ask the learners to raise their hands to give responses.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 43</p>	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at another illustration and, working in pairs, answer the questions <p>Feedback</p> <p>Nominate learners to give responses.</p>

	Answers		
	1 16; 2 8; 3 4; 4 2; 5 4; 6 4; 7 1; 8 9 (8 small ones [4 at an angle] and one big one)		
Activity Book page 43	<p>Let's find out: Activity 2</p> <p>1. Learners look at the cubes together, in pairs, and work out the answers to the questions.</p> <p>Feedback</p> <p>Direct your questions to different learners so everyone has a chance to speak.</p> <p>Answers</p> <p>The impossible cube is b and the real cube is a.</p>		
Resources	Plenary		
	<p>1. Ask the learners to take a piece of white paper and a pencil.</p> <p>2. Describe a picture using all the new shapes so they can check their understanding. Ask them to draw a big circle in the middle of the page, then two smaller circles on the right; in the big circle ask them to draw a square, a rectangle and a cube. Now tell them to check their drawing with other learners.</p> <p>3. Circulate and check their drawings, giving any further clarification if necessary.</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>(G4.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information: express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.4.3.1.2) Use the language structures of possibility.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and assess descriptions of people’s personalities. Speaking: To act out scenes using the correct intonation. Reading: To read and match definitions. Writing: To write sentences about themselves.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop an awareness of common prefixes • describe people’s personalities • understand and use antonyms • develop oral fluency through role-play • describe themselves using the new adjectives and adverbs of frequency.
Link to prior learning: <ul style="list-style-type: none"> • The present simple • Prefixes <i>un-</i> and <i>im-</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>impossible, possible, unkind, unhappy, untidy, impatient, impolite</i> Key expressions/structure: Adverbs of frequency: <i>sometimes, always, never</i> ; Present simple with adverbs of frequency: <i>I’m always/sometimes/never ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle a little with the slight change in word stress when saying antonyms. Drill learners chorally and individually to overcome this. 		
Resources/equipment needed: Learner’s Book page 61 Activity Book page 44		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Before opening books, write the following words on the board: <i>tidy/untidy</i> <i>kindlunkind</i> <i>patient/impatient</i> <i>polite/impolite</i> Check understanding and drill pronunciation. Say you will describe some situations and the learners need to say which word on the board applies to each one. Describe Mariam's room and Fatme's room: <i>Mariam's has everything in place, very neat and organised.</i> <i>How can we describe her room?</i> Elicit <i>tidy</i>. <i>Fatme's room has everything on the floor, she doesn't know where anything is.</i> <i>How can we describe her room?</i> Elicit <i>untidy</i>. Continue with the other words: <i>kindlunkind</i>; <i>patient/impatient</i>; <i>polite/impolite</i>.
Resources	Main activity
Learner's Book page 61	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Learners read the negative prefixes and the situations in pairs. They then decide which person in the pictures matches the adjective in each question. Check answers and drill pronunciation. It may be helpful to discuss the ways people can be impatient in different cultures. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p><i>Which person is unkind?</i> The girl with the blue bag. <i>Which person is untidy?</i> The boy in the green T-shirt <i>Which person is impatient?</i> The boy in the white shirt. <i>Is the girl polite or impolite?</i> She's polite.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may struggle a little with the change in word stress in the forming of the antonyms. If so, you will need to give them further support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners may be able to suggest further antonyms.
Learner's Book page 61	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> Pairs act out one of the scenes for the rest of the class to guess which one. Alternatively, they could make up scenes of their own and the other learners have to guess which adjectives apply. Go through the <i>Language tip</i> box with the class showing how the prefixes change the meaning of an adjective to its opposite.

Activity Book page 44	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to write the opposites. 2. As ever, give help to those learners still struggling with their writing skills, for example, by showing them how to hold their pencil. Check answers. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 polite; 2 possible; 3 patient; 4 happy; 5 tidy; 6 healthy</p>
Activity Book page 44	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners match the words with the definitions. 2. They then check in pairs. <p>Feedback</p> <p>Ask the learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 b; 2 c; 3 a; 4 e; 5 f; 6 d</p>
Learner's Book page 61	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. As a final activity, learners now write a few sentences about themselves, using the adjectives and the adverbs of frequency. <p>Feedback</p> <p>Ask some learners to read their sentences to the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. In order to quickly review some of the new words from today's class, have a game of de-vowelled words. 2. Write the following on the board and ask the learners to copy them down. Ask them to complete the words with the missing vowels (the answers are in brackets): <ul style="list-style-type: none"> 1 p_t__nt (patient) 2 _nk_nd (unkind); 3 t_dy (tidy) 4 _mp_t__nt (impatient) 5 _mp_l_t_ (impolite)

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>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.1) Give personal information: express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see / sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.3.7.2.3) Apply knowledge of prefixes (for example, <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi</i>), suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>), roots, word patterns and known words to determine word meanings.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read about optical illusions; to read and follow instructions. Speaking: To say where people and things are. Listening: To listen and follow instructions. Writing: To write sentences describing a scene and location; to write sentences describing the location of classmates.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read different texts for detail • understand the imperative for giving instructions • describe what people are doing and where they are doing it • describe a scene and talk about location • listen for detail and follow stepped instructions.
Link to prior learning: <ul style="list-style-type: none"> • Describing optical illusions and shapes • The imperative • The present continuous for actions happening now • The present simple 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>fingertips, brain, confused, right-handed, left-handed, outside/(inside), on, under, next to, between, near, in front of</i> Key expressions/structure: Present continuous; Present simple; Prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may get slightly anxious about following and doing actions rather than just reading about them, so they may need further reassurance. 		
Resources/equipment needed: Learner's Book pages 62–63 Activity Book page 45 Audio Tracks 35 and 36		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give out two pieces of card and a marker for each learner. 2. Ask them to write <i>im</i> on one card and <i>un</i> on the other. 3. Tell them that you will say different adjectives and they should show the card which shows the opposite. Use the following adjectives: <i>polite, possible, patient, happy, tidy, healthy</i>. If you feel it would be helpful, point out that <i>im</i> is the prefix used for adjectives beginning with <i>p</i> and <i>un</i> is used for other adjectives. 4. When they have done this successfully, you could drill the pronunciation of the adjectives and their antonyms. They could also test each other further in pairs.
Resources	Main activity
<p>Learner's Book page 62 Audio Track 35</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Language detective</i> before they start. 2. Ask learners if they see the same thing with each eye. 3. Tell them they are going to do two experiments to find out. 4. Play the audio and let them follow the instructions. Explain any unknown words. <p>Feedback Help learners to understand the explanations, then ask nominated learners to give the responses.</p> <p>Answers</p> <p>Learners' own responses</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need further repetition and explanation to understand everything. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to re-formulate the information to help their peers understand.
<p>Learner's Book page 63 Audio Track 36</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the questions. Tell learners they are going to try an experiment. 2. Discuss which eye learners think will be strongest for them. Play the audio once and model the actions. 3. Play the audio again for learners to follow the instructions. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>Answers will vary. Note that two thirds of people will have right-eye dominance.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio so that these learners can listen a few times. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to repeat these instructions.

Learner's Book page 63	Use of English: Activity 3 1. Quickly review prepositions with objects around the classroom. 2. Then ask learners to describe the picture using prepositions. Feedback Invite learners to suggest sentences describing the scene.
Learner's Book page 63	Write: Activity 4 1. Read aloud the example and elicit more sentences describing where other learners are sitting in the classroom. 2. Then ask learners to write sentences like the example. 3. As a further fun element you could ask the learners to read out their sentences, leaving out the names. Other learners have to guess who is being talked about. Feedback Encourage class discussion, with learners reading out their answers.
Activity Book page 45	Read: Activity 1 1. Learners now complete an exercise about the scene they have just described in the Learner's Book. Feedback Ask learners to raise their hands to give answers. Answers 1 yes; 2 no; 3 no; 4 no; 5 yes
Activity Book page 45	Read: Activity 2 1. Learners read the instructions and add the items to the picture. 2. Learners compare their pictures with a partner. Feedback Learners compare pictures to check accuracy.
Resources	Plenary 1. As a final activity, ask the learners to stand up and move around the room. Tell them that when you say 'Stop!' they should stop. You then say a sentence like <i>This person is next to Bader</i> and ask them to give the name of that person. The learner who first guesses the name correctly becomes 'teacher' and continues in the same way. 2. This game works well because it consolidates work on prepositions and acts as an energiser at the end of class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.2.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.4.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.4.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.3.1.2) Use the language structures of prepositional phrases.</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and follow instructions. Speaking: To speak about ability; to take part in a game. Listening: To listen to a game. Writing: To write sentences using commas correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use pronouns to replace nouns • listen for specific information in a game • identify items in a picture and discuss • describe a picture to someone and identify similarities.
Link to prior learning: <ul style="list-style-type: none"> • Pronouns • Colours • <i>can/can't</i> for ability • Plural nouns • Prepositions of place • <i>There is/There are</i> 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>rabbit, owl, bird</i> Key expressions/structure: Pronouns: <i>I've found</i> + pronoun; <i>can/can't</i> for ability: <i>I can ... , too</i> ; Prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help to find the different figures in the picture in the Activity Book and how to describe them. 		
Resources/equipment needed: Learner's Book page 64 Activity Book page 46 Audio Track 37		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to look out the classroom window or around the classroom and say sentences beginning '<i>I can see ...</i>'. 2. Help with further vocabulary and pronunciation of lexis.
Resources	Main activity
Learner's Book page 64 Audio Track 37	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners to listen to the audio, read the sentences and pay attention to the words in red. 2. They should try to notice the pattern and think about which pronoun is used in each case. 3. In pairs, learners then say similar sentences and their partner replies using the correct pronoun, as in the examples. They should then consider the answers to the questions. <p>Feedback</p> <p>Nominate learners to answer the questions.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p><i>Why do we use pronouns?</i> So that we don't repeat the noun.</p> <p><i>What do you notice about the pronoun them?</i> We use <i>them</i> for more than one person, male or female, or for more than one thing.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need a little more practice to see the differences between the pronouns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners will probably be able to use pronouns quite confidently.
Activity Book page 46	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. The learners look for the things hidden in the picture. 2. When they've found them, they should write the phrases. <p>Feedback</p> <p>Invite learners to raise their hands to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>a woman – I've found her!; two rabbits – I've found them!; a boy – I've found him!; two girls – I've found them!; an owl – I've found it!</p>
Activity Book page 46	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Learners now complete the sentences with the correct pronouns and follow the instructions. 2. Check answers. <p>Feedback</p> <p>Circulate and check that the learners are colouring the correct sections.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 them; 2 him; 3 it</p>

	Differentiation activities (Support): 1. These learners may need further guidance about which sections to colour and which pronouns to write.		
	Differentiation activities (Stretch): 1. These learners could colour further sections and write matching sentences.		
Activity Book page 46	Write: Activity 3 1. Learners now write a sentence listing the things they found in the picture. Feedback Circulate and check that learners are using commas correctly. Ask a couple of learners to write their answers on the board. Answers Learners' own answers		
Learner's Book page 64	Talk: Activity 2 1. Learners talk about what they can see in the 'two-in-one' pictures. 2. Help them to use descriptive language and <i>I can see ...</i> to talk about the pictures.		
Resources	Plenary 1. To round off the class do some quick drilling of pronouns - give the learners the nouns and ask them to say the pronouns, for example, the ducks (them), the woman (her), the women (them), the pictures (them), the rabbit (it) and Ahmed (him).		
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: (G4.1.1.1.1) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion. (G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle). (G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries). (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i> and <i>no</i> , from the rest of the sentence.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to instructions and make a colour wheel. Speaking: To give a description so that their partner can draw a classroom. Writing: To write sentences to describe location using prepositions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • revise the lexis of shapes • revise prepositions of place • revise adjectives and their antonyms.
Link to prior learning: <ul style="list-style-type: none"> • Consolidate lexis of shapes • Antonyms • Prepositions of place 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>kind/unkind, patient/impatient, tidy/untidy, square, circle, triangle, rectangle, cube, sides, measure, corner</i> Key expressions/structure: Prepositions of place; Imperatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need extra clarification on common prepositional errors, for example <i>in/on the table</i>. • Some learners may struggle to see the ordering of the letters in the word search and may need further support from you with this. 		
Resources/equipment needed: Learner's Book page 65 Activity Book page 47 Audio Track 38 PCM 3 Coloured pencils/markers		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter																																																																																																																																																																																																																																	
Learner's Book page 65 Audio Track 38	<p>Listen and make: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the top two images and elicit what they are (<i>optical illusions</i>). 2. Ask learners to explain why. 3. Distribute the copies of PCM 3 (one for each learner). 4. Ask learners to listen to and read the instructions for making a colour wheel. 5. Learners make their colour wheels. 6. Put learners into pairs and ask them to talk about what they can see when they spin the colour wheels. <p>Feedback</p> <p>Explain that this is another optical illusion and the colours should all merge together.</p>																																																																																																																																																																																																																																	
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Activity Book page 47	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Present the wordsearch activity and tell learners to find eight shape-related words in the puzzle and circle them. The shape diagrams will give them clues to five of the words. <p>Feedback</p> <p>Ask learners to raise their hands to answer and show where a word is by holding up their Activity Book with the word circled.</p> <div style="background-color: #d3d3d3; padding: 5px; text-align: center;">Answers</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="border-collapse: collapse; font-family: monospace; font-size: 1.2em;"> <tr><td>Q</td><td>A</td><td>T</td><td>V</td><td>W</td><td>X</td><td>A</td><td>T</td><td>L</td><td>C</td><td>C</td><td>H</td><td>N</td><td>R</td><td>L</td></tr> <tr><td>P</td><td>W</td><td>W</td><td>R</td><td>R</td><td>F</td><td>J</td><td>R</td><td>I</td><td>P</td><td>O</td><td>O</td><td>H</td><td>E</td><td>E</td></tr> <tr><td>O</td><td>N</td><td>I</td><td>Y</td><td>I</td><td>A</td><td>R</td><td>E</td><td>J</td><td>R</td><td>L</td><td>B</td><td>C</td><td>M</td><td></td></tr> <tr><td>E</td><td>J</td><td>U</td><td>E</td><td>W</td><td>A</td><td>D</td><td>F</td><td>L</td><td>U</td><td>N</td><td>M</td><td>N</td><td>T</td><td>I</td></tr> <tr><td>T</td><td>R</td><td>W</td><td>S</td><td>E</td><td>L</td><td>N</td><td>N</td><td>D</td><td>J</td><td>E</td><td>T</td><td>D</td><td>A</td><td>L</td></tr> <tr><td>C</td><td>J</td><td>U</td><td>O</td><td>E</td><td>V</td><td>K</td><td>G</td><td>P</td><td>K</td><td>R</td><td>P</td><td>E</td><td>N</td><td>H</td></tr> <tr><td>U</td><td>R</td><td>O</td><td>S</td><td>I</td><td>U</td><td>E</td><td>X</td><td>L</td><td>V</td><td>W</td><td>R</td><td>S</td><td>G</td><td>P</td></tr> <tr><td>B</td><td>I</td><td>X</td><td>V</td><td>Q</td><td>P</td><td>I</td><td>A</td><td>N</td><td>E</td><td>A</td><td>Z</td><td>I</td><td>L</td><td>X</td></tr> <tr><td>E</td><td>O</td><td>Z</td><td>D</td><td>J</td><td>E</td><td>Q</td><td>O</td><td>J</td><td>U</td><td>Z</td><td>C</td><td>G</td><td>E</td><td>S</td></tr> <tr><td>B</td><td>X</td><td>Q</td><td>B</td><td>R</td><td>B</td><td>M</td><td>N</td><td>Q</td><td>V</td><td>I</td><td>L</td><td>Q</td><td>E</td><td>I</td></tr> <tr><td>S</td><td>Q</td><td>U</td><td>A</td><td>R</td><td>E</td><td>C</td><td>S</td><td>T</td><td>R</td><td>S</td><td>E</td><td>I</td><td>R</td><td>D</td></tr> <tr><td>T</td><td>T</td><td>U</td><td>Q</td><td>P</td><td>C</td><td>I</td><td>P</td><td>K</td><td>V</td><td>W</td><td>W</td><td>Z</td><td>B</td><td>E</td></tr> <tr><td>M</td><td>M</td><td>C</td><td>C</td><td>K</td><td>Q</td><td>M</td><td>E</td><td>A</td><td>S</td><td>U</td><td>R</td><td>E</td><td>D</td><td>S</td></tr> <tr><td>I</td><td>O</td><td>I</td><td>U</td><td>P</td><td>I</td><td>N</td><td>A</td><td>R</td><td>X</td><td>R</td><td>F</td><td>K</td><td>I</td><td>Y</td></tr> <tr><td>C</td><td>I</td><td>R</td><td>C</td><td>L</td><td>E</td><td>P</td><td>P</td><td>J</td><td>E</td><td>Y</td><td>A</td><td>V</td><td>U</td><td>J</td></tr> </table> </div> <p>square circle triangle rectangle cube sides measure corner</p>	Q	A	T	V	W	X	A	T	L	C	C	H	N	R	L	P	W	W	R	R	F	J	R	I	P	O	O	H	E	E	O	N	I	Y	I	A	R	E	J	R	L	B	C	M		E	J	U	E	W	A	D	F	L	U	N	M	N	T	I	T	R	W	S	E	L	N	N	D	J	E	T	D	A	L	C	J	U	O	E	V	K	G	P	K	R	P	E	N	H	U	R	O	S	I	U	E	X	L	V	W	R	S	G	P	B	I	X	V	Q	P	I	A	N	E	A	Z	I	L	X	E	O	Z	D	J	E	Q	O	J	U	Z	C	G	E	S	B	X	Q	B	R	B	M	N	Q	V	I	L	Q	E	I	S	Q	U	A	R	E	C	S	T	R	S	E	I	R	D	T	T	U	Q	P	C	I	P	K	V	W	W	Z	B	E	M	M	C	C	K	Q	M	E	A	S	U	R	E	D	S	I	O	I	U	P	I	N	A	R	X	R	F	K	I	Y	C	I	R	C	L	E	P	P	J	E	Y	A	V	U	J
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<p>Learner's Book page 65</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to circle the correct word in the sentences. 2. Learners describe themselves to a partner using the adjectives. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 kind; 2 untidy; 3 patient</p>
<p>Activity Book page 47</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Do the first word as an example: <i>impolite</i>. 2. Learners work individually then compare in pairs before you take feedback with the whole group. <p>Feedback</p> <p>Direct questioning to learners to elicit answers.</p> <p>Answers</p> <p>1 <u>im</u>polite; 2 <u>im</u>possible; 3 <u>im</u>patient; 4 <u>un</u>happy; 5 <u>un</u>tidy; 6 <u>un</u>healthy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For the drilling of the adjective you could stamp your foot on the stressed syllable to help the learners identify it. (im<u>po</u>lite, im<u>po</u>ssible, im<u>pa</u>tient, un<u>h</u>appy, un<u>ti</u>dy, un<u>h</u>ealthy) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could write three sentences using three of the adjectives.
<p>Learner's Book page 65</p>	<p>Listen and draw: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to draw a picture of a classroom without showing it to their partner. 2. They then describe their classroom, using prepositions, so their partner can draw it. Get them to use instructions as well so that they consolidate imperatives, for example, <i>Draw the teacher at the front of the classroom.</i> <p>Feedback</p> <p>Circulate and check that the descriptions of the classroom are clear so that each learner can draw the other's classroom accurately.</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 47</p>	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into pairs and ask them to interview each other and complete the task for their partners. 2. Do any remedial teaching 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>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.3.7.2.3) Apply knowledge of prefixes (for example, <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi</i>), suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>), roots, word patterns and known words to determine word meanings.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text about camouflage. Speaking: To describe and compare pictures. Listening: To listen to a text about camouflage. Writing: To write sentences describing what they can see in a picture.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a list of details in a painting • compare paintings • respond appropriately to peers • write about pictures.
Link to prior learning: <ul style="list-style-type: none"> • Review of pronouns • Review of <i>I can ... , too.</i> • Comparing objects 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>with/without, glasses, a beard, a moustache, a hat</i> Key expressions/structure: <i>In one picture I can see ... , In the other picture I can see ... , On the right ... , on the left ... , in the background, I've found him/her!;</i> Pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As there is a large number of prepositions in this lesson, learners may get confused between them; take time to continually reinforce these by using buttons or Cuisenaire rods to provide further reinforcement. 		
Resources/equipment needed: Learner's Book pages 66–67 Activity Book page 48 Audio Track 39		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In order to help the learners describe pictures in this and the next lesson, draw a picture frame on the board with a scene of your choice, for example, a house in the middle, trees on the right and some desert animals on the left. Help learners to describe the scene by eliciting and checking <i>In the middle there's ... ; on the right there's ... ; on the left there are ...</i> . Remind the learners to use the phrase <i>I can see ...</i> when describing the picture and <i>I've found it/them</i>, i.e. the use of pronouns, when saying what they can see.
Resources	Main activity
Activity Book page 48	<p>Write: Activity 1</p> <ol style="list-style-type: none"> In order to help prepare the learners for describing the pictures in the Learner's Book, ask them to read the text and complete it with the prepositions. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 in front of; 2 behind; 3 under; 4 on; 5 next to; 6 near</p>
Learner's Book page 66	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> Ask learners to work with a partner and say what they can see in the picture. They should use pronouns as much as possible, so circulate and elicit these as you are checking the activity. <p>Feedback</p> <p>Hold a group discussion to see what the learners can make out in the drawing. Ask learners to raise their hands to give their responses.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may struggle to express everything they can see in English, so ask them easier questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners may be able to give a summary of everything they can see.
Learner's Book page 66	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Learners can work with their partners to write sentences about the painting. <p>Feedback</p> <p>Ask learners to come to the board to write sentences about the painting.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may still be having difficulty forming Roman letters so help them with holding their pencil. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners will be able to write more sentences.

Learner's Book page 67	<p>Talk about it: Activity 3</p> <p>1. Ask the learners to look at the painting and describe what they see.</p> <p>Feedback</p> <p>Hold this as a class discussion, with learners contributing spontaneously.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. You could input further vocabulary and check pronunciation for these learners.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can work in a group and combine their thoughts.</p>
Learner's Book page 67 Audio Track 39	<p>Read and listen: Activity 4</p> <p>1. Ask the learners to look at the pictures to predict text content, then read and listen to the text together. Play the audio.</p> <p>2. Clarify any unknown words.</p> <p>Feedback</p> <p>Hold a class discussion to pool ideas about what the learners can see in the painting.</p>
Activity Book page 48	<p>Read: Activity 2</p> <p>1. Learners now answer three questions about the text they've just read.</p> <p>2. They work with a partner.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 a; 2 a; 3 c</p>
Resources	<p>Plenary</p> <p>1. In order to recap understanding of the text on page 67 of the Learner's Book, review once again how animals and plants use camouflage by asking learners to describe what they can see in the photos.</p>

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:

(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.

(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries).

(G4.3.7.1.1) 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.

(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous, and future tenses to describe events or characters in stories, using words and expressions from the text.

(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss their answers with a friend. Reading: To read for specific information. Listening: To listen to a text. Writing: To write answers to questions.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • discuss the effectiveness of different types of animal camouflage • use descriptive language more effectively • read for specific information in a text • match new lexis to its definition.
Link to prior learning: <ul style="list-style-type: none"> • Animals and their environment • Present simple affirmative • <i>Wh-</i> question forms 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of society's impact on the natural world (for example, population growth, population development, reducing consumption rate, etc). Demonstrate knowledge and understanding of animals in their natural environment and how the environment affects them. 		
Key vocabulary: <i>camouflage, hide, hard, bark, blend, meal, fur, stripes, blotches</i> Key expressions/structure: <i>Wh-</i> question forms; Descriptive language		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners struggle with forming present simple <i>Wh-</i> questions as it involves using <i>Wh-</i> words, inversion and auxiliary verbs. Consolidation and further practice in this area will need to be provided. 		
Resources/equipment needed: Learner's Book page 68 Activity Book page 49 Audio Track 40		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Bring pictures/video clips of camouflaged animals, for example, a stick insect, an octopus and/or a chameleon. 2. Alternatively, play a drawing game with the whole group where they have to guess the animal as the teacher (or a learner) draws it on the board. 3. Ask learners to look at the pictures of camouflaged animals and decide if it's easy to see the animals. Ask them to explain their answer (for example, they are not easy to see because they look the same as the background). 4. Review the word <i>camouflage</i>. 5. Ask learners to compare and contrast the colour of animals in different places. Help them to find the relation between the colour of the animals and the environment where they live.
Resources	Main activity
<p>Learner's Book page 68</p> <p>Audio Track 40</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the photos and think about where these animals might live. 2. Play the audio. Ask the learners to read the first paragraph as they listen. 3. Tell learners to read the second paragraph as they listen. Then, to monitor pronunciation, invite individual learners to read a sentence each or one to read the whole paragraph aloud. <p>Feedback</p> <p>Nominate learners to summarise what they have learned about one of the animals in the text.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to think about desert animals. With a friend, they try and recall desert animals that use camouflage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other animals that use camouflage. They write two animals on two separate pieces of paper and then mime each animal. Their partner has to guess the animal correctly, checking with the answers on the pieces of paper.
<p>Learner's Book page 68</p>	<p>Word Study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to find the blue words in the text on pages 67 and 68, then read the definitions aloud. 2. Tell learners to match the words to the correct definitions. Check answers as a class. <p>Feedback</p> <p>Ask learners to raise their hands to give their responses.</p> <p>Answers</p> <p>1 c; 2 e; 3 d; 4 a; 5 f; 6 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to confirm their answers with a friend before checking as a class.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite learners to choose three of the new words and write a sentence for each to further illustrate the meaning.

<p>Activity Book page 49</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read about the three different types of camouflage. 2. Clarify any difficult vocabulary. 3. Learners write the names in the correct sections of the chart. <p>Feedback</p> <p>Hold a class discussion and ask learners to contribute freely.</p> <p>Answers (these may vary)</p> <p>Matching colour: stick insect, Arctic fox, frog, snake Matching patterns: snake, frog Matching shape: stick insect</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage working in pairs/small groups to develop co-operation and sharing of information/support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Early finishers can support a less able learner.
<p>Learner's Book page 68</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read through the questions. 2. Encourage the learners to write notes rather than full sentences for this task. 3. Learners check their answers in pairs/small groups. <p>Feedback</p> <p>Ask learners to raise their hands to give their responses.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 By using matching colour, matching patterns or matching shape to help them hide and stay safe. 2 In a yellow flower. 3 Birds. 4 It is very good at camouflage. It looks like the sticks it lives in or eats. 5 Brown in summer and white in winter.
<p>Activity Book page 49</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the Fact File about another animal that uses camouflage. Nominate different learners to read aloud one fact about the leafy sea dragon. 2. Explain any new lexis to the class and model pronunciation. 3. Invite the learners to look at the Fact File again and raise their hand to say what type of camouflage it uses. 4. Then ask the learners to write the leafy sea dragon's name in the chart in Activity 1. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answer</p> <p>Matching colour and Matching patterns</p>

	Plenary
	<ol style="list-style-type: none"> Write on the board the following: eat/what/it/does? it/live/where/does ? hide/where/it/does? colour/what/it/is? is/camouflage/its/what? Explain to the learners that these are questions about the leafy sea dragon and they must put the words in the correct order. Ask learners to go to the board to write the correct questions.

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:

(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.

(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.

(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and correctly spell homophones. Speaking: To read and say rhyming words; to describe a word that is a homophone. Reading: To read and match words with the same vowel sound. Writing: To write homographs from aural input.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • distinguish between rhyming words • focus on the pronunciation of words with the same sound • write and understand words that are homophones • recognise homographs • discuss and describe homophones.
Link to prior learning: <ul style="list-style-type: none"> • Homophones • Rhyming words • Multisyllable words 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem-Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language, speaking, listening, reading and writing. 		
Key vocabulary: <i>leaf, chief, spoke, my, ball, use, draw, buy, choose, low, right, write, sun, son, sea, see</i> Key expressions/structure: Homophones		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners often confuse the spelling of homophones, for example, <i>their</i> and <i>there</i>. To reinforce the different spellings, nominate learners to write their answers on the board to check their spelling of homophones in context. 		
Resources/equipment needed: Learner's Book page 69 Activity Book page 50 Audio Track 41		

UNIT 4 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to think back to the previous lesson and name the animals that were mentioned. Write the animals or insects on the board as they say them. 2. Ask the learners to say which animal or insect they would like to be and why. 3. Hold a class discussion and ask learners to contribute freely.
Resources	Main activity
Learner's Book page 69	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the words in the two columns. Model the pronunciation of each one and ask learners to repeat chorally. 2. Learners match the words that have the same vowel sound. 3. Check answers as a class. <p>Feedback</p> <p>Nominate a learner to provide one of the answers. Ask for class agreement before confirming it is correct. The first learner nominates another learner to answer, and so on.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 e; 2 f; 3 d; 4 b; 5 a; 6 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Invite learners to work with a friend to complete or confirm their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of three words, write them on a piece of paper and ask a friend to come up with three new words that have the same vowel sounds in them.
Learner's Book page 69 Audio Track 41	<p>Listen and write: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to the learners that they are going to hear seven words and they should write them in the first column. 2. Ask learners to listen to the audio and write the words they hear (<i>buy, there, too, son, right, sea, your</i>). Pause after each word and get learners to repeat. 3. Then ask them to complete the second column with words they know that sound the same as the first words, but are spelled differently. For two of the words, there is more than one homophone; fast finishers may be able to think of both. 4. At the end, go through the <i>Writing tip</i> box with the class. Remind learners of three homonyms from Unit 1, Learner's Book page 18: <i>bat, letter</i> and <i>play</i>, and see if they can still remember the two different meanings of the words. <p>Feedback</p> <p>Ask learners to go to the board to write their answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 buy, by; 2 there, their, they're; 3 too, two, to; 4 son, sun; 5 right, write; 6 sea, see; 7 your, you're</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask the learners to work with a friend to complete the second column and/or confirm their answers and spelling.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite the learners to work with a friend to think of three more pairs of homophones (for example, <i>ate/eight; her/hear, bel/bee, I/eye, our/hour</i>). 2. Ask them to write their answers on the board.
Learner's Book page 69	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to look at each picture and decide which homophone matches it. 2. Tell the learners to circle the correct words. <p>Feedback</p> <p>Ask learners to raise their hand and give their responses.</p> <p>Answers</p> <p>1 write; 2 sun; 3 sea</p>
Learner's Book page 69	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to look back at the words in Activity 2 and the other activities on the page. 2. Invite them to choose three of the words and take turns to describe each one to their partner without actually using the word. 3. Their partner has to guess the word. <p>Feedback</p> <p>Hold a class discussion and ask learners to contribute freely.</p>
Activity Book page 50	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Invite the learners to read the words. If necessary, model the words again and ask learners to repeat chorally. 2. Tell learners to write the corresponding homophones. <p>Feedback</p> <p>Ask learners to go to the board and write their answers.</p> <p>Answers</p> <p>1 write; 2 by/bye; 3 hear; 4 there or they're; 5 sun; 6 ate</p>
Activity Book page 50	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Read through the explanation of what haiku is and ask learners to tell you what a syllable is. 2. Invite the learners to read the haiku out loud in pairs to get a feel for the syllables. 3. They should then read the next three poems and find out which one is not a haiku. <p>Feedback</p> <p>Nominate pairs to read out the poems and count the syllables together to find out which one is not a haiku.</p> <p>Answers</p> <p>Poem 1 is not a haiku because the second line has only six syllables, not seven. Poems 2 and 3 are haikus.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the learners to look back at the words on page 69 in the Learner's Book and page 50 in the Activity Book to write a four-line poem that rhymes. 2. Monitor and help where necessary. <p>Feedback</p> <p>Invite learners in pairs to write a line each on the board.</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>(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see / sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.2.1.2) 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; use appropriate organisational structure and text features modelled by the reading texts, and organise ideas into a beginning, middle and ending.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to two poems; to listen for detail. Speaking: To discuss details of a poem; to talk about photos. Reading: To read for specific information; to scan to match vocabulary to its definition from context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and find specific information • talk about a poem • distinguish rhyming words • read and listen to learn and understand new lexis.
Link to prior learning: <ul style="list-style-type: none"> • Animal camouflage • Names of birds and insects • <i>Wh</i>- questions 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>to stare, rude, to lurk, to venture, turn, dark, light, quite</i> Key expressions/structure: <i>Wh</i> - questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might still have difficulty reading, understanding and appreciating poems that are not in L1. Encourage them to enjoy reading poetry and perhaps write their own. 		
Resources/equipment needed: Learner's Book pages 70–71 Activity Book page 51 Audio Track 42 Audio Track 7 (Activity Book)		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Make up sentences using some of the words from Activity 1 on page 50 of the Activity Book. For example, <i>I can hear the rain. It is their bat. She is eight tomorrow.</i>, and so on. 2. Read the sentences to the class and ask them to write them down. 3. Invite learners to the board to write a sentence. Ask for class agreement before confirming an answer is correct.
Resources	Main activity
Learner's Book page 70 Audio Track 42	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the camouflage picture on page 70 of their Learner's Book and find the animal hidden in the picture. Answer: an owl. 2. Look at the title of the poem and point out that it is a play on words. Invite two or three learners to say the title and hold a class discussion. Ask learners to freely contribute their ideas. Answer: <i>Owl see you</i> sounds like <i>I'll see you</i>. 3. Play the audio and elicit the missing last word. 4. Draw learners' attention to the Vocabulary box and nominate learners to read one word and its definition. Check pronunciation and explain any other vocabulary the learners might not know, for example, <i>ruffle</i>. <p>Feedback</p> <p>Ask a learner to go to the board to write the word.</p> <p>Answer</p> <p>wood</p>
Learner's Book page 71	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the poem again and answer the questions. 2. Encourage the learners to look for clues in the poem. 3. Learners discuss their answers with a partner. <p>Feedback</p> <p>Ask learners to raise their hand to give their responses.</p> <p>Answers</p> <p>1 an owl; 2 It upsets him and it's rude.; 3 at night; 4 He doesn't make a noise when he flies.; 5 see; 6 stare/there, shy/fly, good/wood</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Invite learners to work with a partner and think of two further questions about the poem. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a friend and choose an animal or bird to write a poem about. Tell them to follow the model of the poem on page 70 and write four lines about the animal or bird they have chosen.

Learner's Book page 71	<p>Read and match: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the class to look back at the poem and study the words in blue. 2. Tell them to read the definitions and match them with the correct blue words. <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 turn; 2 dark; 3 hearing; 4 quite</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Invite the learners to work in pairs and choose two of the words in blue to write a sentence that describes another animal. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play a guessing game to review the new lexis learned in this unit.
Learner's Book page 71	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the learners to look at the photo and ask them if they know what it shows. Ask if they have ever seen one before. 2. Encourage everyone to join the discussion and talk about the animal. <p>Feedback</p> <p>Hold a class discussion as to whether the learners think the animal has a good camouflage and why.</p>
Activity Book page 51	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to look at the three words in the box. 2. Explain that they are going to read the second half of the poem about the owl in the Learner's Book. 3. After they have read it through, they should complete the three gaps with the words in the box. Remind them that the second and fourth lines of each verse should rhyme. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>heart; me; sing</p>
Activity Book page 51 Audio Track 7	<p>Listen and check: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio for learners to check their answers to Activity 1. 2. Pause the audio at the end of each verse for learners to check. <p>Feedback</p> <p>Nominate learners to give the answers.</p> <p>Answers</p> <p>heart; me; sing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When pausing the audio, give learners adequate processing time, particularly for tasks that include listening, reading and writing. Model clearly what you want the learners to do. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. During the peer checking stages of the tasks, ask learners to work with a less able learner to provide support, self and peer correction.

Activity Book page 51	Read and write: Activity 3 1. Ask learners to think about what they have learned about animal camouflage in this unit and write two sentences. Feedback It would be a good idea to circulate and check learners' sentences while they are writing, so you can gain an impression of how much they have learned about the topic of camouflage.		
Resources	Plenary		
Activity Book page 51	1. Ask the learners to read through the second part of the owl poem again by themselves quietly and then to read aloud to focus on intonation and rhythm. 2. Learners can chant the poem in pairs, then in groups of four. Build the chant up to the point where the whole group is chanting together. 3. You could vary this by splitting the group into two large groups: one group chants one verse, then the other group chants the next, and so on. Encourage the learners to chant quietly, loudly, happily, angrily, etc.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion. (G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace. (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to clarify the meaning of particular words. Speaking: To give instructions; to match instructions to visual stimulus. Reading: To read to confirm understanding of specific lexis previously encountered; to read for specific information. Writing: To compare personal information using <i>too</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and listen to show understanding of particular words • mime to convey the meaning of vocabulary • give and follow instructions • read to compare favourite activities • list favourite activities using <i>too</i>.
Link to prior learning: <ul style="list-style-type: none"> • Verbs of movement • Giving and following instructions • <i>like + -ing</i> 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills. 		
Key vocabulary: <i>close, read, point to, cut out, stick, circle, stand, listen</i> Key expressions/structure: <i>like + -ing</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes confuse <i>too</i> and <i>to</i>. <i>Too</i> in this lesson means <i>also</i>. Explain to learners that <i>to</i> is used with the infinitive of verbs or as a preposition. <i>Too</i> is used when the word <i>also</i> could be used instead, for example, <i>I like fruit. I like vegetables, too. / I also like vegetables.</i> • Learners also forget to use <i>too</i> at the end of a sentence. Tell learners they should always put it at the end of a sentence, with a comma before it, when the meaning is <i>also</i>. 		
Resources/equipment needed: Learner's Book page 72 Activity Book page 52		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play Hangman with the class. Use the names of the animals that use camouflage from the previous lessons.
Resources	Main activity
Learner's Book page 72	Word study: Activity 1 1. With books closed, ask learners what they can remember about the poem they read in the last lesson about the owl. They should use the words in the word box. Feedback Hold a class discussion and re-tell the poem.
	Differentiation activities (Support): 1. Ask the learners to work with a friend and look up the meanings of the further words in the poem in a dictionary or online.
	Differentiation activities (Stretch): 1. Invite the learners to work with a friend and write a definition of each of the further words in the poem in their notebook.
Learner's Book page 72	Use of English: Activity 2 1. Ask the learners to complete the instructions with the words in the box. 2. Ask the learners to look at the pictures. 3. They should then match the pictures to the completed phrases. Feedback Nominate learners to give answers.
	Answers
	1 E Stick the picture on your page.; 2 B Read the text.; 3 A Close your left eye.; 4 D Cut a picture from a magazine.; 5 F Circle the picture on the wall.; 6 C Point to the door.
	Differentiation activities (Support): 1. Invite learners to describe the pictures to a partner.
	Differentiation activities (Stretch): 1. Learners work in pairs to write a description of four of the pictures. 2. With books closed, the learners then work in pairs and take turns to describe a picture for their partner to guess the correct verb.
Learner's Book page 72	Talk: Activity 3 1. Ask the learners to work in pairs and give each other instructions for actions in the classroom. Read out the example in the Learner's Book. 2. Monitor and help where necessary with vocabulary or ideas. Feedback Invite pairs to repeat for the class some of their instructions.
Activity Book page 52	Word study: Activity 1 1. Ask the learners to look at the five verbs in the box and tell them to complete the instructions with them. Feedback Nominate learners to provide an answer.
	Answers
	1 Listen; 2 Point; 3 Read; 4 Circle; 5 Stand

Activity Book page 52	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Tell the learners they are going to read about a boy called Ahmed and the things he likes. Draw their attention to the <i>Writing tip</i> box and the use of <i>too</i>. Ask them to read it and then repeat that <i>too</i> means <i>also</i> and that it is always placed at the end of a sentence. Ask learners to find three similarities between themselves and Ahmed and to write sentences using <i>too</i>. <p>Feedback</p> <p>Ask learners to raise their hand to give their answers.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers</p>
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Resources	Plenary
	<ol style="list-style-type: none"> Draw three columns on the board and label each one with the names of the things Ahmed likes, for example, <i>playing computer games</i>, <i>drawing</i>, and <i>playing with his friends</i>. Ask the learners individually to tell you what they like and tick the correct column on the board for each item and each learner. When everyone has contributed, ask learners to write three further sentences about their classmates. Give an example on the board: <i>Ahmed likes playing computer games. Five children in my class like playing computer games too.</i> <p>Feedback</p> <p>Invite learners to read one of the sentences they have written to check it makes grammatical sense and that they have used <i>too</i> correctly.</p>

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:

(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.1.1.1) Give personal information: express interest, wants, needs, likes, dislikes, ability and obligation.

(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.

(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.

(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and write dictated words. Speaking: To describe the contents of a picture; to discuss hidden animals. Reading: To read about camouflage. Writing: To write a fact file.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for detail • revise the lexis of camouflage • revise pronouns.
Link to prior learning: <ul style="list-style-type: none"> • Consolidate all material input to this point 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>girl, footballers, birds, rabbits, sheep, ducks, tree, lake, house, flower, grandfather, hide, difficult, colour, summer, winter, camouflage, Arctic fox</i> Key expressions/structure: Object pronouns; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners find dictation a little stressful (see Activity 1 below), so make sure you set up the activity calmly and see that they have the correct stationery for the task. Always say the word twice as some learners may still be struggling to write Roman letters, and this will give them more time. 		
Resources/equipment needed: Learner's Book page 73 Activity Book page 53		

UNIT 4 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter								
Learner's Book page 73	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> Direct the learners' attention to the picture of the park scene. Tell learners that you will dictate 12 words for things shown in the picture and they should: <ol style="list-style-type: none"> first repeat the words; then write them down. Dictate these words: 1 grandfather; 2 house; 3 footballers; 4 table; 5 ducks; 6 tree; 7 birds; 8 lake; 9 chairs; 10 girl; 11 flower; 12 rabbits Let learners compare their words with a partner before checking the answers. 								
Resources	Main activity								
Learner's Book page 73	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to copy the chart. They then put the words they wrote down for Activity 1 in the correct columns according to their pronoun. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th>her</th> <th>him</th> <th>it</th> <th>them</th> </tr> </thead> <tbody> <tr> <td>girl</td> <td>grandfather</td> <td>house, table, tree, lake, flower</td> <td>footballers, ducks, birds, chairs, rabbits</td> </tr> </tbody> </table>	her	him	it	them	girl	grandfather	house, table, tree, lake, flower	footballers, ducks, birds, chairs, rabbits
her	him	it	them						
girl	grandfather	house, table, tree, lake, flower	footballers, ducks, birds, chairs, rabbits						
Learner's Book page 73	<p>Listen and talk: Activity 3</p> <ol style="list-style-type: none"> Put learners into pairs and ask them to point to the word they can see in the picture as you read the list aloud again. Instruct the learners to say '<i>I can see her/him/it/ them</i>' as they point to each one. <p>Feedback Encourage a class discussion of what the learners can see, bringing in further practice of pronouns.</p>								
Activity Book page 53	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to complete the sentences with the correct pronouns. <p>Feedback Nominate learners to give answers.</p> <p>Answers 1 it; 2 them</p>								

Learner's Book page 73	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Remind learners of the texts about hidden animals on pages 67 and 68. Ask them to tell a partner what they remember. 2. Ask learners to choose a favourite animal and write a short paragraph about it. <p>Feedback</p> <p>Invite the learners to contribute to a class discussion about hidden animals.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are struggling for ideas you could circulate and help. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For those who finish early you could ask them to draw a picture of the animal they have written about to go along with their text.
Learner's Book page 73	<p>Read and write: Activity 5</p> <ol style="list-style-type: none"> 1. Make sure that learners still remember the meaning of the words in the box. 2. Next ask learners to work individually to complete the text using the words. Pairs compare before you take whole-class feedback. <p>Feedback</p> <p>Nominate learners to give answers.</p> <hr/> <p>Answers</p> <p>1 hide; 2 fur; 3 summer; 4 brown; 5 colour</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You can elicit by asking questions such as: <ol style="list-style-type: none"> a. What do you call the hair on a fox or tiger? b. What do you call the skin on a tree?
Activity Book page 53	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask pairs of learners to write a fact file for their chosen animal. They should complete the chart with information from Learner's Book page 68. 2. Circulate and help where needed. <p>Feedback</p> <p>If you prefer, learners can write their fact files on coloured paper for display in the classroom.</p>
Resources	Plenary
Activity Book page 53	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to tick the assessment box for themselves. 2. Do any remedial teaching as necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see / sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.5.1.2) 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> <p>(G4.4.5.1.3) Summarise and organise the information in their own words giving credit to the source.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions; to listen to others' opinions. Speaking: To describe optical illusions and impossible pictures; to ask and answer questions; to ask for clarification; to express likes, dislikes and preferences. Reading: To read and follow instructions. Writing: To write sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on and discuss their recent learning experiences • revise all the lexis in Unit 4 • revise structures from Unit 4 • refine their writing skills.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to optical illusions, impossible pictures, camouflage • The present simple • The past simple • <i>Wh-</i> questions • 21st Century Skills: Not applicable 		
Key vocabulary: <i>optical illusion, square, circle, triangle, rectangle, cube, shape, straight, side, corner, top, bottom, dot, impossible, possible, elephant, leg, fingertips, brain, confused, right-handed, left-handed, outside/(inside), on, under, next to, between, near, in front of</i> Key expressions/structure: Superlatives and comparatives; Present continuous; Prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The learners may believe that forming Roman letters is more straightforward by now, but it could continue to be a challenge, particularly when they are writing on the board rather than on paper. 		
Resources/equipment needed: Learner's Book page 74 Smiley faces from Unit 3		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to discuss in pairs: <i>Which lesson in this unit did you like a lot? Why?</i> 2. Give out the smiley faces from Unit 3. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why.
Resources	Main activity
Learner's Book page 74	Talk: Activity 1 <ol style="list-style-type: none"> 1. Ask the learners to revisit Lesson 1. 2. They then discuss, in pairs, the optical illusions. Feedback Nominate learners to give answers.
	Answers Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners may still need support to understand key information in the lesson.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners may be able to give summaries of the information in the lesson to other learners.
Learner's Book page 74	Read and talk: Activity 2 <ol style="list-style-type: none"> 1. In pairs, the learners discuss if the central squares are the same or different. Feedback Hold a class discussion to see what they think.
	Answers The squares are in fact the same size.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners may need a little extra help to explain their ideas.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners could be asked to help other learners.
Learner's Book page 74	Read and talk: Activity 3 <ol style="list-style-type: none"> 1. Ask learners what an impossible picture is. Get them to look back at Lesson 2 and decide which impossible picture they like best. Feedback Discuss the impossible pictures as a class. Ask learners to vote for the class favourite.
Learner's Book page 74	Use of English: Activity 4 <ol style="list-style-type: none"> 1. Ask learners to make up sentences about what they can see in the classroom, using each of the prepositions. 2. You could also ask them to draw a simple picture on a piece of paper using new vocabulary such as <i>circle, square, cube, rectangle, side, measure</i>.

	<p>3. They should sit back-to-back with their partner and describe their pictures to each other using prepositions to describe the position of their shapes. They shouldn't show each other what they have drawn. Each learner should draw a copy of their partner's picture without looking at it. At the end, they compare pictures.</p> <p>Feedback Ask learners to talk about how easy or difficult it was to describe their picture for their partner.</p>
Learner's Book page 74	<p>Write: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the learners to think of an interesting thing they learned in this unit and write one or two sentences about it. 2. Circulate and help learners with their writing skills and the structuring of the sentences. <p>Feedback Ask the learners to raise their hands to talk about what they found interesting.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask the learners to look back and find one interesting photo from the unit. The learners work in pairs. One learner describes the picture, and the other tries to guess. 2. They can then discuss their favourite activity.

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:

- (G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.
- (G4.1.1.1.6) Ask questions about what a speaker says to clarify something that is not understood.
- (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.
- (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the teacher's instructions for the projects. Speaking: To discuss the camouflaged animals and camouflage poems. Reading: To read and understand the instructions for the projects. Writing: To write camouflage poems in groups.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write the steps for creating a picture of a camouflaged animal • write a short poem in the voice of a camouflaged animal.
Link to prior learning: <ul style="list-style-type: none"> • Animal vocabulary • The present simple • Descriptive language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>frog, butterfly(ies), wings, legs, bark, skin</i> Key expressions/structure: <i>first, next, then, finally</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect; teachers will need to encourage these learners to finish their project in the time available. 		
Resources/equipment needed: Learner's Book page 75 PCM 4: Camouflage animals: frog and butterfly, one copy for each learner Coloured pencils/marker pens		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 75	<ol style="list-style-type: none">1. Show the learners the photos of the Arctic fox and the horned viper on page 68 and ask them:<ul style="list-style-type: none">• What is special about the animals?• What do you call it when animals are the same colour as the landscape? (camouflage)• What camouflage does each animal have? (fox: white fur in winter; viper: the same colour as the sand with light-brown patterns).• What are some of the reasons why animals do this? (hide from other animals, so other animals won't catch them or see them when they are hunting)
Resources	Main activity
Learner's Book page 75	<p>Activity 1: Make a camouflage frog or butterfly</p> <ol style="list-style-type: none">1. Tell the learners they are going to make some camouflaged animals for the classroom.2. Give them their copy of PCM 4 and tell them that they should make four camouflaged animals: two frogs and two butterflies.<ol style="list-style-type: none">a. Tell the learners they should think of four different places that these animals could hide in the classroom.b. Give out the templates and tell the learners to first cut out the shapes of their animals.c. Now give out the coloured pencils/markers and tell the learners to colour the shapes in, using colours and patterns that will make them hard for their classmates to spot.
Learner's Book page 75	<p>Activity 2: Write an animal camouflage poem</p> <ol style="list-style-type: none">1. Ask learners what they remember about the camouflage poem on page 70.2. Ask learners to write a similar poem for one of the animals that they created in Activity 1.3. Tell them to think carefully about the questions in the Learner's Book and plan their poems. Help with vocabulary as necessary. Tell the learners to draw a picture to go with the poem.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three or more nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries).</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.7.1.1) 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>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit:4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To discuss the camouflaged animals and camouflage poems. Reading: To understand simple instructions. Writing: To write camouflage poems in groups.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write the steps for creating a picture of a camouflaged animal • write an animal-camouflage poem.
Link to prior learning: <ul style="list-style-type: none"> • Animal vocabulary • Descriptive language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>frog, butterfly(ies), wings, legs, bark, skin</i> Key expressions/structure: sequencing language: <i>first, next, then, finally</i> ; language of description; the present simple for states		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect; teachers will need to encourage these learners to finish their project in the time available. 		
Resources/equipment needed: Learner's Book page 75 Blu-Tack or drawing pins		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 75	<ol style="list-style-type: none"> 1. Review last class by handing out the camouflaged frogs and butterflies. 2. Give learners five minutes to finish them and get them ready for presentation.
Resources	Main activity
Learner's Book page 75	<p>Activity 1: Present a camouflage frog or butterfly</p> <ol style="list-style-type: none"> 1. Divide the class up into Learner As and Learner Bs. 2. Put the learners into groups of four, two As and two Bs, if possible. 3. Tell all of the As to put their heads down and close their eyes. 4. Tell all of the Bs to stand up and hide their animals around the classroom. 5. Tell As they have three minutes to move around the classroom with a partner from their group and see how many animals they can find. 6. When the time is up, put the groups back together and see how many of the animals that they found were made by other learners in their group. 7. Repeat the activity with As hiding their animals and Bs searching. 8. Tell learners to write four to five sentences describing what they did for this activity. Point the learners towards the example. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may get discouraged if the animals are too well hidden. You could adapt the activity and tell the As to tell Bs 'hot' and 'cold' depending on how close they are to finding the animals. This may also encourage more collaboration among the learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may finish much earlier than others. You could ask the learners to write a short description of their animal including: where it lives and what it eats.
Resources	Plenary
Learner's Book page 75	<p>Activity 2: Present an animal camouflage poem</p> <ol style="list-style-type: none"> 1. Hand out the camouflage poems from the last class. 2. Give the learners a few minutes to finish their poems and pictures, then stick them on the wall or board. Build some time in to correct the learners' English so that the displayed poems are not full of errors. This can be done sensitively by pointing to the error in the sentence and asking the learner to identify and correct it. 3. Ask learners to move around and look at the poems. <i>Which one do they think is the funniest? Which one do they like best?</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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three or more nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p> <p>(G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries).</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.7.1.1) 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>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and answer comprehension questions. Speaking: To talk about inventions. Listening: To listen to a TV show about inventions and answer questions. Writing: To write about an invention.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen for specific detail in a recording of a TV show discuss and ask and answer questions about the topic of inventions develop lexical range about inventions and inventors.
Link to prior learning: <ul style="list-style-type: none"> Adjectives Expressing preferences The present perfect simple The present simple 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>invention, inventor, invent, useful, silly, fun, neighbour, bouncing, scientist, science, painter, paint, painting, baker, bake, bakery, discovery, discover, discoverer, football, footballer</i> Key expressions/structure: <i>I think it's a good idea, I think it's a bad idea;</i> Present simple; Descriptive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> When moving from one word class to another, for example, <i>music</i> to <i>musician</i>, the learners might think the pronunciation and word stress stay the same, but they need to be shown how it changes and be drilled accordingly. 		
Resources/equipment needed: Learner's Book pages 76 and 77 Activity Book page 54 Audio Track 43		

UNIT 5 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show some pictures of different inventions, for example, the plane, the wheel, TV, and elicit the names and the word <i>invention</i> . Elicit the word <i>inventor</i> and ask learners if they can think of any more famous inventions/inventors.
Resources	Main activity
Learner's Book page 76	Talk about it: Activity 1 1. Ask the learners the questions and encourage discussion (in pairs). Feedback Encourage further discussion so learners can contribute spontaneously.
	Differentiation activities (Support): 1. You could ask these learners to talk about their favourite invention.
	Differentiation activities (Stretch): 1. You could ask these learners to think about three inventions: • one they think is outstanding • one they think is good • one they think is not so good.
Learner's Book page 76 Audio Track 43	Listen: Activity 2 1. Ask learners to describe the picture and what is happening. 2. Ask them to read the questions with you. 3. Play the audio and clarify any difficult words. Feedback Nominate learners to give answers.
	Answers
	1 Asma: a football that comes back 2 MJ: bouncing shoes 3 Alisia: a singing cup
	Differentiation activities (Support): 1. These learners would probably benefit from the audio being paused after each inventor, to allow them to process the information.
	Differentiation activities (Stretch): 1. These learners might be able to summarise the information for the others.
Activity Book page 54 Audio Track 43	Read: Activity 1 1. Ask the learners to read the sentences and then listen again to the audio above. 2. They should decide in pairs on the answers to the sentences. Feedback 3. Ask learners to raise their hands to give answers.
	Answers
	1 Y; 2 N; 3 N; 4 Y; 5 Y; 6 N; 7 N; 8 Y

<p>Learner's Book page 77</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the sentences and look at the pictures. 2. In pairs, they complete the sentences. 3. Help by clarifying any difficult vocabulary and by drilling the pronunciation. Then ask learners to match the people with the pictures. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 paints f; 2 scientist b; 3 music d; 4 baker c; 5 discovers e; 6 footballer a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners could be asked to complete just three sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could do an alternative drawing to match one of the sentences.
<p>Activity Book page 54</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read and complete the sentences. 2. They then check in pairs. <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>1 bakes; 2 science; 3 musician; 4 plays; 5 inventor; 6 photographs; 7 painter</p>
<p>Learner's Book page 77</p>	<p>Talk and write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture and discuss what they would like to invent. It can be something fantastical or something to make their lives easier. 2. Circulate and help with vocabulary and expression. <p>Feedback Encourage a class discussion about the various inventions. Ask learners to write their paragraphs neatly for display on the classroom walls. Learners can then move around the classroom reading about the inventions. If you think it's appropriate, ask which invention the learners think is the best. Sometimes this element of competition doesn't need to be included (many teachers of children would argue it is not appropriate to get children to judge each other's work) and learners can simply enjoy reading each other's work.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary																		
	1. Draw a quick grid on the board like the one below. 2. Learners help you to complete it. 3. This consolidates essential vocabulary from the lesson and also helps the learners to see how the different forms of the words fit together.																		
	<table border="1"> <thead> <tr> <th>person</th> <th>verb</th> <th>noun</th> </tr> </thead> <tbody> <tr> <td>inventor</td> <td></td> <td>invention</td> </tr> <tr> <td></td> <td>bake</td> <td>bakery</td> </tr> <tr> <td></td> <td>make music</td> <td></td> </tr> <tr> <td></td> <td>make discoveries</td> <td></td> </tr> <tr> <td>footballer</td> <td></td> <td></td> </tr> </tbody> </table>	person	verb	noun	inventor		invention		bake	bakery		make music			make discoveries		footballer		
person	verb	noun																	
inventor		invention																	
	bake	bakery																	
	make music																		
	make discoveries																		
footballer																			

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:

(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.

(G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.

(G4.2.1.1.1) Give personal information: express interest, wants, needs, likes, dislikes, ability and obligation.

(G4.2.1.1.2) Talk about past events, habits and future plans.

(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.

(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.

(G4.4.3.1.2) Use the language structures of the present perfect simple.

(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction and to set off the words *yes* and *no* from the rest of the sentence.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text about the history of inventions. Speaking: To talk about inventions. Listening: To listen to a text about the history of inventions. Writing: To complete a chart and write a list.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • complete a chart about inventions • develop more awareness of man-made inventions and the reasons behind these inventions.
Link to prior learning: <ul style="list-style-type: none"> • Inventions • The past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>wheel, carry, heavy, tyre, rubber, carve, print, press, mobile phone</i> Key expressions/structure: <i>used to</i> for past habits; <i>Passive</i> ; <i>could</i> for past ability; Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be confused to think there is more than one way of talking about the past in English and will probably need constant clarification and reiteration of how we use <i>used to</i> to talk about habits in the past. 		
Resources/equipment needed: Learner's Book page 78 Activity Book page 55 Audio Track 44		

UNIT 5 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look around the classroom and call out items that have been invented, for example, <i>the computer, books, pens</i>. 2. What did people do/use before these things were invented? Elicit the idea that everything man-made was invented by someone.
Resources	Main activity
Learner's Book page 78	<p>Talk about it: Activity 1</p> <p>Review the discussion in the Starter section: can learners think of more things invented by an inventor?</p>
Learner's Book page 78 Audio Track 44	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures, describe them and predict the content of the text. Input vocabulary and drill pronunciation. 2. Ask the learners what they know about these inventions. 3. Now draw their attention to the questions in the text and ask them to think of the answers while they read and listen. 4. Play the audio while the learners read along. As this is a long text and there is a great deal of information, pause the audio after each section to clarify any difficulties with lexis. Play the audio a number of times so everything is clear for the learners. <p>Feedback</p> <p>When the learners have finished listening ask them what they understood about the two inventions. Ask them to give some answers to the questions in the text.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Learners will probably talk about cars, bikes, trolleys at the supermarket and airport, and toys. They might also mention wheels on mechanisms in machines and in factories. Printed things in the classroom and outside: <i>books, magazines, posters, CD covers, leaflets, etc.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might be more comfortable talking about just one invention. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to come up with a further invention and describe it. If time allows, they could draw a picture of it.
Activity Book page 55	<p>Over to you: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photos and say what they are. Help them with vocabulary and pronunciation. 2. Ask them to complete the grid for themselves and their parents. <p>Feedback</p> <p>Hold a class discussion about the results after learners have checked in pairs. When asking learners to talk about their parents, ask them to come up with sentences containing <i>used to</i>, so ask questions like <i>Did your parents use to have a colour TV or a black-and-white TV when they were children?</i> Learners should then come up with sentences like <i>My parents used to have a colour TV but it was very heavy and difficult to move.</i></p>

	Differentiation activities (Support): 1. Ask these learners to work in pairs before giving feedback to the class; this will help them with their confidence.		
	Differentiation activities (Stretch): 1. These learners could give example sentences with <i>used to</i> to act as model language for the others.		
Activity Book page 55	Word story: Activity 2 1. Ask the learners to write a list of things with wheels. 2. They should draw eyes next to the items they've seen today. 3. Ask them to draw a picture of four of the things in the box. Feedback Hold a class discussion about all the different things with wheels. Learners should contribute spontaneously.		
Resources	Plenary 1. As a final activity, ask the learners to look back at the text on page 78 of the Learner's Book. Ask them to take a pencil and underline all the verbs in the past simple. 2. Build up a list of the verbs on the board with the learners. 3. Now get them to say which verbs are regular and which are irregular. Ask them how they know. This activity will consolidate the work on the past simple from the previous class and keep it fresh in learners' minds for future classes.		
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: (G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media. (G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes. (G4.4.3.1.2) Use the language structures of <i>used to</i> and <i>would</i> . (G4.4.3.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read more about the history of inventions. Speaking: To talk about inventions in chronological order. Listening: To listen to a text about the history of inventions. Writing: To write complex sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write sentences about their past habits using <i>used to</i> • discuss past habits of other people • use ordinal numbers to describe order.
Link to prior learning: <ul style="list-style-type: none"> • Ordinal numbers • Inventions 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Students will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social services. 		
Key vocabulary: <i>wheel, carry, heavy, tyre, rubber, carve, print, press, mobile phone, cot, nappy, make a mess, crawl, pushchair</i> Key expressions/structure: Ordinal numbers: <i>used to</i> ; Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unused to converting cardinal numbers to ordinal numbers, particularly because the ordinals don't look like their corresponding cardinal numbers, so may need further practice of this. 		
Resources/equipment needed: Learner's Book page 79 Activity Book page 56 Audio Track 45		

UNIT 5 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Initiate discussion on the subject of inventions again. 2. Review what the learners learned about the wheel and printed material in last class. 3. Say that today you're going to talk about the television and the telephone. Ask the learners what they know about these and encourage discussion of when and where they were invented and what a difference they have made to people's lives. (The telephone was invented by Alexander Graham Bell and he obtained the patent for it in 1876. However a number of people had been developing the technology for the telephone prior to this; the television was invented by John Logie Baird who produced televised objects in outline in 1924 and showed how to televise moving objects in 1926. Both men were Scottish.)
Resources	Main activity
Learner's Book page 79 Audio Track 45	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read and listen to this new text about inventions and assess which of the inventions is the most important. 2. Play the audio as the learners read along, then allow them some time to discuss in pairs. Clarify any difficult vocabulary. <p>Feedback</p> <p>Hold a class discussion to see what learners have understood, then discuss which of the inventions is the most important.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may benefit from the audio being paused after each paragraph to check they understand everything. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could help to clarify the text.
Learner's Book page 79	<p>Read and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at all the inventions again and remember what they were and how old they are. 2. Ask them to complete the timeline with all the inventions. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 d; 2 c; 3 b; 4 a; 5 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need support in how to plot the events on the timeline. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could plot further key inventions on the timeline, then present them on the board at the end.

<p>Activity Book page 56</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to think about the historical order of the inventions shown, then write the correct ordinal number word and abbreviation under each picture. 2. You could consolidate this by giving the cardinal numbers (1, 2, 3, etc.) and asking the learners to say the ordinal numbers chorally and individually. <p>Feedback</p> <p>Ask the learners to come up to the board to write the answers so you can be completely sure they understand and their spelling is correct.</p> <p>Answers</p> <p>first/1st: the wheel; second/2nd: the printing press; third/3rd: the television; fourth/4th: the mobile phone</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need help with holding the pen to form letters. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may be able to order further inventions, using <i>fifth</i> 5th, <i>sixth</i> 6th, etc.
<p>Learner's Book page 79</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read all the information about <i>used to</i> and draw learners' attention to the <i>Language detective</i> box too. 2. Look at the example in the <i>Language detective</i> box and make sure that everything is clear. 3. Now ask the learners to ask and answers questions with <i>used to</i>. <p>Feedback</p> <p>For the feedback stage you could ask learners to sit in a circle and ask and answer each other's questions.</p>
<p>Activity Book page 56</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Look at the pictures and go through the phrases, explaining any new words. Read the example. Then ask the learners to write the other sentences as a group. Remember to tell learners that they don't have to write in cursive script but can use print. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I used to sleep in a cot. Now I sleep in a bed. 2 I used to drink milk from a feeding bottle. Now I can eat by myself. 3 I used to make a mess. Now I'm very tidy. 4 I used to crawl. Now I walk. 5 I used to play with a teddy. Now I play on my computer.

Resources	Plenary		
	1. To review <i>used to</i> , do a little drilling with the learners. Tell them you will provide a sentence in the present and they should give the sentence with <i>used to</i> using the ending you provide. 2. Here are some possible sentences: 1 <i>I live in Dubai.</i> Example: <i>I used to live in Paris.</i> 2 <i>I sleep in a bed.</i> _____ <i>cot.</i> 3 <i>I write poems.</i> _____ <i>name.</i> 4 <i>I am tidy.</i> _____ <i>untidy.</i> 5 <i>I wear clothes.</i> _____ <i>a nappy.</i> 6 <i>I play computer games.</i> _____ <i>with a teddy bear.</i> 7 <i>My dad drives a car.</i> _____ <i>bus.</i> 8 <i>My mum teaches English.</i> _____ <i>French.</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:			
(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media. (G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes. (G4.4.3.1.2) Use the language structures of <i>used to</i> and <i>would</i> . (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read a list of obligations; to read and match problems and solutions.</p> <p>Speaking: To talk about and answer questions about personal obligations.</p> <p>Listening: To listen to someone talking about their obligations.</p> <p>Writing: To describe personal obligations using <i>have to</i>; to describe an invention.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • discuss obligation at home and at school • develop awareness of weak forms • write about personal obligation at school and at home.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Future with <i>will</i> and <i>won't</i> • Inventions • <i>Used to</i> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>suitcase on wheels, life jacket, artificial leg, brush your teeth/hair, lay the table, laundry, homework, practise English</i></p> <p>Key expressions/structure: <i>used to; have to; will/won't</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • The learners may struggle with the use of <i>have to</i> for obligation, particularly as a) they may associate obligation with using <i>must</i> and/or b) they may have used <i>have</i> in the present perfect before. • They will need further help with the pronunciation of <i>have to</i> /hæf tu:/ so take time to drill this with them to ensure they get it as correct as possible. 		
<p>Resources/equipment needed:</p> <p>Learner's Book pages 80–81</p> <p>Activity Book page 57</p> <p>Audio Track 46</p>		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In order to prepare the learners for the content of this lesson, review <i>used to</i> with them either through drilling sentences orally or by giving them some written sentences to convert to the past with <i>used to</i>. You could do the following: ask the learners to get into small groups of three or four, give each group 11 slips of paper or card, then dictate the following words and ask them to write one word on each slip/card: <i>little when I used to I eat was yoghurt and banana</i> Check their spelling and make sure their writing is legible. Ask them to reorder the words to make a sentence, by working together at their table or on the floor: <i>When I was little I used to eat yoghurt and banana.</i> Now drill the sentence and check that they are eliding <i>used</i> with <i>to</i> and not over-pronouncing it, so their pronunciation can become more natural.
Resources	Main activity
Learner's Book page 80	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to read about the inventions and ask them to say if they've seen them recently; if so, where? In order to review ordinal numbers from last lesson, ask which invention happened first, second, etc. Clarify any difficult vocabulary. Draw learners' attention to the <i>Language tip</i> and give learners further help with saying years. <p>Feedback</p> <p>Hold a class discussion about the different inventions and whether the learners have seen them recently.</p>
Activity Book page 57	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to read the problems and the solutions. They should then draw a line from each problem to its solution. Help with any difficult lexis. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 b; 2 a; 3 d; 4 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> You might like to pair these learners with more able learners to encourage peer support and collaboration. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask these learners to help those who are struggling a little.

<p>Learner's Book page 81</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to review and discuss one of the problems on page 80 in pairs. They see if their partner can remember the solution to it without looking at the text. 2. Clarify any areas of misunderstanding. <p>Feedback</p> <p>Discuss the problems and solutions as a group.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to come up with one further problem (generally, in life) and solution. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to come up with two more problems and solutions.
<p>Learner's Book page 81 Audio Track 46</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Use of English</i> box and read it with them. 2. Go through the <i>Speaking tip</i> box with the class and help learners pay close attention to the correct pronunciation of <i>have to</i>. 3. Tell learners they will hear a girl talking about things she has to do. Play the audio for learners to listen and read the list of things. 4. Now ask learners to tick the things in the list that they have to do, then come up with three more things they have to do. <p>Feedback</p> <p>Nominate learners to give suggestions for answers.</p> <hr/> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 57</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. You will need to show the learners how to structure the question form of <i>have to</i>, and this can easily be done on the board, eliciting the form with the learners. They will not have to form questions with <i>have to</i> yet themselves, but they will need to recognise them. 2. When this is clear, ask them to write answers to the questions in pairs. <p>Feedback</p> <p>Work on the questions as a group, then the learners answer them for themselves.</p> <hr/> <p>Answers</p> <p>Learners' own answers</p>
<p>Learner's Book page 81</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the list of things the girl had to do in Activity 3. Ask them to work in pairs to think of an invention to make one of the tasks easier or more fun. Ask a learner to read out the example. 2. Learners write a few sentences about their invention; revise <i>will/won't</i> briefly if necessary. Draw attention to the <i>Writing tip</i> and revise the use of pronouns to avoid repetition of a noun. Ask learners what <i>it</i> in the example refers to (<i>laundry basket</i>). <p>Feedback</p> <p>Ask learners to read out what they have written to the class.</p>

Resources	Plenary											
	<p>1. Play noughts and crosses with the learners to review <i>have to</i> and <i>used to</i>.</p> <p>2. Divide the class into two teams.</p> <p>3. Give each team a list of around 12 sentences in the present simple, then give them five minutes to rewrite each sentence with <i>have to</i> and <i>used to</i>.</p> <p>4. Draw the noughts and crosses grid below on the board and get each team to choose a square in the grid by giving you a number:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table> <p>You then choose a sentence for them to convert to either a <i>used to</i> or a <i>have to</i> sentence. If they get it right, then you write in a nought or a cross depending on their team. Once they have a line of their symbol (nought or cross), either horizontally, vertically or diagonally, then they win the game and a new game begins.</p>			1	2	3	4	5	6	7	8	9
1	2	3										
4	5	6										
7	8	9										
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>(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.4.3.1.2) Use the language structures of <i>have to</i>.</p>												

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a shape poem. Speaking: To discuss and share ideas; to ask for clarification. Listening: To listen to a shape poem. Writing: To write a shape poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand the gist of a poem • listen to a shape poem • discuss a shape poem with their peers • write a shape poem.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives • The present simple • The past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a straw, a shape poem, unusual, crawl, a shell, to wind round something, to seal with</i> Key expressions/structure: Present simple; Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help with the basic concept of a shape poem, i.e. that it should be in the shape of its subject matter. 		
Resources/equipment needed: Learner's Book page 82 Activity Book page 58 Audio Track 47 Drinking straws, coloured paper, sellotape		

UNIT 5 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In order to help learners understand the poem in this lesson, give a straw, some coloured paper and some sellotape to each learner. Ask them to decorate their straw. Learners can then compare straws and say which one they think is the most beautiful. Ask them to check if their straw still works by blowing through it. Ask them to describe the straw: <i>Is it long or short? Fat or thin?</i> Now ask them to look at the poem on page 82 and ask why the poem is that shape. The learners should guess that it's because the poem's about a straw and so it's long and thin. It is a 'shape poem'.
Resources	Main activity
Learner's Book page 82	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Consolidate the discussion in the Starter here. If possible, show learners other examples of shape poems. Exploit all the pictures in the poem and elicit further thoughts about the content of the poem. <p>Feedback</p> <p>Hold a group discussion about shape poems.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may need further explanation of a shape poem.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners could perhaps come up with a very simple shape poem.
Learner's Book page 82 Audio Track 47	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Learners now read and listen to the poem. Play the audio and clarify any difficult words. As this is an authentic text you may need to pause the audio from time to time to clarify everything for the learners. Have the learners say the poem along with the audio so they can match the rhyming words and work on their pronunciation. <p>Feedback</p> <p>You could ask learners in small groups to read out the poem so they can appreciate and practise the different sounds.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners might want to say one or two lines.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners could be stretched to say the whole poem.
Learner's Book page 82	<p>Read and talk: Activity 3</p> <ol style="list-style-type: none"> Learners read the questions and answer them. <p>Feedback</p> <p>Nominate learners to answer. Ask learners to say how important they think the invention of the straw was.</p> <p>Answers</p> <p>Marvin Stone invented the straw in 1888. He invented it when he wound paper strips round his pencil and glued them together.</p>

Activity Book page 58	Read: Activity 1 1. Read the instructions and have a look at the shape poems with the learners. Ask them to answer the question about the poem in the Learner's Book. 2. Ask them to decide which poem they like best and why. Feedback Hold a class discussion about which poem is best. Answer The poem about the straw in the Learner's Book is very thin, like a straw.		
Activity Book page 58	Write: Activity 2 1. Now ask the learners to write their own tall poem in the box, basing it on some of the tall things which are illustrated. 2. Learners could write in pairs and help each other with ideas. 3. Circulate and give help with vocabulary and expression. Feedback Ask learners to leave their poems on their desks and tell them to move around the room, reading each other's poems. At the end you could ask them to describe any phrases they particularly liked in the poems they read.		
Resources	Plenary 1. As a final activity, review the shape poems from earlier in the class. 2. Simply hold up the poems and elicit their shape from the learners. 3. This will review vocabulary used in the lesson and consolidate the concept that a shape poem is in the shape of its subject/theme.		
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: (G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media. (G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings. (G4.4.2.1.2) 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; use appropriate organisational structure and text features modelled by the reading texts, and organise ideas into a beginning, middle and ending. (G4.4.3.1.2) Use the language structures of past habits. (G4.4.3.1.2) Use the language structures of obligation and necessity. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and repeat phrases. Speaking: To discuss personal opinions. Reading: To read and complete a table of word families. Writing: To listen to and write dictated phrases.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express opinions about ideas • use <i>used to</i> to describe past habits and states • use <i>have to</i> to describe obligations.
Link to prior learning: <ul style="list-style-type: none"> • Consolidate all material input to this point 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>inventor, invention, discovery, invent, life jacket, artificial leg, suitcase on wheels, I think it's ... a good idea/a bad idea, because it is useful/silly/fun</i> Key expressions/structure: <i>used to; have/has to; Past simple; Present simple</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • <i>Used to</i> can be problematic in terms of pronunciation (<i>used to</i> /'ju:st tə/), in its written form (with a main and auxiliary verb) and also in terms of its meaning. Learners may confuse it with the past simple and with <i>would</i>, so it will need a lot of reinforcement. 		
Resources/equipment needed: Learner's Book page 83 Activity Book page 59 Audio Track 48 Audio Track 8 (Activity Book)		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Dictate the following phrases to the learners: <ol style="list-style-type: none"> I think it's a good idea. I think it's a bad idea. I think it's silly. I think it's fun. I think it's useful. Draw the learners' attention to Lessons 1 and 4 again. Ask them to discuss the inventions and say what they think using the language you dictated. They should also justify their answers.
Resources	Main activity
Learner's Book page 83	Talk: Activity 1 <ol style="list-style-type: none"> Direct learners' attention to the picture and remind them of the invention they came up with at the end of Lesson 1. Put learners in groups of three and ask them to tell each other about their inventions and then give their opinions of them. Monitor and provide on-the-spot correction where necessary. Feedback Take a sample of answers from each group, for example, <i>Omar, what was Aymen's invention? And what did you think of it, Omar?</i> Take this opportunity to carry out further feedback on the board, focusing on common language errors from earlier in the lesson and previous lessons.
	Differentiation activities (Support): <ol style="list-style-type: none"> These learners may need more guidance on how to express themselves.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> These learners could write their opinions.
Learner's Book page 83 Audio Track 48	Listen and talk: Activity 2 <ol style="list-style-type: none"> Learners should listen to the audio and write down the inventions. Ask the learners to check what they have written, then decide which is the most important and why with a partner. Feedback Hold a class discussion as to which is the most important. Learners contribute their answers spontaneously.
	Answers 1 suitcase on wheels; 2 life jacket; 3 artificial legs
Learner's Book page 83	Use of English: Activity 3 <ol style="list-style-type: none"> Write '1970, when my grandfather was a child' in a circle on the board. Ask learners to suggest things that were different in 1970 compared to now. Examples could include: <i>cars/transport, phones/communication, buildings, the internet, clothes.</i> Put learners' ideas on the board, then read the examples and get them to talk how things have changed since their grandparents were the same age as them. Make sure they use <i>used to/didn't use to</i>. Feedback Have a class discussion and elicit some of the things learners said in their pairs.

Activity Book page 59	<p>Word study: Activity 1</p> <p>1. Ask learners to complete the table in pairs.</p> <p>2. Then ask them to check by looking back at Learner’s Book page 77.</p> <p>Feedback</p> <p>Nominate learners to read out their answers – this will give you a good opportunity to check and drill their pronunciation.</p> <p>Answers</p> <p>1 invent; 2 invention; 3 discoverer; 4 paint; 5 painting; 6 baker; 7 scientist; 8 science</p>		
Activity Book page 59 Audio Track 8 (AB)	<p>Listen and talk: Activity 2</p> <p>1. Ask learners to listen to and repeat the phrases.</p> <p>2. They then match the pictures to the phrases.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 b; 2 c; 3 d; 4 a; 5 e</p>		
Resources	<p>Plenary</p>		
Activity Book page 59	<p>Assessment box: Activity 3</p> <p>1. Learners interview a partner and complete the self-assessment chart for their partners.</p> <p>2. Carry out any remedial language work as necessary.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see / sea</i>), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.2.1.2) 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; use appropriate organisational structure and text features modelled by the reading texts, and organise ideas into a beginning, middle and ending.</p> <p>(G4.4.3.1.2) Use the language structures of past habits.</p> <p>(G4.4.3.1.2) Use the language structures of obligation and necessity.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and match lexis with words. Speaking: To ask and answer questions. Writing: To write about a new invention.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use words for containers • describe what containers are made of • talk about daily routine.
Link to prior learning: <ul style="list-style-type: none"> • Straw shape poem • Superlatives • <i>There is / There are</i> • Singular and plural 21st Century Skills: <ul style="list-style-type: none"> • Information, Media and Technology Skills: Introduce learning to access all forms of information efficiently and effectively, manually and technologically, so students will be able to communicate orally and in writing in English. 		
Key vocabulary: <i>container, backpack, cup, glass, pencil case, wardrobe, cupboard, car boot, rubbish bin</i> Key expressions/structure: Present simple; Superlatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There's a large amount of new lexis, so present and drill each item carefully. 		
Resources/equipment needed: Learner's Book pages 84–85 Activity Book page 60		

UNIT 5 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Take pictures and realia into class to present and consolidate the key lexis: <i>backpack, cup, pencil case, wardrobe, rubbish bin, car boot</i> and <i>cupboard</i>. Many of these can probably be presented by using the learners' own possessions. 2. Drill the learners individually and chorally.
Resources	Main activity
Learner's Book page 84	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Review the straw poem from Lesson 5 and talk about containers. 2. Consolidate the language you have just presented by showing learners the words written in the side margin. 3. Ask learners to match the words to the correct pictures. 4. Ask them to answer questions 1–3. <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>1 c 2 a 3 b 4 d 5 h 6 f 7 g 8 e</p> <ol style="list-style-type: none"> 1 The biggest container is probably the wardrobe. 2 The smallest one is probably the glass or cup. 3 Learners' own answers. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners could be asked to match the easier and more obvious vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to match the more challenging items.
Activity Book page 60	<p>Challenge: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions and think of containers. 2. They discuss their answers in pairs. <p>Feedback Hold feedback as a class discussion, learners contributing as they wish.</p> <p>Possible answers</p> <p>wood – a wardrobe, a cupboard, a wooden box (for pencils, etc.) plastic – a lunch box, a plastic bottle, a yogurt pot glass – a drinking glass, a flower vase, a jam jar metal – a car boot, a can of food or drink</p>
Learner's Book page 85	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and imagine what is happening; elicit as much vocabulary from the picture as you can and check pronunciation. 2. Ask learners to complete the story with words from Activity 1. 3. Ask learners to check answers in pairs. <p>Feedback Nominate learners to give answers.</p>

	<p>Answers</p> <p>1 pencil case 2 backpack 3 wardrobe 4 cup 5 car boot 6 glass 7 cupboard 8 rubbish bin</p>
Learner's Book page 85	<p>Write: Activity 3</p> <p>1. Set this activity for homework. 2. Ask learners to write a paragraph about the beginning of their day, saying what they had for breakfast and how they got ready.</p> <p>Feedback</p> <p>Take in the paragraphs (written in the learners' notebooks) in the next class.</p>
Activity Book page 60	<p>Write: Activity 2</p> <p>1. Ask learners to write about a new invention. To tie in with the theme of the lesson this could be some kind of special container. 2. Learners can draw and write about their inventions in pairs. 3. Circulate and offer help with vocabulary and expression.</p> <p>Feedback</p> <p>Ask learners to write about their invention neatly, ready for the others to read. They then circulate around the classroom and read about each other's inventions.</p>
Resources	<p>Plenary</p> <p>1. In order to review the new vocabulary, say that you will give the learners some of the new words as anagrams, and they should unscramble them: 1 lcpeni saec (pencil case) 2 bbiruhs nbi (rubbish bin) 3 kkaabcpc (backpack) 4 rac btoo (car boot) 5 pcu (cup) 6 sgasl (glass)</p> <p>This activity helps to review the new lexis in a fun way, and also checks spelling.</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>(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.2.1.3) Read unfamiliar multisyllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a poem about a dream house; to read and answer questions. Speaking: To ask and answer questions about a text; to ask for clarification. Listening: To listen to and read a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • ask and answer questions about a text • read for specific information in a text.
Link to prior learning: <ul style="list-style-type: none"> • Lexical set related to houses • Action verbs • Inventions and inventors • The present simple • The past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>dream house, garden, kitchen, bedroom, robot</i> Key expressions/structure: Past simple; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners might have difficulties understanding that Jack's dream house doesn't really exist and that it's in Jack's imagination.		
Resources/equipment needed: Learner's Book page 86 Activity Book page 61 Audio Track 49		

UNIT 5 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 86	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and describe what they see. 2. Ask them to say if they would like to live in that house and why/why not? Input vocabulary and drill pronunciation as necessary. <p>Feedback</p> <p>Hold a class discussion about what they can see in the pictures.</p>
Resources	Main activity
Learner's Book page 86 Audio Track 49	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read <i>Jack's Dream Home</i>. 2. Play the audio so learners can listen as they read. 3. Explain any difficult vocabulary. The following words and terms are tricky and may need explaining: <i>backyard</i> (American English for garden), <i>basically bland</i> (uninteresting and boring, without colour), <i>right off the bat</i> (immediately), <i>features</i> (parts), <i>admit</i> (say something to be true). <p>Feedback</p> <p>Ask learners to summarise what they have just read about.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners would benefit from reading at a slower pace and perhaps having the audio paused from time to time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could do a quick drawing of their dream house.
Learner's Book page 86	<p>Read and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Learners could read the text again. 2. They should then answer the questions in pairs. <p>Feedback</p> <p>Nominate learners to answer the questions.</p> <p>Answers</p> <p>1 He thinks it's boring. He says it's boring; 2 He has invented a robot called Kitchen-o-Mat. It cooks and cleans and makes delicious food. It also washes the plates and puts them away.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners could be asked to answer just one question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could answer further questions about the text.
Activity Book page 61	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to re-read <i>Jack's Dream Home</i> and answer the questions. 2. Clarify any misunderstandings. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 c; 2 a</p>

Activity Book page 61	Draw: Activity 2 1. Ask learners to draw their dream home in the space. 2. Give out paper and coloured pencils. 3. While they're drawing, circulate and comment on their work, show interest and ask them to describe the different features in English. Feedback Hold a class discussion so that learners discuss the features of their dream houses.		
Resources	Plenary 1. Jack has invented a special robot for his kitchen to cook delicious food. 2. Ask learners what robot they would invent for their house if they could choose. 3. Have a class discussion about what would be a good invention for their house, for example, a robot to do their homework? A robot to do their chores?		
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: (G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media. (G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme. (G4.3.4.1.4) Describe a character, setting or event in a story.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the content of a text about a fantastic house. Reading: To read a text and pull out important details. Writing: To write a description of a fantastic house.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for specific information • listen attentively and respond appropriately • write a description using varied lexis.
Link to prior learning: <ul style="list-style-type: none"> • Description of first part of poem • Lexis related to houses and rooms • Adjectives • Antonyms 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>bedroom, flying room, tall, short, best, wonderful</i> Key expressions/structure: Descriptive language; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As this poem is an authentic text, the learners might struggle with some of the more difficult words. You will need to reassure them, once again, that it's not necessary to understand every single word just to have a global understanding of the text. 		
Resources/equipment needed: Learner's Book page 87 Activity Book page 62 Audio Track 50		

UNIT 5 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<p>Review the first part of the text from last class: <i>What did Jack not like about his house? What did he want to change?</i></p>
Resources	Main activity
<p>Learner's Book page 87</p>	<p>Read and talk: Activity 1</p> <p>1. Consolidate the discussion about the first part of the text from the previous class.</p> <p>Feedback</p> <p>Hold a class discussion and learners contribute spontaneously.</p>
	<p>Differentiation activities (Support):</p> <p>1. These learners might need a little more help to understand the content from the previous class.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners will probably be able to summarise the content of Part 1 for the others.</p>
<p>Learner's Book page 87</p> <p>Audio Track 50</p>	<p>Read and listen: Activity 2</p> <p>1. Draw learners' attention to the questions and tell them that they should read and listen to the rest of the text, then be ready to answer the questions.</p> <p>2. Clarify any difficult lexis.</p> <p>3. Give learners time to check their answers in pairs.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 Because it's high up in the sky on top of a big tower.</p> <p>2 You float off the ground.</p> <p>3 You can go around in superfast go-karts.</p> <p>4 Learners' own answers</p>
<p>Activity Book page 62</p>	<p>Read and write: Activity 1</p> <p>1. Ask the learners to complete the information about Jack's Dream Home in the Learner's Book.</p> <p>2. Ask them to use their imagination and complete the grid for themselves.</p> <p>Feedback</p> <p>Hold a class discussion about the different features the learners have decided on for their dream home.</p> <p>Differentiation activities (Support):</p> <p>1. These learners could benefit from some guidance on how to complete the form and the terms used in it.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners will be able to describe their dream home more fluently.</p>

Activity Book page 62	Write: Activity 2 1. Now the learners have taken on board more vocabulary and descriptive language from the previous round, they should be able to complete the template about their own dream home. 2. Read the sample description about Jack’s room and then ask the learners to complete their own description. Feedback Ask learners to read each other’s work and help correct language where necessary.		
Resources	Plenary 1. Consolidate the lexical area of antonyms as introduced in the last activity. 2. Give learners a number of adjectives and ask them to come up with the antonyms: fat/thin tall/short cheap/expensive near/far wet/dry 3. You could do this as a word game: either, give learners the adjectives and they come up with the opposites, or provide anagrams or de-vowelled words. 4. This is a useful area of vocabulary/lexical strategy for learners to become familiar with.		
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: (G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media. (G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about fantasy houses. Reading: To read for general meaning and for scanning. Writing: To write sentences using can about their dream house. Listening: To listen for gist.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match words with definitions • scan a text for the meanings of certain words • answer true and false questions about a text • discuss and give opinions • write sentences about ability • talk about their dream house • listen for gist.
Link to prior learning: <ul style="list-style-type: none"> • Reading comprehension skills. • <i>can</i> for ability 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>boring, view, sky, fly, sound, wonderful, machine, dishes, robot, square</i> Key expressions/structure: Present simple; Descriptive language; <i>can</i> for ability		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to understand why <i>can</i> takes the infinitive without <i>to</i> and will need constant consolidation and checking of this modal verb. • The other challenge with <i>can</i> is that, like other modal verbs, it doesn't take 's' on the third person singular form, which learners will be used to for other present simple verb forms. This may need explaining and reiterating. 		
Resources/equipment needed: Learner's Book pages 88–89 Activity Book page 63 Audio Tracks 9 and 10 (Activity Book) Blank cards and a marker for each learner		

UNIT 5 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give out five blank cards and a marker to each learner. 2. Ask them to write one word from last class on each card but not to show the cards to anyone else. 3. Ask all learners to get up and mingle, saying the definition of one of the words they have written to another learner. If the other learner correctly guesses the word that is written down, they win the card and are given it. Learners continue until all their cards are given out. When learners go back to their seats, check who has won the most cards and say they are the winner.
Resources	Main activity
Learner's Book page 88	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to quickly review the content of <i>Jack's Dream Home</i> together. 2. Ask them to look at the words in blue and work out their meanings by looking at their context in the text. 3. In pairs, they then match the words and meanings. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 b 2 g 3 d 4 a 5 f 6 c 7 e</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may be unused to using scanning techniques to work out the meaning of words. You may need to give them further support and practice in this.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be called upon to help the others.
Learner's Book page 88	<p>Talk and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to give their ideas about the other rooms in Jack's house. 2. Encourage them to use descriptive language, then ask them to describe their own bedroom. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the words to the pictures. 2. Give any help with vocabulary and pronunciation. <p>Feedback</p> <p>Nominate learners to give their answers.</p> <p>Answers</p> <p>1 D; 2 A; 3 C; 4 B</p>

Learner's Book page 89	<p>Read: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read <i>Jack's Dream Home</i> again and say if the sentences are true or false. 2. Give help as necessary. <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 F - he thinks it's boring; 2 F - he was in the garden; 3 T; 4 T; 5 F - it can make delicious food</p>
Learner's Book page 89	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the learners to describe the houses in pairs using the words given in the box. <p>Feedback</p> <p>Hold feedback as a group discussion about the different residences.</p>
Learner's Book page 89	<p>Talk: Activity 6</p> <ol style="list-style-type: none"> 1. Ask the learners to choose one of the pictures in Activity 5. 2. They read the <i>Language tip</i> and say what they can and can't do in the house. <p>Feedback</p> <p>Encourage class discussion about what they can and can't do in the house.</p>
Activity Book page 63 Audio Track 9 (AB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to listen and mark the correct options. Pause the audio after question 3 as the instructions for Activity 2. 2. Ask them to discuss in pairs before feeding back to the class. <p>Feedback</p> <p>Hold feedback as a class discussion, with learners contributing spontaneously.</p> <p>Answers</p> <p>1 a; 2 a; 3 b</p>
Resources	<p>Plenary</p>
Activity Book page 63 Audio Track 10 (AB)	<p>Listen and draw: Activity 2</p> <ol style="list-style-type: none"> 1. In line with the instruction in Audio Track 10, learners should now draw the objects they take to school in their backpack. 2. At the end, they can describe what they take to school to each other and, if there is time, walk around the class showing and describing their drawing to each other.

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>(G4.1.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.2) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G4.3.7.2.1) 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: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to texts about accidental inventions. Reading: To read texts about accidental inventions and match the correct headings to them. Speaking: To describe accidental inventions and comment on their impact. Writing: To complete a chart with information from texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about inventions • narrate events in the past • write about obligations and past habits.
Link to prior learning: <ul style="list-style-type: none"> • The past simple • <i>Used to</i> • Descriptive language • <i>have to</i> in affirmative and question forms 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: microwave oven, Velcro, inventor, microscope Key expressions/structure: <i>have to</i> ; <i>used to</i> ; Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with <i>have to</i> in questions, as it involves use of the <i>do/does</i> auxiliary, the modal <i>have to</i> as an infinitive form, and a main verb, for example, '<i>What do I have to do for homework?</i>' Make sure you give learners lots of practice to consolidate and reinforce this difficult area. 		
Resources/equipment needed: Learner's Book page 90 Activity Book page 64 Audio Track 51		

UNIT 5 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In this lesson we return to the theme of inventions and, in this instance, accidental inventions. If you like, you could discuss a few of these with the learners, for example, the slinky – Richard James; play doh – Kutol products; Super glue – Harry Coover. Encourage discussion, and use prompting questions to get learners to discuss how some things are invented accidentally.
Resources	Main activity
Learner's Book page 90	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the pictures and label them with the words in the box. They can work in pairs to check their answers. <p>Feedback</p> <p>Hold feedback as a class.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 velcro 2 microwave oven</p>
Learner's Book page 90 Audio Track 51	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Ask learners to listen, read and match the titles to the correct texts. Clarify any difficult words or phrases. Ask learners to check answers in pairs. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 B; 2 A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may need to be guided through the texts more carefully, with more vocabulary explanation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners can help summarise text content for the others.
Learner's Book page 90	<p>Write: Activity 3</p> <ol style="list-style-type: none"> Ask learners to read the texts and complete the chart. They could do this singly and then pool ideas. Once answers are checked, ask learners whether they have these items in their house. They could then say which story they liked best. <p>Feedback</p> <p>Copy the chart onto the board, then ask the learners to help you complete it. They could come up to the board to write if time allows.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <ol style="list-style-type: none"> Percy Spencer; George de Mestral scientist; electrical engineer the microwave oven; velcro He was working on the radar and a chocolate bar melted.; When he went for a walk plants called cockleburs stuck to his shoes.

	<p>Differentiation activities (Support):</p> <p>1. These learners might be happier answering one or two questions.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners could be asked the further question ‘What did he do with his invention?’</p>
<p>Activity Book page 64</p>	<p>Read and write: Activity 1</p> <p>1. Ask learners to look at the picture and describe what is happening.</p> <p>2. They should then complete the dialogue with the missing container words.</p> <p>3. Ask them to check in pairs before checking with the class.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>Put them in the <i>cupboard</i>.</p> <p>Put it in the <i>rubbish bin</i>.</p> <p>Put it in the four <i>glasses</i>.</p>
<p>Activity Book page 64</p>	<p>Word study: Activity 2</p> <p>1. As a way of checking this unit’s vocabulary, ask learners to match the words with the definitions.</p> <p>2. They could check in pairs.</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 d 2 g 3 h 4 a 5 c 6 b 7 f 8 e</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Review all the inventions featured in this unit and ask learners to say which ones are the most important in their lives.</p> <p>2. Encourage further discussion.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.4.3.1.2) Use the language structures of past habits.</p> <p>(G4.4.3.1.2) Use the language structures of obligation and necessity.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss a dream house; to recount a story. Reading: To order the words in a story and re-tell it. Writing: To complete a crossword.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • revise lexis related to containers • further practise the use of <i>have/has to</i>.
Link to prior learning: <ul style="list-style-type: none"> • Consolidate all material input to this point 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>suitcase, cup, backpack, rubbish bin, pencil case, car boot, wardrobe</i> Key expressions/structures: <i>have to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse <i>have</i> (= possession/eat) with <i>have to</i> (= obligation). Try to also emphasise the difference in pronunciation (i.e. /hæf tu:/ for obligation, have /hæv/ for possession) as a key to hearing and knowing the difference. 		
Resources/equipment needed: Learner's Book page 91 Activity Book page 65		

UNIT 5 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Take a few minutes to revise the lexis of containers. You could do this by using realia and simply showing the items by bringing them into class, or you could set up mini-situations, like the following: Take some pens and pencils in your hands and ask the learners: <i>Where do you keep these things normally?</i> (in a pencil case) <i>And where do you normally keep your pencil case?</i> (in a backpack) <i>A pencil case and a backpack are examples of what?</i> (containers) 2. Consolidate vocabulary and drill the lexis chorally and individually.
Resources	Main activity
Learner's Book page 91	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the crossword. 2. Learners complete the crossword in pairs before whole class feedback. <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>Down: 1 wardrobe; 2 cup; 4 bin Across: 3 boot; 5 pencil case</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might need help with how to complete a crossword. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a similar question about another kind of container.
Learner's Book page 91	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look back at pages 86–87 and discuss Jack's dream home again. 2. Ask the learners if they would like to live in a house like that and why.
Learner's Book page 91	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the first halves of the sentences. 2. Learners match them to the correct second halves. <p>Feedback Ask learners to raise their hands to give answers.</p> <p>Answers:</p> <p>1 c; 2 a; 3 b; 4 d</p>
Activity Book page 65	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to put the letters in the correct order to make containers. 2. They can then check in pairs.

	<p>Feedback Nominate learners to give answers.</p> <p>Answers 1 glass 2 cup 3 wardrobe 4 backpack 5 cupboard</p>
<p>Activity Book page 65</p>	<p>Read: Activity 2 1. Tell the learners to look at the words and number them 1–6 in the order they appear in <i>Jack’s Dream Home</i>. They can then check their answers on Learner’s Book pages 86 and 87. 2. Learners use the words to tell the story again with their partner.</p> <p>Feedback Ask learners to raise their hands to give answers, then encourage them to re-tell the story.</p> <p>Answers Correct order: 1 b boring 2 a sky 3 c view 4 f fly 5 e go-kart 6 d wonderful</p> <p>Differentiation activities (Support): 1. You could ask the learners to write some sentences using each of the words to help prepare for retelling the story with the whole class.</p> <p>Differentiation activities (Stretch): 1. You could ask learners to write new sentences using the words in the Activity Book.</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 65</p>	<p>Assessment box: Activity 3 1. Put learners into pairs and ask them to interview each other and complete the self-assessment task for their partners. 2. Do any remedial teaching as necessary.</p>
<p>Learning styles catered for (✓):</p>	
<p>Visual ✓</p>	<p>Auditory ✓</p>
<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>	
<p>Observation</p>	<p>Student self-assessment</p>
<p>Quiz</p>	<p>Student presentation</p>
<p>Oral questioning</p>	<p>Written work and feedback</p>
<p>Peer assessment</p>	<p>Verbal feedback</p>
<p>Standards/SLOs: (G4.1.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.1.1.1.3) Listen and respond to dialogues where speakers talk about plans, predictions and intentions, expressing different levels of possibility. (G4.1.1.1.4) Listen and respond to dialogues where speakers seek and give advice or express obligation or prohibition. (G4.2.2.1.1) Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace. (G4.3.7.1.1) 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. (G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see / sea), homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p>	

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions; to ask for clarification; to discuss personal obligation and preferences. Reading: To read and follow instructions. Writing: To write questions about a text. To write answers to peers' questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • form questions in the present simple • form questions in the past simple • form statements and questions with <i>have to</i>.
Link to prior learning: <ul style="list-style-type: none"> • <i>have to</i> for obligation • Inventions and inventors • Interests and preferences • Lexis regarding the topic of home and school chores 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>telephone, television, printing press, mobile phone, the wheel, bedroom, sky, robot, boring, wonderful, bathroom</i> Key expressions/structure: Present simple; Past simple; <i>have to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel that question-forming is quite straightforward by now in English, but take time to consolidate how inversion and auxiliaries affect question structure. 		
Resources/equipment needed: Learner's Book page 92		

UNIT 5 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think of a lesson they liked in Unit 5 and say why. 2. Discuss as a group and encourage learners to comment further. 3. You could distribute smileys from earlier units if you feel they would work well for learners to indicate which sections they like best.
Resources	Main activity
Learner's Book page 92	<p>Talk and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to brainstorm a list of inventions with their partner. 2. Compile a list and then discuss as a class. <p>Feedback</p> <p>Hold a class discussion and write up a list of inventions on the board. Ask learners to give further details about each invention.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might find it helpful to look back through the unit pages to compile their list. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners might be able to talk about further inventions which can be added to the list.
Learner's Book page 92	<p>Read and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to reread the story about <i>Jack's Dream Home</i> on pages 86–87. 2. They should then write three questions about the story. 3. Circulate and help learners form their questions, as question-forming is a particularly tricky area of English. 4. Ask learners to get up and mingle, asking each other the questions, then answering them. <p>Feedback</p> <p>At the end, ask learners to return to their seats, then give out some whiteboard markers and ask them to go to the board and write a question. When all learners are back in their seats, they can answer the questions as a class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners might find it easier to go to the board with their partner to write the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could be asked to write more challenging questions, for example, using the past simple.
Learner's Book page 92	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Quickly review how sentences are formed with <i>have to</i>. Take some time to also review how to form questions with <i>have to</i> as this is a more difficult area and very useful. 2. Ask learners to think of three sentences saying what they have to do at school and three saying what they have to do at home. 3. Circulate and help with expression and ideas.

	<p>Feedback</p> <p>Brainstorm as a group things the learners have to do at home and at school. At this stage, get the learners to ask each other the questions ‘What do you have to do at school?’ and ‘What do you have to do at home?’ and go round the class.</p> <p>Take time here to review the rules that are in place in your classroom, for example, <i>You have to speak English; You have to respect your friends; You have to do your best.</i></p> <p>If time allows, learners could make mini-posters listing class rules.</p>
	<p>Differentiation activities (Support):</p> <p>1. These learners might need further help with expression.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners could draw up mini-posters in groups.</p>
Learner’s Book page 92	<p>Read and talk: Activity 4</p> <ol style="list-style-type: none"> Learners quickly review the accidental inventions in Lesson 11 and say which one they liked best and why. Ask them to use school and classroom Resources to research another accidental invention, then tell their partner about it. As an additional activity, learners could write a paragraph about the invention. Circulate and help with expression and vocabulary. Ask the learners to mount their paragraphs on coloured card. On a separate slip they should write the name of the invention. Learners then read the paragraphs and try to match the title slips to the correct inventions. <p>Feedback</p> <p>Walk around the room together and decide as a group if the slips are matched to the correct paragraphs.</p>
Learner’s Book page 92	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> Ask the learners which two things they found most interesting in this unit. Ask them to look at the pictures and photos and say which one they liked best and which one they didn’t like so much, and why. <p>Feedback</p> <p>Hold class feedback and promote discussion about the content of the unit.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> As a final round-up of the review page, go over the language of the unit and write on the board some of the incorrect forms that you’ve heard in the classroom during work on the unit, for example, <i>I used to went to Dubai for my holiday every year; I has to speak English in this class; Does he must cook at home?</i> Learners work in pairs and correct the sentences. Ask learners if there are any further areas of English they found challenging in this unit and do any remedial teaching as necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion. Make comments that contribute to the discussion.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.1) Build on and continue applying concepts learned previously.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.2) Use the language structures of obligation and necessity.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To follow instructions to make a simple project about an inventor.</p> <p>Speaking: To give their opinion and share ideas about inventions.</p> <p>Reading: To understand simple instructions and descriptions. To read for specific information in a mini summary of an inventor and his/her inventions.</p> <p>Writing: To write a Fact File about an inventor and their invention.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • discuss inventions and how they are used • read for specific information • use past simple accurately to talk and write about finished time periods • develop more awareness of how inventions can make the world a better place.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Past simple • Dates • Inventions • Capital letters and full stops • <i>Wh-</i> questions • <i>Can</i> for ability <p>21st Century Skills</p> <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project. 		
<p>Key vocabulary: <i>to invent, an invention, an inventor, silly, fun, useful, interesting</i></p> <p>Key expressions/structure: Past simple, <i>The invention is ... , It is called ... , I think it's a good/bad idea ... because ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their project in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		

Resources/equipment needed:

Learner's Book page 93

Pre-prepared (by you) Wikipedia-style summaries (with language graded to learners' level) of six summaries of inventions and inventors containing answers to the questions in the Fact File, for example, *What is his/her name? How old is he/she? How old was he/she? Where is/was he/she from? What did they invent? How does it work? What can you use it for?*

Coloured paper, coloured pencils/pens, glue, scissors.

An example of a Fact File about an inventor that you have pre-prepared so that learners have a model. If time is short, just use the Fact File for Fatima on page 93.

Prepare a project checklist for learners that includes the following key points:

My work is organised.

My handwriting is neat.

My spelling is correct.

I used correct capital letters and full stops.

I wrote my name on the poster.

I listened to my friends' ideas and helped my team.

I helped tidy the desk and put the rubbish in the rubbish bin.

UNIT 5 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look back in the unit in their Learner's Books and choose an invention that they found fun/interesting. 2. Ask learners to work in pairs/small groups to discuss their choices and encourage them to give a reason why they like the particular invention. 3. Read out some of the other inventions focused on in these lessons and ask learners to raise their hands if they liked the invention or not, for example, <i>the wheel, printed books, the telephone, a suitcase on wheels, a life jacket, an artificial limb</i>. Encourage learners to think about if the invention helps people in some way. Alternatively, ask learners what life would be like if these inventions didn't exist.
Resources	Main activity
<p>Learner's Book page 93</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read about the Emirati young inventor Fatima Al Kabbia. 2. Ask learners to read the Fact File about Fatima Al Kabbia. 3. Monitor carefully while learners are working on the task to help them highlight the key information in the short text and how it relates to the Fact File. <p>Feedback</p> <p>Learners check the answers in groups.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. The idea of solar power may be quite challenging for the learners to understand, so explain this carefully. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support less able learners to understand Fatima's Fact File.
<p>Learner's Book page 93</p>	<p>Make a Fact File: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the instructions for the project and underline or highlight the information in the text that they need to include in their Fact File, for example, <i>What is his/her name? How old is he/she? How old was he/she? Where is he/she from? What did they invent? How does it work? What can you use it for?</i> 2. Give out copies of the mini summaries about the different inventions and inventors. As far as possible, give out an equal number of each of the six summaries. Group learners together so that they are working on the same number summary in a small group. Learners can write their notes in their Learner Books. 3. Ask the learners to copy the Fact File onto a sheet of paper. Encourage the learners to consider how they are presenting their Fact File by using your pre-made model as an example. Learners then draw a picture of the invention on a separate page and colour it in. Monitor carefully when learners are on task and focus learners who are not on track. <p>Feedback</p> <p>Ask learners how their Fact Files are progressing and give further help as necessary.</p>

	Differentiation activities (Support): 1. These learners will need further support in the understanding and preparation of their Fact Files about an inventor.		
	Differentiation activities (Stretch): 1. These learners can help their peers.		
Resources	Plenary		
	1. To round off the project preparation lesson, give all the learners the Project checklist and ask them to draw a smiley face ☺ if they have checked, or a sad face if they didn't do these things ☹. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a ☹ face, the team needs to check their project again and upgrade errors, as required. 3. Ensure that you have collected all of the project samples at the end of lesson and store carefully for the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.			
(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.			
(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.			
(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the extremist degree, use adverbs of manners to modify actions.			
(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.			
(G4.3.7.1.1) 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.			
(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practicing and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly).			
(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to each other's ideas and opinions.</p> <p>Speaking: To ask and answer questions about their peer's Fact Files about inventions and inventors.</p> <p>Reading: To read peers' Fact Files about inventors and inventions.</p> <p>Writing: To write simple notes.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • ask and answer questions about their project • listen for detail in their peers' spoken texts about an invention and its inventor • read for detail in their peers' Fact Files about specific inventions and inventors • produce accurate past simple suffixes • give constructive feedback on their peers' work.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The past simple • Dates • Inventions • Regular past simple suffixes <p>21st Century Skills</p> <ul style="list-style-type: none"> • Communication and Collaboration: introduce the concept of working in teams, with a common goal, to solve problems. 		
<p>Key vocabulary: <i>to invent, an invention, an inventor, silly, fun, useful, interesting, She/He was born ...</i></p> <p>Key expressions/structure: <i>Past simple, The invention is ... , It is called ... , I think it's a good/bad idea ... because ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This raises anxiety in many learners, and particularly less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 93</p> <p>Learners' Fact files from previous class</p>		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Begin with a discussion about what was achieved in the last class and how the learners organised their Fact Files.2. Distribute the completed Fact Files to the learners and ask them to make any final additions, but be careful to set a time limit so that final colouring and discussion doesn't take too long.
Resources	Main activity
Learner's Book page 93	<p>Present the Fact File: Activity 1</p> <ol style="list-style-type: none">1. Ask the learners who wrote a Fact File based on summary one to sit together, summary 2 to sit together, summary 3 to sit together, and so on.2. Ask one learner from each of the six summary groups to stand up and form a new group. When you have managed the groups, there should be a range of Fact Files about different inventors/inventions in each group. Ask the learners to work in pairs.3. Elicit the questions that the learners will need to ask their partner, by using your own pre-prepared model Fact File, for example, <i>What is his/her name? How old is he/she? How old was he/she? Where is/was he/she from? What did they invent? How does it work? What can you use it for?</i>4. Raise awareness of intonation patterns, by writing the target questions on the board and indicating if the voice is rising or falling for each question by drawing a rising or falling arrow.5. Learners then work in pairs, asking and answering questions about each other's Fact Files.6. Encourage learners to write notes about each Fact File. Once learners have completed the task, ask them to work with another peer in their group, recycling the same questions and upgrading their fluency.7. Pairs continue in this way until all learners have had the opportunity to maximise their practice and have information about all the different inventions and inventors.8. Ask learners to create a display for the classroom wall. Encourage learners to work together to decide how to display their Fact Files. <p>Feedback</p> <p>Write a balance of accurate/inaccurate language examples on the board that you picked up while monitoring the learners on task. Encourage learners to work in small groups and identify the correct/incorrect language use. Focus on aspects of pronunciation as well, such as sentence stress and intonation. Remember to also focus on content and ideas. Please do not indicate who produced any of the language highlighted on the board.</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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts, and feelings.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature (for example, chronological order, sequential, and description).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about dinosaurs. Speaking: To discuss what they know about dinosaurs. Reading: To read a factual text about dinosaurs. Writing: To write questions about a factual text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for detail in a factual text • read for detail in a factual text • extend their lexical range around the topic of dinosaurs and finished time periods • describe finished time periods • write <i>yes/no/Wh-</i> questions about completed actions in the past.
Link to prior learning: <ul style="list-style-type: none"> • The environment • Numbers • past simple • Time phrases • <i>Wh-/yes/no</i> question forms 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: ... <i>years ago, thousand, million, millions, dinosaur, meat, to lay eggs, fossil(s)</i> Key expressions/structure: past simple and <i>Wh-</i> questions about completed/time periods		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners commonly forget the spelling of the regular past simple endings, for example <i>-ed, -ied</i> and <i>-d</i>. The teacher needs to give clear written models for the learners and correct them during more controlled practice tasks. • Learners may find forming questions in the past simple challenging due to inversion. Provide learners with clear written models on the board to support them during tasks. 		
Resources/equipment needed: Learner's Book pages 94–95 Activity Book page 66 Audio Tracks 52 and 53 Learner's notebook You will need to search on the Internet to find dinosaur flashcards (Diplodocus, T-rex, Triceratops, Stegosaurus, Velociraptor, Plesiosaur) and print them out. Large pieces of A3 paper to create mind maps for the plenary stage of the lesson.		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
<p>Learner's Book page 94</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Stick the numbered dinosaur picture flashcards around the classroom walls and encourage learners to stand up and look at them, discussing if they know any of them. Don't focus on the spelling of the dinosaur names but drill the names chorally and individually. 2. Ask learners to work in pairs/small groups and tell each other anything they know about dinosaurs, for example if they ate meat or plants, or if they were big or small. 3. Pre-teach the meaning of <i>extinct</i> and <i>alive</i> and drill the words. Point to the visuals and ask, <i>Are dinosaurs alive or extinct? Extinct. Are there any dinosaurs in the world today? No.</i> Elicit some other examples of extinct animals from the learners, for example sabre tooth tigers, or animals that may soon be extinct, for example the Arabian gazelle and the Arabian tahir. 4. Ask learners to work in pairs. Each pair has a piece of paper and learners write down examples of what they know about dinosaurs and what they want to know about dinosaurs, in two separate columns. Give some examples with the group, providing written model questions on the board to help support the what we want to know column, for example <i>What did dinosaurs eat? Where did dinosaurs live? When did dinosaurs live?</i>
Resources	Main activity
<p>Learner's Book page 94 Audio Track 52</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 94 of their Learner's Book and elicit details about the dinosaurs, for example <i>How many legs/teeth did it have? Were the dinosaurs big or small? Do you think they could run fast? Why/Why not?</i> 2. Ask learners to focus on their questions in the 'what we want to know' column from the previous task. Learners should listen and tick if their questions are answered. 3. Focus learners on the instruction in Activity 2. Play the audio a second time, making sure that they do not write anything until the audio has finished. Then ask them to discuss the information in pairs, and write down three facts about dinosaurs. <p>Feedback</p> <p>After the first task, nominate several learners to share their questions that were answered with the class. After the second task, ask learners to raise their hands to give the answers.</p> <p>Answers</p> <p>First listening task: learners' own answers.</p> <p>Second listening task: any answers from:</p> <p>Dinosaurs lived millions of years ago; there were many different kinds; some were very tall; some were small; some ate plants; some ate other dinosaurs; they laid eggs; they had four legs and a tail; we have found fossils of their bones, nests and footprints.</p>

	<p>Differentiation activities (Support):</p> <p>1. For the first task, ask these learners just to focus on one or two of their questions. The audio can be paused to support these learners' processing time. Make sure that you give adequate time to the feedback of the first task, as this stage will help these learners to identify three pieces of information for the second task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to recall any additional information from the audio.</p>
<p>Learner's Book page 95 Audio Track 52</p>	<p>Listen: Activity 3</p> <p>1. Ask learners to read the sentences 1–6 on page 95 of the Learner's Book. Pre-teach <i>fossil</i> and drill pronunciation chorally and individually.</p> <p>2. Tell the learners to read the sentences and write T or F.</p> <p>3. Play the audio and learners complete the task.</p> <p>Feedback</p> <p>After learners have checked their answers in pairs, ask the learners to stand up if they think the answer is true, or sit down if the answer is false.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 T; 5 T; 6 T</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to read the sentences before they listen to the audio. Pausing the audio after key information can help scaffold the task as there is no visual support. Alternatively, learners could listen for specific information for questions 1–4 only.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write one more true and one more false statement. Pairs swap their statements and decide which is true and which is false.</p>
<p>Learner's Book page 95 Audio Track 53</p>	<p>Read and listen: Activity 4</p> <p>1. Ask learners to look at their Learner's Book page 95, and read and listen to the information while you play the audio.</p> <p>2. Ask learners to complete the sentences. Play the audio a second time if you feel the learners need the help.</p> <p>Feedback</p> <p>After learners have checked their answers in pairs, check the answers as a class by asking individual learners to read out the numbers. Write the answers on the board to give learners a visual reference to check their own answers by.</p> <p>Answers</p> <p>1 animals; 2 dinosaurs; 3 Earth; 4 sixty-five; 5 humans</p>
<p>Activity Book page 66</p>	<p>Write: Activity 1</p> <p>1. Ask learners to write questions in the past simple about dinosaurs.</p> <p>2. For the yes/no questions, remind them to use the auxiliary <i>did</i> and to change the word order.</p> <p>Feedback</p> <p>Check by asking volunteers to write one of their questions on the board.</p>

Activity Book page 66	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task and then complete the first example with the group. This activity shifts the past simple focus to negative and positive sentences. 2. Elicit why the past simple is used in the example, <i>Is this talking about the past, present or future? (Past) Is this period of time finished? (Yes)</i> 3. Learners work individually to complete the text. <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners to feedback by asking them to raise their hands.</p> <p>Answers</p> <p>1 walked; 2 There; 3 were; 4 ate; 5 They; 6 lived; 7 had; 8 have</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask themselves if the sentences are about the past, present or future. Monitor carefully and step in to support as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write an additional example sentence with three choices for the gap, based on the examples given in the task. Learners then swap with a partner and complete the gap with the correct verb form.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups and brainstorm everything they know about dinosaurs. You can give them examples to activate their background knowledge, for example <i>Dinosaurs lived millions of years ago. Some dinosaurs ate meat but others ate plants.</i> 2. In groups, give learners a time limit to write down as much as they can about dinosaurs on A3 paper. 3. Signal that the task is finished and ask learners to swap their papers with another group, who then counts up the number of facts. The team with the most answers wins.

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>(G4.1.1.1.1) Summarise main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in the past simple, continuous present, and future tenses to describe events or characters in stories, using words and expressions from the text.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to instructions. Speaking: To ask and answer questions about dinosaur abilities in the past. Reading: To predict information based on visuals and text. To read for specific information in a text about dinosaurs' abilities in the past. Writing: To write the accurate form of different past simple verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss what dinosaurs could/couldn't do in the past • write answers to questions about what dinosaurs could/couldn't do • listen and respond to instructions and peers' opinions • predict text content based on visuals and text and using background knowledge.
Link to prior learning: <ul style="list-style-type: none"> • The environment • Numbers • past simple • Time phrases • <i>Wh-/yes/no</i> question forms 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>to be alike, run fast, eat meat, kill, eat plants, a tail</i> Key expressions/structure: <i>could/couldn't</i> for past ability; past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unsure that the past form of <i>can</i> is <i>could</i>. Give clear models on the board and use a time line to indicate you are talking about the past. Highlight the question word order by numbering the auxiliary verb, the subject and the main verb, for example <i>Could (1) dinosaurs (2) read (3)?</i> to develop awareness of the patterns. 		
Resources/equipment needed: Learner's Book page 96 Activity Book page 67 Audio Track 54 An alarm or timer with a loud buzzer		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember from the previous lesson about dinosaurs. 2. Ask learners to work in small groups and brainstorm as many ideas as they can for two minutes. Set the buzzer for two minutes. 3. When the buzzer rings, ask learners to stop and share their ideas.
Resources	Main activity
Learner's Book page 96	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures of the dinosaur on page 96 of their Learner's Book. 2. Using the questions (1-4), elicit some ideas from the learners about what the dinosaur could do based on the visual, for example <i>Do you think this dinosaur could run fast? Do you think this dinosaur ate meat?</i>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need extra processing time to think of ideas about what the dinosaur could and couldn't do, so allow extra time for this.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners work with a partner and think of two more examples of what the dinosaur could and couldn't do.
Learner's Book page 96 Audio Track 54	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look again at the questions in Activity 1. 2. Learners listen, read and complete the task individually. 3. Ask learners to read the <i>Language detective</i> box. Explain that when we change <i>can</i> to the negative we combine two words <i>can</i> and <i>not</i> and use the apostrophe to replace the missing letter. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, nominate learners for whole group feedback by asking them to raise their hands.</p>
	Answers
	<ol style="list-style-type: none"> 1 No, it couldn't run fast. 2 It ate plants/leaves. 3 Perhaps, because it used its tail to fight. 4 Yes, it could.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after key information so that learners have enough processing time to complete their notes for the task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to recall an additional piece of information about the dinosaur from the audio.

<p>Activity Book page 67</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions on page 67 of their Activity Book. Highlight the <i>Writing Tip</i>, focusing on using a capital letter at the beginning of a sentence and a question mark to finish. 2. Give a couple of examples on the board to highlight the question word order and elicit answers from the learners, for example <i>Could dinosaurs play tennis? No, they couldn't. Could dinosaurs run? Yes, they could.</i> 3. Learners write the questions in the correct order and then match to the correct answer. <p>Feedback</p> <p>After learners have checked their answers in pairs, elicit answers by nominating. Write the correct answers on the board, so that learners can check their work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Could dinosaurs read? c 2 Could Diplodocus run? a 3 Could most dinosaurs make sounds? b
<p>Activity Book page 67</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Activity Book page 67 and read the instructions. 2. Focus learners on the example on the board to raise awareness of the form. 3. Learners work individually to write the questions to the answers. Reassure them that they can write in cursive script or print. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask learners to raise their hands. Write the answers on the board for learners to check and correct their own work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Could this dinosaur run? 2. Could this dinosaur use its tail as a weapon? 3. Could this dinosaur swim? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to highlight the question word order by numbering, for example <i>Could (1) dinosaurs (2) read (3)?</i> to develop awareness of the patterns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of two more <i>Could</i> questions and write them in an incorrect order. Learners then swap their mixed-up questions with their partner, who re-orders them correctly, and then answers them.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson use the flashcards of the dinosaurs from Lesson 1, and elicit from the group if they think each dinosaur could run, jump, make sounds, etc. Encourage the use of <i>Yes, it could</i> or <i>No, it couldn't</i>. 2. Ask learners to work in small groups and write down their answers for different dinosaur flashcards. 3. Groups then count up the number of correct answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.1) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.2) Talk about past events, habits, and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G4.4.3.1.2) Use language structures of compound sentences with <i>and</i> and <i>but</i>.</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen and follow step-by-step instructions to produce a dinosaur cube.</p> <p>Speaking: To ask and answer information about different dinosaurs.</p> <p>Reading: To read for specific details about dinosaurs.</p> <p>Writing: To use <i>could/couldn't</i> and past simple structures to write sentences about their chosen dinosaurs.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • participate and contribute to a conversation about dinosaurs • listen for specific information • write accurate sentences about the past • work collaboratively with their peers during a game • use a greater range of lexis about dinosaur past habits and descriptions.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The environment • The past simple • Dates and time phrases • Adjectives • Animal body parts • <i>Could</i> for past ability <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
<p>Key vocabulary: <i>tail, weapon, herbivore, carnivore, spikes, tail, horn, beak, claw, sharp teeth, footprint</i></p> <p>Key expressions/structure: <i>could</i> for past ability; past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find the pronunciation of the different dinosaurs' names very challenging, but this is not key to their understanding. To help support the learners, number the dinosaur flashcards and use these numbers as references throughout the lesson where possible, rather than names. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 97</p> <p>Activity Book page 68</p> <p>Audio Tracks 55 and 56</p> <p>Audio Track 11 (Activity Book)</p> <p>Dinosaur flashcards (Diplodocus, T-rex, Triceratops, Stegosaurus, Velociraptor, Plesiosaur) sourced from the Internet and re-used from the previous class.</p> <p>Research six dinosaurs (Diplodocus, T-rex, Triceratops, Stegosaurus, Velociraptor, Plesiosaur) on the Internet and prepare mini fact sheets about them.</p> <p>PCM 5</p> <p>Scissors, glue and coloured pens or pencils</p>		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall what the Diplodocus (you can either show a flashcard or refer back to the previous lesson) could and couldn't do, for example <i>It could use its tail as a weapon, it couldn't run very fast.</i> 2. Ask learners to look at the numbered pictures of different dinosaurs around the classroom walls and choose their favourite one. 3. Learners work in pairs and discuss which dinosaur they like the best and why. Elicit <i>herbivore (plant-eating)</i> and <i>carnivore (meat-eating)</i> and drill pronunciation, both chorally and individually.
Resources	Main activity
<p>Learner's Book page 97</p> <p>Audio Track 55 PCM 5</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Give learners the dinosaur cube template (PCM 5) and ask how many sides there are (there are six). Play numbers 1 and 2 of the audio and allow learners to complete. 2. Play numbers 3 and 4 of the audio and allow learners to complete. 3. Play numbers 5 and 6 on the audio and learners cut out their templates and glue the sides to complete the dinosaur cube. Play numbers 8 and 9. 4. Learners work in small groups. Give them the mini fact sheets about dinosaurs to use for additional information. One learner rolls their cube, and the other learners read out the fact about that specific dinosaur. If the learners can think of another fact or sentence about the dinosaur, they win a point (they can use the mini fact sheets if they want). This continues until all learners have had several turns of rolling their cubes, and contributing facts and information about the different dinosaurs. <p>Feedback</p> <p>During the small group discussion, monitor closely and take notes of accurate/inaccurate language use. Highlight good ideas as well. Write some examples of the language on the board and elicit from learners which are correct/incorrect. Learners can then correct the errors. Do not indicate which learners produced the correct/incorrect language.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use a range of lexis and structures to talk about the different dinosaurs, for example <i>It had a long tail and sharp teeth, it was a herbivore, it couldn't run quickly.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure there is a balance of able and less able learners in each group, so that the more able learners can help upgrade less able learners' language.

<p>Learner's Book page 97 Audio Track 56</p>	<p>Word Study and Listen: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the different dinosaur features and match the words to the correct pictures. Focus on pronunciation by giving clear oral models and then drilling chorally and individually. 2. Do an example with learners before they begin the task. 3. Learners work individually to match the dinosaur feature with the correct word. Play the audio so they can check their answers. <p>Feedback</p> <p>After learners have checked their answers in pairs, play the audio again for learners to self-check their answers. Play the audio again, if necessary.</p> <p>Answers</p> <p>c spikes; d tail; b horn; e beak; a sharp teeth; f footprints</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the visuals and to make a guess if they are not sure. Ask them to complete the examples they know first, and then focus on the remaining examples. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to pair check their answers with less able learners before listening to the audio answer key.
<p>Activity Book page 68 Audio Track 11</p>	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to listen and read the stepped instructions about how to draw their own dinosaur. 2. Play the audio and allow learners to follow the instructions and use the space to draw their dinosaur. 3. When learners have completed the task, replay the audio to allow learners to check they have completed each stage. <p>Feedback</p> <p>After learners have compared their drawings, they work together in pairs to describe the dinosaur features and add features as required.</p> <p>Answers</p> <p>Learners' own drawings based on the instructions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio between stages to give learners time to complete each step of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners finish the task early, they can describe their picture to their partner, saying true or false sentences. Their partner listens and replies if the statements are true or false, for example <i>It was a carnivore. (false)</i> and <i>It had a very long tail (true)</i>. Learners then switch roles to recycle the task.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups of four or five learners and to place their dinosaur cubes on the table. Learners recycle the game from before, but they have to include more of the dinosaur features lexis. 2. Give a couple of examples with the whole group before they begin the task, for example <i>This dinosaur had three horns on its face and was a herbivore.</i> 3. Ensure learners are using the dinosaur feature lexis as much as possible. Award points to teams with the most examples.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.5.1.2) 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: 4
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about dinosaur discoveries. Speaking: To compare answers. Reading: To match key information with paragraphs. Writing: To write years in numerals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • scan a text for detailed information • write years in numerals • listen for specific detail • use a greater range of dinosaur-themed vocabulary • talk about specific time periods in the past using the structure ... <i>years ago</i>.
Link to prior learning: <ul style="list-style-type: none"> • The environment • The past simple • Adjectives • Dinosaur-themed vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>warm-blooded, cold-blooded, to bite, feathers, to climb, poisonous, fossil, scaly skin</i> Key expressions/structure: The past simple; ... <i>years ago</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find hearing spoken dates and writing the corresponding numerals challenging. Pause the audio to help support learners' processing time, and give written and oral models to provide examples. 		
Resources/equipment needed: Learner's Book pages 98–99 Activity Book page 69 Audio Track 57 Audio Track 12 (Activity Book)		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter 1. Ask learners what they can remember from the previous lesson, for example <i>What is a carnivore? Does a carnivore eat meat or plants?</i> 2. Ask learners to work in pairs to brainstorm ideas from the previous lesson. 3. Elicit some examples from the group and ask other learners if the information is correct or not.
Resources Learner's Book page 98 Audio Track 57	Main activity Read and listen: Activity 1 1. Write some years on the board in numerals, for example <i>1976, 1999, 2016</i> and elicit the years from learners. Explain that with years that begin with 20_ _ there are two ways of saying them: two thousand and (sixteen) or twenty (sixteen). Drill chorally and individually. In pairs, learners look at the dates in the left-hand column and practise saying them together. 2. Learners read and listen to the five sentences. Pre-teach <i>feathers</i> by pointing to the picture. The sentences could be drilled chorally and then individually. 3. Ask learners to work with a partner and choose the dinosaur discovery that interested them the most. <u>Feedback</u> After learners have compared their answers in pairs, nominate learners and write the answers on the board so that learners can correct their own work. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Learners' own answers Differentiation activities (Support): 1. Learners may feel anxious as there is not a correct answer for choosing the dinosaur discovery which interested them the most. Encourage learners to be considerate of each other's choices and opinions. You could group learners who have chosen the same dinosaur together, so that they can discuss why they have made their particular choice. Be on hand to discuss with any learners who are the only ones to have made the choice they have made. Differentiation activities (Stretch): 1. Encourage learners to justify their answers by giving examples of why they found their chosen discovery surprising, interesting or funny.
Learner's Book page 98	Let's do it!: Activity 2 1. Elicit the current year from learners and write it on the board. 2. Using the date 2009, elicit how many years ago this was. Provide a written model on the board, for example <i>This discovery was ___ years ago.</i> 3. Ask the learners to look at the other dates on the timeline and work out how many years ago these discoveries happened. <u>Feedback</u> After learners have checked their answers with a partner, nominate learners to feed back, and write the answers on the board. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Learners' own answers

<p>Learner's Book page 99</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the paragraph headings with the discoveries on the timeline. 2. Learners work individually. Monitor to provide support and guide learners. 3. Learners check their answers in pairs. <p>Feedback</p> <p>Nominate learners by name and write the answers on the board.</p> <p>Answers</p> <p>A 3; B 1; C 5; D 2; E 4</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to underline the key words in the dinosaur discoveries and also in the paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support less able learners during this task when looking for key words in the texts.
<p>Activity Book page 69 Audio Track 12</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the four sentences. Focus learners on the gaps and tell them that they have to listen to the audio and fill in the years in figures. 2. Play the audio and learners check their answers with a partner. 3. Replay the audio. <p>Feedback</p> <p>Nominate learners to feed back, and write the years in numerals on the board.</p> <p>Answers</p> <p>1 2000; 2 2006; 3 2012; 4 2015</p>
<p>Activity Book page 69</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts again and match them with the pictures. 2. Learners check their answers in pairs. <p>Feedback</p> <p>Write the answers on the board and learners check their partner's work.</p> <p>Answers</p> <p>1 C; 2 D; 3 B; 4 A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to describe the four pictures before matching them to the texts to activate vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and describe the four pictures to each other. Their partner guesses which picture is being described and then learners switch roles.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work in small groups and write 1 to 10 in a column on a piece of paper. 2. Call out different dates, giving learners enough time to write their answers, for example <i>Number 1 1945, Number 2 2008, Number 3 1972.</i> 3. Groups then swap their list with another group, and award points for the correct years. Write the answers on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information when checking answers.</p> <p>Speaking: To compare dinosaurs and objects using the <i>as + adjective + as</i> structure.</p> <p>Reading: To read and understand similes.</p> <p>Writing: To personalise similes using the <i>as + adjective + as</i> structure.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use a greater range of adjectives for comparing • write comparisons between dinosaurs and objects using <i>as + adjective + as</i> structures (comparisons of equality) • listen for detailed information when checking their answers to tasks • use figurative language more fluently • accurately spell a range of adjectives used for comparison.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The environment • The past simple • Adjectives • Comparatives • Superlatives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
<p>Key vocabulary: <i>heavy, fast, slow, strong, loud, quiet, dangerous, soft, big, small, scary, noisy, wet, old, hungry, happy, dry, green, blue, lovely</i></p> <p>Key expressions/structure: <i>as + adjective + as</i>; superlatives; past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Although learners will have encountered comparatives before, using the <i>as ... as</i> structure (the comparison of equality) will be new for them. They are likely to forget to use the second <i>as</i> when speaking and writing comparative sentences, possibly because we use the schwa for its pronunciation, making it less easy to hear. You can give clear oral and written models on the board, highlighting the <i>as + adjective + as</i> structure in the sentences in a different colour to focus learners. If learners are trying to avoid using the structure, or forget to use the second <i>as</i>, a quick indication to focus on the examples on the board will support their efforts to self-correct, making it more memorable for them. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 100</p> <p>Activity Book page 70</p> <p>Audio Track 58</p> <p>Optional use of dinosaur clips from YouTube, but ensure that you select clips carefully as some clips may have some inappropriate dinosaur fights for this age of learners.</p>		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall some of the information from the previous lesson, for example <i>Can you tell me four different dinosaur parts of the body? Claws, horns, spikes, tails.</i> 2. Ask learners which dinosaur they think was the longest, tallest, fastest and scariest. You can use some of the flashcards from the previous lesson, or show some YouTube clips (be selective about the appropriacy of some of the clips, considering the age of the learners). 3. Ask learners to guess how tall/long/fast the dinosaurs were, using the flashcards to activate background knowledge. There are no correct answers to this task but it is essential to elicit some ideas from learners, for example <i>Do you think T-rex (show flashcard) was bigger than this classroom/taller than this school/ran faster than a car?</i>
Resources	Main activity
<p>Learner's Book page 100</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 100 of their Learner's Book and elicit what they can see, for example <i>a dinosaur, a chicken, three buses, seventeen elephants and a small dinosaur.</i> 2. Ask learners to close their eyes and think of a dinosaur that is 37 metres long: that's around thirty teachers lying head to toe. Still with their eyes closed, ask learners to imagine a dinosaur that is as long as three buses. Elicit which image is easier for the learners to imagine. Ask learners to look at the first picture and elicit if the dinosaur and buses are the same length. Elicit the target language from the learners; for example, <i>the longest dinosaurs were as long as three buses.</i> 3. Learners then work individually to complete the next two examples. <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners and write the answers on the board so that learners can correct their own work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. The longest dinosaurs were as long as three buses. 2. They were as heavy as seventeen elephants. 3. The smallest dinosaurs were as small as chickens. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to correct their work, as they are likely to drop the plural affix for questions two and three, for example learners may write <i>elephant</i> rather than <i>elephants</i>, and <i>chicken</i> rather than <i>chickens</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of other examples using the <i>as ... as</i> structure, using the headwords from the task as a prompt, for example <i>the longest dinosaurs were as long as eight cars, they were as heavy as 50 lions, the smallest dinosaurs were as small as ducks.</i>

<p>Learner's Book page 100 Audio Track 58</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to unjumble the letters to make the adjectives. 2. Do an example with the whole group before learners begin the task. 3. At the end, play the audio so learners can check their answers. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, focus the group and play the audio, pausing the audio between answers to give learners enough time to check their answers. If there are any issues with pronunciation, drill chorally and individually.</p> <p>Answers</p> <p>1 big; 2 small; 3 fast; 4 slow; 5 strong; 6 heavy; 7 loud; 8 quiet; 9 dangerous</p>
<p>Learner's Book page 100</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to imagine a dinosaur and elicit if it was a herbivore or carnivore by asking: <i>Did it eat plants or meat?</i> 2. Learners read the <i>as ... as</i> examples in the Use of English box. Explain that these are similes and that a simile is a figure of speech that directly compares two things. With the whole group, brainstorm ideas for the different adjectives, for example <i>Can you think of something soft? A cloud, a pillow, a cat's fur. Can you think of something heavy? Fifty thousand cars, a hundred shopping malls, a planet.</i> 3. Learners work individually to write similes for their imagined dinosaur. Monitor carefully and take notes of creative use of language. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners with creative examples to read out their examples to the group.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It is vital for these learners that they have enough time for stage 2 of the task, so that they can confirm the meaning of the adjectives and associated vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and think of two more adjectives, for example <i>cold</i> and <i>scary</i>. Learners then work in pairs to write more examples using the <i>as ... as</i> structure. Pairs can then swap their examples with another pair, who can correct the examples as needed.
<p>Activity Book page 70</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think of something soft and write some of their answers on the board. 2. Learners read the examples and choose the description they like the best by underlining it. 3. Encourage learners to give the reason why they chose a specific answer when they check with their partner. <p>Feedback</p> <p>Ask the learners who chose description a to raise their hands. Count how many learners chose this option and write the number on the board. Repeat this process for descriptions b and c as well. Ask some of the learners to give a reason why they preferred their chosen description.</p>
	<p>Answers</p> <p>Learners' own answers</p>

Activity Book page 70	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Learners read the adjectives in the box and choose six by circling the words. Learners write six sentences using the <i>as</i> + adjective + <i>as</i> structure. Monitor carefully when learners are on task and direct their attention to the written models on the board as needed. Pay attention to pronunciation and use of /əz/ for <i>as</i>. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate a few learners to give examples for each adjective.</p> <p>Answers</p> <p>Learners' own answers but should all include the <i>as</i> + adjective + <i>as</i> structure.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners may find it quite challenging to think of comparisons, so give them an extended time period for completing this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners choose another three adjectives from the word bank and write three more example sentences using the <i>as</i> + adjective + <i>as</i> structure.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask the learners to work in small groups of four or five. Call out an adjective, and each group has to orally brainstorm an example of the adjective using the <i>as ... as</i> structure. It is key that you give a couple of examples for the whole group before the game begins, for example you call out <i>blue</i>, and elicit or provide different examples, for example <i>Blue! As blue as the sky, as blue as the sea. Long! As long as a snake, as long as a river, as long as my grandmother's hair.</i> Allow 20 seconds for each group to decide on their example and then ask each group for their answer. Award points to the most creative or unusual answers. The team with the most points wins the game.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.3.7.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in several mini-dialogues about dinosaurs. Speaking: To ask and answer questions about dinosaurs. Reading: To read for specific information. To read definitions and match with dinosaur related lexis. Writing: To write complex sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate their lexical range of theme-related vocabulary • spell theme-related lexis more accurately • listen for specific information • use the past simple to describe completed events in the past • use the structure ... <i>years ago</i> to state specific times in the past.
Link to prior learning: <ul style="list-style-type: none"> • The environment • The past simple • Adjectives • Comparatives • Superlatives • Dinosaur features • Parts of the body • Adverbs 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>dinosaur, carnivore, herbivore, claws, extinct, horns, spikes, weapon</i> Key expressions/structure: <i>could; past simple; ... years ago</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may become anxious when tasks do not require a specific answer. Encouraging learners and highlighting the idea of content, rather than specific language required, can reduce the learners' anxiety levels. 		
Resources/equipment needed: Learner's Book page 101 Activity Book page 71 Audio Track 13 (Activity Book) Dinosaur flashcards sourced from the Internet and prepared by yourself for previous classes.		

UNIT 6 LESSON 6 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"> 1. Ask learners to look through Unit 6 of their Learner's Book and choose a lesson (from Lessons 1–5) that they liked the most. 2. Learners discuss their favourite lessons with their small group, telling each other why they liked their specific choice the most. 3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on and give their reasons.
<p>Resources</p> <p>Learner's Book page 101</p>	<p>Main activity</p> <p>Word Study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the definitions and write the correct word for each. 2. Do the first example as a whole group, eliciting the correct spelling. 3. Learners work individually to complete the words. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, ask learners to raise their hands and spell the words aloud as you write them on the board.</p> <p>Answers</p> <p>1 dinosaur; 2 carnivore; 3 herbivore; 4 claws; 5 horns; 6 spikes; 7 fight</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look through Lessons 1–5 of their Learner's Book to check their spelling before the pair check. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can look through Lessons 1–5 and choose three more items of vocabulary. Learners then write definitions for or questions about their chosen items. Learners swap their definitions/questions with a partner, who has to name the word. Learners can check together if their answers and spelling are correct.
<p>Learner's Book page 101</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the four dinosaurs and elicit what they know about them, for example, <i>Were they herbivores or carnivores? Could they run quickly or not? Were they as big as a bus?</i> 2. Elicit some facts about each of the four dinosaurs. Encourage the learners to be creative, using <i>could</i>, <i>couldn't</i>, the past simple and <i>as ... as</i>. 3. Learners work individually and write two facts about each dinosaur. Monitor learners while they are on task and upgrade language as necessary. <p>Feedback</p> <p>After pairs have checked with their partner or small group, nominate some specific learners to give their examples, particularly the learners who have provided original ideas.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can become quite anxious in tasks where they can choose what information to write. To reduce anxiety levels, prompt them to think about each specific dinosaur's features, where the dinosaur lived, what it ate, what it <i>could</i> or <i>couldn't</i> do, possibly comparing it to other dinosaurs.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write additional sentences for each dinosaur.
<p>Activity Book page 71 Audio Track 13</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in questions 1–4 and describe them to their partner. 2. Learners then listen to the audio track and tick the correct options. 3. Learners compare their answers with their partner or small group. <p>Feedback</p> <p>Ask learners to put their hands up if they answered a (hands up), b (hands up) or c (hands up) for question 1. Give the correct answer for question 1, so learners can tick or change their answer. Repeat for questions 1–4.</p> <p>Answers</p> <p>1 C; 2 A; 3 C; 4 B</p>
<p>Activity Book page 71</p>	<p>Assessment box: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to tick the box for themselves and then compare with a partner. 2. Do any remedial teaching as necessary. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to look at tasks in their Learner and Activity books and elicit from them what they found easy or difficult. Prompting from the teacher before the learners begin the task will activate their memory of the activities before they choose a box on the grid. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to focus on how to improve the areas they feel they still need to work on. Learners can work with a partner and think of ideas how to develop, for example <i>I'll practise using 'could' and 'couldn't' when I talk to my friends in the class, I'll look at my Learner's Book and Activity Book and practise spelling important words.</i>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Place the numbered dinosaur flashcards around the room (from Lesson 1) and give learners the opportunity to look at them before the game begins. Ask learners to work in small groups and ask one member of the team to write down the letters A–J in a column. 2. Read out ten definitions or facts about specific dinosaurs and ask learners to write the number of the flashcard with that dinosaur on it (not the dinosaur name) next to each letter, for example <i>A This dinosaur was a carnivore and I think it was the scariest dinosaur because it could run very quickly and had a lot of sharp teeth.</i> The flashcard numbers can be repeated more than once. 3. Once you have finished definition J, ask the teams to swap their answers with another group. Read out the answers and learners check. Then they give back the paper to the correct group. The winner is the group with the most correct answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about a dinosaur and correct key information. Speaking: To compare, ask and answer questions about different dinosaurs. Reading: To read for specific information in a factual text about a dinosaur. Writing: To write a dinosaur fact file.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific details in a factual text • compare and share ideas about different dinosaurs • use a range of theme-related lexis • write an accurate fact file • read for specific information.
Link to prior learning: <ul style="list-style-type: none"> • Superlatives • Comparatives • as + adjective + as • The present simple • Descriptive language 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>horns, scientists, fossils, leaves, thousand, million, to lay eggs</i> Key expressions/structure: as + adjective + as; past simple; superlatives; comparatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the listening tasks quite challenging in terms of listening and upgrading the lexis in the text as they listen. Clarify that they do not have to listen and understand everything in the text and that you will pause the audio after key information and they will have time to identify the error and correct it. 		
Resources/equipment needed: Learner's Book pages 102–103 Activity Book page 72 Audio Track 59 Copy of audioscript for Audio Track 59 to check answers. One copy per learner. Flashcards of different dinosaurs from previous lessons.		

UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall which dinosaur was the longest, the fastest, ate the most meat, had the most horns and had the most spikes. 2. Learners brainstorm their ideas in groups. Note key information on the board.
Resources	Main activity
Learner's Book page 102	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture, which compares different dinosaurs' sizes to a human being. Learners work in pairs/small groups and describe some of the differences, for example <i>Dinosaur A is as big as an aeroplane</i>, <i>Dinosaur x is as big as Dinosaur y</i>, using comparative language (<i>as ... as</i>). 2. Ask learners to look at the diagram again and answer the questions. 3. Learners work individually to complete the task. <p>Feedback</p> <p>Discuss the differences between the dinosaurs as a group.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may become quite anxious when faced with long and challenging dinosaur names, so focus them on using the accompanying letter for the dinosaur rather than the name. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say four true or false statements about the diagram, and their partner decides if the statements are true or false. Learners then swap roles.
Learner's Book page 102	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture in Activity 1 again and answer the questions by writing the letter of the correct dinosaur next to each one. 2. Learners work individually to complete the task. <p>Feedback</p> <p>After pairs have completed their pair checks, nominate learners to come to the board and write up the question number and corresponding letter, not the dinosaurs' names, as this is not relevant for the task.</p> <p>Answers</p> <p>1 E; 2 B; 3 D; 4 E; 5 F; 6 B and D; 7 H; 8 C</p>
Learner's Book page 103 Audio Track 59	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the text on page 103 of their Learner's Book. 2. Draw the learners' attention to the <i>Listening strategy</i> box. 3. Explain that the words in blue are incorrect and that learners will listen to the audio closely to hear the correct ones. 4. Play the audio and pause after the first word in blue: <i>thousand</i>. Elicit from learners if this is the same as the audio track. Elicit the correct word: <i>million</i>.

	<p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, give them a copy of the audioscript for Track 59 (from the back of this Teacher’s Guide), so that they can self-correct their work.</p> <p>Answers</p> <p>1 million; 2 three; 3 five; 4 scientists; 5 toes; 6 leaves; 7 twenty; 8 a melon</p> <p>Differentiation activities (Support):</p> <p>1. Pause the audio after each sentence which has a blue highlighted word in the reading text. This will give learners processing time to write the correct words.</p> <p>Differentiation activities (Stretch):</p> <p>1. During the peer check, ask these learners to work with a less able learner to support with upgrading errors as needed.</p>
<p>Activity Book page 72</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> Go through the information in the Fact File with learners, explaining anything difficult. Show how the first fact about the hadrosaur has been put into sentence form in the example. Complete the second sentence about the hadrosaur’s size with the class. Ask learners to write more sentences about the hadrosaur in the same way, so they complete the short report. Monitor learners as they write, assisting with vocabulary and sentence formation as appropriate. Now explain that they are going to write about another dinosaur, using the hadrosaur sentences and Fact File as a guide. Stick the dinosaur flashcards around the classroom, to help learners choose a dinosaur to write about, and to discourage them from focusing on the pronunciation of the dinosaurs’ names (which will be challenging, and not necessary for this lesson). Ask learners to write a similar report about their favourite dinosaur, and draw a picture of it. Monitor closely to make sure learners are on task, and input and upgrade language as necessary. Reassure learners that they can use cursive script or print. <p>Feedback</p> <p>After the pair check for accurate use of language, ask learners to work with a different partner and ask and answer questions about each other’s text. Highlight correct/incorrect language on the board and encourage learners to correct the errors in small groups. Please do not indicate who produced the correct/incorrect language.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to look through their Learner’s Book to activate prior knowledge or find information about their specific dinosaur.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to add extra information to their texts.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> To round off the class, ask learners to leave their texts open on their desk and look at their peers’ texts. Learners choose two texts they like (not their own). Learners sit back in their small groups and tell each other which two texts they chose and why. Ask some learners which texts they chose and encourage them to talk about whether the writing was clear, if there was good punctuation and if it was interesting. This will raise learners’ awareness about presenting their work neatly.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of: (f) comparatives and (g) superlatives.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen, understand and follow instructions. Speaking: To ask and answer questions about habits in the past. Reading: To identify key information in a text about dinosaurs. Writing: To write personal sentences using the structure <i>used to</i> with the coordinating conjunction <i>but</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about past habits • talk about past habits • use the relative pronouns <i>who</i> and <i>which</i> accurately when speaking and writing • use commas accurately before coordinating conjunctions in written sentences.
Link to prior learning: <ul style="list-style-type: none"> • The environment • The past simple • The present simple • Coordinating conjunction <i>but</i> 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it particularly as relates to air, climate, land, food, energy, water and ecosystems. 		
Key vocabulary: <i>to climb, cold-blooded, warm-blooded, scaly skin, feathers, speak English, teeth, knife and fork</i> Key expressions/structure: <i>used to</i> and <i>didn't use to</i> for past habits; past simple; present simple; relative pronouns <i>who</i> and <i>which</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the meaning of <i>used to</i> challenging. Give target sentences on the board and elicit the meaning. Write <i>I used to walk to school</i> on the board and elicit from the learners, for example <i>Is this in the past, present or future? (Past), Did I walk to school once, or many times? (Many times), Was it a habit in the past? (Yes), Do I walk to school now? (No)</i>. Drill chorally and individually, using a weak form for <i>to</i>, for example /'ju:st tə/. 		
Resources/equipment needed: Learner's Book page 104 Activity Book page 73		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about dinosaur discoveries from a previous lesson. 2. Learners brainstorm in groups what they can remember, using their Learner's Book page 99 to activate their background language as necessary. 3. Write some examples of what scientists used to think about dinosaurs and what they think now, for example <i>scientists used to think that dinosaurs had no living relatives, but now they think that birds are living dinosaurs.</i>
Resources	Main activity
Learner's Book page 104	<p>Read and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the texts on page 99 and underline the examples of <i>used to</i>. 2. Learners complete the gapped sentences using the words in the box. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Some dinosaurs used to have feathers. 2 In China, some dinosaurs used to climb trees. 3 Scientists used to think there were no poisonous dinosaurs. 4 Some birds used to be small dinosaurs. 5 Scientists now believe that some dinosaurs used to be warm-blooded. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to take notes of the key information in the text on page 99. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of examples of things they used to do when they were younger, but don't do now.
Learner's Book page 104	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box with the learners to clarify the language point. 2. Ask learners to read the clues and then discuss the answers with their partner. 3. Elicit from learners, for example <i>In sentence one, is this talking about a person or a thing? (A person) Do we use who or which when we are talking about a person? (who)</i> Repeat the discussion for sentence two. 4. Learners individually read the sentences and choose the correct relative pronoun, <i>who</i> or <i>which</i>. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask them to raise their hands if they think they have the correct answers. Encourage learners to give reasons for their choices, for example <i>Why did you choose who? (Because it is a person.)</i></p> <p>Answers</p> <p>1 who; 2 which; 3 who; 4 who; 5 which; 6 which</p>

Activity Book page 73	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and join the sentence halves to create correct sentences. 2. Do an example with a more able learner to provide a model for the whole group. 3. Monitor learners while on task to ensure successful completion. <p>Feedback</p> <p>After the learners have checked their answers in pairs, nominate learners to give feedback by asking them to raise their hands if they think they have the correct answers. Answers should be given with the question number and letter, to keep the feedback stage efficient.</p> <p>Answers</p> <p>1 c; 2 a; 3 b; 4 e; 5 d</p>
Activity Book page 73	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the box. 2. Read the example sentence to model the task. Give another example sentence with 'who'. 3. Ask small groups of learners to choose four of the words and think of definitions for them, using <i>who</i> or <i>which</i>. Monitor carefully as learners may need language or lexis input for this task. <p>Feedback</p> <p>After learners have brainstormed their ideas in small groups, ask them to join another small group to compare their answers and choose the definitions they like the best. Ask learners for their definitions and write them on the board. Upgrade language as necessary.</p> <p>Answers</p> <p>Learners' own answers but possibly: A teacher is someone who helps learners learn/teaches learners. A dinosaur is an animal which is extinct/lived a long time ago. My friend is someone who I love/have fun with/talk to. My father is someone who I love very much/takes care of me. A carnivore is an animal which eats meat. Spikes are sharp things which some dinosaurs have on their backs. An extinct animal is something which is no longer alive in the world. Claws are sharp nails which some dinosaurs have on their feet.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on examples on the board to help them complete the task successfully. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of three more examples of sentences using <i>which</i> and <i>who</i>.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to reflect on the lesson and what they found easy or challenging about it. 2. Ask learners to look at their Learner's Book and Activity Book and discuss with their partner or small group which activities they found challenging/easy and which activities they liked/didn't like. 3. Use feedback from learners to inform future lessons.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.1) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.4.3.1.2) Use language structures of: (b) past habits, (j) compound sentences with <i>but</i>, and (n) relative pronouns.</p> <p>(G4.4.4.1.3) Correctly use a comma before a co-ordinating conjunction, and to set off the words <i>yes</i>, and <i>no</i>, from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a poem about a pet dinosaur. Speaking: To ask and answer personal questions about finished time periods. Reading: To read and understand a short poem about a dinosaur. Writing: To write a short poem about a pet dinosaur.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about specific times in the past using <i>ago</i> and the past simple write sentences about their own pet dinosaur develop awareness of sentence stress patterns review and name animal body parts and specific dinosaur features.
Link to prior learning: <ul style="list-style-type: none"> The environment The past simple Dates and time phrases Adjectives Ordinal numbers Animal body parts Using similes <i>as + adjective + as</i> 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>pet, fortunately, unfortunately, heavy, fast, slow, strong, loud, quiet, dangerous, soft, big, small</i> Key expressions/structure: <i>as + adjective + as</i> (for comparison); past simple affirmative and question forms; <i>How many years ago...? ... years ago.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> At this age, many learners focus on completing ask and answer speaking tasks as quickly as they can, rather than focusing on the accuracy and content of what they are producing. During the modelling stage of the task, give clear examples that highlight making full responses to a peer's questions, for example rather than replying <i>five years ago</i>, learners should be encouraged to use more language, for example <i>I started learning English five years ago.</i> 		
Resources/equipment needed: Learner's Book page 105 Activity Book page 74 Audio Tracks 60 and 61		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look at the picture of the dinosaur on page 105 of their Learner's Book and describe it to their partner. 2. Encourage learners to use <i>as</i> + adjective + <i>as</i> structures to describe the dinosaur and also describe its appearance using dinosaur related lexis, for example <i>sharp teeth, claws ...</i>
Resources	Main activity
Learner's Book page 105 Audio Track 60	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the title of the poem <i>Unfortunately</i>. On the board, write the following example: <i>I want to buy a pen. Unfortunately, I don't have any money. I want to buy a pen. Fortunately, I have some money.</i> Elicit from the learners which is lucky and which is unlucky. Explain that the word <i>fortunately</i> can mean to have good luck and that <i>unfortunately</i> can mean to have bad luck. 2. Ask learners to read and listen to the poem. After the first listening, ask learners to clap or toe tap or use any other body percussion to mark the beat of the poem. Clarify any vocabulary issues. 3. Ask learners to work together as a whole class and practise saying the poem together, clapping in time to the rhythm. <p>Feedback</p> <p>Ask learners to work together in pairs and practise.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure learners follow the beat of the poem by clapping as this will help them keep the rhythm of the poem. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work with a partner and memorise the poem. One learner says one line of the poem, and the other repeats. Then the roles are reversed. Finally, both learners say the poem together, relying on memory rather than the printed text.
Learner's Book page 105 Audio Track 61	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences. Discuss which words could go in each gap as a class. 2. Learners listen to the audio and complete the sentences. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands and spell the words aloud. Write the words on the board so learners can self-correct as needed.</p> <p>Answers</p> <p>1 fossils; 2 living; 3 old; 4 ice; 5 footprints</p>

<p>Activity Book page 74</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. 2. Give an example, <i>The United Arab Emirates was formed in 1971. How many years ago was that?</i> Write the question on the board. Give learners processing time to answer. 3. Ask learners to work with their partner to ask the same question about the remaining UAE events. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Drill chorally and individually if there are issues with pronunciation of the numbers.</p> <p>Answers</p> <p>Answers will depend on the current year.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the years given in each statement, and have them calculate the number of years between then and now. Then add the number to the phrase, ... years ago. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of an additional three questions to ask their partner using the <i>How many years ago ...</i> question form with other verbs, for example <i>How many years ago did the UAE football team play in the World Cup?</i> and the ... years ago structure in the response.
<p>Activity Book page 74</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Write the following dinosaur names on the board: <i>Stegosaurus, Brachiosaurus.</i> 2. Ask learners to look at the names of the dinosaurs written on the board. Do not ask learners to pronounce the names of the dinosaurs, but focus their attention on the final spelling <i>-osaurus</i>. Highlight this in colour for your learners by underlining, for example <i>stegosaurus</i>. 3. Ask learners to add their own name to the end ing <i>-osaurus</i>, in preparation for creating their own dinosaur. Focus them on the example on page 74. Go through the activity instructions, and elicit ideas for characteristics of the dinosaur. 4. Learners make up a name for their imagined pet dinosaur and draw a picture. Learners write three or four sentences about their pet dinosaur, describing what it looks like and what it can do. <p>Feedback</p> <p>After learners have pair-checked their three to four sentences, ask them to mingle with their peers, show each other their drawings and talk about their pet dinosaurs. Monitor for accurate and inaccurate language use and highlight some of these on the board, encouraging the learners to self-correct. Please do not indicate who produced the correct/incorrect examples of language.</p>

	<p>Answers</p> <p>Learners' own answers, but should include some description of body parts and ability using <i>can</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the model on page 74 and quickly draw the dinosaur described. Point to the characteristics described and ask them to find the equivalent sentences in the model text. 2. Then elicit some ideas for characteristics for their own drawings. Give these learners a strict time limit for their drawings, so they make time for the writing. Then monitor and input vocabulary and sentence structures, as appropriate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write additional sentences about their dinosaur, for example describing what their pet dinosaur eats, drinks, likes to do at the weekend ...
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners if they can remember the poem. Encourage learners to use their books as support if required initially. 2. Put the learners in small groups, and encourage them to clap the beat of the poem. Groups can take it in turns to recite the poem. 3. The whole class recites the poem together.

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>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.1.1) 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>(G4.4.2.1.2) 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; use appropriate organisational structure and text features modelled by the reading texts, and organise ideas into a beginning, middle and ending.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for global understanding in a fictional story about a dinosaur computer game. Speaking: To re-tell a summary of the main points of a fictional story about a dinosaur computer game. Reading: To read for specific details in a text about a dinosaur computer game. Writing: To write answers for tasks.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for specific information and re-order a text • listen to a fictional text for global understanding • orally summarise a fictional story to their peers • ask and answer present simple questions with upgraded accuracy and fluency.
Link to prior learning: <ul style="list-style-type: none"> • The past simple • The present simple • Dinosaur-themed lexis 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>computer games, icon, to click, to hide, to touch, to shake</i> Key expressions/structure: Past simple; present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the re-ordering of the text task challenging. Encourage learners to orally brainstorm the story before starting the task. During the task, support can be given through prompts and encouraging the learners to use the visuals as clues. 		
Resources/equipment needed: Learner's Book pages 106–107 Activity Book page 75 Audio Track 62 Learner dictionaries		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they like computer games and what kind of games they like to play. 2. Elicit some examples and encourage them to give reasons for their answers, for example <i>I like computer games because they are fun and I can play with my friends,</i> or <i>I don't like computer games because they are boring.</i>
Resources	Main activity
Learner's Book pages 106 Audio Track 62	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Pre-teach the following vocabulary, <i>a computer screen</i> (point at a computer screen/draw one on the board), <i>an icon</i> (show the WiFi icon on a phone/ computer, or draw it on the board), <i>to shake</i> (mime) and <i>to hide</i> (mime). 2. Play the audio. Learners listen and read the story. 3. Learners read the questions and answer T or F. Elicit the true versions of the false sentences. Questions 1 and 5 can have different answers depending on which point in the story is focused on. Discuss with the class. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p style="text-align: center;">Answers</p> <p>1 T; 2 F; 3 T; 4 T; 5 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on only listening for the information about Khulood liking/not liking the computer game. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to justify their choice in a little more depth, for example <i>In the picture, Khulood is smiling when her father gives her the computer game.</i>
Learner's Book page 107	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the fact that these sentences are not in the same order as in the story. 2. Ask learners to read the sentence with a number 1 next to it. Ask them what happens next, for example <i>She switched on the computer, put the game in and looked at the screen.</i> 3. Ask learners to work in pairs for this task and monitor carefully to ensure all learners are on task. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, nominate for feedback by asking learners to raise their hands. Ensure learners read out the number and the accompanying sentence to ensure feedback is clear for their peers.</p>

	<p>Answers</p> <table border="1" data-bbox="488 249 1514 449"> <tr> <td>1</td> <td>Khulood's father gave her a new computer game.</td> </tr> <tr> <td>2</td> <td>She switched on the computer, put the game in and looked at the screen.</td> </tr> <tr> <td>3</td> <td>Khulood clicked on the icon and suddenly POOM!</td> </tr> <tr> <td>4</td> <td>'We have to look for an old dinosaur bone.'</td> </tr> <tr> <td>5</td> <td>'Hmmm. Maybe I'll play a different game.'</td> </tr> </table> <p>Differentiation activities (Support):</p> <p>1. Give learners more time to complete the task. Ask them to tell you the story orally first and then they can choose from the sentences supplied. Alternatively, you can ask the learners to use the story for support.</p> <p>Differentiation activities (Stretch):</p> <p>1. When these learners have completed their task, encourage them to work with less able learners, not by just showing them their answers, but by helping them find the sequence information in the original text.</p>	1	Khulood's father gave her a new computer game.	2	She switched on the computer, put the game in and looked at the screen.	3	Khulood clicked on the icon and suddenly POOM!	4	'We have to look for an old dinosaur bone.'	5	'Hmmm. Maybe I'll play a different game.'
1	Khulood's father gave her a new computer game.										
2	She switched on the computer, put the game in and looked at the screen.										
3	Khulood clicked on the icon and suddenly POOM!										
4	'We have to look for an old dinosaur bone.'										
5	'Hmmm. Maybe I'll play a different game.'										
<p>Learner's Book page 107</p>	<p>Word Study: Activity 3</p> <p>1. Ask learners to read the vocabulary from the story in the left-hand column and match with the correct definitions on the right.</p> <p>2. Encourage learners to use dictionaries for words they do not know, or are unsure about.</p> <p>3. Learners check their answers with their partner or small group.</p> <p>Feedback</p> <p>Nominate learners for feedback and ask them for the number and the letter to keep the feedback stage efficient.</p> <p>Answers</p> <p>1 a; 2 c; 3 b; 4 d</p>										
<p>Activity Book page 75</p>	<p>Talk: Activity 1</p> <p>1. Ask learners to draw five pictures from Khulood's story.</p> <p>2. Provide prompts for learners if they are not sure.</p> <p>3. Learners use their pictures to tell each other the story.</p> <p>Feedback</p> <p>When finished, ask learners to check the story in the Learner's Book with their pictures.</p>										
<p>Activity Book page 75</p>	<p>Read and talk: Activity 2</p> <p>1. Ask learners to read the stepped instructions for the grid.</p> <p>2. Give a model for the task, working with a more able learner. Draw a grid on the board and draw a dinosaur bone in A3. Ask: <i>Is there a dinosaur bone in A2? No, there isn't. Is there a dinosaur bone in A3? Yes, there is.</i> Write the example question and answer for the task on the board.</p> <p>3. Learners then draw three bones and five dinosaurs in their grids (without showing anyone else) and ask and answer questions with a partner. Learners should keep a tally of the bones they successfully find. Explain that if learners choose a square with a dinosaur in it, they lose one of three points. Monitor and upgrade learners' accuracy during the task as needed.</p> <p>Feedback</p> <p>After learners have completed their games, ask them to raise their hands if any of them found all the bones before they lost their three points.</p>										

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="437 254 1475 324">1. To round off the lesson, ask learners if they can remember Khulood's story in small groups.<li data-bbox="437 331 1475 508">2. Ask the groups to re-tell the story to the whole class: they could take turns to say a line each, or speak chorally. You could ask the groups to think of mimes and gestures for the story as well, to aid memory, for example <i>dinosaur claws</i>, <i>switching on the computer</i>, <i>hiding</i>, <i>POOM!</i><li data-bbox="437 515 1475 637">3. You re-tell the story, but explain that there will be some mistakes for learners to spot. Learners should listen carefully and raise their hands when they hear a mistake. The learner who indicates there is a mistake has to say what really happened in the story.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.1) Summarise main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.2.1.2) Recount short narratives based on events from stories or familiar experiences; develop topics for stories or poems, using precise words to describe characters.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to their partner's questions. Speaking: To talk about how long ago they did specific activities. Reading: To read for specific information in a text about a local fossil discovery. Writing: To write personal sentences about how long ago they did activities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss when they did activities in the past • develop their scanning skills • read for specific information • develop fluency when discussing past activities using the past simple + <i>ago</i> • write accurate sentences using the past simple + <i>ago</i>.
Link to prior learning: <ul style="list-style-type: none"> • The past simple • Dinosaur-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Students will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences. 		
Key vocabulary: <i>start, learn, born, speak, lose, tooth</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 may find it challenging forming past simple questions with <i>ago</i>, particularly word order and correct form. Give clear oral models for learners and provide choral and individual drilling. Write target questions on the board to support learners when they are asking and answering questions with their partner or small group, for example <i>How many years ago did you + base ..?</i> It is important to highlight the question form <i>How many years ago were you born?</i> Provide the sentence frame for this specific question, for example <i>I was born ... years ago.</i> 		
Resources/equipment needed: Learner's Book page 108 Activity Book page 76		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the word <i>dinosaur</i> on the board and ask learners, <i>Does it have a long or short body? How many legs does it have?</i> Ask a learner to come to the board and draw the body and legs. Continue asking learners what other features the dinosaur has and build up the drawing on the board, asking different learners to draw. Ask learners to work in small groups to give a name to their dinosaur
Resources	Main activity
Learner's Book page 108	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners how long ago dinosaurs lived and prompt them, for example <i>Did they live one hundred years ago? (No), Did they live one thousand years ago? (No)</i> Ask learners to work in pairs or small groups and discuss their ideas. Monitor while learners are on task to pick up learners' responses for feedback. Upgrade learners' pronunciation as needed by providing clear oral models and choral and individual drills. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask these learners to work in pairs or small groups with stretch learners to provide additional support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask these learners to support their peers by doing the activity with them.
Learner's Book page 108	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to look at the two sentences. Learners work individually to complete the gaps. The timeline gives them a range of options to choose from. Tell them to use the numbers on the timeline to help them. Ask learners to check their answers in pairs or small groups. Then, ask learners to read the text on page 95 of their Learner's Book and check their answers. <p>Feedback</p> <p>Monitor while learners are checking their own answers to ensure they are on task. After learners have compared their answers in pairs, randomly nominating learners by name to give the answers.</p> <p>Answers</p> <p>The first dinosaurs appeared <u>220 million</u> years ago. The last dinosaurs died <u>65 million</u> years ago</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners may be anxious about guessing answers. It is important to praise their efforts to complete the sentences, even if their guesses are inaccurate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Get fast finishers, to work with a partner or small group and ask them, <i>How many years did dinosaurs live on Earth? (285 million years).</i>

<p>Learner's Book page 108</p>	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. On the board, write the sentence, <i>The dinosaurs died 65 million years ago</i>. Draw a timeline on the board, clearly indicating now (the present), the past and the future. Ask learners, <i>Do dinosaurs live now? (No)</i>. <i>Did they live in the past (Yes)</i>. <i>When in the past? (65 million years ago)</i>. <i>So is 'ago' before now or after now?</i> Ensure that the concept-checking questions are supported by pointing to the timeline to help learners. 2. Write on the board the target question structure, <i>How many years ago were you born?</i> Elicit responses from learners and prompt them to use the past simple and <i>ago</i>. Elicit a few more examples from learners and then ask them to work in pairs or small groups to ask and answer the questions. Focus learners on the dialogue in the speech bubbles on page 108 and model the dialogue with a confident learner. Explain that they are going to carry out the same conversation with a partner, using the questions in the book, to ask and answer. <p>Feedback</p> <p>On the board, write some examples of accurate/inaccurate language use, but do not indicate which learner produced the utterances. Ask the learners to work in small groups and decide which examples are correct or not. The whole group then upgrades the inaccurate examples.</p> <p>Answers</p> <p>Learners own answers, but will use these sentence frames: I was born ... years ago, I started learning English ... years ago, I learned to read ... years ago, I lost my first tooth ... years ago</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prompt these learners to use the examples on the board to help them achieve the task successfully. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For these learners, ask them to think of two additional, <i>How many years ago did you + base..?</i> questions and work with a partner to ask and answer the questions.
<p>Activity Book page 76</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the activity instructions and the example sentence. Ask them to read the example sentence. Elicit the correct order of the second question too. 2. Now ask learners to work through the questions and write the correct form by sorting the parts. Monitor as they write, to ensure they are on task. 3. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands. When a correctly formed question is given, have all learners repeat and practise saying the question (in preparation for the next activity)</p> <p>Answers</p> <ol style="list-style-type: none"> 2 How many years ago did you start learning English? 3 How many years ago did you learn to read? 4 How many years ago did you lose your first tooth? 5 How many years ago did you start school?

Activity Book
page 76

Talk and write: Activity 2

1. Focus learners on the activity instructions and explain that they are going to ask the questions in Activity 1 to five classmates, asking a different question to each classmate.
2. Have learners repeat each question in a choral drill, to help them build confidence in speaking. Vary choral drill techniques, for example loud and whispering drills; nominating one group of learners, then another (for example, everybody sitting on the back table or front table.)
3. The survey can be done as a mingle activity, with learners standing up and walking around asking different classmates the questions. If you choose this option, you might like to move all desks and chairs to one side, to give the learners space to circulate. Alternatively, sit learners in groups of six and have each learner write the names of five classmates on the top row of their survey table. Then they ask each classmate a different question.
4. Monitor learners closely to make sure they are on track. Help with pronunciation as you listen to them asking the questions. Note any repeated pronunciation errors for feedback.

Feedback

Nominate some confident learners to give some examples of their survey findings. Model the correct response, for example *Mohammed learned to read 4 years ago*. Practise any repeated pronunciation errors with the class during this stage.

Answers

Learners' own answers, but will use these structures:

- 1 [Name] was born ... years ago.
- 2 ... started learning English ... years ago.
- 3 ... learned to read ... years ago.
- 4 ... lost his/her first tooth ... years ago.
- 5 ... started school ... years ago.

Resources

Plenary

1. To round off the lesson, write three example sentences of past simple + *ago* on the board, for example *I lived in Sharjah three years ago, I learned English ... (as applicable) years ago* and *I learned to drive five years ago*. The example sentences should be a mixture of true and false statements.
2. Prompt the learners to ask questions and then guess if each sentence is true or false.
3. Ask the learners to write three sentences about themselves, some true and some false. Learners work in pairs and guess if their partner's sentences are true or 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:			
<p>(G4.2.1.1.2) Talk about past events, habits, and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.4.3.1.2) Use language structures of <i>wh</i>-questions in the past.</p> <p>(G4.4.3.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information in a text about herbivorous and carnivorous dinosaurs.</p> <p>Speaking: To ask and answer questions about dinosaur facts. To discuss carnivore and herbivore foods.</p> <p>Reading: To read and identify correct and incorrect information about dinosaurs.</p> <p>Writing: To spell theme-related lexis accurately.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate theme-related vocabulary • discuss facts about dinosaurs more fluently • use a greater range of theme-related lexis • listen for both gist and detail in a text • read for detail in a factual text.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The environment • Dinosaur-related vocabulary • The past simple • Food <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
<p>Key vocabulary: <i>claws, carnivore, herbivore, spikes, horns, beak, scales, footprint, heavy, feathers, climb, quickly, teeth, tall, eggs, leaves</i></p> <p>Key expressions/structure: Past simple; <i>could</i> for ability</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may become anxious during tasks when there is an element of competition or the need to complete a task quickly, for example the dinosaur quiz. Encourage learners to participate in their small groups for this task and emphasise that the quiz is for fun. Give positive feedback on their participation and efforts made. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 109</p> <p>Activity Book page 77</p> <p>Audio Track 63</p>		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter <ol style="list-style-type: none"> 1. Ask all learners if they can remember the story about Khulood from Lesson 10. 2. Give learners some time to recall and discuss the story with their small group. 3. Learners stand up and re-tell the story, doing any accompanying actions.
Resources Learner's Book page 109	Main activity Read: Activity 1 <ol style="list-style-type: none"> 1. Tell learners that they are going to complete a dinosaur quiz. 2. Give the learners time to read the questions before they start. 3. Learners will be working in a small group, so it is important to emphasise that the group has to work together, rather than one learner rushing ahead in the task. Give a specific time limit for learners to complete the quiz, using the countdown clock on the interactive whiteboard. If this is not available, use a phone/stopwatch that counts down and makes a loud sound when the time limit has been reached. Encourage learners not to let other teams hear their answers. <p>Feedback</p> <p>After learners have checked their answers within their group, read the correct answers aloud, and groups award themselves one point for each correct answer in the quiz. Learners work with their small groups to correct the False sentences.</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 F; 8 F; 9 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners can become quite anxious if they think that they are being tested or assessed in some way. In order to reduce their anxiety levels, emphasise that the quiz is for fun. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two to four more facts about dinosaurs, some true and some false. They can then swap their facts with their partner to identify which are true and which are false. Learners then correct the false statements.
Learner's Book page 109 Audio Track 63	Listen and write: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the words in the box and then to read the incomplete text below. 2. Explain that they are going to listen to the complete text and decide which word from the box goes in each gap in the text. 3. Focus learners before you play the audio for the first time. Learners listen and note the words for the gaps in their notebooks. 4. Play the audio a second time to support learners. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners to give the answers by asking them to raise their hands. Ask learners to spell the missing words aloud as you write them on the board. Learners can self-correct their work as necessary.</p>

	<p>Answers</p> <p>1 carnivores; 2 quickly; 3 teeth; 4 eggs; 5 herbivores; 6 leaves; 7 tall</p> <p>Differentiation activities (Support):</p> <p>1. Pause the audio to give these learners additional processing time to transfer the correct word from the word box into the text.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to work with a less able learner when checking their answers, so that they can encourage them to self-correct any errors.</p>																																																																																																																																																
<p>Activity Book page 77</p>	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to look at the wordsearch on page 77 of their Activity Book.</p> <p>2. Ask learners to work individually to find the dinosaur body part words.</p> <p>3. Ask learners to check their answers in pairs or small groups.</p> <p>Feedback</p> <p>Give a copy of the answer key to pairs to check their own work and develop autonomy.</p> <p>Answers</p> <table border="1" data-bbox="867 849 1325 1303"> <tr><td>F</td><td>O</td><td>O</td><td>T</td><td>P</td><td>R</td><td>I</td><td>N</td><td>T</td><td>S</td><td>I</td><td>N</td></tr> <tr><td>D</td><td>A</td><td>M</td><td>H</td><td>E</td><td>R</td><td>B</td><td>I</td><td>V</td><td>O</td><td>R</td><td>E</td></tr> <tr><td>C</td><td>O</td><td>R</td><td>N</td><td>I</td><td>N</td><td>A</td><td>W</td><td>S</td><td>E</td><td>E</td><td>Z</td></tr> <tr><td>L</td><td>M</td><td>A</td><td>C</td><td>U</td><td>K</td><td>A</td><td>S</td><td>I</td><td>N</td><td>D</td><td>A</td></tr> <tr><td>A</td><td>S</td><td>N</td><td>I</td><td>G</td><td>H</td><td>T</td><td>E</td><td>E</td><td>Z</td><td>M</td><td>A</td></tr> <tr><td>W</td><td>P</td><td>H</td><td>O</td><td>R</td><td>N</td><td>S</td><td>P</td><td>U</td><td>B</td><td>S</td><td>S</td></tr> <tr><td>S</td><td>I</td><td>C</td><td>U</td><td>K</td><td>A</td><td>C</td><td>S</td><td>I</td><td>A</td><td>L</td><td>L</td></tr> <tr><td>D</td><td>K</td><td>D</td><td>I</td><td>D</td><td>O</td><td>A</td><td>S</td><td>B</td><td>E</td><td>A</td><td>K</td></tr> <tr><td>E</td><td>E</td><td>P</td><td>E</td><td>A</td><td>N</td><td>L</td><td>U</td><td>T</td><td>B</td><td>U</td><td>B</td></tr> <tr><td>T</td><td>S</td><td>W</td><td>I</td><td>N</td><td>S</td><td>E</td><td>O</td><td>N</td><td>E</td><td>I</td><td>S</td></tr> <tr><td>I</td><td>F</td><td>R</td><td>O</td><td>O</td><td>X</td><td>S</td><td>L</td><td>I</td><td>C</td><td>C</td><td>D</td></tr> <tr><td>M</td><td>R</td><td>C</td><td>A</td><td>R</td><td>N</td><td>I</td><td>V</td><td>O</td><td>R</td><td>E</td><td>I</td></tr> </table>	F	O	O	T	P	R	I	N	T	S	I	N	D	A	M	H	E	R	B	I	V	O	R	E	C	O	R	N	I	N	A	W	S	E	E	Z	L	M	A	C	U	K	A	S	I	N	D	A	A	S	N	I	G	H	T	E	E	Z	M	A	W	P	H	O	R	N	S	P	U	B	S	S	S	I	C	U	K	A	C	S	I	A	L	L	D	K	D	I	D	O	A	S	B	E	A	K	E	E	P	E	A	N	L	U	T	B	U	B	T	S	W	I	N	S	E	O	N	E	I	S	I	F	R	O	O	X	S	L	I	C	C	D	M	R	C	A	R	N	I	V	O	R	E	I
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<p>Activity Book page 77</p>	<p>Use of English: Activity 2</p> <p>1. Ask learners to read the five gapped sentences on page 77 of their Activity Book.</p> <p>2. Learners work individually using their notebooks. Monitor while learners are on task to provide input or error correction as necessary.</p> <p>3. Ask learners to compare their answers in pairs or small groups</p> <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own ideas, but will use the relative pronouns as follows:</p> <ol style="list-style-type: none"> 1. A dinosaur is an animal which ... 2. A teacher is a person who ... 3. A carnivore is an animal which ... 4. A herbivore is an animal which .. 5. I am a learner who ... 																																																																																																																																																

Activity Book page 77	Assessment box: Activity 3 1. Ask learners to read the statements and think about their answers. Learners tick the boxes that are true for them, and then compare their answers with a partner or small group. 2. Do any remedial teaching as necessary.		
Resources	Plenary 1. Divide the learners into two groups and ask them to think of a dinosaur-related name for their team. Ask both teams to line up at the board. Give the first person in each team a board pen. Call out dinosaur lexis. 2. The learners with the pens have to write the word correctly on the board. Their teams can help them, but they have to write the word themselves. The first learner to write the correct answer legibly wins the point for their team. Learners pass the pen to the next player in their team. Don't ask learners to spell dinosaur names. It is more useful for them to review the related vocabulary. The team with the most points at the end wins the game, and can choose which song/poem/story/game they want to sing/chant/tell/play. 3. All learners participate in the winning team's choice of song/poem/story/game.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood. (G4.2.1.1.2) Talk about past events, habits and future plans. (G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts. (G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: Ask and answer questions about specific times in the past. Reading: To read and follow instructions. Writing: To write sentences about a specific dinosaur.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use theme-related lexis more confidently • revise and refine their writing skills • reflect on and discuss their recent learning experiences • revise language structures from Unit 6.
Link to prior learning: <ul style="list-style-type: none"> • The past simple • Dinosaur-related lexis • Animal body parts • Herbivorous and carnivorous food sources • <i>Could</i> for past ability • <i>Used to</i> for past habits • <i>as + adjective + as</i> • Comparatives and superlatives 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: <i>meat, strong, quickly, teeth, herbivores, carnivores, sharp, tall, heavy, fast, slow, loud, quiet, dangerous, soft, big, small, horns, claws, extinct, spikes, weapon</i> Key expressions/structure: <i>could, couldn't</i> ; past simple; comparatives; superlatives; adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find reviewing different areas of language quite challenging. You can encourage the learners to look back through Unit 6 in both their Learner's and Activity books to help support the tasks, if needed. 		
Resources/equipment needed: Learner's Book page 110 Markers and circles for the learners to draw smileys on.		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to choose, in pairs, a lesson they enjoyed in the unit and to tell each other why. 2. Give out the circles and ask the learners to draw a smiley face on them. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why. Collect the smileys to use in future lessons.
Resources	Main activity
Learner's Book page 110	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and note five things they learned about dinosaurs in Unit 6. 2. Encourage learners to look back through their Learner's Book and Activity Book. 3. When pairs have their five pieces of information about dinosaurs, they can compare their facts with another pair to find similarities or differences. <p>Feedback</p> <p>When pairs have compared their information with another pair, ask learners to raise their hands for feedback.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need extra processing time to complete the task so either give them an extended period of time to find the five pieces of information, or ask them to find three pieces of information instead. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find an additional two pieces of information that they learned about dinosaurs from Unit 6. Learners then compare their answers with a partner.
Learner's Book page 110	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions. Focus learners on the sentence stress in each question and drill chorally and individually, for example <i>In what <u>year</u> were you <u>born</u>? How many <u>years ago</u> was <u>that</u>? What <u>year</u> was it <u>100 years ago</u>?</i> (stress the underlined words). 2. Ask learners to work with a new partner to ask and answer the questions. 3. When learners are on task, monitor carefully for accurate/inaccurate use of language. <p>Feedback</p> <p>Comment on accurate/inaccurate language and upgrade sentence stress if required.</p> <p>Answers</p> <p>Learners' own answers, but they should use the structures below: <i>In what year were you born? I was born in ...</i> <i>How many years ago was that? It was ... years ago.</i> <i>What year was it 100 years ago? It was 1916. (based on the year 2016)</i></p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide written models on the board and focus learners on these, giving support as needed.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two more questions. Learners then ask and answer the questions with a partner.
Learner's Book page 110	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to individually write three sentences about one of the dinosaurs in Unit 6. 2. Learners now work in small groups. One learner at a time reads out their three sentences and the other members of the group have to decide which dinosaur it is. 3. Ask learners to change groups, and recycle the task to provide more learner communication time. <p>Feedback</p> <p>Provide dinosaur fact sheets for the dinosaurs focused on in Unit 6, so that learners can compare their information. Learners can add extra information about their dinosaurs if they want to provide more content.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners more time to complete the task, and encourage them to punctuate their sentences correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write an additional two sentences about their specific dinosaur from Unit 6.
Learner's Book page 110	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the box and re-tell the story of Khulood. 2. Encourage them to formulate their story in pairs or small groups. <p>Feedback</p> <p>Ask learners to contribute to the story as a group, sentence by sentence. Ask prompting questions so that every detail of the story is brought out.</p>
Learner's Book page 110	<p>Write: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the short texts about the dinosaur discoveries in Lesson 4 (page 99) again and pull out any key details. 2. In pairs, they should then write questions in the past simple for other learners. Circulate and offer help and advice with question formation. 3. Ask learners to stand up and move around, asking each other their questions. Monitor and give further correction. <p>Feedback</p> <p>Ask learners to sit in a circle and ask and answer the questions together.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to find a picture or photo in the unit and describe it without their partner seeing, then the partner has to guess which lesson it was from and what the lesson was about. 2. Take out the dinosaur flashcards and ask learners to describe them.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in Past Simple, Present Continuous, and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To follow instructions to make a simple project.</p> <p>Speaking: To give their opinion and share ideas about dinosaurs.</p> <p>Reading: To read and understand simple instructions and descriptions.</p> <p>Writing: To write complex sentences about their chosen dinosaurs.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • share ideas and collaborate on a project • research relevant information to complete a project • use a greater range of theme-related structures • use the past simple, <i>could</i> and <i>used to</i> accurately when writing their projects.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The past simple • Dinosaur-related lexis • Animal body parts • Herbivorous and carnivorous food sources • <i>Could</i> for past ability • <i>Used to</i> for past habits • <i>as</i> + adjective + <i>as</i> • Comparatives and superlatives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Life and Career Skills: Introduce the learning process to set goals, manage time and work independently. 		
<p>Key vocabulary: <i>spikes, scaly skin, feathers, horns, strong legs, sharp teeth, herbivore, carnivore</i></p> <p>Key expressions/structure: Past simple; <i>could</i> for past ability; <i>used to</i> for past habits; comparatives; superlatives; <i>as</i> + adjective + <i>as</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their projects in the time available. Give simple time reminders, for example <i>You have 4 minutes left to complete this stage of your project.</i> 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 111</p> <p>1) You can prepare an example of each project pre-lesson, so that learners can see what the final product will look like and have a model they can handle and get ideas from. You could also provide a good model/messy model for one of the projects, to raise learners' awareness of the importance of the presentation of their work, for example: organisation, use of colour and visuals, neat handwriting and general tidiness.</p> <p>2) Prepare a project checklist for learners that includes the following key points:</p>		

My work is organised.

My handwriting is neat.

My spelling is correct.

I used correct capital letters and full stops.

I wrote my name on the poster.

I listened to my friends' ideas and helped my team.

I helped tidy the desk and put the rubbish in the rubbish bin.

Project 1: Prepare mini-factsheets on the following dinosaurs for Group A: Diplodocus, T-Rex and Triceratops and Group B: Stegosaurus, Brachiosaurus and Allosaurus. You may have already prepared mini-factsheets for the Group A dinosaurs and for the Stegosaurus in Group B, for earlier lessons in Unit 6. These can be used again here.

Project 2: Learners can use the same factsheets as Project 1 learners, if needed.

Coloured pens/pencils, glue, scissors, different coloured card and poster paper. Use pins/Blu-Tack for the learners to stick their projects on the walls for the latter stages of the lesson.

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 111	<ol style="list-style-type: none"> 1. Ask the learners to look at page 111 of their Learner's Books and read about Project 1: Make a dinosaur mural or Project 2: Become a dinosaur expert. 2. Give learners time to read through both projects before grouping learners evenly between the two projects. 3. Ask the learners to move into their Project 1 or Project 2 small groups.
Resources	Main activity
Learner's Book page 111	<p>Project 1: Make a dinosaur mural</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups and read the project instructions. Clarify any questions about the project. Learners decide if their group will work as Group A or Group B. 2. Give learners the mini-fact sheets about the six different dinosaurs and learners read the information about their chosen three, specific to either Group A or Group B. 3. Learners then research their dinosaurs, using the mini-factsheets, their Learner's and Activity Book, or online (if they have supervised access). You could also recycle the dinosaur flashcards from previous lessons. 4. Encourage learners to think about how they will organise the mural, for example indicate they should lay everything out on the poster paper before gluing. All learners should write their names on the project and the project title. <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support the learners as needed and to focus them on the task.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in the understanding and execution of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Consider the pairings carefully for this task, so that there is a balance of support and stretch learners working together.
Learner's Book page 111	<p>Project 2: Become a dinosaur expert</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and to read through the project instructions. Learners choose one dinosaur to focus on. 2. Ask learners to brainstorm ideas and make notes before they prepare the final draft of their chosen dinosaur report. Learners need to research information about their chosen dinosaur including where the dinosaur lived, what it ate, its size and two more facts. Learners draw a picture of their dinosaur and can label specific features, for example <i>long neck</i>, <i>sharp claws</i>, <i>spikes</i>. 3. Show the mini-factsheets that the learners in Project 1 are using and tell learners they can use this resource as well for their projects. <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Step in to support the learners as needed and to focus them on the task.</p>

	Differentiation activities (Support): 1. These learners will need further support in the understanding and execution of the task.		
	Differentiation activities (Stretch): 2. Consider the pairings carefully for this task, so that there is a balance of support and stretch learners working together.		
Resources	Plenary		
	1. To round off the project preparation lesson, give all the learners the Project checklist and ask them to draw a smiley face ☺ if they have checked, or a sad face ☹ if they didn't check these things ☹. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a ☹ face, the team needs to check their project again and upgrade errors, as required. 3. Ensure that you have collected all of the project samples at the end of lesson and store carefully for the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.			
(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.			
(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.			
(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.			
(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.			
(G4.3.7.1.1) 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.			
(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.			
(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.			
(G4.4.3.1.2) Use language structures of: (2) <i>used to</i> .			
(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to each other's ideas and opinions. Speaking: To ask and answer questions about a dinosaur mural and a dinosaur report. Reading: To read peers' murals and dinosaur reports. Writing: To write simple notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about their project listen for detail in their peers' spoken texts about specific dinosaurs read for detail in their peers' written texts about specific dinosaurs give constructive feedback on their peers' work.
Link to prior learning: <ul style="list-style-type: none"> The past simple Dinosaur-related lexis Animal body parts Herbivorous and carnivorous food sources <i>Could</i> for past ability <i>Used to</i> for past habits <i>as + adjective + as</i> Comparatives and superlatives 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>strong, quickly, teeth, herbivores, carnivores, sharp, tall, heavy, fast, slow, loud, quiet, dangerous, soft, big, small, horns, claws, extinct, spikes, weapon</i> Key expressions/structure: <i>could, couldn't</i> ; past simple; comparatives; superlatives; adverbs of manner		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This makes many learners anxious, and in particular less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 111 Project checklist from previous lesson, but focusing on these aspects: <i>My work is organised.</i> <i>My handwriting is neat.</i> <i>My spelling is correct.</i> <i>I used correct capital letters and full stops.</i> The teacher can write these on the board, and learners can use them as a guide when giving feedback to their peers.		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to describe what they did in the previous lesson, for example making a mural about a group of dinosaurs or writing a report on a specific dinosaur. 2. Ask the learners to split into two groups: the learners who completed Project 1 and the learners who completed Project 2. Learners should sit with their project partner or small group.
Resources	Main activity
Learner's Book page 110	<p>Project 1: Make a dinosaur mural</p> <ol style="list-style-type: none"> 1. Ask the small groups for this project to stand up at the front of the class with their work. Nominate pairs/small groups from Project 2 to create small groups of four. 2. Ask Project 1 learners to show their dinosaur murals to their Project 2 peers. Learners can read through the information in the mural, and ask and answer clarifying questions if needed. Project 1 learners respond and draw Project 2 learners' attention to the visuals, to help support comprehension. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that are particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 2 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage the learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation of the project or the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers. <p>Project 2: Become a dinosaur expert</p> <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and, with their Project 2 partner, tell them to move to a different Project 1 small group. 2. Learners read through the report together. Project 2 learners answer questions about the specific dinosaur, giving reasons for their choice of dinosaur. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that is particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 1 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage the learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation of the project or the discussion.

	Differentiation activities (Stretch): 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.		
Resources	Plenary		
	1. To round off the lesson, ask learners to work together to mount their projects on the wall. 2. Encourage learners to work together to decide how they want to display their materials on the wall. 3. Encourage learners to look at the finished projects on the wall and make comments, for example which project they like the best and why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps. (G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood. (G4.2.1.1.4) Give and explain instructions or directions of four or more steps. (G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings. (G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature: chronological order, sequential, and description). (G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject. (G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>). (G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to general descriptions and identify the item being described. Speaking: To compare and describe items using a picture prompt. Reading: To read descriptions. Writing: To write an instruction involving a description.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare and describe flowers and bugs • use <i>with/without</i> in descriptions • use number, size and colour adjectives in the correct order • ask and answer questions using <i>Is it a ... ?</i> • write a drawing instruction using number, size and colour adjectives in the correct order.
Link to prior learning: <ul style="list-style-type: none"> • Colour vocabulary • Questions to clarify understanding, for example '<i>Is it a ... ?</i>' 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>with/without, bug, size, stripe, spot</i> Key expressions/structure: Present simple; adjective order; <i>Is it a ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Correct adjective order requires practice. Demonstrate how information can be given in multiple sentences: <i>The flower is big. The flower is yellow.</i> Some learners may tend to give information in this way. Explain that use of adjective order gives a more concise sentence. <i>The big yellow flower.</i> Create a 'Number, Size, Colour' poster on the wall and add words to each section. 		
Resources/equipment needed: Learner's Book pages 112–113 Activity Book page 78 Audio Track 64 Colouring pens/pencils; a selection of classroom objects		

UNIT 7 LESSON 1 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"> 1. Hold up a selection of classroom objects and describe them using size and colour words. Incorporate use of <i>with</i> and <i>without</i>, for example <i>This is a small blue ruler with numbers. This is a black jumper without stripes</i>. Elicit some sentences from the learners. 2. Explain that learners will be describing some flowers and bugs in the same way.
<p>Resources</p> <p>Learner's Book page 112</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look closely together at the picture on page 112. 2. Discuss with the class how the flowers and bugs are different from each other. 3. Point out that they are all quite similar, so precise descriptions are needed. Introduce suitable phrases, for example <i>with/without spots, with/without stripes using the worked examples at the top of page 113</i>. <p>Feedback</p> <p>Say: <i>A flower without a bug</i>. Call on individuals to give you the number of a flower matching this description. Repeat with: <i>A bug with six legs</i>.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 113</p> <p>Audio Track 64</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. The audio contains a description of two flowers. Each one is described in three stages, giving more detail until there is just one option possible. 2. Explain to learners that they should listen in full while paying close attention to page 112. They should only write their response when they are certain of the answer. 3. Play the audio at least twice. Clarify any difficult vocabulary. Drill the pronunciation of any new words chorally and individually. <p>Feedback</p> <p>Ask learners to put a finger on the first flower and hold up their books. Repeat for the second flower. If there are any incorrect answers, focus your attention on these learners during Activities 3 and 4.</p> <p>Answers</p> <p>5 and 14</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could just play the final, most complete instruction or read out the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Explain that this activity is a puzzle. How many different answers can the learners find at each stage of the description?

Learner's Book page 113	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Call out a word from the box on page 113 and ask the whole class to call the word back to you. Stress the correct pronunciation. 2. Model describing one of the bugs or flowers, for example <i>It is a bug with six legs. It is a blue bug with one spot.</i> 3. Learners work in pairs to give similar descriptions and ask each other questions. <p>Feedback</p> <p>Ask pairs to model one description to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 113	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> with the class. Write <i>Number, Size</i> and <i>Colour</i> on the board. 2. Ask learners to suggest words to go under each heading. Say a selection of sentences using their suggestions but supplying interesting nouns, for example <i>three little blue dinosaurs.</i> 3. Ask learners to then work independently to write their own instruction sentence. <p>Feedback</p> <p>Ask learners to check their own work against the example sentence in the Learner's Book. They can award a maximum of five ticks for: verb, number word, size word, colour word, noun. Ask learners to check each other's work and carry out the instructions.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 78	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions to learners and explain that they need to follow these instructions and colour the bugs. <p>Feedback</p> <p>Circulate while the learners are colouring in, checking they are following the instructions successfully.</p> <p>Answers</p> <p>a 3; b 1; c 4; d 2 and 5; 6 is uncoloured.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As you read through the instructions together, allow less confident learners to put a dot of the correct colour on each bug, prior to independent colouring. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give further examples of more complex colour terminology, for example <i>dark yellow, yellowish orange, sky blue.</i>

Activity Book page 78	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instruction to learners and ask them to think carefully about the features of the bugs before they begin to write. 2. Circulate while they are writing and provide help with writing skills. <p>Feedback</p> <p>Write the sentence stems on the board and invite individuals to read you their sentences. Add these to the board and draw out key points, such as order of size and colour words and use of <i>with/without</i> for pinpointing the correct bug. At the end of the lesson, take in learners' written work for marking.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <ol style="list-style-type: none"> 1. I found two little yellow bugs with wings and stripes. 2. (possible answer) Find a big bug with wings. Colour it green and colour the spots pink.
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Explain that you will give instructions for the learners to draw bugs and flowers and they should follow them. Give out colouring pencils and paper for this activity.

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:

- (G4.1.1.1) Listen to directions and instructions of four or more sequential steps, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.
- (G4.2.1.4) Give and explain instructions or directions of four or more steps.
- (G4.2.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives.
- (G4.2.1.6) Participate in collaborative short conversations with others at grade-appropriate level.
- (G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.
- (G4.4.3.1.3) Write simple sentences.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about food. Reading: To solve a puzzle with clues. Writing: To write names and simple instruction sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about experiences of eating outside • talk about food eaten at a barbecue • understand and use prepositions of place in spoken and written work • solve a puzzle with clues.
Link to prior learning: <ul style="list-style-type: none"> • Food vocabulary • Use of capital letters for names 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language — speaking, listening, reading and writing. 		
Key vocabulary: <i>between, next to, opposite; burger, chicken, drink, fruit, salad, sweetcorn</i> Key expressions/structure: Prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Use this lesson to recap use of capital letters for people's names. Invite learners to write their first names and family names in English on the board. 		
Resources/equipment needed: Learner's Book page 114 Activity Book page 79 Rulers, slips of paper, toy building blocks, rice and measuring jugs (all optional)		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the class if they like to solve puzzles. What sort of puzzles do they like? Give some examples, for example crossword puzzles and join-the-dots puzzles (if learners are unfamiliar with the latter you could demonstrate one quickly on the board). 2. Explain that the 'Find the bug/flower' activities in the previous lesson were a kind of puzzle and that today, they will be completing a more complex puzzle.
Resources	Main activity
Learner's Book page 114	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look closely at the picture of Matar's barbecue. Identify the different food items visible in the picture: <i>salad, drink, burger, chicken, fruit, sweetcorn.</i> 2. Talk together about the learners' experiences of eating outside. Encourage them to ask for additional food vocabulary. Consolidate any new vocabulary and check pronunciation.
Learner's Book page 114	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to solve a puzzle. 2. Read about the characters and ask individuals to identify each one in the picture. 3. Learners work in pairs to read and solve the clues. 4. While they are working, draw a copy of the seating plan on the board. <p>Feedback</p> <p>Say the name of one character and ask a learner to come to the front of the class and add the name to the plan on the board. Does everyone agree? Learners should copy the completed plan into their notebooks, taking care with the use of capital letters. Encourage use of a ruler when constructing the plan so that everything is neat and legible.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Top (from left to right): Khalid, Matar, Ebrahim Bottom (from left to right): Ghalib, Tariq, Jamal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find it easier to write each name on a small slip of paper so they can move the pieces around until they have solved the whole puzzle. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Discuss with learners <i>how</i> they solved the puzzle. Did they fill in Matar and Ebrahim's names after reading Clue 2? Or did they wait for further information? 2. Is this a successful seating plan? From what the learners know of the characters, is everyone sitting where they would like?
Activity Book page 79	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Begin by practising, as a whole class, saying the words in the box on page 79 out loud chorally. If necessary, demonstrate the words in the box (<i>opposite, next to, each other, between</i>) in class by having learners do the actions. 2. Ask learners to use the seating plan on page 79 in order to complete the sentences. Point out that this time, they need to supply the prepositions and the phrase <i>each other</i> rather than the names. <p>Feedback</p> <p>Ask individuals for their answers and confirm whether or not they are correct by using the seating plan picture.</p>

	Answers		
	1 next to; 2 each other; 3 between; 4 opposite		
Activity Book page 79	<p>Write: Activity 2</p> <p>1. Ask learners to read the clues and write the answers. In particular, draw their attention to the corresponding pictures which help to make the maths involved clearer (1 x 4 for Puzzle 1; 5 – 2 for Puzzle 2). This activity can be organised as independent work or group work.</p> <p>2. Note that some variation is possible in the answers to puzzle 2.</p> <p>Feedback</p> <p>If possible, prove the answers to both puzzles by using blocks, rice and measuring cups.</p> <p>Answers</p> <p>1. Aisha will need four minutes to build a wall ten bricks long and ten bricks high. 2. First, fill the big pot with rice. 2 Then pour rice from the big pot into the little pot. 3 When the little pot is full, there will be three cups of rice left in the big cup.</p>		
Resources	Plenary		
	1. Review the prepositions used in the lesson by moving around the classroom and saying, for example <i>I am next to Azza. I am sitting opposite Sarah. I am between Hessa and Zainab.</i> Encourage learners to make similar statements.		
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:			
(G4.2.1.1.1) Give personal information; express likes and dislikes.			
(G4.2.1.1.2) Talk about: habits.			
(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level.			
(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G4.3.4.1.1) Read and understand factual texts.			
(G4.3.4.1.2) Demonstrate: understanding of the details of the text.			
(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).			
(G4.3.7.1.1) 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.			
(G4.4.3.1.2) Use language structures of prepositional phrases.			
(G4.4.3.1.3) Write simple sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to instructions using vocabulary and indirect pronouns. Speaking: To give instructions. To ask politely for food items. Reading: To read and complete requests. Writing: To write requests.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use vocabulary relating to tableware and food • listen for use of indirect pronouns • use indirect pronouns in spoken requests • use indirect pronouns in simple written requests.
Link to prior learning: <ul style="list-style-type: none"> • Food vocabulary from Unit 7 Lesson 2 • <i>me, him, her, them</i> • Polite requests 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language — speaking, listening, reading and writing. 		
Key vocabulary: <i>plate, cup, knife, spoon, napkin</i> Key expressions/structure: Indirect pronouns; <i>is missing a</i> ; requests and offers: <i>Please give it to me.; Would you like ... ?; I would like ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In their spoken English, learners may try to avoid using pronouns by repeating a name instead. Explain that the use of pronouns adds variety and clarity. Make this clear by reading the sentences in Learner’s Book Activity 2 twice, the first time using all names and the second time using all pronouns. 		
Resources/equipment needed: Learner’s Book page 115 Activity Book page 80 Audio Track 65 Play food and/or empty food packaging (optional), dictionaries (optional)		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Display play food items, or empty food packages, on a table. Model asking politely for an item: <i>I would like a ... / Please can I have ...</i> . Ask individuals to hand you the item you have asked for. Say: <i>Thank you.</i></p>
Resources	Main activity
<p>Learner's Book page 115</p>	<p>Word study: Activity 1</p> <p>1. Read the list of tableware items to the class. Draw attention to the silent 'k' in <i>knife</i> but the voiced 'k' in <i>napkin</i>.</p> <p>2. Ask learners to work in pairs to match the words and pictures, allowing access to dictionaries as support if needed.</p> <p>Feedback</p> <p>Read out a picture number and ask individuals to supply the answer in word form, for example 1 – <i>plate</i>. If possible, allow the pairs to say the words to each other.</p> <p>Answers</p> <p>1 plate; 2 cup; 3 napkin; 4 knife; 5 spoon</p> <p>Differentiation activities (Support):</p> <p>1. Work with learners to create Total Physical Response gestures for each item for example taking a drink from a cup, wiping your lips with a napkin. Drill the vocabulary using these gestures.</p> <p>Differentiation activities (Stretch):</p> <p>1. Work with more confident learners to explore other 'silent k' words, such as <i>knock, know, knee</i>.</p>
<p>Learner's Book page 115</p> <p>Audio Track 65</p>	<p>Listen: Activity 2</p> <p>1. Review indirect pronouns as necessary using the <i>Language tip</i> box.</p> <p>2. Allow five minutes for learners to complete all the missing words.</p> <p>3. The class then listen to Matar giving instructions to his uncle and check their work. Play the audio at least twice.</p> <p>Feedback</p> <p>Allow learners to check and mark their work as they listen to the audio. Encourage them to mark using a tick or a cross (and no other markings). They could also assign themselves a mark out of eight. Take in learners' books to check and assess their work.</p> <p>Answers</p> <p>Khalid is missing a napkin. Please give it to him.</p> <p>Jamal and Ghalib are each missing a spoon. Please give the spoons to them.</p> <p>Tariq is missing a cup. Please give it to him.</p> <p>And I am missing a plate. Please give it to me.</p>

<p>Learner's Book page 115</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> Briefly review suitable expressions for asking for things: <i>I would like ... / Please can I have ... ?</i> and for offering: <i>Would you like ... ? / What would you like?</i> Ask learners to work in pairs to roleplay as Matar and Uncle Aziz. <p>Feedback</p> <p>Call on pairs to model their work. Alternatively, explain that you are taking the part of Uncle Aziz and call on individuals to give you an instruction.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> The role-play should focus on asking Uncle Aziz for things he has forgotten to bring, as in Activity 2, giving further oral practice of indirect object pronouns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pairs could combine into groups to create a more complex role-play. Their work could also focus on personal preferences and be based in a broader restaurant/ cafe scenario.
<p>Activity Book page 80</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Ask learners to write the food words under the correct pictures. <p>Feedback</p> <p>Give the correct answers and check pronunciation chorally.</p> <p>Answers</p> <p>burger; salad; chicken; sweetcorn; drink; fruit</p>
<p>Activity Book page 80</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Look at the worked example with the class. Explain to learners that the rest of the sentences need to follow this same structure. The requests increase in difficulty. You may want to clarify that <i>fruit</i>, <i>chicken</i> and <i>salad</i> are uncountable in this context, which means they use <i>some</i>. <p>Feedback</p> <p>Ask learners to raise their hand if they know the missing words. Read the sentences and pause at each gap to see whose hand is raised. Select individuals to give the missing word(s).</p> <p>Answers</p> <ol style="list-style-type: none"> Ebrahim would like some chicken. Please give it to him. Tariq and Jamal would like some fruit. Please give it to them. Ghalib would like a drink. Please give it to him. I would like some salad. Please give it to me.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Place a number of classroom objects on your desk. Invite individuals to complete the instructions you give, for example <i>Shamsa is missing a pencil. Please give it to her. I am missing a notebook. Please give it to me.</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: (G4.1.1.1) Apply various strategies of listening and comprehension skills. (G4.2.1.1.1) Express wants. (G4.2.1.1.4) Give instructions or directions of four or more steps. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level. (G4.3.4.1.7) Read and follow sequential instructions. (G4.3.7.1.1) 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. (G4.4.3.1.2) Use language structures of indefinite pronouns and polite requests. (G4.4.4.1.4) Correctly spell high frequency and studied words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give opinions about codes. To work collaboratively to solve a puzzle. Reading: To read about secret codes. To follow instructions. Writing: To write a message in code.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • follow written instructions to decode a secret message in pairs or small groups • read some irregular verbs in the past simple tense • express their opinion on a class activity • write their own secret code.
Link to prior learning: <ul style="list-style-type: none"> • The present simple • The imperative • Previous work on puzzles in this unit • Following sequential written instructions • Understanding of the past simple (regular and irregular verbs) 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>wrote, gave, read, said, ate, caught, told; code, message, messenger, secret</i> Key expressions/structure: The imperative; the past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with the use of the alphabet in this encoded way. You may prefer to choose one code to solve together. Use the lesson to focus attention on forming all 26 capital letters correctly. 		
Resources/equipment needed: Learner's Book pages 116–117 Activity Book page 81		

UNIT 7 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. Write a coded message on the board, for example: URYYYB PYNFF. Say: <i>This is a secret message</i>. Give the meaning of <i>secret</i> and <i>message</i>. 2. Challenge the class to read the message. When they can't, write the decoded message directly underneath: HELLO CLASS. Explain that in this lesson they will learn how to code and decode messages like this.
Resources	Main activity
Learner's Book page 116	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class why and how they would send a secret message. Elicit ideas. Can they think of any codes used in a book or film? 2. Suggest that codes in today's world tend to be sent using computers. In the past, messages used different technology: pigeons and camels.
Learner's Book page 116–117	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Read the texts on pages 116-117 to the class. Focus on the practical instructions for each code. Demonstrate with your finger how to code the letters using the answer keys, as described in the text. So, for the letter code, demonstrate A and T, for the number code demonstrate H, for the tic-tac-toe code demonstrate BOOT. 2. Work through your coded/decoded message from the starter activity using the secret letter code on page 116. 3. Divide learners into small groups or pairs to decode the three messages. Alternatively, divide the class into groups and allocate one code only to each group (a technique which will ensure completion of the task in good time). Allow at least 15 minutes for this part of the lesson. <p>Feedback</p> <p>Move around the classroom and ensure that all learners are attempting to decode the message (rather than allowing more confident members of the group to take control). To confirm whether the groups have understood the coded instructions, when you say 'go' the groups need to act out all three instructions at the same time!</p> <p>Answers</p> <p>Letter code: Stand on your left leg. Number code: Rub your tummy. Tic-tac-toe code: Pat your head.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask individuals to write an uncoded message, using capital letters only. Help them to code it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write their own code and key. Remind them that a code is only as effective as its key so both need to be written neatly.

<p>Learner's Book page 117</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the questions to the class and allow one minute for them to think of their answers. Request that they do not say their answers out loud, or write them down, as you will be finding out the whole class's ideas shortly. 2. Explain that there are now three 'stations' around the classroom: one each for the letter code, number code and tic-tac-toe code. Identify the locations of each 'station'. <p>Feedback</p> <p>When you say 'go' the learners need to move to the location of the code that was the most fun. Ask individuals to explain their choice. Repeat, with the learners moving to the location of the code that they found the most difficult.</p> <p>Encourage them to explain why a particular code was challenging. You could ask, <i>Are the simplest codes the most fun?</i></p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 81</p>	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners are going to write their own coded messages using the three different codes. 2. There is space to note down their uncoded and coded messages, plus all three code keys. <p>Feedback</p> <p>Ask a volunteer if you can borrow their Activity Book and write one their coded messages on the board. The other learners can race to decipher the message and raise their hands when they have done so. Confirm the answer. Repeat with other volunteers.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 81</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write the past simple tense of each verb in the spaces provided. Note that these six verbs will all be re-used in Lesson 5. 2. As a class, practise the pronunciation of each verb in its base form and simple past form. The irregular verb chart on page 175 of the Learner's Book also includes the past simple, if you would like to refer to that too. <p>Feedback</p> <p>Ask individuals to give their responses to 1–6. Write these on the board and confirm that the word revealed is 'secret'.</p> <p>Answers</p> <p>1 said; 2 ate; 3 caught; 4 wrote; 5 gave; 6 told; The revealed word is: secret.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write a final message on the board and encourage the learners to decode it, for example: 22 – 53 – 53 – 41 – 21 – 55 – 51 (GOODBYE). Ask: <i>Can you remember which animal was used by messengers in ancient times?</i> (Camel.) Explain that in the next lesson, you will be looking at a different animal messenger.

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: (G4.2.1.1.1) Give personal information; express likes and dislikes. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.3.2.1.1) Build on and continue applying previously learned print concepts. (G4.3.4.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.). (G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others. (G4.4.2.1.3) Write simple messages for specific purpose and audience.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to texts about an ancient technology: one factual and one narrative. Speaking: To give opinions about something. Reading: To read texts using the past simple tense. Writing: To write sentences using the past simple negative form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express their opinion about a familiar animal • understand some regular and irregular verbs in the past simple • listen to texts to identify missing verbs • use the past simple negative.
Link to prior learning: <ul style="list-style-type: none"> • Previous work on messages • Past simple (regular and irregular) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>lived, shouted, read, made, arrived, ate, caught, flew, gave, said, told, wrote</i> Key expressions/structure: Irregular past simple forms; past simple negative, for example <i>didn't travel, didn't live, didn't eat</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be tempted to use the past simple verb form in negative sentences in place of the base form, for example <i>He did not shouted. I didn't saw you.</i> Activity 2 in the Activity Book provides practice in addressing this issue. 		
Resources/equipment needed: Learner's Book page 118 Activity Book page 82 Audio Track 66 Audio Track 14 (Activity Book)		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write a message on an A4 piece of paper: <i>Hello</i>. Fold it into a paper plane and throw it towards the learners. Once a learner has read the message, talk as a class about the different ways you could send this message to (Dubai). (Choose an appropriate town for your region.) Explain that today learners will be exploring an early form of airmail: pigeon messengers.
Resources	Main activity
Learner's Book page 118	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Point to the picture and elicit the name of the bird (pigeon). Drill the pronunciation chorally and individually. Read the questions to learners. Use the ensuing conversation to draw out both positive and negative thoughts about pigeons. Many learners may think of these birds as a dirty nuisance. This is often true in cities. However, pigeons are still used in rural areas as their droppings make excellent fertiliser. Read the <i>Amazing fact</i> and ask, <i>Has anyone heard of pigeons being used to carry messages?</i> Finally, stand in a chosen location in the classroom and say decisively: <i>I don't like pigeons</i>. Move to a different location and say enthusiastically: <i>I like pigeons</i>. Encourage the learners to move to their preferred location.
Learner's Book page 118 Audio Track 66	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> Read the words in the box on page 118 and practise the pronunciation chorally with the class. Together, look up each word in the irregular verb chart on page 175 and clarify its meaning. Pre-teach new vocabulary for the reading passage as necessary for your class (<i>cherry/cherries</i>). Read the text to the class, with a brief silence for each gap. Begin reading again, pause at the first gap and model how to locate the correct answer (<i>said</i>). Allow five minutes for learners to complete the rest of the task in their notebooks. <p>Feedback</p> <p>Play the audio and ask learners to mark their own work with a tick or cross.</p> <p>Answers</p> <p>1 said; 2 wrote; 3 gave; 4 flew; 5 caught; 6 told; 7 ate</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners the initial letter of each answer and ask them to focus on understanding the meaning of each verb rather than selecting them for the gap-fill task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> More able learners will be curious about how pigeons are trained and how they find their way home. This can provide an interesting project, using Internet research or reference books. Learners can present what they discover to the rest of the class in a later session.

<p>Learner's Book page 118</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Look in detail at the <i>Language tip</i> box. 2. Work through question 1 on the board together. 3. Ask learners to complete questions 2 to 5 independently. Note that this activity utilises the verbs given in blue in the reading text. <p>Feedback</p> <p>Call out the correct answers and ask the learners to mark their own work with a tick or cross. Collect in the learners' written sentences for checking.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The rich man didn't live in Dubai. 2 The servant didn't shout. 3 The servant didn't read the news. 4 The servant didn't make a cup of tea. 5 The pigeons didn't arrive at the post office.
<p>Activity Book page 82 Audio Track 14</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Read the sentences to the class, with a brief silence for each gap. Begin reading again, pause at the first gap and model how to locate the correct answer (<i>travelled</i>) and reject the incorrect options. Allow five minutes for learners to complete the rest of the task. <p>Feedback</p> <p>Play the audio and ask learners to mark their own work with a tick or cross.</p> <p>Answers</p> <p>1 travelled; 2 didn't travel; 3 flew; 4 didn't catch; 5 liked; 6 lived</p>
<p>Activity Book page 82</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the example answer. 2. Ask learners to then work independently to transform sentences 2 to 7 into the negative form. <p>Feedback</p> <p>Call out the correct answers and ask the learners to mark their own work with a tick or cross. At the end of the lesson, collect in the learners' written sentences for checking.</p> <p>Answers</p> <ol style="list-style-type: none"> 2 He didn't write a menu. 3 The pigeon didn't fly very slowly. 4 A thief didn't catch the pigeon. 5 The servant didn't eat the cherries. 6 The servant didn't tell the cherry farmer a story. 7 The rich man didn't say, 'These are bad cherries.'
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say this sentence: <i>I liked pigeons</i>. Ask for a volunteer to change the sentence to its negative form: <i>I didn't like pigeons</i>. Find out if learners have changed their opinion of pigeons by repeating the 'opinion locations' task from the beginning of the lesson. Encourage learners to try to explain the reasons for any change.

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>(G4.1.1.1) Listen to short monologues, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Express likes, dislikes.</p> <p>(G4.2.1.1.2) Talk about past events.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple sentences.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific details of descriptive adjectives and prepositions of place.</p> <p>Speaking: To talk with a partner about past experiences using the past simple and past simple negative.</p> <p>Reading: To read a short paragraph in the past simple tense.</p> <p>Writing: To write irregular verbs in the past simple tense. To write indirect pronouns.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for specific detail • write irregular verbs in the past simple tense • write indirect pronouns • talk about food choices and compare ideas with a partner.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Irregular verbs in the past simple tense • Descriptive adjectives • Prepositions of place • Indirect pronouns <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>wrote, took, saw, gave, said; me, him, her, them; had/didn't have, saw/didn't see, went/didn't go</i></p> <p>Key expressions/structure: Past simple; requests: <i>Please give it to ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • In Learner's Book Activity 1, learners may rush to 'guess' each answer before the audio has finished. Although predicting is a useful skill, remind them to wait until they have all the information before writing their response (a, b or c). Suggest that they put a finger on a picture while they are listening, and be prepared to change their mind as new information is given. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 119</p> <p>Activity Book page 83</p> <p>Audio Track 67</p>		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> As a 'warm up', divide the board into two halves headed: REGULAR 'ED' and IRREGULAR. Explain that you are going to call out some verbs in their base form, for example: <i>ride, visit, live, fly, make, play</i>. Ask learners to raise their hands if they know whether the verb has a regular or irregular past simple form. If you say their name, the learner can come to the front of the class and point at the correct heading. If they can give you the correct past simple form of the verb, add it to the board and say <i>Well done!</i> Avoid using <i>write, take, see, give, say</i> as these are tested in the lesson.
Resources	Main activity
<p>Learner's Book page 119 Audio Track 67</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Explain to learners that they will hear two conversations. Each conversation is about just one of three pictures on Learner's Book page 119. Read the two prompts to the class. Stress that the learners need to tick one box for each conversation. Play the audio twice only. Clarify any difficulties with understanding. <p>Feedback</p> <p>Ask learners to show you their answers by holding up one finger for <i>a</i>, two fingers for <i>b</i> and three fingers for <i>c</i>.</p> <p>Answers</p> <p>1 c; 2 b</p>
<p>Learner's Book page 119</p>	<p>Read and write: Activity 2</p> <ol style="list-style-type: none"> Ask learners to complete the paragraph by writing the words in their notebooks. Ensure they understand that the base form is given in brackets but they need to rewrite the verb in the past simple tense. <p>Feedback</p> <p>Ask learners to swap notebooks with a partner. Call out the correct answers. Ask learners to put a tick or a cross (and no other marks/writing) next to each answer.</p> <p>Answers</p> <p>1 wrote; 2 took; 3 saw; 4 gave; 5 said</p>
<p>Learner's Book page 119</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> Read the example conversation to the class. Repeat with different vocabulary, for example: <i>I saw my grandmother at the weekend. I went to Egypt on holiday last year.</i> Now ask learners to talk in pairs. They should ask and answer the questions using the example in the Activity Book as a model. <p>Feedback</p> <p>Invite as many pairs as possible to say one exchange out loud to the class. Focus on the pronunciation of <i>didn't</i>, with the second 'd' merging into the 'n'.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Write <i>had/didn't have, saw/didn't see, went/didn't go</i> on the board for less confident learners to access during their conversations.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Allow access to dictionaries so a greater range of vocabulary can be used.</p>
<p>Activity Book page 83</p>	<p>Use of English: Activity 1</p> <p>1. Explain to learners that there are two sentences that have become jumbled up. Draw their attention to the capital letters and full stops, which are included.</p> <p>2. Ask learners to write the sentences in the correct order, then draw a picture.</p> <p>Feedback</p> <p>Allow learners to complete both Activities 1 and 2 before working through the answers. For Activity 1, ask learners – in a relay – to read you one word in turn from their answers for you to write on the board. After writing each word, confirm whether or not everyone agrees and clarify any confusion. At the end of the lesson, take in learners' books to check this written work.</p> <p>Answers</p> <p>1 I can see a big red flower with a yellow centre. 2 I can see two little blue bugs on the flower.</p>
<p>Activity Book page 83</p>	<p>Read and write: Activity 2</p> <p>1. Ask learners to look closely at the larger picture in the Activity Book. Remind them of Matar's barbecue and the names of all the characters shown.</p> <p>2. Tell learners to write one word only in each space.</p> <p>Feedback</p> <p>Ask learners to swap books with a partner. Call out the correct answers. Ask learners to put a tick or a cross (and no other marks/writing) next to each answer. At the end of the lesson, take in the learners' books to check this written work.</p> <p>Answers</p> <p>1 them; 2 him; 3 her</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 83</p>	<p>Assessment box: Activity 3</p> <p>1. Ask learners to complete the assessment box at the end of the lesson for themselves.</p> <p>2. Give remedial help for any areas which the learners find difficult.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues, and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, likes, dislikes.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of indefinite pronouns and polite requests.</p> <p>(G4.4.3.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people talking about past experiences. Speaking: To ask and answer questions about past experiences using the present perfect simple. Reading: To read questions and answers in the present perfect simple tense. Writing: To write statements about past experiences in the present perfect simple.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use some regular verbs in the present perfect simple • ask and answer questions about past experiences in the present perfect simple • use <i>but</i> in sentences to separate two contrasting facts • use the present perfect with <i>ever</i> and <i>never</i> for experiences.
Link to prior learning: <ul style="list-style-type: none"> • The present perfect simple 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of systems of thinking by establishing cross-disciplinary learning — incorporating English communication skills into mathematics, science, health and social sciences. 		
Key vocabulary: <i>climbed, played, stayed awake, touched, visited</i> Key expressions/structure: The present perfect simple for experiences: <i>Have you ever ... ? I've never ... , Yes, I have/No, I haven't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Encourage learners to go beyond one-word responses: 'Yes/No' and encourage them to expand on their answers. • Insist on the use of the comma when writing 'Yes, I have.' and 'No, I haven't.' These short responses provide good practice in writing both commas and apostrophes. 		
Resources/equipment needed: Learner's Book pages 120–121 Activity Book page 84 Audio Track 68 PCM 6 Pictures of exciting activities (optional); graph paper, colouring pencils and rulers (optional); atlas or globe (optional)		

UNIT 7 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"> Show pictures of people doing adventurous activities such as climbing mountains, doing extreme sports and sailing. Ask the class: <i>Have you ever climbed a mountain / sailed around the world / done karate, etc?</i> Elicit answers from the learners. Encourage them to go beyond one-word responses and to say, 'Yes, I have.' or 'No, I haven't.'
<p>Resources</p> <p>Learner's Book page 120</p> <p>Audio Track 68</p> <p>PCM 6</p>	<p>Main activity</p> <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Tell learners that they are going listen to a person speaking about things he and his friends have done. Read the sentences again and model how each one has been added into the chart. Distribute PCM 6 and explain that the learners will now listen to Nadir talking. They need to add more names to the chart. Play the audio at least twice. <p>Feedback</p> <p>Say: <i>Mansoor has climbed a mountain.</i> Then: <i>Adel has ...</i> and ask for help to complete the sentence orally. Continue reading the chart in this way, calling on individuals to complete the sentences.</p> <p>Answers</p> <p>Climbed a mountain: Mansoor, Theyab Visited another country: Adel, Jassim, Humaid, Ibrahim, Theyab Stayed awake until midnight: Nadir, Eissa, Yassir</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write the names of the missing children on the board: Eissa, Humaid, Theyab, Yassir, Ibrahim. Less confident learners could initially complete the chart with the first letter of each name, and then complete the full names in a second stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask simple maths questions based on the chart, for example <i>How many children have climbed a mountain? Are there more children who have touched an elephant or more children who have stayed awake until midnight?</i>
<p>Learner's Book page 120</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> Read the rubric to the class and model two or three question and answer exchanges using the examples in the Learner's Book. Explain that learners will now have five minutes to ask and answer similar questions with a partner. Encourage learners to ask other questions in addition to those on page 120. Supply additional vocabulary as necessary. Note that this lesson focuses on regular verbs but if learners ask for an irregular verb, supply it, and revisit in Lesson 8. <p>Feedback</p> <p>Circulate, listening to learners' interactions and take notes of mistakes for remedial work. Praise good language too.</p> <p>Answers</p> <p>Learners' own answers</p>

Learner's Book page 120	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to focus on producing one complex sentence, using <i>but</i> and a comma. 2. Draw their attention to the worked example and note that there are two clauses: one affirmative (with the verb written in full) and one negative (with the contracted form). Read the <i>Language tip</i> together to explore further examples of the contracted form. <p>Feedback</p> <p>Ask individuals to read their sentence aloud. Ask their partner from Activity 2 to confirm whether the information is correct. Focus on the content rather than on errors (for example, in the use of verbs).</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 121	<p>Class survey challenge: Activity 4</p> <ol style="list-style-type: none"> 1. This task provides work for a group of fast finishers, or a whole-class cross-curricular lesson using maths and ICT skills. <ol style="list-style-type: none"> a. In groups, learners follow the model conversation to identify countries visited. b. Learners record their group answers in the form of a table. It is recommended that each individual creates a neat table of results on paper or using ICT. After this, you may like to combine group results to provide class totals. c. Distribute graph paper and coloured pens. Learners can be organised into small groups, but must produce their own bar chart. Encourage use of a ruler. <p>Feedback</p> <p>Create a gallery showing a selection of results tables and bar charts. Ensure all learners have one item in the gallery.</p>
Activity Book page 84	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions and the example to the class. Ask learners to look at the pictures and answer the questions using complete sentences. Ask them to focus on correct placement of commas and apostrophes. <p>Feedback</p> <p>Call on individuals to give you their answers. Use the images on page 84 to confirm the factual information. Check answers by asking learners to write on the board.</p> <p>Answers</p> <p>1 No, he hasn't. 2 Yes, he has. 3 He's visited Japan and Greece. 4 She's visited India, Mexico, Korea and Greece. 5 They've both visited Greece.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Use the information from the class survey to give sentences in the present perfect simple, for example <i>Saleh has travelled to Turkey</i>. If possible, show all locations on a globe or map of the world.

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>(G4.1.1.1) Apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information.</p> <p>(G4.2.1.1.2) Talk about past events.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.3.7.2.1) Use text features such as graphs to understand the meanings of unknown words.</p> <p>(G4.4.3.1.2) Use language structures of the present perfect simple.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i>, and <i>no</i>, from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions about past experiences using the present perfect simple. Reading: To read questions and answers in the present perfect simple. Writing: To write statements about past experiences in the present perfect simple.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use some irregular verbs in the present perfect simple • ask and answer questions about past experiences • use <i>but</i> in sentences to separate two contrasting facts.
Link to prior learning: <ul style="list-style-type: none"> • The present perfect simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>been, eaten, heard, ridden, seen, slept</i> Key expressions/structure: The present perfect simple for experiences: <i>Have you ever ... ? I've never ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may try to find some pattern in the irregular verb forms. Reassure them that they must simply learn these. The illustrated boxes on Learner's Book page 122 provide a useful format for noting down and remembering these words. 		
Resources/equipment needed: Learner's Book page 122 Activity Book page 85 Audio Track 15 (AB) Drawing equipment; dictionaries (optional)		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the main question from the previous lesson: <i>Have you ever visited another country?</i> State that <i>visit</i> is a regular verb, which becomes <i>visited</i> in the past simple and <i>has/have visited</i> in the present perfect simple. 2. Now ask and answer: <i>Have you ever been to another country? Yes, I've been to Japan.</i> Explain that <i>be</i> is an irregular verb, which becomes <i>was/were</i> in the past simple and <i>has/have been</i> in the present perfect simple. 3. Repeat and show that the two verbs (<i>visited</i> and <i>be</i>) can be used interchangeably in the present perfect simple when talking about places you have visited: <i>Have you ever visited another country? Yes, I've been to Morocco.</i>
Resources	Main activity
Learner's Book page 122	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read at least one sentence from each of the six boxes out loud to the class. Ask the questions around the class so learners can get used to responding naturally. Drill short answers. 2. Then allow at least ten minutes for pairs to ask and answer these and additional questions using the same verbs. 3. Remind everyone to use a full sentence response: <i>Yes, I have. No, I haven't.</i> <p>Feedback</p> <p>Circulate the room, listening to pairs and providing additional vocabulary as needed.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers.</p>
Learner's Book page 122	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Allow a few minutes for the learners to read the words out loud to themselves. 2. Note that there is additional pronunciation work on a selection of these verbs in Activity Book Activity 2. <p>Feedback</p> <p>Set up a 'relay race' around the room. Give a copy of the Learner's Book, open at page 175, to a learner at the front of the class. They read the first entry in the chart before passing the book on. The next learner reads the second entry, and so on.</p>
Learner's Book page 122	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to focus on producing one complex sentence, using the present perfect simple, <i>but</i> and a comma. 2. Help with vocabulary and sentence structure. <p>Feedback</p> <p>Ask individuals to read their sentences aloud. Challenge the listening learners to call out the base form of the past participle used.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask learners to take information for their sentence from the boxes in Activity 1. This should enable them to focus on writing a correct sentence, rather than the content creation.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can produce a sentence for each of the six verbs given on Learner's Book page 122.</p>
<p>Activity Book page 85</p>	<p>Use of English: Activity 1</p> <p>1. Read the rubric to the class and model completion of the worked example. Ask learners to work independently to complete questions 2 to 4.</p> <p>Feedback</p> <p>Call out the answers and allow learners to mark their own work. Take in the learners' written work at the end of the lesson for checking.</p> <p>Answers</p> <p>1 eaten; 2 heard; 3 been; 4 seen; Plus learners' own short responses, depending on personal experience.</p>
<p>Activity Book page 85 Audio Track 15</p>	<p>Word study: Activity 2</p> <p>1. Talk through the worked example with the class. Tell learners that they need to complete the other four gaps in the same way.</p> <p>2. If appropriate for your learners, allow access to the irregular verb chart on page 175 of the Learner's Book.</p> <p>3. Play the audio to allow learners to check and mark their own work.</p> <p>Feedback</p> <p>Allow learners to mark their own work as they listen to the audio. Tell them to add a clear tick or cross (and no other markings) to their work. Play the audio a few more times and allow learners to read along, practising their pronunciation of these irregular verbs.</p> <p>Answers</p> <p>1 I've seen; 2 I've done; 3 I've found; 4 I've taken; 5 I've written</p>
<p>Activity Book page 85</p>	<p>Write: Activity 3</p> <p>1. Explain to the learners that they are now going to write two questions of their own using the verbs given in brackets, and draw a picture for each one.</p> <p>2. Encourage learners to use a dictionary for any unknown, interesting items to add to their sentences.</p> <p>Feedback</p> <p>Ask for volunteers to read their questions aloud and ensure that everyone is clear on the pronunciation of <i>eaten</i> and <i>heard</i>. Take in the learners' written work for checking.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Repeat the relay race from earlier in the lesson. Learners should now be more confident. If appropriate, challenge them to complete the task with no mistakes and return to the start of the chart if anyone makes a reading error.</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>(G4.2.1.1.1) Give personal information.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases.</p> <p>(G4.4.3.1.2) Use language structures of present perfect simple, regular and irregular.</p> <p>(G4.4.3.1.3) Write complex sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i>, and <i>no</i>, from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem. Speaking: To contribute to a whole-class discussion. Reading: To read a poem. Writing: To write their own <i>like a simile</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • look in detail at a short poem • appreciate examples of figurative language • participate in a whole-class discussion • understand common <i>like a similes</i> • write a <i>like a simile</i>.
Link to prior learning: <ul style="list-style-type: none"> • Present perfect simple • Language of description 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully. 		
Key vocabulary: <i>strange, whisper, bravely, outside, tossed, wild, waves, storm</i> Key expressions/structure: Present perfect simple: <i>Have you ever ... ? I've never ...</i> ; similes: <i>like a</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be nervous about producing their own similes and/or showing their work to the class. Encourage a culture of mutual praise for creative work. 		
Resources/equipment needed: Learner's Book page 123 Activity Book page 86 Audio Track 69 Dictionaries		

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Explain to learners that today you will be reading and exploring a piece of poetry. They will be writing a creative idea of their own. 2. Show learners the space you have created for the gallery. Stress that their final written work today will be on display, so they should take good care with their writing and drawing.
Resources	Main activity
Learner's Book page 123 Audio Track 69	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their books at page 123 and look at the pictures. What do they think the children shown are feeling and hearing? 2. Play the audio at least twice. Use the Vocabulary box to explain <i>tossed</i>, <i>whisper</i> and <i>kite</i> and drill pronunciation. Explain to the class that they will be using dictionaries to look up other new words shortly. <p>Feedback</p> <p>Ask basic questions and ask learners to respond by putting a finger on the correct picture, for example <i>Who has slept outside? Who has ridden in a boat? Who has whispered to the trees? Who has not slept outside?</i></p>
Learner's Book page 123	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Establish rules for contributing to a whole-class discussion, for example <i>If you have an idea, raise your hand. Please do not call out until I have said your name.</i> 2. Use the questions in the Learner's Book to analyse the poem in more detail. Allow at least ten minutes for this analysis. Invite contributions from as many learners as possible, for example <i>What do you think, Mohammad?</i> 3. Ask learners to work in pairs and use dictionaries to look up any unfamiliar words you choose to highlight. This can be set as a race, with pairs raising their hand as soon as they've found the correct head word. This is a good way to involve less confident speakers. <p>Feedback</p> <p>At points in the discussion where a correct answer is reached, signal this to the class. For the fourth bullet point question, practise saying the rhyming words chorally and individually.</p> <p>Answers</p> <p>The first picture shows a boy sleeping outside on a hot summer night. The second picture shows a boy riding a boat in a storm. The other questions are: <i>Have you ever slept outside on a hot summer night? Have you ever done that?</i> Each section has seven lines, which follow a very similar pattern. The rhymes in the first section are: <i>night, light, night (back, that)</i>. The rhymes in the second section are: <i>night, kite (back, that)</i>. The <i>w</i> words are: <i>whisper, wild, waves, wind</i>. The trees make a whispering sound as though they are talking quietly. The simile <i>like a kite</i> compares the second speaker in his boat with a kite. Learners' own answers based on personal experiences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Recap the 'Have you ever slept/ridden ... ?' and 'I've never slept/ridden ...' sentences which learners read in Lesson 8. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Review <i>as ... as</i> similes, for example <i>as cold as ice, as strong as a bull</i>.

Activity Book page 86	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Talk about the four pictures and read the captions to the class. Model completion of the first gap-fill, showing how to consider each option before deciding on the correct answer: <i>have eyes like a hawk</i>. 2. Ask learners to complete the other three items. <p>Feedback</p> <p>Give the class the correct answers and demonstrate how the other options are incorrect. Reinforce that these are all common expressions in English.</p> <p>Answers</p> <p>1 hawk; 2 baby; 3 wind; 4 fish</p>
Activity Book page 86	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Read the sentences to the class and pause for each gap. Model the first answer, demonstrating that the other options do not work. 2. Ask learners to complete the other three items. <p>Feedback</p> <p>Ask learners to raise their hands to give the answers.</p> <p>Answers</p> <p>1 swim like a fish; 2 sleep like a baby; 3 run like the wind; 4 has eyes like a hawk</p>
Activity Book page 86	<p>Let's do it!: Activity 3</p> <ol style="list-style-type: none"> 1. Reiterate that some <i>like a</i> phrases are common in English. Explain that people also use these phrases creatively, to make new and exciting combinations. Talk about the example in the Activity Book and explain that learners are going to create their own comparison phrase using <i>like a</i>. 2. Allow access to dictionaries for individual work, or discuss possible options as a class. Keep the tone of the discussion light-hearted and emphasise that there are no correct answers. <p>Feedback</p> <p>Circulate while learners are working, keeping everyone focused on neat letter formation. Encourage each learner to read one of their ideas to the class.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play the poem audio (Track 69) a final time. Allow learners to read along so they can work on their pronunciation of the new vocabulary.

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>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.3.7.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.</p> <p>(G4.4.2.1.2) Develop topics for stories or poems.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a folktale. Speaking: To discuss a folktale. Reading: To read a folktale. Writing: To write sentences using exclamation marks.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand the gist of a folktale • talk about an unfamiliar story using their existing knowledge of folktales • practise using exclamation marks • consider the structure of direct speech.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of folktales • Food vocabulary • Regular and irregular verbs in the past tense 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>expensive, delicious, hungry, tired, enjoy, clever, pay, coins, rich, poor, problem, solution, fair, unfair</i> Key expressions/structure: The past simple for recounting past events; use of punctuation in direct speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This folktale contains a variety of new nouns, adjectives and reporting verbs, and uses direct speech. Encourage all learners to read to the end of the story before beginning to unpack the new language. Draw out their understanding of the gist of the story and confirm that a great deal can be learned, and enjoyed, without knowledge of every word. 		
Resources/equipment needed: Learner's Book pages 124–125 Activity Book page 87 Audio Track 70		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask the class if they have a favourite food smell, for example freshly baked bread or grilled meat or cakes.
Resources	Main activity
Learner's Book page 124	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that today they will be reading a folktale. 2. Ask some questions, including those in the Learner's Book, to draw out their existing knowledge of this type of tale: <i>Do you know any folktales from our region? Can you name any 'good' characters? 'Bad' characters? What happens to 'good' and 'bad' characters in these stories? Are the story endings always happy?</i> <p>Feedback</p> <p>During the conversation, teach the concepts of <i>fair/unfair</i>, and <i>solution/problem</i>. Draw attention to the name of the story.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book pages 124 Audio Track 70	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read and discuss the <i>Reading strategy</i> box. Learners should realise that, as this is a traditional folktale, there will probably be a good character and a bad character, and that there will be a happy ending. 2. Learners will need to listen to the first part of the story at least twice, either using the audio or with you reading it to them. Do not explain further new vocabulary at this point. <p>Feedback</p> <p>Draw attention to the illustrations. Call on individual learners to name the characters shown, and perhaps say what these people are like, for example <i>angry, sad, hungry, proud</i>.</p>
Learner's Book page 125	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Lead learners through these comprehension questions orally. 2. Encourage use of the key story vocabulary, including character names, when you call on learners to give their ideas. <p>Feedback</p> <p>For each question, draw the learners' attention to the part of the story which gives the correct response.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. A poor man and a rich restaurant owner 2. Outside a restaurant. 3. He thought of a delicious meal. 4. 'Stop! You're enjoying the smell of my food. You must pay me for that.' 5. Learners' own answers

<p>Activity Book page 87</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: <i>No</i>. Say it out loud. Rub out the full stop and replace it with an exclamation mark: <i>No!</i> Say the sentence again but with more force. Remind the learners that sentences can end with a full stop, question mark or exclamation mark. 2. Draw the learners' attention to the Activity Book and model rewriting the first sentence, changing the full stop to an exclamation mark. Learners should then work individually to rewrite sentences 2 and 3. <p>Feedback</p> <p>Write the sentences on the board and invite individuals to come to the front, rub out the full stop, and replace it with an exclamation mark. Leave the final sentence on the board for Activity 2.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. 'Stop!' 2. 'The smells are mine!' 3. 'Pay me the money!'
<p>Activity Book page 87</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Add to the sentence on the board so it reads as follows: <i>'Pay me the money!' shouted the rich man</i>. Ask: <i>What did the rich man shout?</i> Circle the speech marks in the sentence and make clear that these indicate the words that were shouted. 2. Draw the learners' attention to the Activity Book and look in detail at the worked example, noting the removal of the speech marks and the change to a closing full stop. There are also many examples of speech bubbles in the Learner's Book which can be used for further modelling. 3. Learners can plan their writing in pairs but should produce individual written sentences. <p>Feedback</p> <p>Allow learners to mark their own work. Consider awarding a half mark for each of: the correct spoken words, an initial capital letter, a closing full stop, removal of the speech marks.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. I can pretend I have a lovely meal. 2. I haven't eaten your food. 3. That's not fair. 4. Learners' own answers
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say spoken sentences from part 1 of the story and ask the learners, as a whole class, to indicate whether the rich man or the poor man said them. For example, they can make an angry face for the rich man and hold their tummies for the poor man.

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>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.6.1.1) Identify reasons or causes for incidents in a short narrative.</p> <p>(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a folktale. Speaking: To act out a story in small groups. Reading: To read a folktale. Writing: To write sentences including direct speech.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • keep a record of new vocabulary • use a dictionary with confidence • read and understand a folktale • order the events in the story • punctuate sentences using direct speech • summarise a story by acting it out in small groups.
Link to prior learning: <ul style="list-style-type: none"> • Previous work on the story 'A fair solution' • Dictionary work • Regular and irregular verbs in the past simple tense 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>expensive, delicious, hungry, tired, enjoy, clever, pay, coins, rich, poor, problem, solution, fair, unfair</i> Key expressions/structure: The past simple for recounting stories		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may sometimes feel overwhelmed by new words in new texts. Encourage them to use a dictionary regularly and to maintain a notebook of 'My English words'. For example, this lesson includes three words for <i>very nice</i>. Do they know more? The word <i>expensive</i> may be new to them, but they can create a word family of money words and, in this way, add <i>expensive</i> to words they already know. Grouping new words in this way encourages retention and further understanding. 		
Resources/equipment needed: Learner's Book pages 125-126 Activity Book page 88 Audio Track 71 Dictionaries		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind the learners of the story of Nasreddin from the previous class and encourage them to re-tell it. Explain that today you will be looking in more detail at some of the words in the story. 2. Demonstrate using a dictionary to look up a word from part 2 of the story, for example <i>judge</i>.
Resources	Main activity
Learner's Book pages 125-126 Audio Track 71	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the picture on page 125. Ask: <i>Who is this?</i> Learners should be able to tell that the man in blue is the rich man from part 1 of the story. Point at the man in red and ask again: <i>Who is this?</i> Volunteer that it is Nasreddin, who is named in the story title. 2. Play the second part of 'A fair solution' at least twice. Learners will need to follow the words on page 125. 3. Then through the comprehension questions as a class, sharing ideas, and using story vocabulary wherever possible. <p>Feedback</p> <p>For each question, draw the learners' attention to the part of the story which gives the correct response.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <ol style="list-style-type: none"> 1. clever, wise 2. He felt sad. He thought Nasreddin would give the money to the rich man. 3. He shook the bag next to the rich man's ear. 4. smell, sound, fair 5. No, he did not get the money. 6. Yes. Nasreddin's solution was fair and he kept the money.
Learner's Book page 126	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Assist learners to find the blue words in 'A fair solution' on Learner's Book pages 124 and 125. 2. Call on individuals to read the sentences which include these words. 3. Now ask learners to work through each of the items on page 126 independently. 4. Now ask learners to look at the <i>Language detective</i> box and tell you which three different words in the story mean 'very nice'. Answers: <i>delicious, wonderful</i> and <i>lovely</i>. <p>Feedback</p> <p>To confirm their answers, ask learners to look up each word in their dictionaries. Allow five minutes for this and explain that learners should check and change their answers if they wish. Then read the correct answers out loud for everyone to check.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 a; 2 b; 3 a; 4 b; 5 b</p>

	<p>Differentiation activities (Support)</p> <p>1. Less able learners should be supported in this task by pairing them with a more able learner to help with activity.</p> <p>Differentiation activities (Challenge)</p> <p>1. Learners can write their own definition for a word from the story, without giving the head word. They swap definitions with another learner. Can they work out which word matches the definition?</p>
<p>Activity Book page 87</p>	<p>Read: Activity 1</p> <p>1. Ask learners to read the statements and order them correctly.</p> <p>2. Placing the six statements in order will take some trial and error. Encourage learners to write their answers in pencil so they can change their minds.</p> <p>Feedback</p> <p>Say the correct answers and ask the learners to mark their own work using a tick or cross for each item (and no other markings). Read the passage in the correct order to confirm for learners that it makes sense.</p> <p>Answers</p> <p>a 2; b 3; c 1; d 4; e 6; f 5</p>
<p>Activity Book page 87</p>	<p>Write: Activity 2</p> <p>1. Ask learners to punctuate the sentences correctly.</p> <p>2. Encourage everyone to concentrate on good letter formation for this activity and circulate to help any learners who might still be struggling to form Roman letters.</p> <p>Feedback</p> <p>The correct punctuation for these sentences can be found in the Learner's Book. Ask the learners to check and correct their own work using the Learner's Book. Then take in their books so you can assess their punctuation: for example, direct speech, formation of capital letters and commas.</p> <p>Answers</p> <p>1. 'This is all I have,' said the poor man.</p> <p>2. 'Can you hear the sound of this money?' Nasreddin asked the rich man.</p> <p>3. 'Good,' said Nasreddin. 'That is your payment.'</p> <p>4. 'We will go to the judge,' said the rich man. 'He will make you pay.'</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Point to two locations in the classroom and explain that one is for 'A fair solution' and one is for a different folktale known to the learners. Ask everyone to move to the location for their preferred story. Call on individuals to explain why that story is their favourite.</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>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, (b) making comments.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations.</p> <p>(G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen and identify whether the speaker has or hasn't done something.</p> <p>Speaking: To discuss a real-world problem with a partner and find a solution.</p> <p>Reading: To read questions in the present perfect simple tense and write yes/no answers.</p> <p>Writing: To write about their own experience.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for specific detail • consolidate and revise questions and answers in the present perfect simple tense • talk with a partner to find a solution to a real-world problem • identify and group words by sound • write sentences using the present perfect simple tense.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Questions and answers in the present perfect simple tense • Rhyming words • Discussion language <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems. 		
<p>Key vocabulary: <i>ridden, visited, eaten, seen, heard</i></p> <p>Key expressions/structure: The present perfect simple affirmative, negative and short answers: <i>Have you ever ... ? Yes, I have. No, I haven't. I've never ...</i> ; Rhyming words</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • In Activity Book Activity 2, learners may be concerned that the words do not look as though they belong in two groups. If appropriate, remind learners of homophones. Invite learners to say the words out loud, quietly, as they complete the activity. 		
<p>Resources/equipment needed:</p> <p>Learner's Book pages 127</p> <p>Activity Book page 89</p> <p>Audio Track 72</p> <p>Four biscuits and a ball (optional)</p>		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> As the learners arrive in the classroom (or in situ), greet individuals brightly: <i>Good morning! I have seen a horse today. Hello! I have ridden a bike today. Hi! I have walked to work today, etc</i> Once they are seated. Repeat some of these statements and encourage individuals to give similar sentences. For example: <i>Amad, I have walked to work today. What have you done today?</i> This forms a preparation for the writing part of today's lesson.
Resources	Main activity
Learner's Book page 127 Audio Track 72	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Explain to learners that they will hear five girls talking about things they have or haven't done. Read the five questions to the class. Stress that they need to have their pens ready to write <i>Yes</i> or <i>No</i> for each speaker. Play the audio twice only. Clarify any unknown vocabulary or difficulties with pronunciation. <p>Feedback</p> <p>Ask learners, as a class, to show you their answers by raising a hand for <i>yes</i> and placing both hands on the desk in front of them for <i>no</i>.</p> <p>Answers</p> <p>1 No; 2 Yes; 3 Yes; 4 No; 5 Yes</p>
Learner's Book page 127	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Read the rubric to the class. Following on from the starter activity, ask the learners to write the sentence. Emphasise that the sentence does not need to be true. <p>Feedback</p> <p>Write on the board: <i>I have _____ today.</i> Ask individuals to come to the front and write the suggestions from their own answers. Continue until all the learners' verb selections have been demonstrated on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 127	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> Divide the class into small groups. Explain that there is more than one solution to the two problems given in the Learner's Book. The learners' job is to find one solution together, <i>and</i> to explain to you how their solution works. Discuss the <i>Speaking tip</i> with them. Circulate during the discussion and ensure that the groups are working effectively so that everyone has a chance to speak. Provide extra vocabulary as needed and encourage further discussion. <p>Feedback</p> <p>Bring the class together and ask groups for their solutions. How many solutions were found to each problem? If possible, prove solutions 1 and 2 using real biscuits and a ball.</p>

	<p>Answers</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Give half a biscuit to each child. 2. They could play with the ball together. They could take turns: one could have it for ten minutes, and then the other could have it for ten minutes.
<p>Activity Book page 89</p>	<p>Read and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences. You may choose to specify that they need one word for part 1 and two words for part 2. 2. Learners will need a pencil or some colouring pencils to add stripes to the picture of the cow. <p>Feedback</p> <p>Call out the answers and allow learners to mark their own work using a tick or cross (and no other markings). At the end of the lesson, take in the learners' books to check this written work.</p> <p>Answers</p> <p>1 seen; 2 never seen</p>
<p>Activity Book page 89</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that there are two rhyming sounds in the box of words on the page. Some of the words rhyme with <i>night</i>, and some rhyme with <i>sun</i>. 2. Tell learners to write the eight words in the correct circles, focusing on their letter formation. <p>Feedback</p> <p>Work with learners to complete a version of the circles on the board. Practise saying the words chorally and individually.</p> <p>Answers</p> <p>Sounds like 'night': light, right, write, kite Sounds like 'sun': fun, one, done, run</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 89</p>	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the assessment box at the end of the lesson for themselves. 2. Give remedial help for any areas which learners find difficult.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.2) Talk about past events.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.1) Build on and continue applying concepts learned previously.</p> <p>(G4.4.3.1.2) Use language structures of the present perfect simple.</p> <p>(G4.4.3.1.3) Write simple sentences.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe bugs and flowers using size and colour adjectives. To question a partner using the present perfect simple tense, and answer in turn. Reading: To read instructions. To read and complete sentences. Writing: To write simple sentences, including direct speech, from a visual prompt.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> review and practise key vocabulary and structures from Unit 7.
Link to prior learning: <ul style="list-style-type: none"> Descriptions using size and colour adjectives Questions and answers using the present perfect tense Use of indirect object pronouns Writing simple sentences including direct speech 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>with/without a, spots, stripes, wings</i> Key expressions/structure: Descriptions using size and colour adjectives; questions and answers using the present perfect tense: <i>Have you ever ... ? Yes, I have. No, I haven't.</i> ; use of indirect object pronouns: <i>Please give it to him/her/me/them.</i> ; simple sentences including direct speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> More confident learners will be keen to tell you all they know, rather than focusing on the questions as written in the Learner's Book. Encourage them to stay on track and remind them that answering the <i>specific</i> question is a vital study skill. 		
Resources/equipment needed: Learner's Book page 128 Pictures of flowers and bugs (optional)		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look back through Unit 7 in their Learner's Books. 2. Ask: <i>Which is your favourite picture? Why?</i>
Resources	Main activity
Learner's Book page 128	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Turn to page 112 and describe one bug or flower to the class, for example <i>It is a big flower with red and yellow stripes. It has a blue bug with one spot.</i> Ask learners to identify which bug or flower it is. (Number 15) 2. Return to page 128 and ask learners to work in pairs and describe one of the two flowers to each other. 3. Alternatively, you can make this more exciting/challenging by distributing pictures of real flowers and bugs, or displaying two images at the front of the class. <p>Feedback</p> <p>Choose one of the flowers and write a scaffold on the board, for example <i>It is a _____ flower. It has a _____ bug with _____.</i> Elicit possible ways to complete this sentence and write some options on the board. Then call on volunteers to say their own descriptions in full. Remind everyone that there are many ways to convey the same information.</p> <p>Answers</p> <p>Learners' own descriptions, for example: <i>It is a red flower with a yellow centre. It has a blue bug with wings and black stripes. It is a big yellow flower. It has a black bug with six legs and three spots.</i></p>
Learner's Book page 128	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners of their work on page 122. Turn to that page and read some of the <i>Have you ever ... ?</i> questions to the class. 2. Return to page 128 and choose two learners to read out the example conversation. Explain that learners will work with a partner to ask and answer a similar exchange. 3. Allow just a couple of minutes for pairs to ask and answer the question. <p>Feedback</p> <p>Call on all pairs in turn to share one exchange with the class. Focus any feedback on their use and pronunciation of the present perfect verbs particularly on the weak form of <i>have</i> in questions.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 128	<p>Read and write: Activity 3</p> <ol style="list-style-type: none"> 1. Look at the sentences together. Explain that Matar is saying thank you to his aunt and uncle for their help at the barbecue. 2. Ask learners to read the sentences and make a note of the missing words (there are six) in their notebooks. <p>Feedback</p> <p>Ask learners to swap notebooks with a partner. Call out the correct answers and ask them to mark using a tick or a cross (and no other markings). At the end of the lesson, take in the learners' written work for marking.</p> <p>Answers</p> <p>Please give it to her. Please give it to him.</p>

Learner's Book page 128	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture of Nasreddin and the rich man. Remind them of the characters' names and write them on the board. 2. Allow ten minutes or longer for the learners to work independently on writing two or three sentences about one character. Specify that there are many correct answers. 3. Encourage them to use direct speech for one sentence. If appropriate for your learners, you could allow them to turn back to pages 124–125 during this written work. <p>Feedback</p> <p>Write on the board: <i>Nasreddin is _____.</i> <i>The rich man is _____.</i> Elicit possible ways to complete this sentence and write some options on the board. Repeat with: '<i>_____</i>,' <i>said the rich man.</i> '<i>_____</i>,' <i>said Nasreddin.</i> Then call on volunteers to read their own sentences in full. At the end of the lesson, take in the learners' written work for marking.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Two to three sentences about either Nasreddin or the rich man, for example: Nasreddin is clever. He is holding a bag of coins. 'Can you hear the sound of this money?' asked Nasreddin.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Explain to learners that there are three 'stations' in the classroom. Point to area 1: this is the poetry station. Point to area 2: this is the secret message station. Point to area 3: this is the Nasreddin station. Ask the learners to move to the station for the learning area they most enjoyed in Unit 7. Move to each station in turn. Ask learners why they enjoyed this area so much and promote discussion. Praise one thing that your class tried especially hard on for that area.

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:

- (G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives.
- (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.
- (G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures.
- (G4.3.4.1.7) Read and follow sequential instructions.
- (G4.4.3.1.2) Use language structures of indefinite pronouns, present perfect simple, regular and irregular verbs, polite requests.
- (G4.4.3.1.3) Write simple sentences.
- (G4.4.4.1.4) Correctly spell high frequency and studied words.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner's questions and answer them. Speaking: To answer a partner's questions. To present their project to the class. Reading: To read and follow directions. Writing: To write simple sentences. To write in code.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • either create a coded message • or write a questionnaire and summarise the results in sentences • reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Code reading and writing • Questions and answers using the present perfect simple tense 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>clap your hands, sit down, count to twelve</i> Key expressions/structure: imperative instructions; regular and irregular verbs in the present perfect tense: <i>Have you ever ... ? Yes, I have. No, I haven't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is less writing and no public speaking involved in the 'secret code' project which may attract less confident learners. Where appropriate, to instill confidence, encourage learners to join the Project 2 group, and give extra support to these individuals. 		
Resources/equipment needed: Learner's Book page 129 Project 1: one paper clip per pair Project 2: larger sheets of paper, colouring pens, stopwatch (optional)		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Main activity
<p>Learner's Book page 129</p>	<p>1. Learners have two choices of project in this lesson: either making a new secret code or creating a questionnaire about experiences. These are pairwork projects, although you should seat groups who are working on the same project content together. Try to have approximately half of the learners working on each project.</p> <p>Project 1: Make up a secret code</p> <p>1. Ask learners to look back at Lesson 4 to recall their work on codes. Explain that they are going to work in pairs to create a brand new code.</p> <p>2. Give each pair two sheets of paper — one for their coded message and one for their key — plus a paper clip to keep their work together. Explain that they will be giving these sheets to the people in group 2 in the next lesson, so it is important that their writing is neat. It is also important that the learners write their names on both sheets of paper.</p> <p>3. Oversee everyone writing the full alphabet, in capital letters, spaced out generously over their first sheet of paper. They will need around 20–25 minutes to do this and to create the code, adding it to the sheet. They should write in pencil to enable self-correction.</p> <p>4. Allow around 15 minutes for learners to think of the secret messages and write them on the second sheet.</p> <p>Project 2: Make up a questionnaire about experiences</p> <p>1. Project 2 pairs need to spend their first few minutes writing eight questions on a single sheet of paper — four are shown on page 128. As shown, these do not need to be written out in full. So, they can write <i>Have you ... ?</i>, at the top of the sheet and then eight verb/object combinations. Recommend that they take it in turns, so they select four questions each.</p> <p>2. Emphasise that learners need to find one positive response for every question. So there is no point writing <i>Have you ever been to the moon?</i> as no one will be able to answer <i>yes</i> to this.</p> <p>3. Do not allow learners to ask the questions in their own time. You indicate when they should start and stop. Encourage them to take turns and speak to everyone in the project 2 group, noting down one person who answers <i>yes</i> for each question. Assign only ten minutes or less for this phase of the project: you could use a stopwatch to add excitement.</p> <p>4. Distribute a larger sheet of paper to each pair. Allow at least 15 minutes for the pairs to write up their results as neatly as possible in the form of eight sentences: <i>Hamad has baked a cake. Sarah has watched a football match ...</i> Allow them to use coloured pens for this. They could write a heading <i>Have you ever ... ?</i> at the top of the page. If there is time, they can add pictures for each question.</p> <p>Take in all projects so they are ready for the next class.</p> <p>Differentiation activities (Support):</p> <p>Project 1</p> <p>1. Give learners three messages to encode, for example: CLAP YOUR HANDS, SIT DOWN, COUNT TO TWELVE.</p> <p>Project 2</p> <p>1. Assist these learners with vocabulary choices and/or give them all eight verbs for inclusion in their questions.</p>

	Differentiation activities (Stretch): Project 1 1. Encourage these learners to write a number or picture code. Project 2 1. More confident learners can work individually to write their questionnaire and response poster. They should be able to use colour with purpose on their poster, for example a different colour for each sentence or for the names.		
Resources	Plenary		
	1. In preparation for the presentation phase of project 1, pretend to receive and read a coded message without a key, for example: EKAC EVOL I. (I LOVE CAKE backwards.) Indicate that a message is only as good as its key. 2. In preparation for the presentation phase of project 2, demonstrate standing at the front of the class and reading out loud a) in a very quiet voice b) in a strong voice. Indicate that the strong voice is best when speaking to a large group.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.2.1.1.1) Give personal information. (G4.2.1.1.2) Talk about past events. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level. (G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings. (G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.). (G4.4.3.1.2) Use language structures of present perfect simple. (G4.4.3.1.3) Write simple sentences. (G4.4.4.1.4) Correctly spell high frequency and studied words.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner's questions and answer them. Speaking: To answer a partner's questions. To present their project to the class. Reading: To read and follow directions. Writing: To write simple sentences. To write in code.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • either decode a secret message • and/or present written sentences to the class • reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Code reading and writing • Questions and answers using the present perfect tense 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>clap your hands, sit down, count to twelve</i> Key expressions/structure: Imperative instructions; regular and irregular verbs in the present perfect tense: <i>Have you ever ... ? Yes, I have. No, I haven't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In any class there will be stronger/weaker presenters. Encourage a culture of mutual respect and give the same response (applause, a sticker) to every learner in front of their classmates. More targeted feedback can be given separately if necessary. 		
Resources/equipment needed: Learner's Book page 129		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Main activity
Learner's Book page 129	<p>1. Decide whether to present Project 1 (noisy) or Project 2 (quieter) first. Distribute the project materials.</p> <p>Project 1: Make up a secret code</p> <p>1. All the project 2 learners should sit on the floor at the front of the classroom facing into the classroom. Invite the project 1 pairs, in turn, to stand up and introduce their code, for example <i>Our code is a letter code. Our code is a number code. Our code is a picture code.</i></p> <p>2. Each person should hand their message and code to one pair from the Project 2 group. They then sit next to a different Project 2 pair. The class should now be sitting in mixed teams of four. Ensure no one is sitting in a team with their own code.</p> <p>3. On your instruction (<i>Ready, Steady, Go</i>), the teams race to decode their message and raise their hands when finished.</p> <p>4. Ask each team in turn to complete the coded message actions. If the code writer confirms that this is correct, applaud both the code writer and the decoding team.</p> <p>Project 2: Make up a questionnaire about experiences</p> <p>1. Make sure all the Project 2 learners have their posters ready. With the Project 1 group sitting quietly, call the Project 2 pairs in turn to the front of the class and ask them to show their poster and read their sentences (or a selection if there are time constraints) to the group.</p> <p>2. If a sentence is correct, the person it is about can raise their hand or stand up, for example <i>Arwa has slept in a tent.</i> (If true, Arwa raises her hand.)</p>
Resources	Plenary
	<p>1. Congratulate everyone on their project work. Point out particularly effective features from various projects, for example: clear code keys for Project 1; fun instructions for Project 1; size of heading and use of colour on Project 2 posters; strong spoken delivery of Project 2 sentences.</p>

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:

(G4.2.1.1.1) Give personal information.

(G4.2.1.1.2) Talk about past events.

(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.

(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.

(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).

(G4.4.3.1.2) Use language structures of the present perfect simple.

(G4.4.3.1.3) Write simple sentences.

(G4.4.4.1.4) Correctly spell high frequency and studied words.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions in a text about the inside of our bodies. Speaking: To use vocabulary about internal and external body organs. Reading: To read for specific details in a text about internal organs. Writing: To write notes while listening.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • listen for specific details • discuss facts about a text • scan a text for detail • write notes while listening • use a greater range of theme-related lexis.
Link to prior learning: <ul style="list-style-type: none"> • Parts of the body • The present simple • <i>Can</i> for ability 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand proper diet, nutrition, exercise, risk avoidance and health management 		
Key vocabulary: <i>heart, lungs, fist, breathe, breath, body, skin, bones, backbone, muscles, ribs, skull</i> Key expressions/structure: <i>to take good care of ...</i> ; present simple; <i>can</i> (for ability); imperatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may think they need to understand all the details about all the facts concerning the heart and lungs, so they may need reassurance that they only need to listen for two facts. 		
Resources/equipment needed: Learner's Book pages 130–131 Activity Book page 90 Audio Track 73 Stopwatch (or watch/clock with a second hand)		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what sports they do, what food they eat and what they do to take care of their body. 2. Elicit or input vocabulary and drill pronunciation.
Resources	Main activity
Learner's Book page 130	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they think we have inside our bodies, for example <i>heart, blood, lungs</i>. Write any words they say on the board. 2. Pre-teach <i>breathe, breath</i> and <i>fist</i> and drill pronunciation chorally and individually. Look at the picture with learners and discuss its content. <p>Feedback</p> <p>Check each new item of vocabulary in a round-up of the activity.</p>
Learner's Book page 131 Audio Track 73	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to name the body parts in the picture. 2. Ask learners to listen, read and follow the instructions. 3. Play the audio twice and learners answer the questions. Please note that the questions only ask learners to feel some different bones and muscles to the ones identified in the task. They are not required to name other bones and muscles, other than in relation to the associated body part (for example, leg muscle; bones in my hand). <p>Feedback</p> <p>Learners compare their answers in pairs or small groups, then you conduct group feedback. You can do the actions to support meaning.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Model the actions in the text to support meaning. Get learners to copy the actions, for example <i>Put your hand on your back ... , Feel your skull</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs and test each other on the vocabulary from the task, for example one learner points to a part of the body, and their partner names it. Pairs then switch roles.

Activity Book page 90	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to label the skeleton with the words in the word box. Follow the ‘Test-teach-test’ strategy to give learners the opportunity to show words they may know already for parts of the body. 2. If learners do not know some of the vocabulary, different parts of the body can be taught by pointing, or drawing on the board. After this ‘teach’ stage, the learners can then return to completing the task. 3. Ask the learners to check in pairs or small groups. <p>Feedback</p> <p>Ask learners to raise their hands to give answers. Make sure students recognise the silent ‘w’ in wrist, and the silent ‘k’ in knee.</p> <p>Answers</p> <p>1 backbone; 2 ribs; 3 neck; 4 skull; 5 elbow; 6 wrist; 7 knee; 8 ankle</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are having issues with spelling parts of the body, encourage them to look back at their Learner’s Book pages 130 and 131. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write extra labels for other parts of the body.
Learner’s Book page 131	<p>Let’s do it!: Activity 3</p> <ol style="list-style-type: none"> 1. Model how to take your pulse (gently press your fingers on your wrist or behind your ear) and encourage learners to do the same for 15 seconds. Learners should count the number of heart beats. 2. Learners do 25 jumping jacks and then take their pulse again for 15 seconds. <p>Feedback</p> <p>As a whole group, ask learners if their pulse and breathing changed and encourage learners to discuss how. Close the lesson by asking learners what other types of exercise they can do to increase their heartbeat.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Using the vocabulary from the lesson, play a spelling game with your learners. The learners can be in small groups for the game. 2. Point to a part of the body, or you can give a definition, and the first learner to put their hand up and spell the word correctly, wins the point for their team. 3. You can clarify any pronunciation issues by eliciting the correct pronunciation from learners.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.7.1.1) 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>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.3.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details in a text about health. Speaking: To speak about healthy habits. Reading: To read and follow stepped instructions in a text. Writing: To spell theme-related lexis about keeping a healthy lifestyle.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific details • discuss a topic of general interest • scan a text for information • accurately spell theme-related lexis.
Link to prior learning: <ul style="list-style-type: none"> • Keeping healthy • Parts of the body • Food • Colours • Imperatives • <i>You need ...</i> 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Use available information to make appropriate health-related decisions. 		
Key vocabulary: <i>exercise, muscles, bones, healthy, strong</i> Key expressions/structure: Imperatives for giving suggestions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may want to read and understand all the lexis in the text. Encourage learners to only focus on the necessary information to complete the tasks. 		
Resources/equipment needed: Learner's Book page 132 Activity Book page 91 Activity Book page 91: Copy of completed crossword puzzle Audio Track 74		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter 1. Ask learners how often they brush their teeth, wash their hands, how many hours they sleep and whether they go to bed early or late. 2. Ask learners if they think they are healthy and strong and why. 3. Elicit from learners what happens if you do not stay healthy.
Resources Learner's Book page 132	Main activity Talk about it: Activity 1 1. Ask learners what they can do to stay healthy and strong. Learners discuss in pairs. 2. On the board, write some of the learners' ideas and group them under different categories, for example, <i>healthy food</i> , <i>exercise</i> , <i>sleep</i> and <i>wash your hands</i> . 3. Encourage learners to spell out the lexis as you write it on the board. <u>Feedback</u> Learners sit in a semi-circle, so that they can contribute freely. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Possible answers may include <i>eat fruit and vegetables</i> , <i>do sports</i> , <i>go to bed early</i> , <i>wash your hands with soap and water</i> . Differentiation activities (Support): 1. More able learners can support less able learners during the initial pairwork stage to discuss what they can do to stay healthy and strong. Differentiation activities (Stretch): 1. Learners could think of another category for staying healthy and give some examples.
Learner's Book page 132 Audio Track 74	Read and listen: Activity 2 1. Ask learners to look at the headings and the pictures and predict what information will be in the three paragraphs. 2. Learners read and listen while you play the audio. 3. Learners answer the questions in pairs. 4. Encourage the learners to do the <i>Try this!</i> activities. Clarify and consolidate vocabulary. <u>Feedback</u> Learners can mingle to share ideas and listen to others in the pre-listening tasks. Once complete, nominate learners for feedback and write their predictions on the board. Differentiation activities (Support): 1. Encourage learners to focus on the pictures to predict what the paragraphs will be about. Elicit vocabulary from learners to activate their background knowledge. Differentiation activities (Stretch): 1. More capable learners can help other learners come up with ideas for the prediction of content and explain their own predictions.

Activity Book page 91	Word study: Activity 1		
	1. Learners read the crossword clues and write the words in the crossword puzzle. Encourage learners to use the word box. 2. You should monitor and encourage learners to support each other. 3. Step in to correct accuracy issues as needed.		
	Feedback Learners swap their Activity Books with a partner. Give learners a copy of a completed crossword puzzle and ask them to correct their partner's puzzle, using the answer key.		
	Answers Across: 5 exercise; 6 soap; 7 sleep Down: 1 vegetable; 2 muscles; 3 water; 4 beans		
	Differentiation activities (Support):		
	1. Encourage learners to use their Learner's Books to check the spelling of crossword answers.		
	Differentiation activities (Stretch):		
	1. Learners write some gapped sentences/questions, based on the sentence/question frames in the crossword clues. Pairs then swap and complete. Learners can then peer-correct.		
Resources	Plenary		
	1. Ask the learners to ask their partner which 'Try this' task they enjoyed the most and why. 2. You can take a class vote to see which is the most popular task for the group.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.			
(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			
(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.			
(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.			
(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.			
(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions etc.).			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to advice and suggestions about keeping healthy. Speaking: To take part in discussions about health. To ask and answer questions about health. Reading: To read instructions. Writing: To write sentences about their health.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use theme-related lexis • write sentences about themselves • use <i>will</i> in peer dialogues • write about future plans.
Link to prior learning: <ul style="list-style-type: none"> • Keeping healthy • Parts of the body • Food • Time 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Use available information to make appropriate health-related decisions. 		
Key vocabulary: <i>healthy, exercise, clean teeth</i> Key expressions/structure: <i>plenty of</i> for quantity		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may want to read and understand all the lexis in the text. Encourage learners to only focus on the necessary information to complete the tasks. 		
Resources/equipment needed: Learner's Book page 133 Activity Book page 92 Poster paper, colouring pencils or pens. Pins to stick posters on the classroom walls.		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Elicit from learners some ideas of how to keep healthy. Give some examples of different ideas. If the idea is a healthy one, learners stand up. If it is unhealthy, learners sit down, for example <i>playing tennis, playing football and running, drinking a lot of fizzy drinks, eating a lot of sugar, sitting down all day.</i> Draw a picture of a face on the board, and elicit the facial features, ending with <i>mouth</i> and <i>teeth</i>.
Resources	Main activity
Learner's Book page 133	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the descriptions of the three games. Learners then match the descriptions to the pictures. Ask learners to draw a smiley face next to the game they think is the most fun. <p>Feedback</p> <p>You can write the answer key on the board and ask learners to check their own answers. Encourage learners to discuss with their group which game they think is the most fun. Have a show of hands to discover which is the most popular. Alternatively, ask all the learners that chose A to stand up, and the learners count the number. Ask all the learners who chose B to stand up and again, learners count the number. Finally, ask all the learners who chose C to stand up and the learners count the number.</p> <p>Answers</p> <p>Game 1: Balloon knees = b Game 2: Crab walk = c Game 3: Keep it up = a</p>
Learner's Book page 133	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> Elicit a synonym for <i>plenty of</i> (<i>lots of, a lot of</i>). Give different examples of sentences with <i>plenty of</i>. Elicit that we use <i>plenty of</i> with countable (in the plural) and uncountable nouns in the affirmative. Ask them to work in pairs to decide if the sentences are correct or wrong. They can write the ticks and crosses separately, in their notebooks. <p>Feedback</p> <p>Nominate learners to give responses.</p> <p>Answers</p> <p>1 ✓ ; 2 ✗ ; 3 ✓ ; 4 ✗ ; 5 ✓</p> <p>2 is wrong because it shows <i>plenty of</i> with a negative form, which is incorrect. 4 is wrong because <i>T-shirt</i> should be in the plural.</p>

Activity Book page 92	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and then nominate small groups to work together. 2. Learners write their answers using <i>I'll</i> or <i>I will</i>. 3. Learners then swap books and check each other's work. <p>Feedback</p> <p>While monitoring, you can pick up some good examples of language use and write them on the board for feedback. Please do not indicate who produced the examples.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 92	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Elicit some ideas from the whole class before they work in small groups and write ideas for how to look after teeth using the space in the Activity Book. 3. Give each group a piece of poster paper. Encourage them to draw pictures for each piece of advice for looking after their teeth. <p>Feedback</p> <p>Ask learners to put their posters on the classroom walls.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners more time to think about how they will organise their posters, for example where they will put the advice, where they will put the drawings, what drawings will they do. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure that there is a balance of more and less able learners working together in groups.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to look at their posters again. 2. Learners talk about their posters, using <i>plenty of</i> where applicable. 3. Learners pass their posters to another group, who recycle the task. When complete, the posters are displayed again on the classroom walls.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions etc.).</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see/sea</i>), homographs (e, g., <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.2) Use language structures of: time.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.5.1.3) Summarise and organise the information in their own words giving credit to the source.</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details in a text about feeling unwell. Speaking: To use theme-related lexis in a role-play about illness. Reading: To read and act out a dialogue about feeling unwell and offering help and support. Writing: To write a short dialogue using theme-related lexis about an illness.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • participate in a dialogue using theme-related lexis • listen for specific information in a text • write a short dialogue using prompts • read for specific information in a text.
Link to prior learning: <ul style="list-style-type: none"> • Staying healthy • Discussing illnesses • Parts of the body • The past simple 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully. 		
Key vocabulary: <i>tummy, head, ear, throat, finger, hand, thumb, knee, elbow, arm; a plaster, an ice pack, a glass of water</i> Key expressions/structure: Talking about illness: <i>What's the matter?, I've cut my (+ noun); Offers: Shall I bring you (+ singular noun), Shall I get the teacher/your mother/your father?, I fell and hit my knee/elbow/arm</i> Rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not use the target structures for trying to help easily and naturally, for example <i>Shall I bring you ... ?</i>, <i>Would you like ... ?</i> and <i>Shall I get ... ?</i> The teacher should provide clear oral models for learners when modelling the tasks for the whole group. 		
Resources/equipment needed: Learner's Book pages 134–35 Activity Book page 93		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners they are going to act out a conversation. 2. Ask learners if they have felt unwell before and who they have told. 3. Encourage learners to give more details in their answers.
Resources	Main activity
Learner's Book page 134	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 134 in their Learner's Book and read through the dialogue framework. 2. You nominate A and B learners into pairs. Pairs read through the dialogues, using the prompts to help them. A and B then swap roles. 3. You monitor all pairs, taking note of accurate/inaccurate language use. <p>Feedback</p> <p>Put A/B pairs of learners into small groups. Learners act out their dialogues with each other in their groups, one pair at a time. Monitor. At the end of the task, highlight both accurate and inaccurate examples of target language on the board (without indicating who said what). As a whole group, ask learners to identify the accurate/inaccurate language, and then correct the inaccurate language.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the guided prompts to support them during the task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to demonstrate the role-play in small groups to help support less able learners.
Learner's Book page 135	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read through the <i>Use of English</i> box with you. 2. Ask learners to look at Activity 2 and read the task instructions. 3. Learners work individually and complete the gaps, using the vocabulary in the word boxes. <p>Feedback</p> <p>Ask learners to swap their books with a partner. Their partner reads through the dialogue and, if there are any errors, indicates this by underlining the word in pencil. Learners then swap books back and correct spelling as required. Learners could roleplay each other's dialogues.</p>
	<p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on the word boxes to support the task. You can encourage the learners to use their Learner's Book page 134 as well to help scaffold the task more.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Once learners have completed the dialogue, they can repeat the task, but using their own ideas.

<p>Activity Book page 93</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the activity and instructions and read the sentences 1–4. Act out each sentence as you read, to help learners understand the meaning. 2. Ask learners how they would help a friend with these problems. What advice would they give? Elicit and input useful vocabulary as appropriate, and write suggestions on the board. 3. Ask learners to write a response for each problem using the imperative form (for example, <i>Put a plaster on it</i>) and using the vocabulary on the board to help. Circulate as learners are writing and assist with forming sentences. When they have finished, ask learners to compare their answers in pairs. <p>Feedback</p> <p>Ask a confident learner to come to the front and mime one of the sentences. Then ask for volunteers to give ‘advice’. As learners give their responses, sensitively correct any errors in form or vocabulary. Have learners take it in turns to come to the front to mime the sentences.</p> <p>Answers</p> <p>Learners’ own answers.</p> <p>Some suggestions: 1 Have a rest/sleep; go to a quiet place. 2 Put a plaster on it. 3 Put a bandage on it; have a rest; don’t run; walk slowly. 4 Have a drink of water; don’t eat lots of food; have a rest/sleep.</p>
<p>Activity Book page 93</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a head, a pair of eyes and a nose on the board and elicit the vocabulary from the learners. Make sure all learners can pronounce these three words correctly. 2. Learners look at their Activity Book page 93 and, in groups, sort the words in the box according to their rhyme. <p>Feedback</p> <p>Read out the words in the box and the learners hold up one, two or three fingers, indicating the category.</p> <p>Answers</p> <p><i>Words that rhyme with head:</i> bed, bread, red, said (1 finger raised to indicate category 1)</p> <p><i>Words that rhyme with eyes:</i> flies, wise, buys, prize (2 fingers raised to indicate category 2)</p> <p><i>Words that rhyme with nose:</i> toes, knows, rose, goes (3 fingers raised to indicate category 3)</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, put the learners into small groups and allocate team names, or the learners can decide the name of their team. You could direct the learners a little more by providing the topic, for example <i>animals</i>, and the groups choose an animal name for their team, for example <i>the lions</i>, <i>the tigers</i> and the <i>camels</i>. Say random vocabulary items taken from the previous task. 2. Learners must raise their hands and give a word that rhymes, for example, if you say <i>bed</i>, an answer could be <i>bread</i>, <i>red</i> or <i>said</i>. A correct answer gains one point for their team. 3. If the learner can also spell the word, s/he also gains another point for their team.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to a poem about a horse rider.</p> <p>Speaking: To use rhyming words.</p> <p>Reading: To read for comprehension and determine if statements are true or false.</p> <p>Writing: To spell theme related lexis</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to :</p> <ul style="list-style-type: none"> • listen for specific information in a poem • read for specific information in a poem • identify different vowel sounds • show greater awareness of sound and spelling links.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Parts of the body • The present simple • Horses <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Introduce other cultures through the teaching of English. 		
<p>Key vocabulary: <i>saddle, hooves, reins, rider, prize, cheers, disappears, hands, sands, time, line, seat, heat, horse, course</i></p> <p>Key expressions/structure: present simple (affirmative)</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • There is some new lexis in this poem and the learners may focus on this aspect, rather than the overall understanding of the text. The teacher can use the visuals and mime/gesture to pre-teach some of the key lexis before the learners focus on listening and reading the text. This helps scaffold the task. • The pronunciation awareness tasks may be challenging for learners with regard to different spellings having the same vowel sounds. The teacher should clearly model and highlight the spelling/sound combinations on the board. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 136</p> <p>Activity Book page 94</p> <p>Audio Track 75</p>		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter															
	<ol style="list-style-type: none"> 1. Tell learners they are going to listen to and read a poem. 2. Ask learners to cover the text on page 136 and look at pictures 1–4. Ask learners what they think the poem will be about. 3. Encourage learners to substantiate their answers (they will have used the visuals for clues). 															
Resources	Main activity															
Learner's Book page 136 Audio Track 75	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up the Learner's Book page 136 and ask the learners to look at the same page in their books. Point to the pictures and model the words orally: <i>saddle, hooves, reins, rider, prize</i>. Drill the pronunciation chorally and individually. 2. Learners describe the pictures to their partner. 3. Play the audio and learners read and listen to the poem. <p>Feedback</p> <p>Ask the whole group if they liked the poem: What country they think the horse rider is from; do they think may people ride horses in the UAE; why do they think this?</p>															
	<p>Answers</p> <p>Learners' own answers.</p>															
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage the learners to write the vocabulary in their notebooks. 															
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the lexis in the pictures as they hear/read the vocabulary. 															
Learner's Book page 136	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the poem again and find words with the same vowel sounds. 2. Model the first example with the learners <i>horse</i> and <i>course</i>, drilling both words chorally and then individually. Then write both words on the board in separate columns, underlining the same vowel sound and eliciting/checking pronunciation with the learners. Explain that you can have different combinations of letters that make the same sound, as in the example. 3. Learners complete the remainder of the table. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners to write the correct word in the correct column on the board, underlining the letters that have the same vowel sounds.</p>															
	<p>Answers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%;">1</td> <td style="width: 40%;">cheers</td> <td style="width: 55%;">disappears</td> </tr> <tr> <td>2</td> <td>hands</td> <td>sands</td> </tr> <tr> <td>3</td> <td>time</td> <td>line</td> </tr> <tr> <td>4</td> <td>heat</td> <td>seat</td> </tr> <tr> <td>5</td> <td>prize</td> <td>eyes</td> </tr> </tbody> </table>	1	cheers	disappears	2	hands	sands	3	time	line	4	heat	seat	5	prize	eyes
1	cheers	disappears														
2	hands	sands														
3	time	line														
4	heat	seat														
5	prize	eyes														

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners may find this task quite challenging as number 4 words have different letters representing different vowel sounds. Encourage them to focus on the pronunciation of the vowels rather than the spelling, and to say the words aloud. Play the audio for learners again.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners think of another word with the same vowel sounds as numbers 1–4.
Activity Book page 94	<p>Read and write: Activity 1</p> <ol style="list-style-type: none"> Check that learners understand what we mean by True and False. Learners work individually to complete the task, and then compare their answers with a partner/small group. <p>Feedback</p> <p>Whole group feedback.</p> <p>Answers</p> <p>1. False; 2 True; 3 False; 4 False</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Some learners may find question 3 more challenging as they must infer. Ask them to complete questions 1, 2 and 4. Then guide them to find clues in the words to find the answer to question 3. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to explain how they worked out their answers. Then create another question for their partner to answer.
Activity Book page 94	<p>Read and match: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the pictures that are labelled a to d. Explain that they must look at the part of the picture that the arrow points to. Remind them that they met these words at the beginning of the lesson. Tell the learners they must find a word in the column on the left and draw a line to the matching picture on the right like the example. Learners work individually to complete activity. <p>Feedback</p> <p>Select a learner who has completed the task successfully and have them go through the correct answers with the whole group.</p> <p>Answers</p> <p>1d; 2c; 3a; 4b</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> To round off the class, you can read the poem again with the whole group. Try varying your voice. For example, you could whisper the poem, sing the poem or say the poem in a happy voice. Learners can clap along to the beat of the poem or mime the actions. Organise the group into smaller groups and different groups say or chant different verses of the poem.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.1.1.1) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific words in a text. To listen to others' opinions and ideas. Speaking: To talk about healthy options and how to stay healthy. Writing: To spell theme-related lexis about staying healthy and strong.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate theme-related vocabulary • share opinions about healthy and unhealthy lifestyles • listen for detailed information in a factual text • spell theme-related lexis more accurately • scan a factual text for detailed information.
Link to prior learning: <ul style="list-style-type: none"> • Parts of the body • The present simple • Staying healthy 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Use available information to make appropriate health-related decisions. 		
Key vocabulary: <i>healthy, unhealthy, beat, fist, nose, pulse, muscle; need, exercise, sleep, more quickly</i> Key expressions/structure: Present simple (affirmative and negative forms); <i>to need to do something</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When listening to audio without visual support (photos or video), many learners think that they have to listen and understand everything in the text. By giving focused tasks, the teacher can support the learners. 		
Resources/equipment needed: Learner's Book page 137 Activity Book page 95 Audio Track 76 Audio Track 16 (Activity Book)		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Focus learners and as a class brainstorm all the words they can think of to do with <i>Health</i> onto a large piece of paper. Elicit some examples from the whole group, writing them on a mind map you create on the board. 2. Ask learners to look through their Lessons 1–5 and add some more words to their mind map. 3. Review spelling and pronunciation as required, by drilling and eliciting the spelling of words to write on the board.
Resources	Main activity
<p>Learner's Book page 137 Audio Track 76</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Review vocabulary by giving learners definitions, for example <i>This is a muscle that beats all the time when you are asleep or awake</i>. Write the vocabulary on the board to support learners in the task. 2. Ask learners to listen to the audio and complete the text. Explain that two of the words should also be written in the correct places on the picture. 3. Play the audio but pause it after each vocabulary item. <p>Feedback</p> <p>After learners have checked their answers in pairs, elicit the vocabulary items and confirm them on the board. Drill pronunciation and encourage learner–learner spelling correction.</p> <p>Answers</p> <p>1 heart; 2 body; 3 lungs; 4 strong</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This may be quite challenging for learners in terms of listening for the inside/outside body vocabulary and writing it down at the same time. In order to support the task, chunk the audio to allow for extra processing time. An alternative is to ask learners to listen for one or two vocabulary items or read the gapped text and predict the missing words before they listen <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should work with less able learners during the pair-checking stage to provide extra support for spelling errors.
<p>Learner's Book page 137</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the vocabulary from the previous activity. Learners think of ways to combine the vocabulary items into a sentence. 2. Focus attention on the example with the whole group before learners begin on the task, <i>My heart and lungs are inside my body</i>. <p>Feedback</p> <p>Ask learners to raise their hands to give answers. This task could provide a wide range of possible answers. The most important aspect is the level of cognitive challenge involved in using the words together.</p> <p>Answers</p> <p>Learners' own answers</p>

Activity Book page 95	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and work with a partner to recall what they need to do to keep their hearts healthy. 2. Learners then discuss their opinions and think of three more things they can do to stay healthy generally. <p>Feedback</p> <p>Nominate to elicit answers. Praise learners for any particularly creative answers.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to try and recall the advice without looking back at their Learner's Book, for example you could prompt them through using guided questioning such as, <i>Do you eat unhealthy food to be healthy? Do you sleep a little or a lot to be healthy?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Tell learners to see how many other things they can think of to live a healthy lifestyle. Learners can then work in small groups and compare their answers to see if they agree or disagree with the other group's ideas.
Activity Book page 95 Audio Track 16	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 95 of their Activity Book, and describe them to their partner. 2. Play the audio and learners tick the correct pictures. 3. Ask learners to check their answers together, before playing the audio again. <p>Feedback</p> <p>Ask learners to raise their hands.</p> <p>Answers</p> <p>1 a; 2 b</p>
Activity Book page 95	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick the boxes that are true for them. 2. Carry out any remedial work as necessary.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, play a spelling race game with learners. Split the group into two teams and line them up in front of and facing the board. Give the first person in each line a marker pen. 2. You dictate a health-related word, and the first learner to write the correct form on the board, gets the point for their team. The marker is then passed on to the next learner in the line. 3. The team with the most points at the end of the game wins.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.4) Listen and respond to dialogues where speakers seek and give advice, state obligation and prohibition.</p> <p>(G4.2.1.3) Ask for and give advice.</p> <p>(G4.2.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about future plans. Speaking: To talk about personal future plans. To give and respond to invitations. Reading: To read about future plans. Writing: To write about future plans on a calendar.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss future plans • suggest and decline or accept invitations • differentiate between opinions and facts in a text • use the present continuous accurately to talk about the future • listen for specific information in a spoken text • read for specific information in a text.
Link to prior learning: <ul style="list-style-type: none"> • Different sports and activities • Superlatives • The present simple • Days of the week • Health 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. 		
Key vocabulary: <i>playing football, not doing anything, going for a swim, tidying my/her/his room, going for a walk, visiting Grandma, riding a bike/bikes</i> Key expressions/structure: <i>What are you doing next week?; present continuous for future plans; Would you like to ... ?; Let's ... ; Why ... ?; Because ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It is common for learners to drop the auxiliary altogether when producing the present continuous tense as it may be challenging to hear, for example <i>I playing football</i>, or use the full rather than the contracted form, for example <i>She is tidying her room</i>. You can support learners by giving clear language models, both oral and written, raising awareness of the form of the target structure on the board. 		
Resources/equipment needed: Learner's Book pages 138–139 Activity Book page 96 Audio Track 77 PCM 7 A large calendar Pieces of A4 paper or card to make a weekly calendar A wall calendar		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show the calendar and elicit the word, paying attention to the word stress by writing it on the board, for example <i>calendar</i> with a large circle above the first a, and two smaller circles above the e and the ar. Drill chorally and individually. 2. Elicit what a calendar is used for, for example <i>to remember important dates and things to do in the future.</i> 3. Elicit what day it is today, what day it will be tomorrow and what day it was yesterday paying attention to word stress and the pronunciation of the days.
Resources	Main activity
<p>Learner's Book page 138</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Draw some activities on the board, for example playing tennis, playing football, walking, and elicit the vocabulary from the learners, paying attention to word stress. Alternatively, mime the actions, although provide a drawing for 'visiting Grandma'. 2. Ask learners to look at the calendar on page 138 of their Learner's Book, explain what it shows and ask <i>What is happening on Thursday? Who is going to visit their grandma? What day is this?</i> (by pointing) <i>What sport/activity is this?</i> (by pointing). 3. Model the task for the learners, using a more able learner as your partner, by asking and answering questions about the week. Pair learners off to work together and ask and answer questions about the table. <p>Feedback</p> <p>While the learners are on task, monitor carefully and step in to correct any errors with form and pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could write some example questions and answers on the board to provide these learners with extra visual support. The written models can also be used as a self-correction tool, for example if you hear a learner is not using the auxiliary, or not contracting the auxiliary, you can indicate specific areas of the structure on the board so that the learner can self-correct. This makes it more memorable for the learner than a teacher correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish the task more quickly than the rest of the group, you can ask them to cover the visuals on Learner's Book page 138 and ask and answer questions, based on their memory of the different activities.
<p>Learner's Book page 138 PCM 7</p>	<p>Write and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a calendar grid on the board and elicit the days from the learners, encouraging them to spell them as you write. Hand out the photocopiable worksheet (PCM 7) with the calendar grid. Read through the days of the week again. 2. On the board, write one activity on three days and leave the other days blank. Learners then think of three activities (or they can use the ideas in the Learner's Book as a guide) and write them on different days on their own grids, again leaving the other days blank. At this stage, model the task with a more able learner, for example <i>What are you doing on Monday? I'm playing football. Are you doing anything on Friday? No, I'm not. Would you like to play computer games? Yes, please.</i> Show learners that you are both writing in the joint activity in your calendars. Using gestures, make learners aware that they should not show their calendar to their partners.

	<p>3. Write the target structures on the board, for example <i>What are you doing on _____? I'm tidying my room; Are you free on _____? Yes, I am/No, I'm not; Would you like to _____? Yes, please/No, thank you.</i> After drilling the examples, put the learners into A and B pairs. Monitor and input language as necessary. You could also refer to the <i>Language tip</i> box to help learners with phrases they can use to say that they have no plans.</p> <p>Feedback</p> <p>When monitoring the learners on task, note any particularly strong dialogues. When the task is complete, ask these pairs to deliver their dialogues in the class. Elicit from the learners, for example <i>Did you show each other your calendars? Did you use the structures? Did you sound polite? Did you take turns asking and answering?</i></p> <p>Differentiation activities (Support):</p> <p>1. Encourage these learners to use the structures on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners could change partners and recycle the task, aiming to find another free day for an activity. If they cannot find a free day, they can move on to another partner.</p>
<p>Learner's Book page 139 Audio Track 77</p>	<p>Read and listen: Activity 3</p> <p>1. Ask learners to look at the three pictures on page 139 of their Learner's Book and elicit the names of the children, i.e. <i>Ali, Majed and Omar.</i></p> <p>2. Tell learners to read the six speech bubbles. Play the audio and learners match each speech bubble with one of the pictures. Do the first example with the group as a whole.</p> <p>3. Learners then work individually to match the numbered speech bubbles with the correct visual.</p> <p>Feedback</p> <p>After learners have checked their answers with a partner or small group, whole group feedback is managed quickly and effectively by you nominating the learners for the answers.</p> <p>Answers</p> <p>1 Majed; 2 Omar; 3 Ali; 4 Ali; 5 Omar; 6 Majed</p> <p>Differentiation activities (Support):</p> <p>1. Give learners a specific time to complete the task to help them focus.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners who complete the task quickly can work with a learner who needs some support. Another option may be to ask these learners to cover the speech bubbles 1–6 and listen for the information.</p>

Activity Book page 96	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task. Learners then work individually to read and then write the joint activity on the screen of the mobile phone. 2. Ask learners to read the conversation again and answer the two questions, paying attention to capital letters at the start of the sentences and full stops at the end. Highlight the use of <i>because</i> for learners. <p>Feedback</p> <p>Ask learners to swap their Activity Books with someone in their group and check for accurate punctuation. As there are only two answers, you can conduct whole group feedback quickly by asking learners to raise their hands.</p> <p>Answers</p> <p>Learners write <i>reading a book</i> on the mobile phone screen.</p> <ol style="list-style-type: none"> 1 Because Haya doesn't like computer games. 2 Because Haya doesn't like shopping.
Activity Book page 96	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners then think of three things they can do together. 2. Ask learners to write out their suggestions using the starting phrases in the box. <p>Feedback</p> <p>Invite learners to share some of their suggestions with the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class and give some extra focus on suggesting joint activities, put learners into small groups and ask them to brainstorm some activities they want to do together. 2. The group then works together and writes down their suggestions in their notebooks, using the question beginnings from the Activity Book. 3. Ask learners to mingle and to find someone that accepts their invitation. When learners find a partner who accepts, they sit down. Pairs can then share what they are doing or where they are going with the rest of their peers.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.6) Read and respond to simple lists and notes (for example, reminders to people and diaries).</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To express facts and opinions. To listen to others' ideas and opinions. Reading: To read for specific information in a quiz about amazing facts. Writing: To spell theme-related vocabulary correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give and listen to others' opinions • differentiate between facts and opinions • read for specific information • spell theme-related lexis accurately • listen and follow instructions.
Link to prior learning: <ul style="list-style-type: none"> • The animal kingdom • Parts of the body • Comparatives • Superlatives • Adverbs • Health 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introducing learning to know when to speak and when to listen. 		
Key vocabulary: <i>mammal, teeth, bones, a grown-up, a shark, fingernails, toenails, the same speed, the same time, muscles, to smile, to frown</i> Key expressions/structure: The present simple for descriptions; <i>to use</i> ; differentiating between facts and opinions: <i>I think it's a fact, I think it's an opinion.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it challenging to differentiate between what is a fact (a piece of information) and what is opinion (what someone thinks). Before the learners focus on this aspect, you can give some examples on the board and elicit whether they are opinions or facts, for example <i>I think it's going to be sunny today.</i> (opinion); <i>Football is better than swimming.</i> (opinion); <i>Dubai is in the UAE.</i> (fact); <i>A shark has got a lot of teeth.</i> (fact). Encourage learners to use key expressions. This could then be followed up by learners thinking of one fact and one opinion. 		
Resources/equipment needed: Learner's Book page 140 Activity Book page 97		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board, write the word <i>quiz</i> and ask learners if they like/don't like quizzes and why. 2. Elicit from learners why quizzes are fun, for example learners can work with friends, they can see what they remember. 3. Tell learners they are going to have fun and do a quiz with their partners.
Resources	Main activity
Learner's Book page 140	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to answer the quiz questions 1–5, discussing each question and the possible answers. 2. Encourage learners to give reasons why they have chosen specific answers, for example <i>I think it is a, an elephant, because it is a very big animal.</i> 3. Draw a grid on the board with the numbers 1–5 written at the top of the five columns. Write <i>a, b</i> and <i>c</i> underneath. Ask learners to raise their hands if they chose that answer, and write up the number of learners for each choice. <p>Feedback</p> <p>The answers to the quiz are short, so you can manage whole group feedback by nominating learners.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 a; 2 a; 3 b; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure learners are in small groups so that they receive extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can think of other questions using the question structures as guides.
Activity Book page 97	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Write examples on the board and elicit whether they are opinions or facts, for example <i>I think it's going to be sunny today.</i> (opinion); <i>Football is better than swimming.</i> (opinion); <i>Dubai is in the UAE.</i> (fact). Ask learners which sentence is about what I think or believe: an opinion (<i>I think it is going to be sunny today</i> and <i>Football is better than swimming.</i>). Ask which sentence is true: a fact (<i>Dubai is in the UAE.</i>). 2. Ask learners to read the five sentences and decide if they are opinions or facts. Learners circle either <i>opinion</i> or <i>fact</i>. 3. Learners write three sentences (opinions and facts) and then their partner guesses which is which. <p>Feedback</p> <p>After learners have checked their answers in small groups, manage whole group feedback. Say the question number: if the learners think it is a fact, they stand up, if they think it is an opinion, they sit down.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 fact; 2 fact; 3 opinion; 4 fact; 5 opinion</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give extra support for learners by giving them more examples of facts and opinions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can work with less able learners.
<p>Activity Book page 97</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Drill the words in the box before the learners start the task. 2. Learners work individually and complete the sentences, using the words from the box. 3. Monitor carefully to ensure that learners are on task and spelling the words accurately. <p>Feedback</p> <p>After learners have checked in pairs/small groups, elicit the answers from the class, writing them on the board.</p> <p>Answers</p> <p>1 lips; 2 human; 3 forehead; 4 smile; 5 frown; 6 shark</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the sentence contexts to help them by highlighting or underlining the key words.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Once they have completed the task, learners can work in pairs. One learner reads out one of the sentences, but makes a hand gesture when there is a blank. Their partner cannot look at his/her book, but should try to remember what word goes in the blank. Learners take turns.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, split the class into teams of three or four learners. Nominate groupings so that there is a mixture of more and less abled learners in each team. Each team decides on a team name (you can use the topic of mammals). Write the team names on the board. 2. Give simple definitions or gestures/drawings for the vocabulary in today's lesson, for example <i>This is a mammal. It has two arms and two legs. It can walk, run and play football. It is not a human baby.</i> 3. Learners put their hands up and the first learner to answer correctly gains a point for their team. Scores are counted up at the end of the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of: (f) comparatives and (g) superlatives.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a riddle. Speaking: To ask and answer questions about themselves and others. Reading: To read for specific information in a text. Writing: To write short questions and answers using adverbs of manner.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a range of adverbs to describe themselves and others • use comparatives and other structures to compare themselves to others • make comparisons using adverbs of manner • use a range of theme-related lexis • respond appropriately to questions • read for specific information.
Link to prior learning: <ul style="list-style-type: none"> • The animal kingdom • Parts of the body • Comparatives with adverbs • <i>Can</i> for ability • Adverbs • Possessive 's 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to pump, to flow, to thump, to beat; asleep, awake; a rabbit, a mammal, a mouse, a bat, a human, a whale</i> Key expressions/structure: <i>top of your head, tip of your nose; comparatives; adverbs of manner; can for ability</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may make errors when using comparatives with adverbs of manner. They may forget the <i>-ly</i> ending for the adverbs, a typical error being <i>more quick</i> or <i>more slow</i>, rather than <i>more quickly</i> or <i>more slowly</i>. You can give clear models on the board or give examples of incorrect use and elicit the correct examples from the learners. 		
Resources/equipment needed: Learner's Book page 141 Activity Book page 98 Audio Track 78		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to point to where their heart is and place their hand on their chest. Elicit from learners if they can feel anything, for example <i>their heartbeat</i>. Elicit some near-synonyms, for example <i>thump</i>. 2. Elicit from learners what the heart does, for example <i>it pumps blood around your body</i>. 3. Drill <i>thump(v)</i>, <i>pump(v)</i>, <i>beat (v)</i> and <i>blood(n)</i> and write the words in a separate section on the board. Elicit the word classes from learners, by asking, <i>Is this a verb, a noun or an adjective?</i>
Resources	Main activity
<p>Learner's Book page 141</p> <p>Audio Track 77</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read through the riddle before playing the audio. 2. Learners then listen to the audio and make a guess about <i>What am I?</i> 3. Ask learners to compare their answers in pairs or small groups. <p>Feedback</p> <p>After the pair comparison, ask learners to raise their hands for feedback. Encourage learners to support their guesses for example, by giving examples of particular vocabulary in the text like: <i>pump, a bright red river, thump</i> and <i>beat</i>.</p> <p>Answer</p> <p>A heart</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen to the beat of the riddle, as the key content words will be more stressed than the grammatical words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can think of a simple riddle for other parts of the body, for example <i>We can listen to every sound and we are on your head</i>. Answer: <i>Ears</i>.
<p>Learner's Book page 141</p>	<p>Read and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the chart and elicit the different vocabulary items, for example <i>a whale, an elephant, a human/a man, a rabbit, a mouse</i> and <i>a bat</i>. Drill chorally and individually. 2. Elicit the numbers on the chart and drill pronunciation, paying particular attention to word stress. Do the first example with the learners as a whole group, focusing their attention on the possessive <i>'s</i>. 3. Learners then work individually to read, look at the chart and answer the questions. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, you can write the answers on the board and learners check their own sentences. While they are doing this, you monitor and note any answers that were incorrect. You can focus on these errors on the board, eliciting the correct answers from the learners as a whole group.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. A mouse's heart beats more quickly. 2. A bat's heart beats more quickly. 3. A whale's heart beats more slowly.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on the visuals and the numbers on the graph to help support the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners complete the task before the rest of the group, you can ask them to work in pairs and ask and answer their own questions based on the chart, for example <i>Which heart beats more quickly, a bat's heart or a mouse's heart? A bat's heart.</i>
<p>Activity Book page 98</p>	<p>Over to you: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work with a new partner. To ensure everyone in the class is chosen, you could prepare slips with different learners' names and fold them up, then ask learners to take a slip and work with the named person. Elicit and drill <i>quietly, neatly</i> and <i>quickly</i>, giving other examples/actions to clarify meaning as needed. 2. In pairs, learners complete the gapped questions. 3. Learners work together and do each physical task, for example <i>walk across the room quietly, write 'five big elephants' neatly, count to 20 quickly.</i> 4. They then circle the correct answer. <p>Feedback</p> <p>After pairs have compared their answers, ask for a show of hands, for example <i>Who can walk more quietly? Who can write 'five big elephants' more neatly? Who can count to 20 more quickly?</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to think of some other collocations using the verbs, for example <i>drink quietly/loudly/quickly/slowly.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of two more examples for each adverb, for example <i>Who can speak more quietly, Who can write capital letters more neatly? Who can count backwards from 10 to 1 more quickly?</i>
<p>Activity Book page 98</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. 2. Learners work individually to circle the correct adverbs. 3. Learners check their answers in pairs or small groups. <p>Feedback</p> <p>After pairs have compared their answers, you can nominate learners for feedback.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. When I run, I breathe quickly. 2. I am polite and eat quietly. 3. In an exam, I write quickly. 4. My brother is learning to write, so he writes slowly. 5. I can write Arabic neatly.

Resources	Plenary
	<ol style="list-style-type: none"> To round off the lesson, write the riddle from page 141 of the Learner's Book on the board. Ask the class to read the riddle out loud. Provide actions for the riddle, for example <i>clap</i> for the word <i>beat</i>, <i>hands on head</i> for <i>top of your head</i>, <i>hands pointing to feet</i> for <i>the tip of your toe</i>, <i>running action</i> for <i>exercise</i> and <i>close your eyes</i> for <i>sleep</i>. Read the riddle with the whole group at least twice and make sure all learners are standing up and participating. Now erase some of the words, or erase and leaving just the first letter of the word as a prompt for learners. You could erase <i>minute</i>, <i>pump</i>, <i>red</i>, <i>top</i>, <i>tip</i>, <i>thump</i>, <i>sleep</i>. Signal for the learners to say the riddle again, doing the same actions and saying the erased words. Erase more words until gradually the learners can say the riddle and do the actions without the support of the written text.

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:

(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.

(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.

(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.7.1.1) 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.

(G4.4.3.1.2) Use language structures of: (f) comparatives.

(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.

(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about bones and muscles. Speaking: To ask and answer questions about bones and muscles. Reading: To read for general understanding of a text. To read for specific information in a text. Writing: To take notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for global understanding and specific information in a text • use comparative and superlative structures to compare items • use a greater range of theme-related lexis.
Link to prior learning: <ul style="list-style-type: none"> • The animal kingdom • Parts of the body • Comparatives • Superlatives • Adverbs of manner 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>bone, toenail, fingernail, smile, upset, frown, forehead, grow, shark, muscle, join together, whale, lips, tooth</i> Key expressions/structure: The present simple; the comparative with nouns; the superlative with nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Differentiating between using the comparative or the superlative form can be challenging for learners, resulting in common errors such as <i>the more biggest</i> and <i>most quicker</i>. The teacher can help learners with form errors by providing clear language models, both oral and written, on the board, and refer learners to these to encourage self-correction. 		
Resources/equipment needed: Learner's Book pages 142–143 Activity Book page 99 Audio Tracks 79 and 80		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember from the quiz on page 140 of the Learner's Book. 2. Still with books closed, ask the quiz questions again and ask for a show of hands, for example: <ul style="list-style-type: none"> • <i>Which animal has more bones in its body, an elephant or a mouse?</i> (Answer: an elephant) • <i>Who has more bones, a baby human or a grown-up?</i> (Answer: a baby human) • <i>Which has the most teeth, a whale, a shark or a human?</i> (Answer: a shark) • <i>Which grow more quickly, your fingernails or your toenails?</i> (Answer: your fingernails) • <i>Do you use more muscles to smile or frown?</i> (Answer: frown)
Resources	Main activity
<p>Learner's Book pages 142–143</p> <p>Audio Track 79</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the five texts and the captions, then match the captions to the correct texts. Play the audio while learners do this. 2. Do the first example together with the whole group. 3. Learners work individually. <p>Feedback</p> <p>When learners have compared their answers in pairs/small groups, write the answer key on the board for learners to check their own work.</p> <p>Answers</p> <p>Text 1: C; Text 2: E; ext 3: B; Text 4: A; Text 5: D</p>
<p>Learner's Book page 143</p> <p>Audio Track 80</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to recall how many bones an adult has (Answer: 206) and how many muscles there are in a human face (Answer: 60). If learners are not sure, ask them to read Text 2 and Text 5 on pages 142 and 143 of their Learner's Book and underline the information. 2. Tell learners they are going to listen to a text and fill in the missing words. All the missing words are parts of the body. 3. Play the audio and pause after each gap. Ask learners to check their answers in pairs or small groups and monitor to decide whether another playing of the audio is needed. <p>Feedback</p> <p>After comparing their answers in pairs/small groups, write the answers on the board for learners to self-check in their notebooks.</p> <p>Answers</p> <p>1 bones; 2 backbone; 3 brain; 4 ribs; 5 wrists; 6 knees</p>

	<p>Differentiation activities (Support):</p> <p>1. Encourage learners to point to the various bones and muscles to reinforce meaning. You can pause the audio, so that the learners have extra processing time to write the vocabulary items in their notebooks.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to work with less able learners to support them during the listening task.</p>
Activity Book page 99	<p>Word study: Activity 1</p> <p>1. Drill pronunciation of the words in the box.</p> <p>2. Learners read the definitions and write the correct word next to each.</p> <p>Feedback</p> <p>After comparing their answers with their pair/group, you can write the answers on the board for learners to self-correct.</p> <p>Answers</p> <p>1 bones; 2 ribs; 3 brain; 4 backbone; 5 skull</p>
	<p>Differentiation activities (Support):</p> <p>1. Encourage learners to look at their Learner’s Book for support.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Put the learners in pairs and they can ask their partner to point to the various bones and muscles, for example <i>Where is the skull? Where are the ribs?</i> Learners take it in turns to ask the questions and point.</p>
Activity Book page 99	<p>Write: Activity 2</p> <p>1. Ask learners to complete the sentences with <i>bones</i> or <i>muscles</i>.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers,</p> <p>Answers</p> <p>1 bones; 2 muscles; 3 Muscles; 4 Bones</p>
Resources	<p>Plenary</p> <p>1. To round off the class, play <i>Simon says</i> with the whole group, for example if you use the phrase <i>Simon says ‘touch your skull’</i>, the learners touch their skull. However, if you do not say <i>Simon says</i> before the phrase, the learners should not move or do the actions. If a learner does the action when you haven’t said ‘Simon says’, they are out of the game, but can come to the front to help you watch for who is out and who is still in the game.</p> <p>2. Try to increase the speed that you give the instructions, and introduce other recent vocabulary such as <i>walk quickly</i>, <i>walk slowly</i>.</p> <p>3. The last three learners left are the winners.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.7.1) 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>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.3.1.2) Use language structures of: (f) comparatives.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific words during a dictation. Speaking: To talk about the five senses. To say a chant about the five senses. Reading: To read new words. Writing: To spell theme-related lexis accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for detail in a factual text • describe the five senses • use a greater range of theme-related adjectives and verbs • identify stress-timing in a chant.
Link to prior learning: <ul style="list-style-type: none"> • Keeping healthy • Adjectives to describe the five senses • Parts of the body 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to touch, to hear, to see, to taste, to smell, to lick, to listen, to watch, to hear, to point, to sniff, to chew, to blink, to stroke, to smell</i> Key expressions/structure: Verbs for the senses; <i>I ... with my ...</i> ; the present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find spelling the new vocabulary challenging, for example issues with differences between the spoken and written forms, for example /k/ written as <i>ck</i>, /ɔɪ/ in <i>point</i> and /tʃuː/ <i>chew</i>. You can highlight the sound/letter during the feedback stages after the dictation task. 		
Resources/equipment needed: Learner's Book page 144 Activity Book page 100 Audio Track 81 Some chopped-up fruit (for the learners to smell) (optional)		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter																								
	<ol style="list-style-type: none"> 1. Ask learners what they can see in the classroom. If the classroom has a window, ask learners what they can see out of the window. Ask learners to close their eyes and listen carefully, <i>What can you hear?</i> 2. With their eyes still closed, give each learner a small piece of fruit and ask them to smell it, not eat it. Elicit what they can smell. 3. On the board, write <i>The five senses</i> and present the names, <i>hearing, touch, smell, taste</i> and <i>sight</i>. Model and drill pronunciation. Elicit the different parts of the body for each sense, <i>hand, ear, tongue, nose</i> and <i>eye</i>. Model and drill pronunciation as required. 																								
Resources	Main activity																								
<p>Learner's Book page 144</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to say as many parts of the body as they can in the diagram. <p>Feedback</p> <p>Encourage learners' suggestions by discussing the diagram with them.</p> <p>Answers</p> <p>Learners' own answers</p>																								
<p>Learner's Book page 144</p> <p>Audio Track 81</p>	<p>Listen and write: Activity 2</p> <ol style="list-style-type: none"> 1. Pre-teach the verbs associated with the five senses, for example <i>to smell, to lick, to listen, to watch, to hear, to point, to sniff, to chew, to blink, to stroke, to smell</i>. Use mime and gesture to convey meaning. Give oral models for the learners and then chorally drill the group. 2. Ask learners to look at Activity 2. Have learners listen to the audio and point to the verbs in the verb box on page 144, as they hear them. Draw learners' attention to the verb box on page 144, to help with spelling. 3. Learners write the two verbs that match each part of the body. Do the first example with the whole group, and then learners work individually. Draw learners' attention again to the verb box on page 144, to help with spelling. <p>Feedback</p> <p>After learners have checked their answers in pairs, manage whole group feedback by nominating learners and writing the correct spelling of the verbs on the board, highlighting the sound/spelling combinations.</p> <p>Answers</p> <table border="1" data-bbox="432 1660 987 1909"> <thead> <tr> <th></th> <th>word</th> <th>verb</th> <th>verb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>hand</td> <td>point</td> <td>stroke</td> </tr> <tr> <td>2</td> <td>eye</td> <td>watch</td> <td>blink</td> </tr> <tr> <td>3</td> <td>ear</td> <td>listen</td> <td>hear</td> </tr> <tr> <td>4</td> <td>nose</td> <td>sniff</td> <td>smell</td> </tr> <tr> <td>5</td> <td>tongue</td> <td>lick</td> <td>chew</td> </tr> </tbody> </table>		word	verb	verb	1	hand	point	stroke	2	eye	watch	blink	3	ear	listen	hear	4	nose	sniff	smell	5	tongue	lick	chew
	word	verb	verb																						
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2	eye	watch	blink																						
3	ear	listen	hear																						
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	<p>Differentiation activities (Support):</p> <p>1. Support learners by using mime and gesture to convey and confirm meaning.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of another verb for each sense.</p>
<p>Learner’s Book page 144</p>	<p>Word Study: Activity 3</p> <p>1. Ask learners to unjumble the letters to make sense words. 2. They can then check in pairs.</p> <p>Feedback</p> <p>Ask the learners to raise their hands to spell the answers.</p> <p>Answers</p> <p>1 taste; 2 smell; 3 touch; 4 sight; 5 hearing</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners should be supported in this task by pairing them with a more able learner to help with spelling.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work with less able learners in pairs or small groups to provide support with spelling the vocabulary.</p>
<p>Activity Book page 100</p>	<p>Write and talk: Activity 1</p> <p>1. Ask learners to read through the chant and write in the missing parts of the body. 2. Give a clear model of the chant for learners, stressing the verbs and the nouns. The whole group should be standing. Encourage learners to listen initially but mimic your gestures, for example <i>I touch</i> (lift up hands and click your fingers in time to the beat) <i>with my hands</i>, <i>I smell</i> (point to nose and beat in time to the stress) <i>with my nose</i>, <i>I taste</i> (point to tongue/mouth and beat in time to the stress) <i>with my tongue</i>, <i>I hear</i> (cup hands behind ears and beat in time with the stress) <i>with my ears</i> and <i>I see</i> (mimic binoculars) <i>with my eyes</i>. The whole group chants and follows the actions.</p> <p>Feedback</p> <p>Elicit answers from the whole group.</p> <p>Answers</p> <p>1 hands; 2 nose; 3 tongue; 4 ears; 5 eyes</p>

Activity Book page 100	<p>Draw and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to draw pictures which convey their favourite sound, taste and smell. They then write a sentence to describe each one. 2. Circulate and help learners with the sentences. <p>Feedback</p> <p>Ask learners to swap books with their partner and then check their work. The learners swap back and corrections are made as needed.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use more interesting vocabulary if possible. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can swap books with one more learner, if they complete the task ahead of the rest of the group.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, repeat the senses chant twice with the whole group. Ask learners to stand up to begin. 2. Split the class into two teams facing each other. One team chants the beginning of the sentences, for example <i>I touch with my ...</i> , and the other team chants the end, <i>... hands</i>. Teams can then swap roles. All learners do the gestures for all the rounds. 3. Include one round as a whole group to finish the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).</p> <p>(G4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for global understanding and specific details in a text about the senses. Speaking: To discuss and personalise the topic. Reading: To read a text for detailed information about the five senses. Writing: To write simple sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • use more theme-related vocabulary • discuss the five senses more fluently • use a greater range of theme-related lexis • listen for gist and detail in a text • read for detail in a text.
Link to prior learning: <ul style="list-style-type: none"> • Parts of the body • Adjectives • Health 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully. 		
Key vocabulary: <i>to touch, to hear, to see, to taste, to smell; sight, taste, sound, hearing, touch, smell</i> Key expressions/structure: <i>favourite + noun, i.e. My favourite ... is ... ; present simple affirmative and question forms; sense verbs</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can find it very challenging to listen to audio when there is no visual support, as they believe that they have to understand every word in the text. The teacher can support this by clearly stating that learners only need to understand generally what the text is about, or only need to focus on specific questions, depending on the listening task type. 		
Resources/equipment needed: Learner's Book page 145 Activity Book page 101 Audio Track 82 Four pieces of A4 paper for each team. Alternatively, you can use four pieces of different coloured paper		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they can remember the senses chant from the previous lesson. 2. Learners stand up and recite the chant, doing the accompanying actions. Encourage them to keep the beat by clapping or clicking your fingers.
Resources	Main activity
Learner's Book page 145 Audio Track 82	Listen: Activity 1 <ol style="list-style-type: none"> 1. Before learners listen to the audio, elicit the five senses, taste, smell, touch, sight, hearing, and write these on the board, eliciting the correct spelling from the learners. 2. Ask learners to listen to the audio, read the text and tick the senses that are mentioned. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask for a show of hands for each sense and provide correct answers as needed.</p>
	<p>Answers</p> <p>taste ✓ smell ✓ hearing ✓</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen for two of the senses mentioned in the audio.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to help less able members of the group.
Learner's Book page 145 Audio Track 81	<p>Answers</p> <p>1 Her favourite sound is the wind in the trees. 2 Her favourite taste is her Mum's bread/raqaq. 3 Her favourite smell is the sea.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may need more support for the specific detail task and you can do this by pausing the audio after key information has been given. This will provide the learners with more processing time.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to take extra notes to answer the questions.

Activity Book page 101 Learner's Book page 145	<p>Write and talk: Activity 1 and 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the column in the Activity Book for themselves and then interview others to complete the table. 2. Go through the <i>Speaking tip</i> box in the Learner's Book to help learners formulate the question and answer correctly. <p>Feedback</p> <p>Hold a class discussion about favourite sounds, tastes and smells.</p>
Activity Book page 101	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the gapped words with the missing vowels. <p>Feedback</p> <p>Ask learners for any interesting information they can remember about these words from this unit.</p> <p>Answers</p> <p>1 shark; 2 bone; 3 mammal; 4 heart; 5 muscle; 6 lung; 7 healthy; 8 exercise</p>
Activity Book page 101	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick the boxes that are true for them. 2. Carry out any remedial teaching as necessary.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Arrange the whole group into four teams and allow each group to choose one learner to be the one who will write the correct answer. The writer writes numbers 1–10 on the group's sheet of paper. 2. Read out ten definitions of words from Lessons 7–11. You can choose words that your learners had issues with, whether with meaning, spelling or pronunciation. Pause between the definitions to give learners time to work together and pool ideas. 3. Groups swap their papers and conduct whole group feedback, a point being awarded to each correct answer. The winning group has the most correct answers.

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:

(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.

(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.

(G4.3.7.1.1) 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.

(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to others' questions and answers about health and the body. Speaking: Ask and answer questions and act out a role-play stating a problem and providing appropriate support. Reading: To read and follow instructions. Writing: To write personal responses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use theme-related lexis confidently • revise and refine their writing skills • reflect on and discuss their recent learning experiences • use the present simple more fluently to describe different ways to stay healthy.
Link to prior learning: <ul style="list-style-type: none"> • Staying healthy • Parts of the body • Illness and offering help to others • Future plans using the present simple • Imperatives • <i>You need ...</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>nose, mouth, tongue, eyes, ears, head, arm, skull, backbone, muscles, bones, ribs, lungs, heart, wrist, knee, healthy, to look after, exercise, clean teeth, plenty of</i> Key expressions/structure: <i>to take good care of ...</i> ; present simple (affirmative, negative and question forms); <i>can</i> (for ability); <i>You need ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find reviewing different areas of language quite challenging. You can encourage them to look back through Unit 8 in both their Learner's and Activity books to help support the tasks, if needed. • Question word order is challenging for learners, so give clear written examples on the board that learners can refer to as models when practising the structures. 		
Resources/equipment needed: Learner's Book page 146		

UNIT 8 LESSON 13 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"> 1. Write <i>Staying healthy</i>, <i>Illness</i>, and <i>Healthy food</i> on the board. 2. Elicit a couple of examples for each category and write them under the correct heading. 3. In small groups, learners brainstorm other ideas for each category. Write the learners' ideas on the board and praise for content.
<p>Resources</p> <p>Learner's Book page 146</p>	<p>Main activity</p> <p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Draw a mind-map on the board and elicit some examples of parts of the body vocabulary from the whole group. 2. Then ask learners to draw their own mind-map (based on the model on the board) and brainstorm as many parts of the body as they can. 3. Learners work in small groups to maximise both content input for the task and also co-operation and learner-to-learner speaking. <p>Feedback</p> <p>There are potentially a lot of answers to this task, so the most efficient way of managing feedback is for you to say the parts of the body and learners tick them off on their mind-maps. Any additional vocabulary could be awarded more points.</p> <p>Possible Answers</p> <p>nose, mouth, tongue, eyes, ears, head, arm, skull, backbone, muscles, bones, ribs, lungs, heart, knee, wrist, leg (plus additional lexis about the body)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use their Learner's Book to check their spelling and to self-correct. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When setting up small groups, ensure that each group has a more able learner to help support the others, but don't allow that person to dominate or do all the work.
<p>Learner's Book page 146</p>	<p>Read and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at one of the sections in Lesson 2 of their Learner's Book (page 132) and write a question about the information. Learners then work with a partner and ask and answer the questions. 2. Brainstorm ideas with the group about what they will do next week to stay healthy and strong. 3. Learners write two sentences about things they will do next week to stay healthy and strong. They then compare with their partner. <p>Feedback</p> <p>When learners are on task, pick on good ideas, as well as accurate and inaccurate examples. Write the good ideas on the board and elicit from the learners the use of vocabulary. Write the accurate/inaccurate examples of language on the board and ask learners to identify the accurate and inaccurate language. Learners then correct the errors and upgrade their language. Do not mention who produced the accurate/inaccurate language.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Question formation is challenging for learners, so provide examples on the board as necessary and highlight this for learners.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two questions for their chosen section from Lesson 2 of their Learner's Book.
<p>Learner's Book page 146</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions and decide in their pairs who will be the patient and who will be the helper. 2. Learners act out their problem and their partner offers help and support. Monitor learners and upgrade pronunciation as needed. 3. Learners then swap roles and recycle the task. <p>Feedback</p> <p>Highlight good language use on the board and also comment on content, for example if the learners used a good range of vocabulary or offered different types of support. You may ask a stronger pair of learners to perform their dialogue for the rest of the group. The rest of the class has to identify the problem and solution that is suggested in the dialogue.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners time to practise their role-play several times with their partner to gain confidence using the language. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to give two answers for giving help and support during the role-play.
<p>Learner's Book page 146</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts in Lesson 10 again and, in pairs, secretly (so other learners don't hear) write five questions for other learners in their notebooks. Both learners in all pairs should write out the questions neatly, so they can read them, and also know the answers. 2. Circulate and help learners to form questions as this is an area which can cause confusion. They will almost certainly need help with use of auxiliaries and word order; they might also want to practise saying the questions with you, so check they use the intonation correctly. 3. Ask learners to stand up and mingle with their pens and notebooks, asking each other the questions. <p>Feedback</p> <p>At the end of the activity, ask learners to sit in a circle and invite them to ask questions which the rest of the class can then answer.</p> <p>Answers</p> <p>Learners' own answers</p>

Learner's Book page 146	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to brainstorm what they learned about the human body in Unit 8. Learners share their answers, looking back through Unit 8 if necessary. 2. Learners individually choose their two most interesting facts and share with their partner. Out of the four answers, the pair has to decide on their top two. Pairs join with another pair, and again, out of the four answers, choose two. You write the answers on the board from the various teams. <p>Feedback</p> <p>With the whole group, ask learners to vote on the two most popular facts.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask some of the learners for examples of their sentences about staying healthy from Activity 2 and write them on the board. 2. Using some of the learners' examples, build up a paragraph about how to stay healthy. During the whole class construction of the paragraph, point out the use of <i>and</i> and <i>but</i> to form longer sentences. Using the model paragraph on the board, ask learners to write their own paragraphs about how to stay healthy. Monitor carefully while learners are on task. Once finished, and learners have checked and edited their work with a partner, ask learners to stick their paragraphs on the walls. 3. Ask learners to choose two of the paragraphs they like and to say why they like them.

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:

- (G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.
- (G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.
- (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.
- (G4.4.2.1.1) Produce simple but clear and coherent written texts of four or more complete, simple sentences in past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.
- (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow instructions to make a simple project. Speaking: To give their opinion and share ideas about health and healthy lifestyles. Reading: To understand simple instructions and descriptions. Writing: To write a quiz or advice about staying healthy and leading a healthy lifestyle.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a mini-book giving advice on how to stay healthy and extend their knowledge about healthy lifestyles • identify facts in a human body quiz • talk about healthy lifestyles • use a greater range of theme-related lexis about the human body and healthy lifestyles.
Link to prior learning: <ul style="list-style-type: none"> • Health and maintaining a healthy lifestyle • Comparatives and Superlatives 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. 		
Key vocabulary: <i>nose, mouth, tongue, eyes, ears, head, arm, skull, backbone, muscles, bones, heart, lungs, ribs, healthy, to look after, exercise, clean teeth, plenty of</i> Key expressions/structure: Comparatives; superlatives; future with <i>will</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their project in the time available. Give simple time reminders, for example <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 147 Project 1: coloured card, A3 poster paper, coloured pencils and pens and glue. Give learners scrap paper for working on their initial project drafts. Project 2: pieces of coloured A4 paper (four pieces per pair or small group), a hole punch, some ribbon or string to tie through the punched holes), scissors, coloured pens and pencils. 1) You can prepare an example of each project pre-lesson, so that learners can see what the final product will look like and have a model they can handle and get ideas from. You could also provide a good model/messy model for one of the projects, to raise learners' awareness of the importance of the presentation of their work, for example organisation, use of colour and visuals, neat handwriting and general tidiness. 2) Prepare a project checklist for learners that includes the following items: <i>My work is organised.</i> <i>My handwriting is neat.</i> <i>My spelling is correct.</i> <i>I used correct capital letters and full stops.</i> <i>I wrote my name on the quiz/book.</i> <i>I listened to my friends' ideas and helped my team.</i> <i>I helped tidy the desk and put the rubbish in the rubbish bin.</i>		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw a grid on the board with two columns, <i>Healthy Activities</i> and <i>Unhealthy activities</i>. 2. Elicit some examples from learners; for example, <i>Is playing football healthy or unhealthy? Healthy</i>. Elicit the reasons why, for example <i>Your heart beats faster and you move all the muscles in your body. Is playing PlayStation all day healthy or unhealthy? Unhealthy</i>. Elicit the reasons why, for example <i>You don't move and your eyes can become sore</i>. 3. Ask learners which they think is healthier, <i>Drinking water or drinking a fizzy drink, eating pizza or eating fish?</i> Elicit why eating healthy food is good for your body. For example, healthy food makes your bones stronger and is good for your teeth and eyes. It gives you more energy, so you can run faster and do more exercise.
Resources	Main activity
Learner's Book page 147	<p>Project 1: Write a human body quiz for your class</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and read the project instructions. Clarify any questions about the project. 2. Ask learners to write five quiz questions about the human body, writing three multiple-choice answers for each question. Remind learners that they need to keep a note of the correct answers to the quiz for the next lesson. 3. Direct learners' attention to the quiz on page 140 of their Learner's Book and to use the questions as models. Give learners time to prepare their questions as a rough draft, before editing their own work. Monitor learners when on task to upgrade language or input content as needed. Encourage learners to think about any pictures they can draw to help their peers understand. 4. Each question and set of multiple-choice answers could be written on differently coloured pieces of card and these could be arranged on a poster. 5. Encourage learners to think about how they will organise the poster, indicate that they should lay everything out on the poster before gluing. All learners should write their names on the project and the project title. <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the project stages. Check regularly so that you are sure learners are on task and clarify any misunderstandings.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in the understanding and execution of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Consider the pairings carefully for this task, so that there is a balance of support and stretch learners working together.
Learner's Book page 147	<p>Project 2: Write a book called 'Let's stay healthy and strong!'</p> <ol style="list-style-type: none"> 1. Ask learners to read through the project instructions. Learners work in pairs or small groups and brainstorm ideas about how to stay healthy and strong. Learners can write their ideas on a mind map initially. Encourage the learners to think of their own ideas, but they can look back through their Learner's Book if they are finding this challenging. 2. From the mind map, learners choose six ideas for their books. Monitor learners carefully to ensure that they are on track, and also to provide and upgrade language and to input content as necessary.

	<p>3. Learners fold the four pieces of paper and use a hole punch to make the holes along the fold. Using ribbon or string, the learners tie their book together and make sure the knot is tight. The front page design is the learners' choice.</p> <p>4. Then learners write their advice: one piece of advice on each page, and draw a picture or pictures to accompany the advice. Remind the learners to write their names on their books, either on the front or back cover.</p> <p>Feedback</p> <p>Ask learners to report on how their project is progressing as they work through the stages.</p>		
	<p>Differentiation activities (Support):</p> <p>1. These learners will need further support in the understanding and execution of the task.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Consider the pairings carefully for this task, so that there is a balance of support and stretch learners working together.</p>		
Resources	Plenary		
	<p>1. Give all the learners the Project checklist and ask them to draw a smiley face ☺ if they have checked, or a sad face if they haven't checked, these things ☹.</p> <p>2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a ☹ face, the team needs to check their project again and upgrade errors, as required.</p> <p>3. Ensure that you have collected all of the project samples at the end of lesson and store them carefully for the next lesson.</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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.3.7.1.1) 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>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the ideas and opinions of others. Speaking: To ask and answer questions about a human body quiz and a keeping healthy book. Reading: To read peers' human body quizzes and keeping healthy books. Writing: To write simple notes and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • ask and answer questions about projects • listen for detail in their peers' spoken texts about healthy lifestyles and the human body • read for detail in their peers' texts about healthy lifestyles and the human body • give constructive feedback on their peers' work.
Link to prior learning: <ul style="list-style-type: none"> • Health and healthy lifestyles • Parts of the body • The present simple • Descriptive language • Superlatives and comparatives • Co-ordinating conjunctions 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>nose, mouth, tongue, eyes, ears, head, arm, skull, backbone, muscles, bones, heart, lungs, ribs, healthy, to look after, exercise, clean teeth, plenty of</i> Key expressions/structure: Comparatives; the superlatives; the present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This raises anxiety in many learners, and particularly less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitoring while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 147 Project checklist from previous lesson, but focusing on these aspects: <i>My work is organised.</i> <i>My handwriting is neat.</i> <i>My spelling is correct.</i> <i>I used correct capital letters and full stops.</i> The teacher can write these on the board, and learners can use them as a guide when giving feedback to their peers.		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to describe what they did in the previous lesson, for example writing a quiz about the human body and making a book about being healthy. 2. Ask learners to split into two groups: the learners who completed Project 1 and the learners who completed Project 2. Learners should sit with their project partner or small group.
Resources	Main activity
<p>Learner's Book page 147</p>	<p>Project 1: Presentation of the human body quiz</p> <ol style="list-style-type: none"> 1. Ask the pairs/small groups for this project to stand up at the front of the class with their work. Nominate pairs/small groups from Project 2 to create small groups of four. 2. Ask Project 1 learners to show their quizzes to each group of Project 2 learners. Learners can read through the quiz questions, ask clarifying questions if needed, and choose the answer <i>a</i>, <i>b</i> or <i>c</i>. Project 1 learners indicate if this is correct or not. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that is particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 2 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to participate in answering questions about the project and be careful not to allow more able learners to dominate the presentation of the project or the discussion. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers. <hr/> <p>Project 2: Presentation of the 'Let's stay healthy and strong!' mini-book</p> <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and, with their Project 2 partner, ask them to move to a different Project 1 pair/small group. 2. Learners read through the mini-book together. Project 2 learners answer questions about the advice, giving reasons for their choices. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also note any examples of language that are particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback</p> <p>Ask the Project 1 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and be careful not to allow more able learners to dominate the presentation of the project or the discussion. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.

Resources	Plenary		
	1. To round off the lesson, ask learners to work together to put their projects on the wall. 2. Encourage learners to look at the finished projects on the wall and make comments on, for example which project they like the best and why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature, chronological order, sequential and description).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and answer questions about a dialogue on big and small schools. Speaking: To talk about big schools and small schools. Reading: To read and understand about big schools and small schools. Writing: To write about their own schools.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand a dialogue about a familiar topic • speak about their own opinions about size • write down their own thoughts about their school.
Link to prior learning: <ul style="list-style-type: none"> • Describing environments • Giving opinions • Comparatives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>school, big, small, village, countryside, classroom, older, younger, playground, tiny, space, noisy, scary</i> Key expressions/structures: The present simple for descriptions; <i>I like ... schools because</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 use of similar words: <i>small, tiny</i>. <i>Tiny</i> means very small and can be used where the smallness requires emphasis. 		
Resources/equipment needed: Learner's Book pages 148–49 Activity Book page 102 Audio Tracks 83 Pictures of large and small objects/animals, for example a whale and a mouse, a palace and a small tent, a bus and a small scooter		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show some pictures of big and small objects/animals (for example, a whale and a mouse, a palace and a small tent, a bus and a small scooter). 2. Ask the class to describe them. 3. Model answers for the class. 'This is a big whale. This is a small mouse.'
Resources	Main activity
Learner's Book page 148	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class if they think their school is big or small. 2. Encourage them to say what they like about their school with reference to size, for example <i>I like the big playground. I like the small library.</i> 3. Ask them to compare their school with the schools in the pictures. <p>Feedback</p> <p>Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners making any corrections and to model correct pronunciation.</p>
Learner's Book page 148 Audio Track 83	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to read the questions and listen to the interview with Rashid and Tariq. Play the audio at least twice. Check for understanding and discuss any problems. Drill any new language individually and chorally. 2. Ask the class to listen again and find the answers to the questions. 3. Discuss the answers as a class. <p>Feedback</p> <p>Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners making any corrections and to model correct pronunciation.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <ol style="list-style-type: none"> 1 It's really friendly. There are older and younger children together, so the older ones can help the younger ones. 2 You can choose lots of different children to make friends with. There's an enormous playground, so there's lots of space to run around. They've got a swimming pool, a football pitch and a really big hall. 3 Learners' own answers <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen out for the key words <i>like</i> and <i>good</i> as the answers will follow. 2. Ask them to find one reason each boy in the audio likes his school. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write down at least three reasons for why each boy likes his school.
Learner's Book page 149 Audio Track 84	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class to read the sentences and decide who said them. 2. When they have finished, play the audio of the interview again at least twice. 3. Discuss the answers as a class. <p>Feedback</p> <p>Have a whole class discussion and invite the learners to contribute spontaneously.</p>

	<p>Answers</p> <p>1 Tariq; 2 Rashid; 3 Rashid; 4 Tariq; 5 Tariq</p> <p>Differentiation activities (Support):</p> <p>1. Learners can decide which the key word is from each sentence, then listen carefully for these words to help decide which boy has spoken them.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners should decide whether each sentence supports small schools or big schools before listening to the audio track.</p> <p>2. In pairs, learners can say why they think each sentence supports small or big schools.</p>
Learner's Book page 149	<p>Over to you: Activity 4</p> <p>1. Ask the learners to discuss the questions in pairs.</p> <p>Feedback</p> <p>Hold a class discussion and ask all learners to contribute.</p>
Learner's Book page 149	<p>Write: Activity 5</p> <p>1. Ask learners to write sentences about things they like and dislike about their school in their notebooks.</p> <p>2. Remind learners to use the vocabulary they have learned in the lesson. If necessary, write up keywords on the board. (size words: <i>big, small, enormous, tiny</i>; school words: <i>playground, hall, swimming pool, classroom</i>)</p> <p>3. Write up sentence starters: <i>At my school I like ... , At my school I don't like ...</i></p> <p>Feedback</p> <p>Pool the class's ideas.</p>
Activity Book page 102	<p>Read: Activity 1</p> <p>1. Ask learners to read the text.</p> <p>2. Ask them to choose the right words and write them on the lines.</p> <p>3. Discuss the answers as a class.</p> <p>Feedback</p> <p>Nominate individual learners to answer, starting with more confident learners and then other members of the class.</p> <p>Answers</p> <p>1 village; 2 isn't; 3 because; 4 younger; 5 tiny; 6 playground; 7 there; 8 noisy; 9 scary</p>
Resources	<p>Plenary</p> <p>1. Ask learners to say a sentence about their school.</p> <p>2. If necessary, repeat sentences back to learners with correct pronunciation. Drill again individually and chorally.</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>(G4.1.1.1.2) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives, to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, <i>see/sea</i>) homographs (for example, <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to preferences for small or large objects. Speaking: To speak about preferences for big and small objects. Reading: To read about the advantages of small and large towns. Writing: To write about the advantages of small and large towns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare small and large objects and state their preferences • describe the differences between small and large places • describe their towns and objects within their homes, and give their own opinions.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>big, small, tiny, huge; screen, subtitles, films, shop, café, museum, traffic, cinema, people, present</i> Key expressions/structures: <i>I like my ... because ... , I don't like my ... because ... ; comparing small and large; present simple for description</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 the subjectivity of some of the answers about the advantages and disadvantages of towns and cities. For example, whether 'not many people' is an advantage or disadvantage will depend on the feelings of the person answering the question. Reassure learners that as long as the answer is right for them, it is fine for it to be different from their peers' answers. 		
Resources/equipment needed: Learner's Book page 150 Activity Book page 103 Audio Track 84 Pictures of two objects which are the same but different sizes, for example cars, food, books (you could use the objects themselves if preferred).		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Show learners the different-sized objects/pictures. Ask them which of the pair they prefer, the big or the small ones and why. Model answers to the class: <i>I prefer the big pen because it's more beautiful.</i>
Resources	Main activity
Learner's Book page 150	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Following the starter, ask learners to think about when a bigger object is better and when a smaller object is better. Model answers to the class: <i>I prefer a big car, because my family all fit inside.</i>
Learner's Book page 150 Audio Track 84	<p>Listen and talk: Activity 2</p> <ol style="list-style-type: none"> Tell learners that they are going to listen to Rashid and Tariq again. Play the audio once and ask them what the children are talking about. Explain any difficult vocabulary. Play the audio twice again so that learners can answer questions 1 and 2. Ask learners to then answer question 3. <p>Feedback</p> <p>Ask learners to put up their hands if they know the answers to questions 1 and 2. Have a class discussion about the learners' answers to question 3.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <ol style="list-style-type: none"> Because they can put on subtitles for his grandma who can't hear very well. Because he can watch films with this friends and eat popcorn at the same time. Because he can watch it by himself and he can watch the film that he likes best. Because you can take a small screen with you and watch it in the car, in your bedroom or anywhere. Learners' own answers <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to listen out for key phrases <i>I love</i> and <i>I like</i>. They should try to identify at least one reason for each boy. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> How many reasons does each boy give? How many can learners write down?
Activity Book page 103	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Ask various learners to read the phrases in the box and the column headings out loud. Correct pronunciation where necessary. Check for unknown vocabulary. Ask learners to put the phrases from the box in the correct columns. Get them to check answers with a partner. <p>Feedback</p> <p>Peer and whole class. Ask each pair for their answer. If there are any disagreements, ask the class what they think and call on two people with opposing views to explain their answers.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Good things about a big city: shops and cafes; different people; museums and cinemas Good things about a small town: more space and fresh air; less traffic; not many people</p>

Activity Book page 103	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the table about where they live. 2. If possible, learners should use reasons of their own for what they like, and not just recycle the phrases from Activity 1. 3. Circulate around the class checking progress and helping with vocabulary as needed. 4. When complete, ask learners to share their reasons with a partner. <p>Feedback</p> <p>Peer discussion. Encourage learners to comment on each other's answers using <i>I agree</i> or <i>I don't agree</i>.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to read the phrases in Activity 1 and think about how to adapt them by changing one or two words.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write their own sentences in their notebooks without the scaffolding provided in the Activity Book.
Learner's Book page 150	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the picture and read the questions out loud as a class. 2. Ask learners to discuss them in pairs. 3. Ask each pair to tell the class their best suggestions for what is inside each present. 4. Ask the class to vote on whether they prefer big or small presents. <p>Feedback</p> <p>Ask two or three people from each side to give reasons for their preference. Then discuss as a whole class. Take the vote again to see if anyone has been persuaded to change their minds.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are struggling for vocabulary, remind them of the objects discussed at the beginning of the lesson. Would any of those fit in a present?
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When explaining why they prefer big or small presents, ask the learners to try and persuade the rest of the class. What adjectives can they use to describe small or big presents that will make them more appealing to the other learners?
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask each learner to read out one of their own sentences describing a good thing about living in a small town/big city.

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>(G4.1.1.1.1) Summarise the main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.1.1.1.2) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a text about robots. Speaking: To talk about what robots will be able to do in the future. Reading: To read two texts about robots. Writing: To write sentences about robots using <i>some</i> and <i>other</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and speak about robots • use <i>some</i> and <i>other</i> to describe different objects • find information from a text • identify the future tense with <i>will</i>.
Link to prior learning: <ul style="list-style-type: none"> • Future simple with <i>will</i> • Comparison 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: 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 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>robot, explore, look for, wheel, dangerous, pollen</i> Key expressions/structures: <i>Some ... others ...</i> ; future simple with <i>will</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be overwhelmed by longer texts. Encourage the identification of key words to help learners find the required information and to ignore unnecessary parts of the text. 		
Resources/equipment needed: Learner's Book page 151 Activity Book page 104 Audio Track 85 Pictures of robots		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Show a few pictures of robots and ask learners what they are. Ask them if robots can do the same things as humans. Encourage learners to talk about how they are different.
Resources	Main activity
Learner's Book page 151	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the class what they think robots can do. <p>Feedback</p> <p>Encourage the class to build on each other's answers, for example <i>That's a good idea, [learner name 1]. What do you think, [learner name 2]?</i></p>
Learner's Book page 151 Audio Track 85	<p>Read and Listen: Activity 2</p> <ol style="list-style-type: none"> Tell the class that they are going to read about robots. Focus on the photos and ask the class to predict what information they will read and listen to. Tell them not to read the text, just to have a quick look. Elicit ideas. How do they know? What helped them? (The heading and the pictures.) Play the audio, stopping after each section of the text. Discuss new vocabulary with the class. Drill again individually and chorally. <p>Feedback</p> <p>Ask learners if they know where the word 'Robobees' has come from (answer: putting <i>robot</i> and <i>bees</i> together). Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners with any corrections and to model correct pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners shortened versions of some sentences. If vocabulary is unknown, suggest looking at pictures for hints, or suggest similarly derived words that learners may know for example, <i>scientists</i> is similar to <i>science</i>. Ensure that learners are working in pairs and encourage them to go through the detail of the pictures and look for key words from the text to match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of their own ideas of words that could be similar when approaching unknown vocabulary.
Activity Book page 104	<p>Write: Activity 1</p> <ol style="list-style-type: none"> Ask learners to re-read the text in the Learner's Book on page 151. They should write in their own words to answer the questions on the Activity Book page. <p>Feedback</p> <p>Circulate around the class checking the work of individual learners and giving feedback. If there are common mistakes or misunderstandings, call on a learner who has found the correct answer and discuss why it is correct with the whole class. As ever with writing activities, make sure they are using capital letters at the beginning of sentences and full stops at end.</p> <p>Answers</p> <ol style="list-style-type: none"> They've been to the moon, the planet Mars, the ocean floor, burning buildings and buildings that have fallen down. They've taken photos, measured things, collected things for scientists, looked at plants and animals in the ocean, looked for ships on the ocean floor and searched for people to help.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prompt learners to use the key words <i>go</i> and <i>explore</i> to find answers for question 1. 2. Prompt learners to circle the active verbs in the text that show what the robots have done to help them find answers to question 2. For example, <i>take photos, measure, collect</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose their own key words to help them find information from the text.
<p>Learner's Book page 151</p>	<p>Read and Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the text and the photographs above to answer the first question helping with useful vocabulary as needed, for example <i>wings, wheels, look like</i>. 2. Ask them to find some things that robots can do that humans can't do. <p>Feedback</p> <p>Learners should work in pairs and peer assess each other's answers. Circulate around the class listening in on each pair and correcting pronunciation. If there are common mistakes or misunderstandings, bring the class together at the end of the exercise and call on learners who have the correct answers, while explaining the answers to the rest of the class.</p> <p>Answers</p> <p>Possible answers:</p> <ol style="list-style-type: none"> 1 Some robots have wheels. Other robots have wings. Some robots look like snakes. Other robots look like spiders. Some robots are the size of a bee. 2 Some robots go deep into the ocean. Some robots can go into dangerous places, like burning buildings or buildings that have fallen down. Other robots can go into very small spaces.
<p>Activity Book page 104</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will read more about 'Robobees', then answer the questions. Ask them to look at the <i>Language tip</i> before reading the text. Because Robobees have only just been invented, the scientists are talking about what the Robobees will do in the future. Write up two sentences using <i>will</i> on the board, for example <i>Next week I will buy a present for my mother. When I grow up I will be a doctor.</i> 2. Going around the class, ask individual learners to read out a sentence each. Check for understanding and discuss any problems. Drill any new language individually and chorally. Check that learners know about pollen, and how it needs to be carried from one plant to another to make crops produce fruit and vegetables. 3. Ask learners to complete the two tasks. <p>Feedback</p> <p>Learners can discuss question 1 in pairs and then feedback their answers to the class. For question 2, go through the text as a class once learners have had time for a first pass.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Learners' own answers 2 Scientists have invented tiny lying robots called 'robobees'. Scientists hope that in the future, robobees will be able to do many things. Just like real bees, robobees will carry pollen (yellow powder) from flower to flower on farms. The flowers need the pollen so that fruit and vegetables can grow. Robobees will also fly through tiny holes in dangerous places, taking photographs for scientists. And they will help find people who are trapped in fallen buildings.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to think about the following questions in pairs: What robot animals might be useful? What might a 'robotfish' do, for example? 2. Ask learners to share their best idea for a robot animal with the class. 3. Call learners up to the board and ask them to draw a picture of their animal for the class. They should then describe something it will do in the future using a <i>will</i> sentence. 		
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>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature ([for example, chronological order, sequential and description])).</p> <p>(G4.3.7.2.1) 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>(G4.3.7.2.4) Distinguish shades of meaning among closely-related words.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe their own and others' robots. Reading: To read about robots and Adeeb al Baloushi. Writing: To write about their own robot.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe and compare objects in terms of size • write descriptively about the function of an imaginary object • find information from a text.
Link to prior learning: <ul style="list-style-type: none"> • Comparison • Comparative and superlative adjectives • Question words <i>who, how, why, where, what</i> • Object questions. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>robot, hospital, doctor, tool, scientist</i> Key expressions/structures: Comparison of equality: <i>as ... as ...</i> ; question words (<i>who, what, how, where, when</i>) for present simple questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need reminding about what each question word is for <i>who</i> – people, <i>why</i> – reason, <i>where</i> – place, <i>what</i> – appearance or action, <i>how</i> – action. 		
Resources/equipment needed: Learner's Book page 152 Activity Book page 105 Coloured pens or crayons for drawing		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think back to the previous lesson. <i>What sort of robots did we find out about? Can you describe them?</i> 2. Model some answers. <i>The size of a bee. As big as a car.</i>
Resources	Main activity
Learner's Book page 152	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners about technology in their homes and schools. How does it help them? 2. Prompt with answers such as computers/tablets to communicate, air conditioning to keep cool, medical technology such as blood sugar testers to help us keep healthy. <p>Feedback</p> <p>Ask learners to join the discussion spontaneously. Call on individuals directly to get the discussion started.</p>
Learner's Book page 152	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read some more information about robots. 2. Read out the first sentence yourself, modelling correct pronunciation. Check for understanding and any unknown vocabulary. Ask learners to guess at any unknown words, using the pictures to help. If not successful, ask one learner to look up the word in a dictionary. 3. Ask learners to take turns reading out a sentence each. For example, when looking at the second text, pause at the word <i>wheelchair</i> and ask learners to look at the picture and guess the meaning. 4. Pause after each turn to check vocabulary. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 They can hold tiny tools and lights and reach places that a doctor's hand can't reach. 2 They can walk, climb stairs, turn on the light, open doors and carry things.
Learner's Book page 152	<p>Write and talk: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, the learners can discuss the questions they want to ask and write some notes about them. 2. Write question words up on the board: <i>Who, How, Why, Where, What.</i> 3. Tell each pair to write out their questions neatly. 4. Ask each pair to swap questions with another pair and answer them in full sentences. <p>Feedback</p> <p>Circulate around the class checking that each pair is making progress. Ask what their questions are about. If some learners are taking too long over the task, allow just two questions. When the questions have been answered and handed back to the questioners, call on the pairs to read out a question to the class, and those that answered it to re-tell their answers. Repeat questions or answers back to the class as necessary, modelling correct grammar and pronunciation.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of the different question words and what each is used for. 2. Ask learners to choose two different facts from each text and then turn these into questions, for example <i>The hospital robot arms hold tiny tools and lights.</i> = <i>What do the hospital robot's arms hold?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask at least one question that requires information from both pieces of text.
<p>Activity Book page 105</p>	<p>Let's make it!: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to design their robot. They should draw a picture and write about it. 2. Allow a few minutes for notes and initial drawing before encouraging the learners to write their sentences. 3. When everyone has at least two sentences about their robot, ask half the learners to put their robot pictures and text on their desks while the other half circulate looking at the pictures. Tell them to ask questions about the robots. (For example, <i>How big is it?</i>, <i>What does it do?</i>, <i>How does it move?</i>, <i>Where does it go?</i>) 4. As they circulate, tell learners they will need to record at least one piece of information about someone else's robot to tell the class. Swap over. <p>Feedback</p> <p>Call on individual learners to share an observation about one of their classmate's robots. For example, <i>Rashid's robot is as big as a house. Mohammed's robot is bigger than Tariq's robot.</i></p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure that learners write a sentence as they draw each relevant part of their robot. Try to avoid all writing being left to the end. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to compare two or more of their classmates' robots. Can they make any more general statements? <i>Some robots ... , Other robots ...</i>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to say whose is the biggest/smallest/fastest robot. (<i>It is as big/smallest/fast as ...</i>) 2. Ask learners to say whether they think big robots or small robots are better 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
<p>Standards/SLOs:</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.2.1) 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>(G4.3.7.2.2) Identify relationships among words including synonyms, antonyms, homophones (for example, see/sea) homographs (for example, lead – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences in the past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to information about child inventor Adeeb al Baloushi. Speaking: To speak their ideas about robots. Writing: Use commas correctly in lists.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use metaphorical language to describe size • punctuate lists correctly • find information about a person from an audio track.
Link to prior learning: <ul style="list-style-type: none"> • Comparison • Comparative adjectives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>huge, enormous, large, giant, gigantic, massive, great, small, tiny, teeny-weeny</i> Key expressions/structures: <i>The use of commas to separate words in a list</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to remember where to put commas in a list, particularly around 'and'. You can tell learners that commas are needed to stop items in a list bumping into each other. The 'and' is not part of the list, in fact it stops the last two items bumping into each other, instead of a comma. 		
Resources/equipment needed: Learner's Book page 153 Activity Book page 106 Audio Track 86		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to imagine they owned a robot. Ask learners to show you how big the robot was. Can they remember a word that matches this size? For example, huge, enormous, large, giant, gigantic, massive, great, small, tiny, teeny-weeny. 2. Ask learners to move like a robot of each size, saying the adjective, for example <i>I am a HUGE robot.</i>
Resources	Main activity
Learner's Book page 153 Audio Track 86	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to hear about the young Emirati inventor Adeeb al Baloushi. They will need to answer the questions about him. 2. Ask learners to read through the questions carefully in pairs. Check if there is any unknown vocabulary. 3. Play the audio all the way through. 4. Ask the learners to listen to the audio again and answer the questions in their pairs. Play the audio a second time pausing after each paragraph <p>Feedback</p> <p>When each pair has a set of answers, tell them to work with another pair to check their answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Adeeb is 12 years old. 2 He invented an artificial leg for his father. 3 He invented a cleaning robot for his mother. 4 The robot was very small. 5 Adeeb invents things because he wants to help people.
Learner's Book page 153 Audio Track 86	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences from the audio track alone or in pairs. 2. Ask learners to put them into the correct order from their memory of the audio. 3. Now play the audio again and ask each pair to check their answers <p>Feedback</p> <p>Circulate checking that each pair has decided on their answer before you play the audio again. Remind learners who are struggling to look at some of the sequence words (first, then).</p> <p>Answer</p> <p>c, e, b, a, d</p>
Learner's Book page 153	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Working alone or in pairs, ask learners to match words from the audio track about Adeeb al Baloushi with their meanings. <p>Feedback</p> <p>Ask learners to compare answers with a partner, then ask for volunteers from the class to share the correct answers.</p> <p>Answers</p> <p>1 c, 2a, 3 e, 4 b, 5 d</p>

Activity Book page 106	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Read the <i>Writing tip</i> with the learners and clarify meaning. 2. Ask them to read the sentences in pairs and identify the errors. <p>Feedback</p> <p>Write or show the sentences on the board and ask individual learners to come and mark the corrections there. Discuss the changes in the incorrect sentences as a whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. I like eating ice cream, cake and chocolate. 2. Waleed took his pencil, pen and notebook to school in his backpack. 3. (Correct) 4. I'm going to the shopping mall. I need to buy books, a camera and a present for my brother.
	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the question. Put learners into pairs. 2. Go through the examples. Write up I would like to help ... on the board. Ask the class for some ideas, for example my mother, my father, older people. Write up the second sentence starter on the board: I would invent ... Ask learners for any ideas. 3. Tell learners to work in their pairs and come up with at least one idea each that they can share with the class. 4. Ask learners to draw a picture of their invention to illustrate how it can help someone. <p>Feedback</p> <p>Circulate around the class checking for progress and correcting errors as you go. After two or three minutes, ask each pair 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. These learners may find it easier to draw their ideas for an invention first, then discuss the picture they have drawn, rather than talking about abstract ideas. They will also find it easier to ask for help with specific vocabulary with a visual aid. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to label their drawings, adding an adjective of size for each feature (<i>big wheels, huge arms, tiny buttons</i>). 2. Ask learners to write a sentence describing what their invention has, using commas and an 'and' to separate the features. (<i>My invention has big wheels, huge arms and tiny buttons.</i>)
Resources	<p>Plenary</p> <p>Ask learners to display their drawings of their inventions on their desks and then circulate around the room to look at others' drawings. Ask the class to vote on which is the most helpful invention.</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>(G4.1.1.1.1) Summarize main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives, to compare three nouns or express the extremist degree, use adverbs of manners to modify actions.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.1) 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: 6
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to a partner talking about robots. Speaking: To share their ideas and opinions on robots. Reading: To find words describing size in a wordsearch puzzle. Writing: To correctly order adjectives of colour, size and number when describing a robot.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • share their opinions about different objects • use a range of vocabulary to describe size • order adjectives of number, size and colour correctly.
Link to prior learning: <ul style="list-style-type: none"> • Comparative and superlative • Comparison • Question words <i>Who, How, Why, Where, What</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>huge, enormous, large, giant, gigantic, massive, great, small, tiny, teeny-weeny, robot, arms, legs, body, head, toes</i> Key expressions/structures: <i>bigger than/smaller than; some ... others ... ; order adjectives by number, size and colour</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 the difference between <i>what</i> and <i>how</i> questions. <i>What</i> is generally more concrete, asking for straightforward facts, for example: <i>What did you do today?</i> Answer: <i>I went to school.</i> <i>How</i> questions generally ask for more detail and are often used to follow up <i>what</i> questions. For example: <i>How did you get to school?</i> Answer: <i>I went in the car with my mum.</i> 		
Resources/equipment needed: Learner's Book page 154 Activity Book page 107		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter																																												
	<ol style="list-style-type: none"> 1. Ask learners to think about what they have learned over the last five lessons (prompt for comparing places, robots, question words and words to describe size). 2. Ask what learners have enjoyed about lessons 1–5 and what they found hard. 																																												
Resources	Main activity																																												
Learner's Book page 154	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Make a table on the board with two columns and label them <i>big</i> and <i>small</i>. 2. Read out the words in the box and ask the learners to repeat. 3. Ask which column each word should go in. Write it up and tell learners to copy the list in their notebooks. <p>Feedback</p> <p>Encourage learners to join the discussion through a show of hands. Prompt learners to think about similarities between words, particularly <i>giant/gigantic</i>.</p>																																												
Activity Book page 107	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to find words in the wordsearch. If they need help, they can look back at the words in the list from the previous activity. <p>Feedback</p> <p>Encourage learners to compare answers with a partner.</p> <p style="text-align: center;">Answers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>a</td><td>g</td><td>i</td><td>g</td><td>a</td><td>n</td><td>t</td><td>i</td><td>c</td><td>l</td><td>y</td> </tr> <tr> <td>h</td><td>u</td><td>g</td><td>e</td><td>s</td><td>j</td><td>g</td><td>i</td><td>a</td><td>n</td><td>t</td> </tr> <tr> <td>w</td><td>r</td><td>e</td><td>n</td><td>o</td><td>r</td><td>m</td><td>o</td><td>u</td><td>s</td><td>b</td> </tr> <tr> <td>c</td><td>e</td><td>m</td><td>a</td><td>s</td><td>s</td><td>i</td><td>v</td><td>e</td><td>m</td><td>p</td> </tr> </table>	a	g	i	g	a	n	t	i	c	l	y	h	u	g	e	s	j	g	i	a	n	t	w	r	e	n	o	r	m	o	u	s	b	c	e	m	a	s	s	i	v	e	m	p
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Learner's Book page 154	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo of the two robots. 2. In pairs, ask learners to describe the robots to each other: <i>a big red robot/a small silver robot. The silver robot is smaller than the red robot. The red robot is bigger than the silver robot.</i> 3. Next, ask learners to talk about what the robots might be able to do. Encourage learners to be imaginative and to compare the robots to people. If learners are struggling, ask the class to brainstorm some vocabulary you can put on the board, for example <i>run, jump, speak, help, carry</i>. 4. Finally, ask learners to compare these robots to other robots and write down sentences using <i>Some ... other ...</i>. Brainstorm for useful vocabulary if necessary, for example <i>make, help, work, care, friend</i>. <p>Feedback</p> <p>Circulate around the room checking that pairs are making progress. Listen in and repeat back sentences with corrections and feedback if necessary. At the end of each part of the task, nominate a few learners to share their answers with the class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Model an example sentence for learners and ask them how they could use the words from the brainstorm in a simple sentence. <i>The robot can run fast. A person is slower.</i> 																																												

	<p>Differentiation activities (Stretch):</p> <p>1. Encourage more imaginative thought and allow use of a dictionary to build vocabulary. Ensure that learners are using comparative sentences. <i>The robot can fly as fast as an aeroplane, but people are slower because they can only run.</i></p>
<p>Activity Book page 107</p>	<p>Use of English: Activity 2</p> <p>1. Remind learners about ordering descriptive words: number, size, colour.</p> <p>2. Tell learners to complete the text, then draw a picture in their books following the description.</p> <p>Feedback</p> <p>Ask learners to compare answers with a partner and discuss any differences (including the picture). Call on pairs to share their answers with the class.</p> <p>Answers</p> <p>1 big blue; 2 six long yellow; 3 gigantic orange; 4 one long green; 5 six tiny purple</p>
<p>Learner's Book page 154</p>	<p>Write: Activity 3</p> <p>1. Put learners into pairs. Tell them to move around the classroom measuring items with a ruler and comparing them. They can also lift items to guess their comparative weight.</p> <p>2. Tell them they will need to write sentences in their notebooks using the words in the box and following the example in the Learner's book.</p> <p>3. Circulate around the classroom checking on progress. This is a kinaesthetic activity, so learners should be spending at least half their time up out of their seats interacting with objects around them.</p> <p>Feedback</p> <p>Ask each pair to volunteer one of their sentences and write it up on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 107</p>	<p>Assessment box: Activity 3</p> <p>1. Ask learners to look at the Assessment table and tick the boxes that are true for them.</p> <p>2. Do any remedial teaching as necessary.</p>
<p>Learning styles catered for (✓):</p>	
<p>Visual ✓</p>	<p>Auditory ✓</p>
<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>	
<p>Observation</p>	<p>Student self-assessment</p>
<p>Quiz</p>	<p>Student presentation</p>
<p>Written work and feedback</p>	<p>Peer assessment</p>
<p>Verbal feedback</p>	
<p>Standards/SLOs:</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.4.3.1.2) Use language structures of: comparatives and superlatives, regular and irregular.</p>	

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a game being played and work out the answer to a question. Speaking: To ask and answer questions about the size of objects. Reading: To read about how to use <i>more/most</i> and <i>fewer/fewest</i> . Writing: To compare two or three objects.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about numbers using <i>more than</i> and <i>less than</i> • compare two or three objects using the comparative and superlative • use <i>less</i> and <i>fewer</i> correctly.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives • Numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>number, compare, more, most, fewer, fewest, less, least, tall, short, heavy, light, fast, slow, big, small</i> Key expressions/structures: <i>more/most, fewer/fewest, less/least; How many, How much;</i> comparatives and superlatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Many learners struggle with the difference between <i>fewer</i> and <i>less</i>. Go through the <i>Use of English Box</i> carefully and give extra reminders that <i>fewer</i> is for countable items. Reassure learners that they will have plenty of chances to recap this point over this grade and the next. 		
Resources/equipment needed: Learner's Book pages 155-156 Activity Book page 108 Audio Track 87 PCM 8		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Remind learners of the work they did with big numbers earlier in the year (Unit 5 for years and Unit 6 for long numbers). <i>What is the biggest number you know?</i> Write up some numbers in words on the board, for example one thousand; three hundred and twenty-three). Ask learners to come and write up the number in figures, or just call it out. Use numbers in single digits, tens, hundreds and thousands.</p>
Resources	Main activity
<p>Learner's Book page 155</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read the explanations of quantifiers with the class. 2. Discuss the questions and ask learners to give more examples. 3. Ask learners to ask each other more number questions. Consider writing some examples on the board and asking learners to copy them in their notebooks. <p>Feedback</p> <p>Nominate individual learners to answer the first two number questions, then ask for volunteers to make up some more. If necessary, explain to learners that the <i>Language detective</i> box is there to remind them of the rules on comparing two or more things.</p> <p>Answers</p> <p>Which is more, 32 or 38? 38 Which is less, 65 or 56? 56</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Start with smaller numbers up to 20, then build up to numbers up to 50. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of bigger numbers, using hundreds or thousands.
<p>Learner's Book page 155</p> <p>Audio Track 87 PCM 8</p>	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to play a game called <i>Secret Number</i>. Hand out the number chart (PCM 8), one per learner. Explain the instructions (on page 155 of the Learner's Book) and ask them to listen and work out the answer. Play the audio at least twice and ask for an answer 2. Ask learners to play their own game with a partner. 3. Learners should use a pencil to mark the numbers on their number charts so that they can rub out their marks and use the chart for a second game of <i>Secret Number</i>. <p>Feedback</p> <p>Ask for a volunteer to give the correct answer for the game on the audio. Circulate listening to learners playing their own game and checking for correct pronunciation. Repeat back sentences correctly as necessary.</p> <p>Answer</p> <p>41</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use just the first half of the grid (PCM 8) until they are really confident with all their numbers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to do the game without the grid (PCM 8), writing down their partner's answers to help them to work out the solution.

<p>Learner's Book page 156</p>	<p>Write and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box out loud. Check that learners understand how to use <i>more/less/fewer</i> by asking them supplementary questions: <i>Who has more balls – Salma or Joud? Answer– Salma has more balls than Joud.</i> 2. Tell learners to write five sentences about the three girls in the picture. 3. When the sentences are complete, put learners into pairs to ask and answer questions. Model a question: <i>How many balls does Elham have? Is this more than Salma? Answer: Elham has ten balls. She has fewer balls than Salma.</i>) <p>Feedback</p> <p>Circulate around the class listening in and correcting pronunciation. Encourage learners to check their questions and answers with their partner.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Keep the questions simple, so that the answers are the same as the sentences written down in part 1. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask more complex questions and give more complex answers: <i>Does Elham have more balls than Joud? Yes, Elham has more balls than Joud, but she has fewer than Salma.</i>
<p>Activity Book page 108</p>	<p>Work it out: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will be comparing the objects in the pictures. 2. Check vocabulary: <i>tall/short, heavy/light, fast/slow, big/small.</i> 3. Remind learners to use full sentences. <p>Feedback</p> <p>Ask learners to swap answers with a partner and explain their answers if there are differences. Call on volunteers to share their answers with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Flower b is the tallest. Flower c is the shortest. No, flower a is taller than flower c./No, flower a isn't shorter than flower c. 2. Weight c is the heaviest. Weight b is the lightest. Yes, weight a is heavier than weight b. 3. Car a is the fastest. Car c is the slowest. No, car b isn't faster than car a. Car b is slower than car a. 4. Ball a is the biggest. Ball c is the smallest. Yes, ball b is smaller than ball a. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to read the questions carefully and see how they can use the words in the question to make their answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write some comparative and superlative sentences of their own with the pairs of opposites. Once this is completed, you can ask them to think of other sets of opposites and use them in comparative and superlative sentences (<i>hard/soft, strong/weak, dark/bright, high/low</i>).
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Start by drawing an object on the board, for example a table. Draw a second object that is a different size. Tell the class about the difference: <i>The table is bigger than the chair.</i> 2. Ask learners to come and draw an object of their own on the board, then tell the class about its size in relation to the other pictures.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.4.3.1.2) Use language structures of: comparatives and superlatives, regular and irregular, compound sentences with <i>but</i>.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To compare different animals. Reading: To read about different animals. Writing: To write comparisons of animals and periods of time.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare several different objects or animals using comparatives and superlatives in both speaking and writing • find information to support their opinions in a short information text • speak about the relationship between different periods of time.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives • Numbers • Time 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>dart frog, hedgehog, mouse lemur, giraffe, elephant, camel, weigh, light, heavy, kilogram, gram, centimetre, metre, second, minute, hour, day, week, month, year</i> Key expressions/structure: Comparatives and superlatives: ... is ...-er than ... , ... is the ...-est		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with words that have multiple opposites, for example <i>tall/short</i> and <i>long/short</i> and <i>heavy/light</i> and <i>dark/light</i>. Reassure learners that this can be confusing for native English speakers too! <i>Tall</i> and <i>long</i> are both measures of length, so <i>short</i> makes sense for both. <i>Light</i> can be identified from context whether it refers to brightness or weight. Remind learners to read the whole sentence before deciding which meaning is correct. 		
Resources/equipment needed: Learner's Book page 157 Activity Book page 109 Pictures of different kinds of animals. A selection of objects from inside and outside the classroom, for example a leaf, a pencil, a stone, a book (enough for each table to have four different objects).		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Show pictures of animals of different kinds. Ask learners to describe them briefly. Show pairs of pictures and ask learners to compare them, for example <i>A whale is bigger than a shark, a domestic cat is smaller than a cheetah.</i>
Resources	Main activity
Learner's Book page 157	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the class about the biggest and smallest animals they have ever seen. <p>Feedback</p> <p>Elicit answers by calling on individual learners, and encourage the class to say a few things about each, for example colour, size and where they saw it.</p>
Learner's Book page 157	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the pictures of the very small animals and encourage them to describe the animals. Ask the class to read the Fact file about the very small animals. Remind learners what the following abbreviations stand for: m = metres, cm = centimetres, g = grams, kg = kilograms. Ask learners if they have ever seen one of the small animals shown. Now focus on the questions. Ask learners to answer the questions about the small animals, comparing and contrasting the information and the pictures. Then they copy the answers into their notebooks. Write the names of the big animals on the board. Ask learners to close their books. Read out the prediction questions and elicit answers to the questions about the very big animals. They copy the answers into their notebooks and check against the Fact file. Were they right? <p>Feedback</p> <p>Ask learners to join the discussion. If they need help to get started, nominate one learner, then ask others whether they agree or disagree.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Very small animals: 1 25 cm long; 2 The dart frog – 2 g; 3 The dart frog Very big animals: 1 Learners' own predictions; actual answer = giraffe; 2 Learners' own predictions; actual answer = Asian elephant</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Help learners with the relationship between <i>weigh</i> and <i>lighter/heavier</i>. Ensure that learners understand which key words to look for to answer each question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think about other ways to compare and contrast the animals. <i>Which animal do you think is fastest? Which animal has the longest legs? Ask learners to give an answer with a reason: The giraffe has the longest legs because it is the tallest.</i>

Learner's Book page 157	<p>Talk: Activity 3</p> <p>1. Ask learners to work in pairs, asking and answering questions to guess the animals.</p> <p>Feedback</p> <p>Call on pairs to join a class discussion about what they know about the animals.</p> <p>Answers:</p> <p>Learners' own answers</p>
Activity Book page 109	<p>Use of English: Activity 1</p> <p>1. Ask learners to choose four objects, put them on their desk and line them up according to size, weight or length.</p> <p>2. Ask them to write three sentences comparing the objects.</p> <p>Feedback</p> <p>Circulate around the class checking on individuals' work and correcting mistakes. Call on individuals to share one of their sentences with the class.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to use the sample sentences, changing the words to their own objects to consolidate learning.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to write sentences with two clauses: <i>The pencil case is heavier than the ruler, but lighter than the rock.</i></p>
Activity Book page 109	<p>Word study: Activity 2</p> <p>1. Tell learners they are going to think about time, starting with very small amounts of time and working up to bigger amounts of time. Check that everyone understands the vocabulary for time (<i>second, minute, hour, day, week, month, year</i>).</p> <p>2. Ask learners to work out the correct answers. Then they write the correct number on each line.</p> <p>Feedback</p> <p>Circulate around the class checking that learners are making progress.</p> <p>Answers</p> <p>1 60; 2 60; 3 24; 4 7; 5 12; 6 more; 7 less; 8 less; 9 more</p>
Resources	<p>Plenary</p> <p>1. Ask learners to call out one comparison each. If necessary prompt with questions: <i>What is longer, the lesson or break time? Who is taller, Sami or Mohammed?</i></p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjective, to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.4.3.1.2) Use language structures of: comparatives and superlatives, regular and irregular.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To collaborate with a group to complete an experiment. Reading: To correctly order instructions for an experiment. Writing: To write up instructions for and findings from an experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work collaboratively with a group on a practical task • write simple instructions for practical steps • record predictions and results.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives • Adverbs of sequence • <i>Will</i> for prediction 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 – incorporating English communication skills into mathematics, science, health, national education and social sciences. • Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve a problem. 		
Key vocabulary: <i>experiment, instruction, container, pour, hold, jug, bottle, tall, short, wide, narrow</i> Key expressions/structures: Comparatives and superlatives with nouns: <i>the most, the least, more than, less than</i> ; sequencing language: <i>First ... , then ... , next ... , finally</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it very difficult to describe complex and multiple actions and turn them into written instructions. Encourage learners to focus on a very small number of key words to start with, along with notes and diagrams. A picture with labels and the key verb will provide a strong foundation to build up to full sentences. 		
Resources/equipment needed: Learner's Book page 158 Activity Book page 110 <i>Equipment for experiment:</i> A range of different-sized containers to hold water, for example bottles, plastic boxes, bowls, vases. Each group will need four different-sized containers and: A large bottle A funnel A large jug of water A large tray or similar to catch spills A marker pen		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what an experiment is for. What experiments have they done before? Help them to describe their experiments.
Resources	Main activity
Learner's Book page 158	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class to read the questions about the containers, then to look at the containers carefully and answer the questions. Check for understanding of vocabulary, particularly <i>narrowest</i> and <i>widest</i>. 2. Discuss the answers as a class and encourage learners to justify them. <p>Feedback</p> <p>Draw the containers on the board then ask learners to come up and point to the containers as they speak.</p> <p style="text-align: center;">Answers</p> <p>1 C, A; 2 D, B; 3–7 Learners' own answers</p>
Activity Book page 110	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures and read the instructions. The instructions are jumbled up. 2. They put the instructions in the correct order by writing the numbers 1–6 in the boxes. <p>Feedback</p> <p>Call on an individual learner to describe what is happening in each picture. Ask for a volunteer to match this to the text. If learners are struggling, nominate one person to read out each sentence and then identify key words to match what happens in the pictures. You can ask a learner to come to the front of the class and do what each picture shows with the equipment (just miming water) and ask other learners to call out the verbs the demonstrator is performing.</p> <p style="text-align: center;">Answers</p> <p>6, 3, 4, 2, 1, 5</p>
Learner's Book page 158	<p>Let's find out!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to do their own experiment. They will need to carry out the experiment and write sentences about what they found out. They should use their notebooks for this. 2. Divide the class into groups of around four learners. Give each group four different containers, a large bottle, a funnel, a jug of water, a tray to catch spills and a marker pen. 3. Ask learners to start by labelling each container A–D, then guessing which will hold the most water and writing this down. 4. Ask learners to carry out the experiment to work out which container holds most water. They can look back at the Activity Book for guidance, or use another method of their own. At least one member of the group should write down notes about each thing they do. <p>Feedback</p> <p>Circulate around the class ensuring that each group is making progress and that all individuals within each group are engaged in the task. Ensure that each learner knows their own role within the group (see Differentiation activities). Ask learners to work as a group to ensure the sentences they write are correct.</p>

	<p>Differentiation activities (Support):</p> <p>1. Ensure that each group has a mix of abilities if possible. Learners needing more support may be keen to take on more practical roles in the group, such as pouring the water or marking the volume per container. Encourage learners working on these practical tasks to describe their actions in clear English as their contribution to the notetaking.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage more able learners to take on the role of note-taker. The group will need a record of what they do and in what order, as well as the final results. Encourage the note taker to work with the group to find the correct vocabulary for their actions. The notes do not have to be in full sentences, as they will be used to help write the results for Activity Book Activity 2.</p>		
Activity Book page 110	<p>Over to you: Activity 2</p> <p>1. Learners draw the four containers they used in their experiment in Activity 2 in the Learner's Book.</p> <p>2. They label the containers and write three sentences about what they discovered about the containers in the experiment.</p> <p>Feedback</p> <p>When all groups have finished their experiments, ask each group to present their findings to the class. Learners can show their four containers and read out their sentences.</p>		
Resources	Plenary		
	<p>1. Ask learners to share their predictions for the experiment with the class and say what the results actually were. Were they correct?</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>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story about Paul Bunyan. Speaking: To talk about facts from the story and share their opinions. Reading: To read the story and find relevant information in the text. Writing: To add correct punctuation to sentences from the story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a longer fiction text • speak about their opinions, justifying them from the text • use basic punctuation correctly.
Link to prior learning: <ul style="list-style-type: none"> • <i>Why? Because ...</i> • Reading comprehension skills 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>hungry, cry, shake, pond, breakfast, egg, bread, banana, pancake, lonely, snowstorm, ox, wrestle</i> Key expressions/structures: <i>Why? Because ...</i> ; structure of stories with narrative tenses; punctuation of sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with a fiction text in which something unbelievable happens, thinking that they have misunderstood the text. Encourage learners to look at the pictures and title for clues that they are correct in their understanding. 		
Resources/equipment needed: Learner's Book pages 159-160 Activity Book page 111 Audio Track 88		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Remind the class of the stories they read in previous units. Ask them to re-tell the stories. Which one did they like most? Ask them to justify their answers.
Resources	Main activity
Learner's Book page 159	<p>Talk about it: Activity 1</p> <p>1. Ask the class if they know any story that is about a very big or a very small character. Is the character a hero (a character who does good or brave things)? Or is she/he a bad character?</p> <p>2. Elicit some answers, for example Thumbelina, local stories in the learners' own culture, etc.</p> <p>Feedback</p> <p>Ask learners to join the discussion spontaneously. Write the names of stories mentioned on the board and ask if anyone else knows about them.</p>
<p>Learner's Book pages 159 and 160</p> <p>Audio Track 88</p>	<p>Read and listen: Activity 2</p> <p>1. Read out the title. Ask learners what they think it means.</p> <p>2. Look at the pictures and ask them to predict what the text is about. Is it a fiction or non-fiction text? How do they know? Play part one of the story at least twice. Were their predictions correct?</p> <p>3. Tell the class about this story. <i>A Tall Tale</i> is a make-believe story about characters who are larger than life. It comes from North America.</p> <p>4. Ask learners to re-read the story and look for words that are new to them. Encourage them to work out the meaning from the context.</p> <p>5. Look at the <i>Language detective</i> box and discuss the word <i>earplugs</i>. Tell learners this is a compound word. Do they recognise any part of the word (prompt for <i>ear</i>). Look at the context with learners (loud noise). Elicit ideas for the meaning.</p> <p>Feedback</p> <p>Nominate individual learners to start the discussion and then ask the class to join spontaneously. If necessary, ask follow up questions, <i>Do you agree with _____? What do you think?</i></p> <p>Answers</p> <p>The text is fiction.</p> <p>Example clues: Artwork shows that Paul is much bigger than a real human. Paul does many things which are impossible for a real person, for example he eats enormous quantities of food, he cries so loudly that the house shakes. Impossible events happen, for example the frogs wear earplugs, the ox turns blue.</p> <p>Differentiation activities (Support):</p> <p>1. If learners are struggling with the amount of text in the story, remind them about structure. The first sentence of each paragraph will tell them what the paragraph is about, the rest of the paragraph gives more information. Ask them to read just the first sentence of each paragraph and identify one or two key words. This will give them a summary of the whole text and should give them confidence to move on to look at the rest of the text in more detail.</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think about the words the author has chosen. Start with <i>tall tale</i> (an idiom for an exaggerated or untrue story, also referring to the fact that Paul is very big). 2. Why does the author list everything that Paul had for breakfast? Why didn't he just say that Paul ate a lot of food? (<i>It has more impact to list everything and makes it seem more real to the reader.</i>)
<p>Learner's Book page 160</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into groups of three or four. Ask each learner to take a turn explaining what is happening in each picture. They can work with a partner to explain to the others in the group. 2. Encourage the learners to ask each other questions about the pictures. 3. Ask each group to decide on their favourite part of the story so far then nominate someone to report back to the rest of the class. They will need to report on whether the group agreed on a favourite part, or not. <p>Feedback</p> <p>Draw learners' attention to different details in the story with questions, <i>What is Paul doing here? Why?</i> Ask learners to join in the discussion spontaneously, nominating individuals to start it off if no one volunteers.</p> <p>Answers</p> <p>Picture 1 Paul is lying next to the school because he is too big to go inside. The children are climbing on him. He is helping a child get his kite out of the tree.</p> <p>Picture 2 Paul is wrestling with Babe the Blue Ox.</p>
<p>Learner's Book page 160</p>	<p>Read: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and decide if they are true or false. 2. Tell them to read the text again, if necessary. 3. Ask them to correct the false statements. <p>Feedback</p> <p>Ask learners to identify the key words in the question and then in the text. Ask for a show of hands for true and false.</p> <p>Answers</p> <p>1 false; 2 true; 3 true; 4 false; 5 false</p> <p>Sentence 1 is false because his parents were normal size.</p> <p>Sentence 4 is false because he met Babe in the winter (we know that because of the snow).</p> <p>Sentence 5 is false because his favourite food was pancakes.</p>

<p>Activity Book Page 111</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Why ... ?</i> questions and find the answers on pages 160–1 in the Learner’s Book. 2. Remind them of the use of <i>because</i> in the answers to <i>Why ... ?</i> questions. 3. Work through the first question with the class. Ask them to find the key words from the first question (<i>frogs, earplugs</i>) in the story. Ask them to read the sentences before and after to see if they can find a reason for the earplugs (they should remember the meaning of <i>earplugs</i> from Learner’s Book Activity 2). Ask learners to put a ruler underneath the part of the text that shows the answer to the question. Now complete the answer using the information from the text. <p>Feedback</p> <p>Encourage discussion of answers in pairs for peer assessment, then call on pairs to share their answers with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. The frogs started wearing earplugs because baby Paul cried so loudly. 2. Paul watched through the school window because he was too big to fit inside. 3. Paul went out in the snowstorm because he heard something crying. 4. The ox turned blue because it was so cold. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to identify key words in the questions and then in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask an additional question that requires inference from the text: <i>Why do you think Paul wanted a friend his own size?</i> Possible answer: <i>He wanted to be able to play games like wrestling without hurting people. He wanted someone who could play the same games as him.</i>
<p>Activity Book Page 111</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners how to use the different punctuation: capital letters for the start of sentences and proper nouns; speech marks around speech; a comma after a speech which doesn’t have a question mark or an exclamation mark, just before a closing speech mark that is followed by <i>said</i>; question mark for a question; exclamation mark for an exclamation about something surprising; full stop at the end of a sentence. 2. Ask learners to punctuate the sentences correctly. <p>Feedback</p> <p>Circulate around the class checking that all learners are making progress. Ask learners to try to correct the punctuation themselves, without looking back at the story. When everyone has finished, write the sentences from the Activity Book on the board and call on individual learners to come and add the punctuation. Call on learners to give reasons for each change.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. ‘What’s the matter?’ asked Paul’s mum. 2. ‘I wish I had a friend my size,’ said Paul. 3. ‘Hello!’ shouted Paul.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what they think might happen next in the story.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.1) Summarise the main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to the second part of an extended story about Paul Bunyan. Speaking: To talk about what makes a character heroic. Reading: To read and understand the second part of an extended story about Paul Bunyan. Writing: To write creatively about the story of Paul Bunyan.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an extended, multi-part narrative. • write their own imaginative ideas associated with a story • talk about abstract qualities.
Link to prior learning: <ul style="list-style-type: none"> • Punctuation • <i>Why? Because ...</i> • Structure of stories • Descriptive language • The present simple 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 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>axe, logger, curve, straight, float, pancake, pan</i> Key expressions/structures: <i>Why? Because ...</i> ; structure of stories with narrative tenses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • If learners have struggled with impossible actions in fiction stories, they may struggle to find the motivation to think imaginatively about the story. Provide some vocabulary on the board for the learners to help get them started and build confidence around using English more spontaneously. 		
Resources/equipment needed: Learner's Book page 161 Activity Book page 112 Audio Track 89		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think back to the last lesson. What happened in the story? What did they think would happen next? Have learners re-tell the beginning of the story and ask prompting questions to encourage discussion.
Resources	Main activity
Learner's Book page 161 Audio Track 89	<p>Read and Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and think about what happens in part 2 of the story. 2. Play part 2 at least twice so learners can read and listen. Were their predictions correct? 3. Ask learners to re-read the story and look for words that are new to them. Encourage them to work out the meaning from the context. 4. Ask: <i>What happens to Paul?</i> <p>Feedback</p> <p>Call on individual learners for suggestions about unknown words. Encourage the whole class to think about similar words, and to look for clues in the pictures. Ask learners to join the discussion spontaneously.</p> <p>Answer</p> <p>Paul becomes a logger and cuts down trees. Paul and Babe straighten a river to stop the logs getting stuck.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As in the previous lesson, ask learners to focus on the first sentence in each paragraph to help them work out what is happening in the story. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find all the impossible things in the story (<i>cutting down a tree with one chop, straightening the river and making the big pan</i>).
Activity Book page 112	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Read through the questions as a class and check that there is no unknown vocabulary, and clarify if there is. 2. Ask learners to answer the questions individually, then swap with a partner and discuss. <p>Feedback</p> <p>Ask each pair to share the answer they have agreed on with the class. Ask the learners to point to where in the text they got their answer.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to identify the key words from each question and then find them in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write up the answers as a complete sentence. You may need to remind learners to use 'because' for question 3.

Learner's Book page 161	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. As a class, discuss what a hero is (a person who does something especially brave or good to help other people). 2. In pairs, learners read the words and decide which describe Paul best. Encourage them to explain their answers. <p>Feedback</p> <p>Ask learners to contribute spontaneously to the discussion. Promote participation by asking learners to name their own heroes and compare their qualities to those listed.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 112	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that Paul introduces Babe the Blue Ox to his friends Rosie and Max. They ask questions about Babe. Learners will need to write Paul's answers. 2. Encourage learners to be imaginative by having a short brainstorming session about the answered question (<i>Why is Babe blue?</i>). To get started, prompt learners with questions: <i>What colour were Babe's parents? Do you think Babe might have fallen in something blue? Do you think Babe might have eaten something that turned him blue?</i> Write up some of the suggestions on the board for each question. 3. Read and discuss the <i>Language tip</i> before doing the activity. Go through the first answer together, turning one of the ideas from the class brainstorm on the board into direct speech. <p>Feedback</p> <p>Circulate around the class checking that learners are making progress. If learners are struggling for ideas, return to the class discussion and write up some collective ideas on the board that learners can use to make their own sentences. Ask learners to roleplay their question and answer in front of the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write up some possible reasons on the board so that learners have vocabulary to use in their answers. Draw their attention to each piece of punctuation required: capital letters, speech marks, full stops or exclamation marks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two more questions that Rosie and Max ask about Babe. Ask them to write Paul's answers to those questions too.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask everyone to give a reason why they would like to be like Paul and one reason why they would not like it.

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>(G4.1.1.1.1) Summarise the main idea and relevant details in stories, recounts, commentaries and descriptions, presented orally or through other media.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or re-tell main ideas, facts and key details in a text; re-tell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To find relevant information in dialogues about comparison. Speaking: To give and receive feedback on written instructions. Reading: To find information about animals in a chart. Writing: To write clear instructions for a method of measuring.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare objects and animals • write clear practical instructions • give and receive feedback on their writing.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives • Numbers • Adverbs of sequence 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing. Introduce the concept of systems thinking by establishing cross-disciplinary learning – incorporating English communication skills into mathematics, science, health, national education and social sciences. 		
Key vocabulary: <i>short, long, weigh, more, less, measure, straw, ruler, instruction, method, prefer, screen, elephant, hippo, giraffe, fly, wheel</i> Key expressions/structures: Comparatives and superlatives: <i>The ... is ... -er than the ... ; The ... -est animal is the ... ;</i> present simple for descriptions; imperatives for instructions; <i>first, next, then, finally</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When carrying out the instructions written by another pair (Activity 2 in the Learner’s Book), learners may struggle with only doing what is written down if it is clearly wrong or incomplete. Impress upon learners that the purpose of the activity is not to complete the task correctly (measuring the straws), but to be able to give feedback about where the instructions are unclear. Remind learners that although this is a very simple experiment, clear instructions are needed for many much more complicated, and even essential processes. For example, if safety instructions are written badly, someone might not be able to operate a fire extinguisher, which could result in injury or death. 		
Resources/equipment needed: Learner’s Book page 162 Activity Book page 113 Audio Track 17 (Activity Book) Bunch of 20 straws of different lengths and a ruler per pair of learners		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Elicit the difference between <i>less</i> and <i>fewer</i> by using realia. Remind learners that <i>fewer</i> is for countable objects, <i>less</i> for uncountable amounts. Ask: <i>Who has more [books/pencils/rubbers], [learner name 1] or [learner name 2]?</i> Elicit answers from learners and then get them to ask their own questions for other learners to answer.
Resources	Main activity
Learner's Book page 162	<p>Read and write: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look through all the information about the creatures in the table and to answer the questions. They should write their answers in their notebooks. <p>Feedback</p> <p>Ask learners to swap answers with a partner and check that they agree. Go through the correct answers with the class asking learners to volunteer their own answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 the hedgehog; 2 less; 3 more; 4 longer</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Remind learners that both <i>short</i> and <i>long</i> describe length. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> When they have completed the questions in the book and are working in a pair, ask learners to write down some comparisons of their own between three of the creatures. For example, <i>The mouse lemur is longer than the dart frog, but shorter than the hedgehog.</i>
Activity Book page 113 Audio Track 17 (AB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to look at the pictures and text for each of the questions. For the first picture check that learners have noted they will hear about weights of animals. Ask learners to think of some key words (for example, <i>heavier, weigh, elephant, giraffe, hippo</i>). For the second question, check that learners have understood they will hear about how robots move. Ask learners to think of some key words (for example, <i>robot, wheels, legs, fly</i>). Ask the learners to look at the pictures and text for the third question. Check that learners have understood they will hear a Secret Number game. Ask learners to think of some key words (for example, <i>more than, less than, number words</i>). Play the audio twice and allow learners time to answer the questions. They can then check in pairs. <p>Feedback</p> <p>Ask learners to volunteer their answers after the final play of the audio. Ask learners if they can remember the relevant sentence(s) from the track and repeat it to the class. Nominate individual learners if necessary and replay the track one last time to identify the relevant section with the answer.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1a; 2b; 3c</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Drill the key words for each track individually and chorally and write them up on the board for learners to refer to.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to lead on deciding on key words and repeating the key sentence(s) with the answer. Call learners up to the board and ask them to write the sentence(s) for the class.
<p>Learner's Book page 162</p>	<p>Work it out: Activity 2</p> <ol style="list-style-type: none"> 1. Hand out bunches of ten straws and a ruler to each pair. Ask learners to read the instructions 1-3 carefully. Remind them of the adverbs of sequence (<i>first, next, then, finally</i>) and write them up on the board. 2. Circulate around the class checking that each pair has put the instructions in the correct order and have added a sequencing word. Remind learners to draw a sketch of each step, just to show that they understand what is happening in each step (give around 5 minutes for drawing). Ask learners to write the instruction for each step next to the picture in their notebook. 3. Ask each pairs of learners to swap instructions with another pair. They must only follow the instructions they have been given, and they must take notes of what works well and what doesn't work as well. <p>Feedback</p> <p>When each pair has followed the instructions ordered and illustrated by another pair, call the class back together. Take a vote of who found it easy to follow the instructions and who found it difficult. Check whether each pair had the instructions in the same order. <i>Were the pictures useful? How could they have been more useful?</i></p> <p>Answers</p> <p>c – 1 First label each straw. b – 2 Then/Next measure each straw. d – 3 Then/Next write down the length of each straw. a – 4 Finally choose the longest and shortest straws.</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 112</p>	<p>Assessment box: Activity 2</p> <ol style="list-style-type: none"> 1. Direct the learners to the assessment chart. Put learners into pairs and ask them to interview each other and fill in the boxes for their partners. 2. Do any remedial teaching as necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.2) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.).</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about robots with a partner. Reading: To read information about robots and Paul Bunyan. Writing: To write their own questions about the Paul Bunyan story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare objects in size • discuss the different parts of the unit • understand and write questions for others about a story or other text.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives and superlatives • Comparison • Question words <i>who, how, why, where, what</i> • Numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>long, short, robot, ox, axe, logger, pancake</i> Key expressions/structures: Comparatives and superlatives: <i>longer than, shorter than</i> ; question words with the past simple: <i>who, how, why, where, what</i> ; recounting stories		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When looking for information about robots on the Internet, learners may struggle with where to look for reliable information and also with the amount of text presented. Encourage learners to navigate using pictures and key words on reputable websites. 		
Resources/equipment needed: Learner's Book page 163 Access to the Internet to look up information about robots		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to choose, in pairs, a lesson they like a lot in the unit and why. 2. Give out the smiley faces from earlier in the course. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why.
Resources	Main activity
Learner's Book page 163	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the instructions and carry out the activity. 2. If learners are struggling, point out some particularly large or small objects in the classroom and write the vocabulary on the board. <p>Feedback</p> <p>Circulate around the classroom ensuring that learners are making progress. When learners have completed their sentences, call on learners to share their work with the class. You can ask learners to touch the two objects they are comparing.</p>
Learner's Book page 163	<p>Write and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think back to the lessons about robots and write three interesting facts. 2. If available, give learners access to the Internet or reference books to find out about other robots. 3. Ask learners to tell each other about the interesting robots they have found, comparing features and abilities. <p>Feedback</p> <p>Circulate around the class checking on progress. At the end of the activity, for each pair, ask a learner to share something they learned from their partner.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If additional research on the Internet is a struggle, ask learners to think of their own ideas for a robot and compare them with a partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage independent research in books or on the Internet. Encourage learners to note where they get their information from and to think about whether it is a reliable source.

Learner's Book page 163	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to re-read the Paul Bunyan story and think of their own three questions. 2. Put learners into groups of around four and ask them to take turns asking and answering questions. You could ask them to mingle around the class and show and discuss the questions and answers. <p>Feedback</p> <p>Circulate around the class checking that learners are making progress with reading and writing their own questions. If necessary, write up the question words on the board (<i>Who, How, Why, Where, What</i>). Listen in to questions and answers, repeating back modelling corrections and pronunciation as necessary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of story structure and that most information about what is in a paragraph is found in the first sentence. Tell learners to choose a sentence and use the words to form a question without needing more vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write questions that ask for information from more than one place in the text. You may need to ensure that learners are placed in same ability groups to ask and answer questions.
Learner's Book page 163	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners what they found most interesting in this unit. 2. Ask them to look at the pictures and photos and say which one they liked best and which one they didn't like so much, and why. <p>Feedback</p> <p>Encourage discussion of what learners have done over the unit and what they have found difficult and why. Write up examples of what was good and what was difficult on the board.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. As a final round-up of the review page, go over the language of the unit and write some wrong forms on the board that you've heard from learners while working on the unit, for example <i>The hedgehog is more heavier than the dart frog/Where do Paul Bunyan come from? Ahmed have less pencils than Abdullah/Asma has the more books than Ahlam</i>, etc. 2. Learners work in pairs and correct the sentences. 3. Ask learners to look through the word list and check understanding. If there is time, learners can act out or draw words. 4. Ask learners if there are any further areas of English they found challenging in this unit.

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>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.4.3.1.2) Use language structures of: indefinite pronouns, <i>wh</i>-questions in the past, prepositional phrases of place, time, and movement (for example, <i>inside</i>, <i>along with</i>, <i>in the middle</i>), comparatives and superlatives, regular and irregular, compound sentences with <i>but</i>, relative pronouns.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas for their own short story about a small character. Reading: To read the beginning of a short story about a small character. Writing: To plan and write as a group a short story about a small character.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work as a group to brainstorm ideas • write descriptively from the point of view of a character • complete an extended piece of imaginative writing in the past tense.
Link to prior learning: <ul style="list-style-type: none"> • Comparison • Comparatives and superlatives • Similes • The structure of stories 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 to share and respect all ideas; Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. • Communication and collaboration: Introduce the concept of working in teams with a common goal to solve problems. • Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully. • Productivity and accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results. 		
Key vocabulary: <i>tiny, mouse, hurry, tumble, hedge, branch, forest, character, illustration, travel, adventure, happy, sad, excited, scared, terrified, feel, introduce, exciting</i> Key expressions/structures: Descriptive language with the past simple: ... <i>was the size of ...</i> , ... <i>was as small as ...</i> , <i>The ... looked as big as ...</i> , <i>The ... was like a ...</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners, particularly those requiring support, can be daunted by the idea of writing a whole story on blank paper. Some learners (at any level of achievement) will benefit from making this a picture-led activity, where learners draw pictures of their stories and then describe them in English. This is a group project, so learners will be able to support each other in building a story together. 		
Resources/equipment needed: Learner's Book page 164 PCM 9 PCM 10 Coloured pens/pencils		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners that in Lessons 10 and 11 they read a story about a very big character (Paul Bunyan). Ask if they know any stories about very small characters.
Resources	Main activity
Learner's Book page 164	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read the beginning of a story about a very small character. 2. Ask learners to read the story in pairs, alternating reading out a sentence. Ask learners to note down any words they don't understand and try to work out a possible meaning from the context. 3. Read out the story to the learners, modelling correct pronunciation. Pause at the end of each paragraph and ask whether there is any unknown vocabulary. Prompt learners to discuss possible meanings of words and confirm correct guesses. If there are one or two words outstanding, choose learners to look them up in a dictionary and read out the definitions for the class. <p>Feedback</p> <p>Check for understanding of the story by asking a few comprehension questions: <i>Show me how big Meera was. Why was Sarah hurrying?</i> (They were a little late.) <i>Why did Meera fall?</i> (She leaned out too far). Encourage learners to join in spontaneously. Ask for suggestions about what might happen next, prompting learners to build on each other's ideas.</p>
Learner's Book page 164 PCM 9 PCM 10	<p>Project: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write their own stories in small groups about a very small character. They will present their story in the next lesson. 2. Divide learners into mixed-ability groups of 4–6. 3. Hand out PCM 9 <i>Story planner</i> to each group and also PCM 10 <i>Story presentation</i> (you may need spares). Tell learners their group will need to write and illustrate a story with at least four pages. Show the <i>Story presentation</i> (PCM 10) so that learners can see what they will have to fill in. Explain to the learners that they will have four copies of PCM 10 - one copy to write page 1, one copy for page 2, one copy for page 3 and one copy for page 4. Explain that on each page there is a space to draw their picture (the top box) and then a space below to write their story. Write up on the board: <ul style="list-style-type: none"> <i>Page 1: Introduce your character.</i> <i>Page 2: Introduce the adventure.</i> <i>Page 3: Something exciting happens.</i> <i>Page 4: The end of the adventure.</i> Remind learners of how this story arc worked for the Paul Bunyan story: <i>First we learned about Paul and how big he was. Second, Paul's adventure was when he became a logger. Third, the exciting thing was when the logs were trapped in the river and Paul and Babe pulled it straight to set the logs free. Finally, the end of the adventure was when everyone ate pancakes from the big pan.</i> 4. Go through <i>Story planner</i> (PCM 9) and show learners how their group can plan what to put on each page of the story. In each part of the planner there are ideas for sentences.

	<p>5. Tell the learners they will need to divide up the roles to complete the project. Write these on the board: Brainstorming ideas: Everyone Write planning notes for each part of the story Draw picture ideas on the planner Write up the story on pages 1, 2, 3, 4 Draw the pictures on story pages 1, 2, 3, 4 Present the story to the class Answer questions about the story.</p> <p>6. Give the groups a few minutes to discuss roles and circulate making sure they are making decisions. If necessary, ask questions: <i>Who is good at drawing? Can you each do some of the writing? Who is good at speaking in front of the class? Will you each read some of the story out? Does everyone have some tasks to do?</i> If the group cannot come to a quick decision, help them to share out the writing so that each person will take on some of the burden. They can decide on pictures and presentation later in the task.</p> <p>7. Get the groups started with page 1–2 of the <i>Story planner</i> (PCM 9). Circulate, encouraging everyone to contribute ideas. If one person is dominating a group, intervene and ask others for their thoughts and comments. Keep learners focused on moving on. They will need to spend around five minutes per section on the planning. Writing up and illustration can be done more than one page at a time if the story has been planned out in advance.</p> <p>8. Collect in the stories at the end of the lesson and, if time allows, read through and leave some formative written feedback. Learners will have a few minutes at the beginning of the next lesson to make small changes.</p> <p>Feedback Circulate around the class ensuring that groups make progress with each part of the task and that no one learner is dominating a group too much. If all groups are struggling, call the class back together and go through one or two examples on the board, either one suggested by a learner or one of your own. At the end of the class, take in all work carried out so far so that everything is safely kept in one place for next lesson.</p>
	<p>Differentiation activities (Support):</p> <p>1. Encourage learners to contribute their ideas to the brainstorming session. If they are unsure about writing unscaffolded sentences, encourage them to draw the pictures, then describe their own drawings (or those of others). Encourage learners to think about single sentences they can contribute, rather than being daunted by the whole story. Learners may also wish to contribute some sentences orally, rather than in writing.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to take a lead in writing sentences in the planning section of the activity, but ensure that they know to include everyone’s ideas. When they reach the writing-up part of the activity, remind them to connect up all the ideas from the group.</p>
<p>Resources</p>	<p>Plenary</p>
	<p>1. Ask learners to share a brief reflection on how they and their group has worked today. Did they participate well? What will they do the same/differently tomorrow for the next part of the project?</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>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.3.2.1.2) Decode and read unknown words using knowledge of the six major syllable patterns (for example, CVC, CVr, V, VV, VCe and Cle).</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences in the past simple, continuous present and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.2.1.2) 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; use appropriate organisational structure and text features modelled by the reading texts, and organise ideas into a beginning, middle and ending.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to presentations of others' stories. Speaking: To present their own story and respond to questions and comments. Writing: To write sentences reflecting on their performance in the project.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a presentation of a story and respond appropriately • present their work and respond to questions about its development • speak and write reflectively about their own work.
Link to prior learning: <ul style="list-style-type: none"> • Comparison • Comparatives and superlatives • Similes • The structure of stories • Narrative tenses • Stating opinions 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>character, illustration, travel, adventure, happy, sad, excited, scared, terrified, feel, introduce, exciting</i> Key expressions/structures: Recounting stories and narrative tenses: <i>My favourite part of the story was when ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • If learners have not understood another group's presentation, they may be reluctant to comment or question. It may help to project on the board any pictures that go with the story, or pass them around the class to give additional clues for understanding. If a presentation is unclear, take the lead by asking simple questions, <i>Who is your main character?</i> Encourage other learners to ask similar questions. 		
Resources/equipment needed: Learner's Book page 164 Complete PCMs 9 and 10 from previous lesson		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the stories they wrote in the last lesson and hand them back to each group to look at your comments. Tell learners they have ten minutes to make any changes to their stories and then they will present them to the class. The rest of the class will need to listen carefully and ask questions and make comments.
Resources	Main activity
Learner's Book page 164	<p>Project: Activity 2</p> <ol style="list-style-type: none"> 1. In their groups, encourage learners to read any comments carefully and see if they need to make any changes. 2. Remind each group they need to decide how they will present their story and who will answer questions from the class. It might be a good opportunity to have each group presenting in front of the class. Alternatively, to reduce stress levels, it might be a good idea to take more of a carousel approach, with groups moving round, presenting to each other in small groups, so that groups A and B present to each other, while groups C and D present to each other. 3. Presentation: Each group has five minutes to present their story, with two minutes for questions and comments at the end. Write up on the board the things you want the class to make notes about: <ol style="list-style-type: none"> 1. <i>What is the story about?</i> 2. <i>What is your favourite bit of the story?</i> 3. <i>How did the story make you see the world from the viewpoint of the main character?</i> 4. After the first presentation, ask a question yourself about the story, for example <i>How did you choose your character's adventure? How did you make sure the words and pictures work together?</i> 5. Encourage a few learners to comment on each story and to ask questions if they wish. 6. If the stories have changed from the versions in the previous lesson, collect up again and return with written feedback if time allows. <p>Feedback</p> <p>Use the prompts on the board to encourage learners to comment on others' stories. If necessary, model your own answer to a question first: <i>My favourite part of the story was when What was your favourite part of the story, [learner name]?</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on reading out their part of the story clearly and slowly so that everyone in the room can hear. When asking questions about the story, make sure that the answer is scaffolded within any questions you ask: <i>Did you draw the pictures before you wrote the words, or did you draw them after you wrote the words?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to read their part of the story with expression. When asking questions, use open questions to allow a longer, more personal answer: <i>Tell me how you decided what your main character was like.</i>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Encourage the learners to think about what they enjoyed about this project and what they found difficult, what they would do the same next time and what they would do differently. Ask them to write down two sentences about this in their notebooks and then share one of them with the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.4.1.4) Describe a character, setting or event in a story.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about an Emirati family. Speaking: To ask about family relationships and talk about similarities and differences between families. Reading: To read and respond to quotes about family members. Writing: To spell family-related lexis.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about different types of families • compare families and find similarities and differences • use a range of family-themed lexis • ask and answer questions about family using present simple question forms.
Link to prior learning: <ul style="list-style-type: none"> • Family-themed vocabulary • Present simple question forms 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about what it is like to be a citizen of another country, and share them with classmates and other language learners. 		
Key vocabulary: <i>family, grandma, grandpa, dad, father, mum, mother, sister, brother, cousin, me</i> Key expressions/structures: Present simple questions and <i>yes/no</i> answers; third person present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Question formation is challenging for learners, so give clear oral and written models. Write the target language on the board and focus learners' attention on this by simply pointing if they need to self-correct during class time. 		
Resources/equipment needed: Learner's Book pages 165 and 166 Activity Book page 114 Audio Track 90 Teacher-made answer key for Activity Book Word study: Activity 1. One copy per pair.		

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. Write the word <i>family</i> on the board in a large bubble. Elicit different family vocabulary coming out of the bubble, for example <i>grandma, grandpa, dad, father, mum, mother</i>. 2. Drill chorally and individually. 3. Ask learners to copy the vocabulary into their notebooks and check what they have written. If necessary, give them further help with pencil/pen holding when producing Roman letters.
Resources	Main activity
Learner's Book page 165	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the different photos on page 165 and elicit the different vocabulary, for example <i>In the first picture, do you think this is a picture of a father or a mother? A father.</i> 2. Ask learners to read the quotes and discuss with their partner if the quotes are true for them or not. Model an example with a more able learner, for example <i>Does your dad take you swimming on Saturdays? Yes, he does/No, he doesn't. Is your dad a great cook? Yes, he is/No, he isn't.</i> Model and drill for pronunciation, both chorally and individually. 3. Monitor the learners while they are on task to upgrade pronunciation and form. <p>Feedback After learners have checked their answers in pairs, ask them to raise their hands if the quotes are true for them.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and ask each other how to spell the family lexis. Learners take turns spelling the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of their own immediate relatives, and write down all the family members, for example, <i>I have a father, a mother and three sisters.</i>
Learner's Book page 166	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the family tree. 2. Elicit the vocabulary items from the learners and drill chorally and individually, paying attention to accurate word stress. 3. Learners work in pairs and talk about the different family relationships. You might like to provide them with sentence stems to help with this, for example <i>I think this is ...</i> <p>Feedback After pairs have checked with another pair of learners, point to the various pictures on the family tree and ask the learners to say the vocabulary. You could also take time here to consolidate family relationships by asking questions such as: <i>Is she her mother or her sister?</i></p> <p>Answers</p> <p>1 grandma; 2 grandpa; 3 mum; 4 dad; 5 me</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find it challenging to identify the correct word stress. Encourage the learners to hum or clap the number of syllables, listening for which syllable sounds slightly louder and longer. 2. Ask learners to practise saying <i>grandpa</i> and <i>grandma</i>, with the d silent.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give learners a dictionary to look up the word stress of all the family vocabulary introduced so far in the lesson. Learners can take notes of the vocabulary word stress patterns in their notebooks. 																		
<p>Learner's Book page 166 Audio Track 90</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the vocabulary in the box, and pre-teach <i>painting</i> (by drawing on the board or miming), <i>fitness</i> (by demonstrating some exercises), <i>chess</i> (use a flashcard or image on the interactive whiteboard, if available) and <i>making dolls</i> (draw a picture on the board). 2. Learners listen and match the activities with the people from the family tree. 3. Replay the audio for learners to check their answers and correct any errors. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask learners to raise their hands to give the answers.</p> <p>Answers</p> <p>Picture 3 mum: fitness Pictures 4 and 5 dad/me: painting Pictures 2 and 5 grandpa/me: chess Pictures 1 and 5 grandma/me: making dolls</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio to provide extra processing time for these learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to practise spelling the key vocabulary with a partner once again. One learner says the word, for example <i>father</i>, and the other learner spells it and then gives an example sentence using that vocabulary, for example <i>F-A-T-H-E-R, My father works in an office and is a very busy man.</i> 																		
<p>Learner's Book page 166</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the box and decide if they are used for females, males, or both. 2. Do an example with the whole group as a model for the task. 3. Learners work individually and then check their answers in pairs. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners to give answers.</p> <p>Answers</p> <table border="1" data-bbox="432 1660 910 1905"> <thead> <tr> <th>Male</th> <th>Female</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>brother</td> <td>sister</td> <td>cousin</td> </tr> <tr> <td>dad</td> <td>mum</td> <td>baby</td> </tr> <tr> <td>grandpa</td> <td>grandma</td> <td></td> </tr> <tr> <td>grandfather</td> <td>grandmother</td> <td></td> </tr> <tr> <td>father</td> <td>mother</td> <td></td> </tr> </tbody> </table>	Male	Female	Both	brother	sister	cousin	dad	mum	baby	grandpa	grandma		grandfather	grandmother		father	mother	
Male	Female	Both																	
brother	sister	cousin																	
dad	mum	baby																	
grandpa	grandma																		
grandfather	grandmother																		
father	mother																		

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Word study: Activity 1

1. Ask learners to look at the wordsearch and circle seven more family words.
2. Learners work individually.
3. Ask learners to check their answers in pairs.

Feedback

Give each pair a copy of the teacher-prepared answer key for learners to check their own work.

Answers

grandma grandmother grandfather grandpa mother mum father dad

G	I	R	G	R	A	N	D	M	A	Y	I
R	E	S	T	X	C	B	U	O	G	H	K
A	R	T	Y	U	B	F	D	T	R	G	K
N	T	G	S	Y	G	S	T	H	A	B	K
D	Q	W	E	R	Y	U	J	E	N	T	J
M	U	M	H	Y	R	F	S	R	D	A	D
O	R	D	G	Y	H	J	R	D	F	T	J
T	E	A	G	R	A	N	D	P	A	T	R
H	C	K	I	N	I	I	N	Y	T	E	D
E	H	E	M	O	T	N	F	D	H	W	G
R	R	F	A	T	H	E	R	L	E	F	R
H	E	H	K	B	H	T	H	D	R	N	V

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Write: Activity 2

1. Ask learners to look at the family words from Activity 1 and choose four of them.
2. Read out the example.
3. Learners write their sentences. Monitor carefully when learners are on task and step in to upgrade language as necessary. Remind them that they should write in print rather than cursive.

Feedback

After learners have checked their answers with a partner, ask them to swap their books with another partner and to self-check. If learners are unsure whether an answer is correct or not, they can ask for input.

Answers

Learners' own answers

Differentiation activities (Support):

1. Prompt learners by asking them about their own families, for example *What does your grandfather like to watch on TV?*

Differentiation activities (Stretch):

1. If learners complete the task quickly, ask them to extend their sentences using conjunctions, for example *My grandmother is a fantastic cook, but my sister isn't.* and *My dad works online a lot and plays computer games, too.*

Resources	Plenary		
	1. To round off the lesson, divide learners into small teams, allocating to each one both more and less able learners equally, as far as possible. 2. Say one of the key family words and get the learners to raise their hands to give an answer. If they pronounce and spell the word accurately, they gain a point for their team. Make sure that each learner has a turn and that more vocal learners don't dominate the teams. 3. The winning team is the one with the most points at the end of the game.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a text about an Emirati family. Speaking: To ask and answer questions about family relationships. Reading: To read extracts to guess meaning from context. Writing: To write sentences using connectors.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • compare and contrast families and find similarities and differences • guess meaning from context • write more fluently using <i>too</i>, <i>both</i> and <i>but</i> • listen for specific information in a text.
Link to prior learning: <ul style="list-style-type: none"> • Family-themed vocabulary • Present simple question forms 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about what it is like to be a citizen of another country, and share them with classmates and other language learners. 		
Key vocabulary: <i>tell off, grow up, look after, both, too</i> Key expressions/structure: Present simple third person endings; sentences with <i>too, both</i> and <i>but</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners who are not used to making guesses about the meaning of new words may find discerning meaning from context quite intimidating, particularly if they have previous learning experiences where the teacher prioritises accuracy. Encourage these learners to take risks by prompting them to think of other words that may have similar meanings, giving positive feedback for guesses made, even if they are not correct. This will enhance learners' confidence when taking risks with the language. Moreover, it is important for learners to be aware of phrasal verbs, as some of them are very commonly used in everyday language. 		
Resources/equipment needed: Learner's Book page 167 Activity Book page 115 Audio Track 90		

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
	<ol style="list-style-type: none"> 1. As a whole group, brainstorm family words onto the board. 2. Provide oral models for learners and drill chorally and individually to upgrade learners' pronunciation. 3. Ask learners questions to evaluate their vocabulary knowledge, by asking questions that are more cognitively demanding, for example, <i>Who is your mum's mum?</i> (grandmother/grandma).
Resources	Main activity
<p>Learner's Book page 167 Audio Track 90</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Read the three extracts aloud and ask learners to repeat. 2. Tell learners to listen to the audio and raise their hands when they hear each extract. 3. Ask learners to compare their answers in pairs or small groups. Use a variety of strategies to elicit the meaning of the words in bold, for example, for <i>tell off</i> describe a situation where a learner has not done their homework, for <i>look after</i> show a picture of a grandmother taking care of a child. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners to personalise the phrasal verbs, for example <i>Who takes care of you? Who tells you off?</i></p> <p>Answers</p> <p>Possible answers could include <i>When I grow up, I want to be an engineer like my dad.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with stretch learners to provide additional peer support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support less able learners during the pair check stage of the task.
<p>Learner's Book page 167</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions. Learners work with a partner and ask and answer the questions using the target vocabulary. 2. Monitor carefully while learners are on task to upgrade pronunciation and language as required. 3. Ask learners to work with a different partner and recycle the task to develop fluency. <p>Feedback</p> <p>After learners have recycled the task, write examples of correct/incorrect language on the board and ask learners to categorise them. Then learners correct the incorrect sentences. Do not indicate who produced the utterances as this could cause embarrassment. Give feedback on content ideas and promote further discussion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need some additional prompting to use the phrasal verbs and often try to avoid using them. Encourage learners to use the phrasal verbs by giving prompts, for example, <i>Does your mother take care of you (look after) you when you feel ill? What is another phrasal verb for take care of? It begins with the letter l. (look after).</i>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage the learners to extend their responses by using conjunctions, for example, <i>My father tells me off when I don't clean my room and then I feel bad.</i>
<p>Learner's Book page 167</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the three speech bubbles and elicit the use of <i>too</i>, for example, <i>In the first sentence, does Grandma read books? Yes. Do you read books? Yes.</i> Show them <i>I read books too</i> on the board as a way of indicating addition. Ask learners to write the sentence and highlight <i>too</i> in colour in their notebooks. 2. Focus on the second sentence and the use of <i>both</i>, for example <i>In the second sentence, does Grandpa like playing chess? Yes. Do you like playing chess? Yes.</i> Write <i>Grandpa and I both like playing chess</i> and ask learners to copy the sentence into their notebooks and highlight <i>both</i>. 3. Elicit from learners, <i>In sentence three, Does your mother love doing exercise? Yes. Do you love doing exercise? No.</i> Write <i>My mum likes doing exercise but I don't</i> and ask learners to copy the sentence and highlight <i>but</i>. 4. Ask learners to think of their families and things that are the same (similarities) and things that are different (differences). 5. Ask learners to work with a partner and ask and answer questions, exchanging information about the people in their families and what they like to do. Monitor learners and encourage use of <i>too</i>, <i>both</i> and <i>but</i>, as required. <p>Feedback</p> <p>Nominate learners in open class pairs to talk about their families. All open pairs should be praised for their efforts.</p>
<p>Activity Book page 115</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the activities that family members like to do. 2. Go through the example with the class. 3. Learners work individually to complete the task. <p>Feedback</p> <p>After learners have compared their answers with a partner, ask them to write the answers on the board. Other learners self-correct and upgrade their work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Mum and Grandma both make cakes. 2 Mum cooks, but Grandpa tells stories/goes fishing. 3 Mum and Dad both read stories/like reading. 4 Grandma likes telling stories and Grandpa likes telling stories too. 5 Learners' own answers, but must use <i>too</i>, <i>both</i> or <i>but</i>.
<p>Activity Book page 115</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the gapped sentences and complete them about their own families. 2. Learners work individually to complete the sentences. 3. Ask learners to compare their answers in small groups. <p>Feedback</p> <p>Monitor and upgrade learners' work, writing clear examples of <i>too</i>, <i>both</i> and <i>but</i> sentences on the board.</p> <p>Answers</p> <p>Learners' own answers</p>

	Differentiation activities (Support): 1. While learners are on task, monitor carefully and encourage use of the <i>too</i> and <i>both</i> , as learners will tend to use just <i>and</i> and <i>but</i> , which they are familiar with using in oral and written form.		
	Differentiation activities (Stretch): 1. Ask learners to think of an additional three examples using <i>too</i> , <i>both</i> and <i>but</i> with their partner.		
Resources	Plenary		
	1. To round off the lesson, give example sentences using <i>too</i> , <i>both</i> and <i>but</i> , for example <i>Amna and Haya both have long hair, Nada speaks good English and Sheikha does too, Fatima likes playing computer games, but Suad likes cooking.</i> 2. After each example, the learners say <i>true</i> or <i>false</i> . Learners then think of some more examples using <i>both</i> , <i>too</i> and <i>but</i> . 3. Divide learners into teams and nominate a captain from each to give the example, and the rest of the class says if it is true or not. At this point, you should only be managing the task, having stepped out to let the learners provide the content, only step back in if the task breaks down, or the learners need additional input.		
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: (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.3.6.1.3) Connect the information and events in a text or story to life experiences. (G4.3.7.1.1) 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. (G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences. (G4.4.4.1.2) Correctly use apostrophes in contractions and possessives. (G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i> and <i>no</i> , from the rest of the sentence. (G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details in a text about the daily routine of an Emirati child. Speaking: To ask and answer personal questions using accurate question forms in the present simple. Reading: To read for detail in a text about an Emirati child's daily routine. Writing: To take short, personal notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • share personal information about themselves and others • gain a greater understanding of local culture • listen for specific details in a text • read for specific details in a text • feel more confident asking personal questions • write appropriate notes.
Link to prior learning: <ul style="list-style-type: none"> • Capital letters • <i>Wh-</i> question forms • Present simple • School subjects-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to catch, to change, school uniform, Arabic, Maths, Science, Islamic Education, Art, catches</i> Key expressions/structures: <i>Wh-</i> question forms; present simple; third person affixes		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It is typical for learners at this age to focus on completing speaking tasks quickly, rather than focusing on the content of the language they are producing. It is important for the teacher to emphasise that the best learners are not learners who finish first, but those who try out new language and listen and respond to their partner. 		
Resources/equipment needed: Learner's Book page 168 Activity Book page 116 Audio Track 91		

UNIT 10 LESSON 3 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"> 1. Ask learners to recall some of the sentences from the previous lesson using <i>both</i>, <i>too</i> and <i>but</i>. 2. Learners work in small groups and brainstorm their ideas. 3. Ask some of the learners for their ideas, and ask the other learners if they agree or disagree.
<p>Resources</p> <p>Learner's Book page 168</p> <p>Audio Track 91</p>	<p>Main activity</p> <p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture of Muna on page 168 of their Learner's Book and elicit where they think Muna comes from, how old she is and what she likes to do. 2. Learners listen to the audio, read the text, then discuss the differences between their school and Muna's with a partner. <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners for 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 focus on finding the key information by underlining it in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners complete the task quickly, ask them to think of two questions to ask their partner about Muna. Learners write their questions, then swap with a partner, and answer.
<p>Learner's Book page 168</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the Fact File. In order to complete it, learners must work with a partner. Ask them to copy the Fact File into their notebooks, so that they can complete it easily. 2. Model the task for the whole group, using a more able learner as your partner. Ask the learner questions, for example, <i>What's your name? How old are you? How many brothers and sisters do you have?</i> Highlight the use of the contraction: <i>What's</i>. Show the learners that you are filling in the Fact File for your partner and your partner is filling in the Fact File for you. 3. Learners work in pairs to complete the Fact Files about each other. <p>Feedback</p> <p>After learners have asked and answered the questions, nominate learners to give the questions they used. It is important to notice when support learners use language accurately and to focus on them to supply answers for feedback. This gives them positive feedback, encourages participation and also self-confidence.</p> <p>Suggested answers</p> <p>What's your name? How old are you? What's your favourite subject? How many brothers and sisters do you have? What's your favourite food? Which city/town do you live in?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some of the question prompts on the board to support these learners and focus them on using the structures correctly.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a new partner if they finish before the rest of the class and recycle the task, thereby developing their fluency and confidence with the language.
<p>Activity Book page 116</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Fact File about their partner in their notebooks. 2. Give a model for the learners, for example <i>Mariya and I are both 10 years old.</i> Explain that the Activity Book gives the option of which word to use from <i>both/ and/ too/ but</i>. Write the first two answers on the board and elicit from learners how to join the sentences together and make a longer one, using <i>and</i> and <i>but</i>. 3. Learners then complete and write the sentences about their friend using the information from the Fact File. <p>Feedback</p> <p>Ask learners to swap their Activity Book with a partner for their partner to correct. Write a checklist on the board to support learners, for example, capital letters, <i>and</i>, <i>but</i>, <i>both</i>, <i>too</i>. Learners can use the checklist to upgrade their partner's work. You will also need to circulate, monitor and clarify any remaining queries.</p>
<p>Activity Book page 116</p>	<p>Draw: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to draw their partner's favourite food. 2. Circulate and check they are drawing the correct food and give support as necessary. <p>Feedback</p> <p>Learners show each other their pictures. Encourage further discussion.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to close their Learner's and Activity Books. Divide the learners into small groups and ask them to say what they can remember about Muna. 2. Give each team a piece of paper and ask them to write the numbers one to ten down the left side of the paper. Ask questions about the text and get learners to brainstorm their answers before writing down notes, for example <i>What food does Muna sometimes eat in the morning?</i> (chebab or khameers.) 3. When allocating points to teams, the first team to give a full answer wins the 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>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for /s/, /z/ and /ɪz/ phonemes in a list. To listen for specific information in a text about a famous Emirati footballer.</p> <p>Speaking: To ask and answer questions about a sport they would like to try.</p> <p>Reading: To match headlines to paragraphs in a text about a famous Emirati football player.</p> <p>Writing: To take notes.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • be more aware of the pronunciation of present simple third person suffixes • listen for specific information • skim a text for global understanding • scan a text for specific information.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Present simple <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. 		
<p>Key vocabulary: <i>plays, finishes, goes, jumps, dances, does, watches, speaks, works, makes, wins</i></p> <p>Key expressions/structures: Present simple third person singular; pronunciation of third person suffixes</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find producing the present simple third person suffixes /s/, /z/ and /ɪz/ challenging. Give models for learners and encourage them to put their fingers on their throats to feel the difference between the production of the voiced /z/ and unvoiced /s/ phonemes. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 169</p> <p>Activity Book page 117</p> <p>Audio Track 92</p> <p>Audio Track 18 (Activity Book)</p>		

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
	<ol style="list-style-type: none"> 1. Draw a football, a tennis racket and a horse on the board and elicit the different sports from the learners: football, tennis and horse riding. 2. Ask learners to rank the three sports, for example, their favourite one is number one, then number two and then their least favourite is number three. 3. Ask learners to compare their answers with their partner to see if they have the same answers. Promote further discussion.
Resources	Main activity
Learner's Book page 169	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo and ask if they know who it is (Omar Abdulrahman). 2. Ask learners what sport he plays (football) and elicit if they think football is popular in the UAE. Ask learners if they think football is popular in other countries, for example, <i>Do people in other countries like football?</i> 3. Ask learners why they think that football is popular in every country in the world. <p>Feedback</p> <p>This activity will be a whole-class activity with the teacher asking the entire group and encouraging the learners to raise their hands to give answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answer</p> <p>The photo is of Omar Abdulrahman, a famous Emirati footballer.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in the whole-class activity by nominating them to answer the less challenging questions, for example, ask them for some examples of countries where football is popular or names of football teams they know or like. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to answer the more challenging questions, for example ask them why they think football is popular all over the world.
Learner's Book page 169 Audio Track 92	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Learner's Book page 169 and to read the paragraph headings 1–4. 2. Learners then listen to and read the text, and match the correct heading with each paragraph. 3. This is an excellent opportunity to bring out the difference between a personal recount and a story, as the learners will come into contact with a story later in the unit, so they can compare it more directly to this text then. <p>These are the features of a personal recount:</p> <ul style="list-style-type: none"> – events are usually told in chronological order from the beginning of someone's life – the writing takes the form of a description of happenings in that person's life – the last part of the recount is usually a reflection on the person's life, for example here, Omar talks about the influence his family has had in his life. <p>A story, on the other hand, often begins with background information, sometimes using the past perfect, to set the scene;</p> <ul style="list-style-type: none"> – we are then introduced to the characters – there is often a problem or challenge for the characters to resolve

	<ul style="list-style-type: none"> – the narrative is often intriguing as we are drawn into the story to try and see how the characters will solve or deal with the problem or challenge – there is then a conclusion – the events are not necessarily told in chronological order. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>1C 2D 3B 4A</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to underline the key information in the paragraph headings before they begin reading the text and emphasise that they only need to look for this information.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work with a less able learner to support them during the task.</p>
<p>Learner’s Book page 169</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the five statements about Omar. 2. Learners read the text again and answer true or false. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, write the answers on the board and ask learners to check their own work.</p> <p>Answers</p> <p>1T 2F 3F 4T 5F</p>
<p>Learner’s Book page 169</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences about Omar. 2. Learners work individually and cross out the incorrect options. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners to write the correct forms on the board. Learners check their own work.</p> <p>Answers</p> <p>1 am 2 play 3 help 4 work 5 think 6 says</p> <p>Differentiation activities (Support):</p> <p>1. These learners might benefit from further drilling with other sentences containing a choice of verbs that you could write on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners could help less able learners in the class with the activity.</p>

<p>Activity Book page 117</p>	<p>Pronunciation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the short text on page 117 of the Activity Book and focus on the three word endings for <i>works</i>, <i>goes</i> and <i>watches</i>. Focus learners on the <i>Speaking tip</i>. 2. On the board write the phonemes /s/, /z/ and /ɪz/ and give clear oral models for learners. Provide choral and individual drills. 3. Ask learners to work in small groups and decide which ending matches each sound. <p>Feedback</p> <p>Ask learners to raise their hands, for example, <i>Raise your hand if you think plays has the /ɪz/ sound at the end.</i></p> <p>Answers</p> <p>works /s/ goes /z/ watches /ɪz/</p>						
<p>Activity Book page 117 Audio Track 18 (AB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the word bank. Elicit the phonemes /s/, /z/ and /ɪz/ from the learners and give some examples on the board, for example, <i>walks</i>, <i>goes</i> and <i>watches</i>. Ask learners to listen to the audio and write the words in the correct column. 2. Pause the audio after each verb to give learners more processing time. <p>Feedback</p> <p>Copy the table on the board and number each column, then ask learners to say which word fits in which column by giving you the number.</p> <table border="1" data-bbox="432 1154 1072 1312"> <tr> <td>1 /s/</td> <td>2 /z/</td> <td>3 /ɪz/</td> </tr> <tr> <td>jumps speaks</td> <td>plays does</td> <td>finishes dances watches</td> </tr> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find differentiating between the different phonemes challenging, particularly /s/ and /z/. 2. Encourage learners to practise the two sounds by putting their fingers on their throat and making the /s/ sound, then elicit if they can feel something moving (vibrating) (answer: no). Now ask learners to make the /z/ sound, but stronger. Again, elicit from learners if they can feel something moving (yes). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of one more example of a third person singular verb for each of the /s/, /z/ and /ɪz/ ending sounds. 	1 /s/	2 /z/	3 /ɪz/	jumps speaks	plays does	finishes dances watches
1 /s/	2 /z/	3 /ɪz/					
jumps speaks	plays does	finishes dances watches					

Resources	Plenary		
	1. Focus learners on the board and write the words <i>jumps</i> (1), <i>plays</i> (2) and <i>watches</i> (3). Number them. Highlight the suffixes using different colours. 2. Ask learners to say the suffixes, /s/, /z/ and /ɪz/. 3. Say various third person singular verbs (use the other examples the learners have from Activity Book Activity 2) and learners call out number <i>one</i> , <i>two</i> or <i>three</i> . Drill the pronunciation chorally and individually.		
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>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to their peers' questions. Speaking: To discuss sports preferences, and ask and answer questions about these preferences. Reading: To read and understand. Writing: To use accurate collocations using <i>play, go</i> and <i>do</i> in the context of sports.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a greater range of sports-related vocabulary • ask and answer questions about sports preferences • accurately spell sports-related vocabulary • write accurate sports collocations.
Link to prior learning: <ul style="list-style-type: none"> • Healthy lifestyles • Present simple • Sports-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 		
Key vocabulary: <i>sports, baseball, football, diving, judo, rollerblading, skateboarding, swimming, (table) tennis, water-skiing, paddle surfing, horse riding</i> Key expressions/Structure: Present simple; collocations with <i>play, go</i> and <i>do</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • At this age, learners are often not aware of common collocations, for example, <i>go horse riding, do judo</i> and <i>play tennis</i>. Learners will often miscollocate, producing examples such as <i>I go football</i> and <i>I play horse riding</i>. Categorisation tasks where learners choose the correct collocations raise awareness of these common collocations, and make learners sound more natural, both in their spoken and written language. 		
Resources/equipment needed: Learner's Book page 170 Activity Book page 118 Audio Track 19 (Activity Book) Pictures of young Emirati sports stars, for example, Amna Al Haddad, the Olympic weightlifter		

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
	<ol style="list-style-type: none"> 1. On the board, write the letters <i>f, s, j, s, t, d, b, h</i> and tell learners that these are the first letters of sports that the class will focus on today. 2. For each sport, mime the activity, or draw, to test whether the learners already know the vocabulary or not. 3. Provide clear oral models for learners and then drill chorally and individually.
Resources	Main activity
Learner's Book page 170	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to work in pairs and discuss which sports members of their family play. Elicit some ideas from the different pairs, for example, <i>Do you play tennis, Do you do judo?</i> 2. Ask learners if there are any famous young sports stars in the UAE, for example, Amna Al Haddad, the Emirati Olympic weightlifter. Show a visual sourced from the Internet if learners have not heard of her before. 3. Ask learners to think of some more examples. <p>Feedback</p> <p>After learners have discussed in their groups, elicit other popular sports in the UAE.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need some extra support for this task as they may not know much sports-related vocabulary in English, apart from football, swimming and basketball. At this stage of the lesson, don't focus too much on learners using a wide range of sports lexis, as this will be the focus at a later stage of the lesson. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to mime or draw sports whose names they are not sure of in English. Input language as needed, and write any new sports-related words in a specially designated section on the board for all learners to copy into their notebooks. Keep the designated vocabulary section on the board throughout the lesson.
Learner's Book page 170	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Learner's Book page 170 and the different sports a–h. Drill pronunciation of all the vocabulary in the word box, chorally and individually. 2. Do an example with the whole group, for example, <i>What is picture a? Football.</i> Ask learners to work together in pairs or small groups and match the vocabulary with the appropriate visual. 3. While monitoring, encourage learners to practise the pronunciation of the different sports, correcting as necessary. <p>Feedback</p> <p>Nominate learners to give responses by asking them to raise their hands. Explain to learners about the different types of sport shown in the pictures: Explain to learners about the different types of sport shown in the pictures: football – a game played with a where two teams try to kick the ball into each other's goal horse riding – the sport of riding a horse</p>

	<p>skateboarding – an action sport which involves riding and doing tricks on a skateboard (a narrow board of wood which wheels fixed on it)</p> <p>diving – the sport of jumping into the water from a springboard or platform</p> <p>swimming – a water sport, which can involve races</p> <p>baseball – a game played with a ball and a bat, mostly in the USA and Canada</p> <p>tennis – a game played on a rectangle court between two players, using a ball and racket</p> <p>judo – a sport where you try to unbalance your opponent by pushing and holding</p> <p>Answers</p> <p>a football b swimming c horse riding d baseball e skateboarding f tennis g diving h judo</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners may be anxious when working with multi syllable words. Help support these learners by breaking the sounds of the words into syllables, for example, <i>skate-board-ing, repeat, skate-board-ing, repeat, skateboarding, skateboarding</i>. Praise all attempts at pronunciation as this is challenging for these learners, particularly reading multi syllable words and pronouncing them. Remind learners of the pronunciation of the diphthong /eɪ/ from the earlier grades in <i>skateboarding</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to practise spelling the new sports vocabulary with a partner.
<p>Learner’s Book page 170</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Ask learners to read the <i>Use of English</i> box, then go through it with them. Elicit some examples of other sports that collocate with <i>play, go</i> and <i>do</i>. Learners draw the circles in their notebooks. In one circle, the learners write <i>play</i>, in another circle <i>go</i> and in the third circle, <i>do</i>. Learners then work together in small groups and match the sports in Activity 2 to the correct circles. <p>Feedback</p> <p>Copy the circles on the board and invite learners to come to the board to write the sports in the correct circles.</p> <p>Answers</p> <p>play: football, baseball, tennis go: horse riding, skateboarding, diving, swimming do: judo</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners could use the sports from Activity 2. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage these learners to think of more examples for each circle.

<p>Activity Book page 118 Audio Track 19</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 118 in their Activity Books. Focus learners on the <i>Use of English</i> box and ask learners to read. On the board, draw a grid with <i>play</i>, <i>go</i> and <i>do</i> in the top row. Elicit some example sports from learners, for example, football. <i>Can I say play football? Yes. Can I say go football? No. Can I say do football? No.</i> Repeat with some more examples. 2. Focus learners on the words <i>rollerblading</i>, <i>table tennis</i>, <i>skateboarding</i> and <i>paddle surfing</i>. Give an oral model of each of these words and then mime the sport. 3. Remind learners of the pronunciation of the diphthong /aɪ/ in <i>riding</i> and <i>diving</i> from the earlier grades. 4. Focus on the example, then ask learners to work individually to write the correct verb and sport under the remaining pictures. Monitor carefully to ensure that the learners are using accurate collocations. <p>Feedback</p> <p>Once learners have compared their answers in pairs, play the audio for learners to check their own answers. Explain to learners about the different types of sport shown in the pictures not covered earlier in the lesson:</p> <p>water-skiing - a water sport where someone is pulled behind a boat over the water wearing skis on their feet rollerblading - a type of roller skate which are put on your feet table tennis - also known as ping pong, it is a small version of table played on a table, using a plastic ball and bat paddle surfing - where someone kneels on a board, which is in the water, and uses their hands or a paddle, to push themselves along in the water</p> <p>Answers</p> <p>1 go water-skiing 2 play football 3 go horse riding 4 play tennis 5 play table tennis 6 go swimming 7 go skateboarding 8 go rollerblading 9 do judo 10 go diving 11 go paddle surfing 12 play baseball</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners will need extra time for this task as there is a high cognitive demand: learners will need to produce the correct collocation and recognise pronunciation at the answer-checking stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners finish the task quickly, ask them to help the learners who need more support.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work in small groups. Hand out paper. Each group takes one piece of paper and tears it into three pieces. On the first piece, the learners write <i>do</i>, on the second piece they write <i>play</i>, and on the third piece they write <i>go</i>. All three pieces are then placed in the middle of the learners' table/s. 2. Call out different sports from the lesson. The learners have to discuss in groups, then grab the verb that collocates with each noun and hold it up. Each team wins a point for a correct collocation. 3. You could extend the learners' lexical range further. For example, after calling out the word <i>judo</i> (<i>do</i>) call out <i>karate</i> and indicate that it is also a match for <i>do</i>. Repeat with <i>tae kwondo</i>. The team with the most points, wins.

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: (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.3.2.1.3) Read unfamiliar multisyllabic words, applying sound correspondences, syllabication patterns, and roots and affixes. (G4.3.7.1.1) 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. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences. (G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for detailed information in a text about a family. Speaking: To ask and answer questions about personal sport preferences. Reading: To read and understand instructions. Writing: To write sentences about family members.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their family activities • compare different family members' activity preferences • write sentences about their family's activity preferences using <i>both</i>, <i>too</i> and <i>but</i> • use a greater range of sports-themed vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Use of <i>both</i>, <i>too</i> and <i>but</i> • Family-related vocabulary • Sports-related vocabulary • Using commas and contractions • Present simple • School subjects 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Introduce the idea of gathering research from other sources to write sentences and paragraphs in English about what it is like to be a citizen of another country and share them with classmates and other language learners. 		
Key vocabulary: <i>family, grandma, grandpa, cousin, dad, father, mum, mother, sister, brother, cousin, football, horse riding, tennis, judo, swimming, walk</i> Key expressions/structures: Present simple; <i>Wh-</i> present simple <i>Wh-</i> question forms; sentences with <i>both</i> , <i>too</i> and <i>but</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may find the word order of present simple question forms challenging. Provide written models on the board for learners to use as examples during tasks, for example <i>What does your mother do? Which sports do you like?</i>		
Resources/equipment needed: Learner's Book page 171 Activity Book page 119 Audio Track 93 Audio Track 20 (Activity Book)		

UNIT 10 LESSON 6 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"> 1. Ask learners to choose the lesson they liked/found most interesting from Lessons 1 to 5. 2. Learners work in small groups and talk about their favourite lesson and why they liked it. 3. Ask learners to raise their hands for Lesson 1, Lesson 2, up to Lesson 5 and count how many learners choose each lesson. Ask learners why they chose specific lessons.
<p>Resources</p> <p>Learner's Book page 171</p>	<p>Main activity</p> <p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Learner's Book page 171 and read the instructions for the task. 2. Give a model on the board so that the task is clear. 3. Learners choose five members of their family and write their names in their notebooks. Learners then write down four activities or sports each family member likes doing. 4. Learners then write comparisons about family members' preferred activities using <i>both</i>, <i>too</i> and <i>but</i>. It is essential to monitor carefully while learners are on task to upgrade their language and encourage self-correction. Remind learners that they should write in print rather than cursive. <p>Feedback</p> <p>After learners have compared their answers in pairs, ask them to raise their hands to give feedback. Note examples of good content and use of <i>both</i>, <i>too</i> and <i>but</i>.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write example sentences on the board for these learners so that they can use the models to support writing their own examples about their family. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners complete the task quickly, ask them to write three more sentences comparing their family's preferred activities.
<p>Learner's Book page 171</p> <p>Audio Track 93</p>	<p>Listen and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the gapped text and predict words for the gaps. 2. Learners complete the text while listening to the audio, using the words from the word bank provided. 3. Ask learners to check their answers in pairs or small groups. Replay the audio to confirm answers. <p>Feedback</p> <p>Ask learners to raise their hands for feedback and write the numbered answers on the board.</p> <p>Answers</p> <p>1 football 2 horse riding 3 tennis 4 judo 5 swimming 6 walks</p>

<p>Activity Book page 119</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the sports and circle three that they like. 2. Ask learners to work in pairs and discuss their choices, encouraging them to use key lexis, for example, <i>because it is fun, healthy, fast, exciting</i>. 3. Monitor carefully while learners are on task, to upgrade their language as necessary. <p>Feedback</p> <p>Nominate learners to report back on their partner's three choices.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 119 Audio Track 20</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and describe what they can see in each of them. 2. Learners listen and tick the correct pictures. 3. Play the audio again, after learners have checked their answers in pairs. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>1 a 2 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen to the full audio before choosing their answer. Pause the audio after each conversation so that learners have more processing time to choose the correct picture. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to recall an additional piece of information from each of the conversations.
<p>Activity Book page 119</p>	<p>Assessment box: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and choose the boxes that are true for them. 2. Ask learners to compare their answers in pairs. Do any remedial teaching as necessary. <p>Feedback</p> <p>Ask learners which activities they particularly enjoyed.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the learners to work in teams. Mime a sport, for example, swimming. The first learner to raise their hand and spell the word correctly wins the point for their team. 2. Review lexis from Lesson 6, and, when learners have a good idea of how the game works, encourage them to be the teacher and call out words to be spelled. The team with the most points wins the game. 3. This provides an opportunity for upgrading learners' language. Drill chorally and individually as required.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.1.1.9) Explain personal ideas and understanding in the light of the discussion.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.3) Correctly use a comma before a coordinating conjunction, and to set off the words <i>yes</i> and <i>no</i> from the rest of the sentence.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a postcard from an Emirati girl. Speaking: To ask and answer questions about their peers' predictions based on visuals. Reading: To read for specific information in a postcard from an Emirati boy. Writing: To write a postcard including organisational features.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific information in a listening text • become more aware of the organisational features of a postcard • develop awareness of cultural differences • write a postcard including organisational features typical of this genre.
Link to prior learning: <ul style="list-style-type: none"> • Daily routine verbs • Use of <i>both</i>, <i>too</i> and <i>but</i> • Family-related vocabulary • Sports-related vocabulary • Using commas and contractions • The present simple • Using capital letters accurately 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Understand other nations, languages and cultures. 		
Key vocabulary: <i>to learn, to hope, to want, to love; mother, father, sister, brother, grandfather/ grandpa, grandmother/grandma; too, but, both</i> Key expressions/structures: The present simple; writing skills: labelling different parts of a postcard, i.e. greeting, sender, address, receiver, stamp, special phrases, etc.; using capital letters accurately		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Writing a postcard is challenging for learners of this age. After looking at models of postcards, the learners will write a postcard of their own, supported by the scaffolding provided in this lesson. 		
Resources/equipment needed: Learner's Book page 172 Activity Book page 120 Audio Track 94 PCM 11		

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 how people communicate with each other, for example, by writing a letter, writing a postcard, calling on a mobile phone, using WhatsApp, using Facetime, Facebook, Skype. You can show examples using a phone or the Internet if learners are unsure. 2. Ask learners to work in small groups and think of as many different ways of communicating as they can. 3. Brainstorm learners' ideas on the board and add some more examples, ensuring that you have <i>postcard</i> as one of the answers. It's also a nice idea to bring in real postcards to share with the class if you have them available.
Resources	Main activity
Learner's Book page 172	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 172 of their Learner's Book. 2. Ask learners to look at the postcard and elicit what a postcard is for, i.e. a quick, fun way of writing to friends and family when you are on holiday, and showing them an aspect of where you are. 3. Ask learners to discuss the questions with their partner. <p>Feedback</p> <p>Learners discuss what a postcard is and what it is used for. Elicit whether they regularly send and receive postcards.</p>
Learner's Book page 172 Audio Track 94	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Writing tip</i> and discuss the special phrases, for example, the use of shorter sentences (<i>Having a lovely time!</i>) and the use of the imperative (<i>Say hello to Midiya for me!</i>) to quickly get a message across in a few words. 2. Ask learners to have a look at the questions and answers before they listen and read. They could try and predict the answers before they listen and read. 3. Play the audio. 4. Encourage learners to check their answers with their partner or small group. <p>Feedback</p> <p>Invite learners to raise their hands to give answers.</p> <p>At this point you could take the opportunity to discuss the features of a factual recount, which can take the form of biographies, letters/postcards, textbooks or conversations with friends.</p> <p>They generally have the following structure:</p> <ul style="list-style-type: none"> – an introductory paragraph or line which gives information about who/what/where/when/why; these are all answered in the first part of the postcard here when we find out about Noura, where she is, who she is with and what she's doing. – the sequence of events: here we find out what Noura did yesterday. – the conclusion or re orientation: Noura gives her opinion on the camel ride and the food, then finally outlines what she plans to do next, finishing off by referring back to the reader (Khulood)'s situation. <p>Factual recounts are written in chronological order, are sequential, contain descriptions and generally also have descriptions and/or personal reflections. We know that Noura and Khulood are friends because of the informal language used. Stress that the language used here would not be appropriate in a more formal setting, for example in an information text.</p> <p>Answers</p> <p>1 b 2 f 3 d 4 a 5 c 6 e</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to listen for two answers only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember two more pieces of information from the postcard.
<p>Learner’s Book page 172</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. This activity focuses on the particular informal language used in the postcard. 2. Ask learners to match the words with their meanings. They should refer back to the postcard to find the sentence containing each word. 3. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands. Point out that <i>fab</i> is short for <i>fabulous</i>. Discuss the two questions. Noura uses these words as they are more informal and therefore more commonly used when communicating with friends. She uses exclamation marks as they are frequently used in informal written language to show excitement.</p> <p>Answers</p> <p>1 b 2 c 3 a</p>
<p>Activity Book page 120</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to label the parts of the postcard to review the format a postcard takes. If you have brought a postcard in, use this to help them. Hold the postcard up and elicit from learners: <i>What is stuck in the top corner?</i> (a stamp), <i>What is written on the right side of the postcard?</i> (address). Prompt learners: <i>What is another word for someone who writes a postcard?</i> (sender) (indicate the bottom of the left side of the card). <i>Whose name is here?</i> (indicate top left of postcard) <i>Is it the person that wrote the postcard or received the postcard?</i> (received). <i>What is another word for this?</i> Prompt with the first letter ‘r’ (receiver). Note the words on the board for learners. 2. Learners work together in pairs to check their answers. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>1 receiver; 2 sender; 3 stamp; 4 address</p>
<p>Activity Book page 120</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Writing tip</i> about using capital letters accurately. Elicit a few more examples from the learners, for example, <i>Do we write Dubai with a capital letter?</i> (Yes) <i>Why?</i> (Because it is a place/city.) 2. Remind learners of the language used in the postcard in the Learner’s Book, and ask them to complete Majed’s postcard using the words in the box. <p>Feedback</p> <p>Invite learners to give their responses.</p> <p>Answers</p> <p>1 Arrived 2 time 3 playing 4 we’re 5 you</p>

Activity Book page 120 PCM 11	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Give out copies of the PCM 11 template (a postcard) and ask learners to write a postcard to either Noura or Majed, or a friend/partner in the class. Help them to brainstorm places they may have visited and would write a postcard from. 2. Review the format of a postcard and remind them what needs to be included in each section. 3. Circulate and help them to write neatly, remembering to use the past simple correctly, informal language (for example, they could use words like ‘cool’, ‘mega’ and ‘awesome’, all of which mean ‘very good’ and are appropriate for children of their age) and correct punctuation (including capitalisation). <p>Feedback</p> <p>Ask learners to lay their postcards out on their desks and invite them to get up and mingle to read each other’s postcards.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Call out different words, for example <i>brother, Sunday, football, May, April, Thursday, Dubai, table, postcard.</i> 2. If the word has to take a capital letter, learners stand up. If not, learners sit down. 3. As the game continues, speed up the delivery of the words. The last learner to either stand up/sit down is out of the game, and can then become your helper. The last four or five learners left are the winners.

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:

- (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.
- (G4.2.1.1.2) Talk about past events, habits and future plans.
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.
- (G4.3.4.1.8) Read and respond to informal letters, postcards and emails.
- (G4.3.5.1.2) Describe the key features of short factual recounts (for example, opening, recount, closing statement) and information texts (for example, introduction, details ordered by feature, such as chronological order, sequential, and description).
- (G4.3.6.1.3) Connect the information and events in a text or story to life experiences.
- (G4.4.2.1.4) Write short personal letters, postcards and emails to friends.
- (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.
- (G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for detailed information in a text about a Jordanian boy's daily routine. Speaking: To ask and answer questions about daily routines using frequency adverbs in responses. Reading: To read for specific information in a text about a Jordanian boy's daily routine. Writing: To write questions using the structure <i>How often do you ... ?</i>		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use frequency adverbs to describe learners' and others' daily routines • listen for detailed information • read for specific information • write questions accurately • be more aware of cross-cultural similarities.
Link to prior learning: <ul style="list-style-type: none"> • The present simple • Free-time activities • School subjects • Sports • Use of coordinating conjunctions <i>and</i> and <i>but</i> • <i>too</i> and <i>both</i> • Question word order 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>wash my face, get dressed, eat breakfast, drink tea/coffee, eat lunch, watch TV, relax, do my homework, go swimming, play on a PlayStation, bedtime</i> Key expressions/structures: Adverbs of frequency: <i>never, sometimes, often, usually, always</i> ; present simple first person and third person affirmative; <i>How often do you ... ?</i> question formation		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This is a challenging language focus for learners in terms of producing accurate word order in sentences and questions using frequency adverbs. Often learners will place the adverb after the main verb, rather than before, and will often omit the third person present simple suffixes as well. Clear written examples on the board will help scaffold the tasks, as well as the teacher encouraging the learners to notice the word order by highlighting the adverb in colour or underlining it, or by using different fingers to represent words during verbal error correction. The learners will have further practice of sentence word order through re-ordering tasks and producing the structure themselves orally. 		
Resources/equipment needed: Learner's Book page 173 Activity Book page 121 Audio Track 95 Large map of the world, or one copy of a world map for each learner, sourced from the Internet		

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
	<ol style="list-style-type: none"> 1. Ask learners to look at the map of the world, or alternatively give each learner an A4 copy of a world map. 2. Ask learners to look at the map and find the UAE. Next ask learners to find Jordan on the map. 3. Ask learners what they know about Jordan, for example, <i>Is Jordan bigger or smaller than the UAE? Does it have a coastline? What is the capital city called?</i> Encourage them to use the map to help them find the answers.
Resources	Main activity
<p>Learner's Book page 173 Audio Track 95</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and answers about Essa. Clarify that they should listen and read, then match the questions with the answers. 2. Learners then listen to the audio and read the text. Take this opportunity to review the sounds of diphthongs the learners became familiar with in the earlier grades, for example: <i>/eɪ/ favourite</i> <i>/aɪ/ like</i> Practise the sound of these words with the learners and drill the pronunciation chorally and individually to allow them to consolidate their knowledge of English pronunciation. 3. Ask learners to match the questions and answers and then to check in pairs, and then play the audio again to confirm answers. <p>Feedback</p> <p>When learners have checked their answers in pairs after the second listening, nominate learners by asking them to raise their hands to give answers.</p> <p>Answers</p> <p>1 c 2 b 3 e 4 f 5 d 6 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to underline the key words in the questions, and underline the information that answers each question in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner or in a small group. Learners recall additional information about Essa.
<p>Learner's Book page 173</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the five different pie charts and the example answer. 2. Give an example with the whole class for each of the frequency adverbs, for example <i>I always speak English in English lessons is number 1</i> 3. Ask learners to work in pairs to match the remaining frequency adverbs in the box with the correct pie charts. Monitor carefully and redirect learners as required. Go through the information in the <i>Use of English</i> box with the class. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, write the answer key on the board for learners to self-check their work.</p> <p>Answers</p> <p>1 always 2 usually 3 often 4 sometimes 5 never</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask learners to use the pie charts to support the meaning of the frequency adverbs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to give a sentence using of the frequency adverbs in the task, for example, <i>I always speak English in the classroom</i>. Ask learners to work with a partner and compare their examples, recycling the use of <i>too, and, both, but</i>.</p>
<p>Activity Book page 121</p>	<p>Write: Activity 1</p> <p>1. On the board, write the following examples: <i>I eat always breakfast at 7 o'clock</i> and <i>I never the go swimming in morning</i>. Elicit from the learners if the sentences are correct or not. Ask learners to work in pairs or small groups to correct the examples: <i>I always eat breakfast at 7 o'clock</i> and <i>I never go swimming in the morning</i>. Underline the frequency adverb in a different colour in each sentence and elicit if it goes before or after the main verb.</p> <p>2. Learners work individually to re-order the sentences.</p> <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners by name and write the correct sentences on the board. For each one, elicit whether the frequency adverb goes before or after the main verb (before). Alternatively, you can make cards for each group with the same words as the example sentences, and this will definitely help more kinaesthetic learners. Learners can then order the cards in small groups and self-correct, using the examples on the board as models.</p> <p>Answers</p> <p>1 I always get up at 6.00 am. 2 I never study on Fridays. 3 I usually go swimming in the morning. 4 I sometimes go for a walk.</p>
<p>Activity Book page 121</p>	<p>Use of English: Activity 2</p> <p>1. Ask learners to read the first pair of sentences and elicit which is the correct sentence. Encourage the learners to use the models on the board to justify their choice: the adverb goes before the main verb.</p> <p>2. Ask learners to work individually to choose the correct examples.</p> <p>3. Learners then pair check together.</p> <p>Feedback</p> <p>Ask learners to put their hand up if they chose <i>a</i> or <i>b</i> for each of the questions. Encourage learners to specify why they chose these particular answers, referring back to the models on the board.</p> <p>Answers</p> <p>1 b 2 b 3 a 4 b</p>

Resources	Plenary																								
	<p>1. Draw a grid on the board, as below. Elicit some <i>How often do you ... ?</i> questions from learners and write them in the grid. Ask learners to copy the grid and then to work in small groups and jointly decide on five <i>How often do you ... ?</i> questions for their grid, emphasising that the examples should not be the same as the ones on the board, or in their Learner's or Activity Books. You might need to allow a little more time to clarify the activity and/or input lexis.</p> <table border="1" data-bbox="462 479 1453 731"> <thead> <tr> <th data-bbox="462 479 650 519">Question</th> <th data-bbox="650 479 821 519">me</th> <th data-bbox="821 479 1069 519">Name:</th> <th data-bbox="1069 479 1453 519">Name:</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 519 650 559">1.</td> <td data-bbox="650 519 821 559"></td> <td data-bbox="821 519 1069 559"></td> <td data-bbox="1069 519 1453 559"></td> </tr> <tr> <td data-bbox="462 559 650 599">2.</td> <td data-bbox="650 559 821 599"></td> <td data-bbox="821 559 1069 599"></td> <td data-bbox="1069 559 1453 599"></td> </tr> <tr> <td data-bbox="462 599 650 639">3.</td> <td data-bbox="650 599 821 639"></td> <td data-bbox="821 599 1069 639"></td> <td data-bbox="1069 599 1453 639"></td> </tr> <tr> <td data-bbox="462 639 650 679">4.</td> <td data-bbox="650 639 821 679"></td> <td data-bbox="821 639 1069 679"></td> <td data-bbox="1069 639 1453 679"></td> </tr> <tr> <td data-bbox="462 679 650 731">5.</td> <td data-bbox="650 679 821 731"></td> <td data-bbox="821 679 1069 731"></td> <td data-bbox="1069 679 1453 731"></td> </tr> </tbody> </table> <p>2. Learners work in small groups and collaboratively write their examples on their grids. Monitor carefully and encourage self-correction during this stage. Ask learners to fill in the 'me' column using one of the frequency adverbs.</p> <p>3. Model the activity with a more able learner by asking one of the questions on the board grid and elicit a full response. Clarify with the learners that they should answer with a full sentence, rather than just saying the frequency adverb in their grid. All learners stand up and ask two other learners who are not in their team, noting the frequency adverbs used. When the task is complete, nominate several learners to give you their answers about their classmates.</p>	Question	me	Name:	Name:	1.				2.				3.				4.				5.			
Question	me	Name:	Name:																						
1.																									
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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>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of: compound sentences with <i>but</i>.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for weak forms in phrases about household chores. Speaking: To ask and answer questions about household chores. Reading: To read and understand instructions. Writing: To write sentences about what they do to help in their home.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a range of theme-related vocabulary • use dictionaries more autonomously to identify the meaning of new lexis • rank theme-related lexis according to personal preferences • write sentences using a range of theme-related lexis • ask and answer questions about chores at home.
Link to prior learning: <ul style="list-style-type: none"> • The present simple • Free-time activities • Use coordinating conjunctions <i>and</i> and <i>but</i> • <i>too</i> and <i>both</i> and <i>but</i> • Question word order • Frequency adverbs 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
Key vocabulary: <i>to sweep the floor, to make the bed, to cook, to tidy, to do the laundry, to lay the table, to do the washing up, to mop the floor, to dust, to dry the dishes</i> Key expressions/structures: Present simple; frequency adverbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners of this age tend to be very dependent on the teacher in terms of providing input. To encourage collaboration and more learner autonomy, learners will work in small groups and use dictionaries in order to identify the meaning of new household chores-related lexis. • Learners tend to stress every word equally and are unaware of the use of weak forms in connected speech. To raise awareness of this, repeating after the recorded oral model and encouraging learners to identify the stronger sounding (stressed) words in the phrase will help learners to notice these features, making them sound more natural when producing the vocabulary. 		
Resources/equipment needed: Learner's Book page 174 Activity Book page 122 Audio Track 96 Learner dictionaries (classroom set you have at the school)		

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. On the board, draw a mind-map with the title <i>Household chores</i> written inside. Give some examples: <i>In the morning, I make the breakfast and then I sweep the floor.</i> Mime each activity to support meaning. Ask the learners for a few more examples of household chores. Mime <i>cook</i> and <i>iron</i>, for example. Drill chorally and individually. Write the words on the board for the learners to copy in their notebooks. 2. Drill the phrase <i>I sweep the floor</i>, emphasising the main stresses on <i>sweep</i> and <i>floor</i>. Elicit from the learners if <i>the</i> is stressed or not (not). Drill the group chorally then individually. 3. To encourage learners to notice the weak form in the phrases, encourage them to clap the beat for each phrase, for example learners clap on <i>sweep</i> and <i>floor</i> as they orally produce the phrase.
Resources	Main activity
<p>Learner's Book page 174</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and think of more examples of jobs in the house. 2. Encourage learners to mime the action if they are not sure of the word and input vocabulary as necessary. Ensure that there is a classroom dictionary available so that learners can develop autonomy and look up new lexis. Bear in mind that they might need further help with how to use a dictionary, for example, with the order of the English alphabet, how dictionary entries are set out and what sort of information you can find there. Ask learners to read the <i>Speaking tip</i> box. 3. Monitor carefully when learners are on task and make notes of new lexis used. <p>Feedback</p> <p>Using the notes made during monitoring, add more examples to the mind-map on the board. Drill chorally and individually, stressing the content words and weakening the unstressed words. Give clear oral models for learners as you provide the example that they will repeat.</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;">Answers</div> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to provide two examples of household chores from the dictionary. It will take longer for these learners to use the dictionary, so allow more processing time for this. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to share their new lexis with the rest of their group or partner. Ask learners to think of an additional three examples of household chores.
<p>Learner's Book page 174</p> <p>Audio Track 96</p>	<p>Write and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and to tell their partner any of the phrases that they know. 2. Give an example using number 1 so that the learners have a model of what you want them to do in the task. Ensure that dictionaries are available for learners to access. 3. Learners work individually to match the visual with the correct vocabulary. Play the audio so they can check answers.

	<p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, play the audio for learners to self-check their answers. Once learners have checked, either use the audio as an oral model (pausing and giving learners time to repeat the vocabulary) or drill the vocabulary, paying attention to sentence stress.</p> <p>Answers</p> <p>1. sweep the floor 2. dry the dishes 3. make the bed 4. mop the floor 5. do the washing up 6. lay the table</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to describe what they can see in each picture to their partner. Give these learners extra processing time when using the dictionaries. To help learners assimilate the names of the chores in English, you could get them to mime each chore as they say the phrases.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to think of an additional three examples of household chores. Learners then share their ideas with their partner.</p>
<p>Learner's Book page 174</p>	<p>Write: Activity 3</p> <p>1. Ask learners to read the instruction. Elicit a couple of example sentences on the board using <i>and</i> and <i>but</i> to create longer sentences and the target vocabulary of household chores.</p> <p>2. Learners write about the chores they do at home.</p> <p>3. Monitor carefully and point out errors with punctuation as needed. If learners only write one or two sentences about the chores they do, encourage them to write sentences about the household chores that their parents do as well. Tell learners that they should write in print form rather than cursive.</p> <p>Feedback</p> <p>After learners have checked their sentences in pairs, ask a few learners to read out their examples.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to use <i>and</i> and <i>but</i> in their sentences. Highlight the examples on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to categorise the vocabulary on the board mind-map, according to who does which household chore in their home, for example <i>My mother cooks and my grandmother does the laundry. My father cleans the car and my brother tidies the living room.</i></p>

<p>Activity Book page 122</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the list and, as a whole group, think of actions for each verb. Ask them to mime the language to elicit and check the vocabulary. 2. Learners then read the list again and tick the check boxes next to the chores they do at home. When they have finished, ask learners to look at the list again, and rank them, with number 1 being the chore they like the most, and 6 being the chore they like the least. Learners work individually and rank the items. 3. Learners then compare their list with their partner's. <p>Feedback</p> <p>Ask learners to raise their hands if they chose 'sweep the floor' as their number one choice. Continue in this manner for the rest of the feedback. If they can, ask them to give reasons for their rankings.</p> <p>Answers</p> <p>Learners' own answers, but all answers will be based on the target vocabulary for the task.</p>
<p>Activity Book page 122</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the gapped words and complete the first example with the whole group as a model. 2. Ask learners to work individually to complete the gapped chores. 3. Ask learners to compare their answers with their partner. <p>Feedback</p> <p>Ask the whole group to chant the spelling as you write the numbered answers on the board.</p> <p>Answers</p> <p>1 make the bed 2 dry the dishes 3 do the washing 4 lay the table 5 mop the floor 6 sweep the floor</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use their Activity and Learner's Books to help support their spelling of the vocabulary items, as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work in pairs or small groups and ask each other how to spell the vocabulary items.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to look at their top two choices of household chores (the idea is to have a positive attitude to doing chores and helping in the house). Learners work in small groups and tell their group their choices and give their reasons. The group has to work together to choose the group's top two chores. 2. Once the small groups have decided on their top two choices, they join another group and share their choices. The group now has four choices and must negotiate with each other to choose the new group's top two. This is a very much simplified pyramid discussion and, as much as possible, try to encourage learners to give reasons for their choices rather than simply stating them. 3. This continues until it is the whole group choosing their top two choices. If learners are having difficulties deciding, you can take a class vote, with learners raising their hands.

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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences in the past simple, present continuous and future tenses to describe events or characters in stories, using words and expressions from the text.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to detailed information in a story about helping others. Speaking: To discuss different ways of being kind to people and helping others. Reading: To read for detailed information in a text about helping others. Writing: To write sentences about how they will help and be kind to people.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict content in a listening text • talk about different ways of helping others • read for detailed information • write sentences about a story • develop their awareness of how to be a helpful and caring citizen.
Link to prior learning: <ul style="list-style-type: none"> • Frequency adverbs • Household chores vocabulary • <i>will</i> future 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to sweep the floor, to make the bed, to cook, to tidy, to do the laundry, to lay the table, to do the washing up, to mop the floor, to dust, to dry the dishes</i> Key expressions/structures: Future with <i>will</i> ; present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find predicting the content of the text challenging as there is not a correct answer for their predictions, only what they think or guess will happen. This can be supported by the teacher explicitly telling learners that it is more important that they guess and get it wrong than make no guess at all. 		
Resources/equipment needed: Learner's Book pages 175–176 Activity Book page 123 Audio Track 97 Blank poster paper (A3 size) for each group.		

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 work in small groups and to brainstorm as many of the household chores vocabulary as they can from the previous lesson. 2. Give learners five minutes to write a list. 3. Award one point to each correct answer. Drill chorally and individually to upgrade learners' pronunciation, as needed.
Resources	Main activity
Learner's Book page 175	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the two questions and give them a few minutes to discuss their answers with a partner. 2. Ask learners to work with another partner and repeat the task. 3. Monitor carefully when learners are on task and take notes of good content ideas. <p>Feedback</p> <p>Nominate learners for feedback and write a list of ways to help and be kind to other people. During the feedback stage, highlight that people should be kind to one another, whether they are family or not.</p> <p>Answers</p> <p>Learners' own answers, but should include some of the household chores vocabulary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of two examples of helping and ways to be kind to others. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of three more examples of different ways to be kind and help other people.
Learner's Book page 175 Audio Track 97	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to and read a story about helping people and being kind to others. Ask learners to look at the pictures and discuss in pairs what they think happens in the story. Write key vocabulary on the board. 2. Elicit some examples from learners, based on the visuals. Encourage them to use language of prediction, such as: <i>I think ...</i>, <i>Perhaps ...</i>, <i>Maybe ...</i>, <i>It looks as if ...</i>, <i>I'm guessing that ...</i> 3. Ask learners to listen and read and see if their predictions are correct. It is important to emphasise that it is not necessary for learners to understand everything in the text as they are only listening to see if their predictions were correct or not. Play the audio. 4. This is an excellent opportunity to bring out the difference between a personal recount and a story, as the learners came into contact with a personal recount about Omar Abdulrahman earlier in the unit, so they can compare it directly with that.

	<p>These are the features of a personal recount:</p> <ul style="list-style-type: none"> – events are usually told in chronological order from the beginning of someone’s life – the writing takes the form of a description of happenings in that person’s life – the last part of the recount is usually a reflection on the person’s life, for example, Omar talked about the influence his family had in his life. <p>A story, on the other hand, often begins with background information, sometimes using the past perfect, to set the scene;</p> <ul style="list-style-type: none"> – we are then introduced to the characters, in this case, the old man, Tariq and Fares. – there is often a problem or challenge for the characters to resolve; in this case Tariq wanted to help the old man, but Fares didn’t. – the narrative is often intriguing as we are drawn into the story to try and see how the characters will solve or deal with the problem or challenge; here we would like to know how Fares reacts to Tariq giving away their food and water – there is then a conclusion; here it is that the old man finds his son and gives the young men a seed which they then benefit from in later years. So the conclusion or moral of the story is that helping other people is a good thing to do, and might bring you benefits, but you shouldn’t really help people just to gain benefits. – NB The events in a story are not necessarily told in chronological order – they might just be told in the order in which they affect the characters. <p>Feedback</p> <p>After learners have checked their predictions with a partner, ask individuals to read out loud the predictions on the board and get learners to raise their hands if a prediction was correct. Tick the correct predictions and cross the incorrect ones. Remember to highlight the diphthongs that the learners became familiar with in the earlier grades and practise them again; in this text we have the following words:</p> <p>/aɪ/ ride, tired, climb, smiled /eə/ share /eɪ/ date</p> <p>Drill the pronunciation of these words, chorally and individually.</p> <p>Answers</p> <p>Learners’ own answers, but their predictions should be closely related to the visual prompts, for example, <i>There was an old man walking on a road, two men arrived on a horse and cart, they gave him some food, they took him to the market, he met his son there.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to listen and read to find out if just two of the predictions are correct or not. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if there is any more additional information about the story that they can remember. Learners share their answers with a partner.
<p>Learner’s Book page 176</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read through the summary sentences that are in the wrong order. 2. Ask learners if they can work out which sentence/event comes first in the story (b). Explain that this is number 1 and that they should order the rest of the events chronologically. 3. Learners work individually and put the sentences in order. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners and write the answers on the board, so that learners can self-correct their work.</p>

	<p>Answers</p> <p>1b 2f 3e 4a 5d 6c</p> <p>Differentiation activities (Support):</p> <p>1. Encourage these learners to look at the pictures, as this will help guide their understanding of the sequencing of the sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to supply additional material about the story, and add more summary sentences.</p>
<p>Activity Book page 123</p>	<p>Use of English: Activity 1</p> <p>1. Ask learners to look at the list of things we can do to help and be kind to other people.</p> <p>2. Model an example with learners by writing a sentence on the board, for example, <i>I'll help my mother and clean my room.</i> Highlight the use of the contraction and drill it with the learners; as it's traditionally pronounced with a schwa it can be a particularly tricky sound for them.</p> <p>3. Learners then complete the task individually before comparing their answers with their partner.</p> <p>Feedback</p> <p>Nominate learners for feedback by name. Focus on the idea that helping and being kind to others makes other people happy.</p> <p>Answers</p> <p>Learners' own answers, based on the vocabulary items in the list, but they should use <i>will</i> in its contracted form.</p>
<p>Activity Book page 123</p>	<p>Read: Activity 2</p> <p>1. Ask learners to read the story on pages 175–176 of their Learner's Book again, and match the questions and answers.</p> <p>2. They can then check in pairs.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 d 2 b 3 a 4 c</p>
<p>Activity Book page 123</p>	<p>Write: Activity 3</p> <p>1. Learners write three sentences about what Tariq and Fares did to help the old man.</p> <p>2. Encourage learners to work in pairs or small groups to write their sentences.</p> <p>Feedback</p> <p>Nominate learners by asking them to raise their hands for feedback.</p> <p>Answers</p> <p>Possible answers include:</p> <p>1 They gave the old man a ride to the market.</p> <p>2 They gave the old man bread and cheese.</p> <p>3 They gave the old man some water.</p>

Resources	Plenary		
	<p>1. To round off the lesson, ask learners to work in small groups. Ask learners to brainstorm ideas about how they can help and be kind to the teacher or their classmates at school, for example <i>help tidy up the classroom, put pens back in the pot, clean the board</i>. You could refer back to Unit 2 in the Learner's Book, where Bear, Bat and Kangaroo helped Duck to find stationery so he could finish and colour his drawing.</p> <p>2. Elicit examples (at least eight to ten) from the learners and write them on the board. Give each group a piece of poster paper. Write <i>Helping and being kind in the classroom</i> on the board and ask learners to write the heading on their group's poster.</p> <p>3. Each group decides on five ways to help and be kind in the classroom. Learners can use the examples on the board, or think of other examples. Learners then write on their posters and these can be displayed on the classroom walls.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.1) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and, but</i>).</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p> <p>(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information in a listening text about an Emirati boy's family and friends.</p> <p>Speaking: To ask and answer questions about an Emirati boy helping his family.</p> <p>Reading: To read for specific information in a reading text about an Emirati boy's family and friends.</p> <p>Writing: To spell target vocabulary items accurately.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use the prefix <i>un-</i> accurately, both orally and in writing • extend their lexical range of antonyms • have developed further their awareness of synonyms • have discovered and applied the rules for the <i>un-</i> prefix through a guided discovery task.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The present simple • Free time activities • Household chores vocabulary • Adjectives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce the idea of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing. 		
<p>Key vocabulary: <i>kind, unkind, happy, unhappy, true, untrue, important, unimportant, tidy, untidy, thankful, clean, unclean</i></p> <p>Key expressions/structures: The prefix <i>un-</i> for antonyms; present simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may over-apply the prefix <i>un-</i> to all adjectives, which is common when learning new word-formation rules. Highlight the example vocabulary, but also give some examples of adjectives which cannot be used with the <i>un-</i> prefix, for example, <i>Look at this word 'happy'. Is it a noun, an adjective or a verb? (an adjective) Can I say 'unhappy'? (Yes) Look at this word, 'hungry'. Is it a noun, an adjective or a verb? (an adjective) Can I say 'unhungry'? (No) Can I use 'un-' with all adjectives, or only some adjectives? (only some adjectives).</i> Examples of adjectives which do take the <i>un-</i> prefix can then be elicited from the learners and written on the board. Learners write the examples in their notebooks. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 177</p> <p>Activity Book page 124</p> <p>Audio Track 21 (Activity Book)</p> <p>Learner dictionaries (classroom set)</p>		

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 if the old man in the story from the previous lesson was happy at the beginning of the story, for example, <i>Was he happy?</i> (No) <i>Was he happy at the end of the story?</i> (Yes) 2. Write <i>happy</i> on the board and elicit from learners the opposite. (Learners may say <i>sad</i>, which is correct). To prompt them, write <i>__ happy</i> on the board and elicit the prefix. 3. Ask learners if they know any other words like this, or prompt them by using further examples.
Resources	Main activity
Learner's Book page 177	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the <i>Language tip</i> box before they begin so they can see how some negative adjectives are formed. 2. Ask learners to read the adjectives in the table. Working in small groups, get learners to use dictionaries to look up words they are not sure about. They may find the antonym listed there too. 3. Ask learners to give example sentences for the adjectives in the table, to clarify they have understood the meaning of the lexis, for example, <i>What makes you happy? Why is it important to practise English?</i> 4. Copy the table onto the board and underline <i>happy</i>. Elicit the opposite adjective from learners: <i>unhappy</i>. Elicit from learners, <i>What is the difference?</i>, indicating the prefix <i>un-</i>. <i>Do these words 'happy' and 'unhappy' mean the same? No. What is another word that means 'unhappy'? Sad.</i> Give another example with the learners using the adjective <i>kind</i>. Learners then complete the task in their notebooks <p>Feedback</p> <p>After they have checked their answers in pairs, nominate learners by asking them to raise their hands. Using the table on the board, write the answers into the negative column. Drill chorally and individually to upgrade learners' pronunciation.</p> <p>Answers</p> <p>1 unkind 2 unhappy 3 unimportant 4 untidy 5 untrue 6 unclean</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners extra processing time during the dictionary stage of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to peer teach unknown lexis to their classmates during the dictionary stage of the lesson if they have completed the task quickly.
Learner's Book page 177	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the gapped sentences and choose the words that complete them best from Activity 1. 2. Give a model for learners so that they are clear what they have to do. 3. Learners work individually to complete the task. Monitor carefully and step in to indicate if an error has been made. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, give each learner a copy of the answer key to self-check their work.</p>

	<p>Answers</p> <ol style="list-style-type: none"> 1. Dubai is in Qatar. This is untrue! 2. It is important to be helpful to everyone. 3. It makes me feel happy when I help people. 4. When I leave my things on my bedroom floor, my room is untidy. 5. It is important to wash your face and hands and be clean. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This may be a challenging task for these learners as they have to understand the context of each of the sentences in order to choose the correct adjective. Monitor carefully when learners are on task and give prompts such as <i>It begins with the letter ...</i> or <i>It is the opposite of ...</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and practise spelling the adjectives and their antonyms.
<p>Learner's Book page 177</p>	<p>Values: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and discuss the situations in pairs. <p>Feedback</p> <p>Hold a group discussion and ask what the learners think would be the best way to help the people in these situations. Ask them to describe the situations using the vocabulary from Activities 1 and 2.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 124 Audio Track 21</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the dialogue and the vocabulary in the box, to try to predict which word should go in which gap. 2. Play the audio and learners complete the text. 3. Ask learners to check their answers in pairs, before playing the audio again. <p>Feedback</p> <p>Once learners have compared their answers with a partner after the second listening, nominate some of them to give answers by asking them to raise their hands. Upgrade any pronunciation issues by giving choral and individual drills.</p> <p>Answers</p> <p>1 unhappy 2 unkind 3 untidy 4 important 5 kind</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after each gap to give these learners additional processing time to write the correct adjective. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. During the pair check stages of the task, encourage these learners to focus on the accuracy of their partner's spelling.

Activity Book page 124	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and discuss them with their partner. 2. Monitor carefully when learners are on task to upgrade pronunciation issues and input lexis as needed. 3. Ask learners to repeat the task with another learner to upgrade their fluency. <p>Feedback</p> <p>Highlight accurate and creative language use on the board, but do not indicate which learners produced the utterances.</p> <p>Answers</p> <p>1 and 2 He was playing/He wanted to play on his computer. 3 Learners' own answers 4 Learners' own answers</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to look at their Activity Book page 123 Use of English: Activity 1 and read the five things they wrote about being kind and helpful to their family and friends. Elicit a few examples. 2. Learners work in pairs and share their five sentences about how to be kind and helpful. If they have already done any of the items, they can tick them off. 3. Ask learners which items they have ticked off and ask them to describe how their family or friends felt when they did these things. This will raise learners' awareness of the importance of helping other people. 		
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>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts. (G4.3.6.1.3) Connect the information and events in a text or story to life experiences. (G4.3.7.1.1) 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. (G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words. (G4.3.7.2.3) Apply knowledge of prefixes (for example, <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>), suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>) roots, word patterns and known words to determine word meanings. (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words. (G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for detailed information in three conversations about helping with household chores and activity preferences. Speaking: To ask and answer questions about daily routine and how often they do activities. Reading: To read and understand instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review theme-related vocabulary • share information about their daily routines with a peer • use a greater range of theme-related lexis • listen for detailed information in a text • reflect on their language strengths and areas to develop.
Link to prior learning: <ul style="list-style-type: none"> • Sports-related vocabulary • Frequency adverbs • Collocations with <i>play, do</i> and <i>go</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sports, baseball, football, diving, judo, rollerblading, skateboarding, swimming, (table) tennis, horse riding, water-skiing</i> Key expressions/structures: Frequency adverbs; present simple; the prefix <i>un-</i> ; nouns with <i>play, do</i> and <i>go</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can find it very challenging to listen to audio when there is minimal visual support, as they believe that they have to understand every word in the text. The teacher can support this by clearly stating that learners only need to focus on the specific question and by asking learners to underline key words in the questions to guide the learners' listening. 		
Resources/equipment needed: Learner's Book page 178 Activity Book page 125 Audio Track 98 Audio Track 22 (Activity Book)		

UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw two bubbles on the board and write <i>Sports</i> in one and <i>Daily routine</i> in the other. 2. Ask learners to work in small groups and give them two minutes to come up with as many words as they can for the two categories. 3. Ask one learner from each group to come up to the board and write some examples in each bubble. Upgrade pronunciation and spelling as required.
Resources	Main activity
Learner's Book page 178	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions and order the frequency adverbs from most frequent to least frequent. 2. Learners tell a partner about their daily routine, using the frequency adverbs in the box and the vocabulary on the board. 3. Learners ask questions about their partner's daily routine, for example, <i>What do you usually/sometimes/never/always/often do?</i> Monitor carefully when learners are on task to upgrade form errors as needed. <p>Feedback</p> <p>Write some examples of accurate/inaccurate use on the board and ask learners to work in pairs to identify which are correct/incorrect. Nominate learners to identify the correct examples. Then, ask learners to correct the incorrect examples in pairs, before correcting on the board. Do not indicate who produced the examples on the board.</p> <p>Answers</p> <p>always, usually, often, sometimes, never Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need support in thinking of verbs to use with the frequency adverbs. Encourage learners to look back through their Learner's and Activity Books for examples to activate prior knowledge. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and ask and answer questions about the daily routines for other family members.
Learner's Book page 178	<p>Word Study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and complete the table. 2. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Ask learners to raise their hands to give answers. Once they've given their answers they could suggest more nouns for each column.</p> <p>Answers</p> <p>1 play 2 do 3 go</p>

<p>Learner's Book page 178 Audio Track 98</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the short text and predict which words from the box possibly fit in the gaps. 2. Play the audio and learners work individually to complete the text using the words from the word box. 3. Ask learners to check their answers with their partner. Replay the audio so learners can confirm their answers. <p>Feedback Nominate learners to raise their hands to give answers.</p> <p>Answers</p> <p>1 chores 2 beds 3 dry 4 laundry 5 clean</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure that the audio is paused after each gap to allow these learners additional processing time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to check their answers with support learners.
<p>Activity Book page 125 Audio Track 22</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions 1–3 and look at the pictures. Learners describe what they can see to their partner. Exploit the vocabulary so that any more challenging terms in the audio are covered at this stage. 2. Play the audio, pausing between the three conversations and allowing learners time to process the information. 3. Learners check their answers in pairs. <p>Feedback After learners have checked their answers in pairs, nominate by asking learners to raise their hands for oral feedback.</p> <p>Answers</p> <p>1 b 2 c 3 a</p>
<p>Activity Book page 125</p>	<p>Assessment box: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and choose the boxes that are true for them. 2. Ask learners to compare their answers in pairs. Do any remedial teaching as necessary. <p>Feedback Ask learners which activities they particularly enjoyed.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may feel anxious if they cannot tick yes for all the statements yet. Encourage the learners to look back through their Learner's and Activity Books to see how well they did in various tasks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to work with a partner and think of ways they can improve, for example, <i>I'll practise reading with my friend, I'll try and spell new words and write them down.</i>

Resources	Plenary
	<ol style="list-style-type: none"> 1. Divide learners into two groups and ask them to think of a name for their team. Ask both teams to line up at the board. Give the first learner in each line a marker pen. 2. Call out a range of lexis from the last few lessons. Make sure you focus on the words that were used most frequently. 3. Learners with a pen have to write the word in print on the board and spell it accurately. Their teams can help them if necessary by saying the letters, but they cannot write for them. The first learner to write the correct answer legibly wins the point for their team. These learners pass the pen to the next player in each team and go to the back of the line. 4. The team with the most points at the end of the game wins.

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:

(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.3.7.1.1) 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.

(G4.3.7.2.3) Apply knowledge of prefixes (for example, *un-*, *re-*, *pre-*, *bi-*), suffixes (for example, *-er*, *-est*, *-ful*) roots, word patterns and known words to determine word meanings.

(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to questions and answers. Speaking: To ask and answer questions. To ask for clarification when something is unclear. To express personal preferences in the contexts of sports and household chores. Reading: To read and understand instructions. Writing: To write sentences about a typical day using frequency adverbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use theme-related lexis confidently • revise and refine their writing skills • reflect on and discuss their recent learning experiences • produce frequency adverbs more fluently • express their sports and household chore preferences.
Link to prior learning: <ul style="list-style-type: none"> • Frequency adverbs • Collocations with <i>do</i>, <i>play</i> and <i>go</i> • Household chore lexis 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
Key vocabulary: <i>to sweep the floor, to make the bed, to cook, to tidy, to do the laundry, to lay the table, to do the washing up, to mop the floor, to dust, to dry the dishes; wash my face, get dressed, eat breakfast, drink tea/coffee, eat lunch, watch TV, do my homework, go swimming, play PlayStation</i> Key expressions/structures: Frequency adverbs; present simple; collocations with <i>do</i> , <i>play</i> and <i>go</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find reviewing different areas of language quite challenging. Encourage the learners to look back through Unit 10 in both their Learner’s and Activity Books to support the tasks, if needed. • Working in pairs can be redundant if a more able learner is dominating the tasks. It is important to monitor learners carefully to see which learners are able to support, but not dominate, less able learners. Manage pairwork effectively by asking these supportive learners to work with a variety of less able learners. It is a good idea to change pairings when appropriate so that learners have the opportunity to work with a variety of partners and don’t fall into the habit of always being the dominant or less dominant one in the pair. 		
Resources/equipment needed: Learner’s Book page 179 A timer or alarm with a loud buzzer Markers, circles of card and sticky tape for learners to make smileys		

UNIT 10 LESSON 13 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"> 1. Ask learners to choose, in pairs, a lesson they enjoyed in the unit and say why. 2. Give out the card circles and ask learners to make smileys, or recycle smileys made in previous units. 3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why. Collect the smileys, with learners' names written on the back, so they can be recycled in future lessons.
<p>Resources</p> <p>Learner's Book page 179</p>	<p>Main activity</p> <p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instruction. Group learners together in pairs and set the timer for one minute, counting down <i>Three, Two, One</i> to the start.. 2. Learners work in pairs, saying as many family words as they can. 3. When the buzzer rings, tell learners to stop, and count up how many words they remembered. <p>Feedback</p> <p>Ask each pair how many family words they remembered. Elicit the words and write them on the board, checking spelling.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may be quite anxious due to the limited time for the task, so it is important to emphasise that this is a fun game and no one is being judged. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can add any more family words to their list.
<p>Learner's Book page 179</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instruction. 2. Give an example for the class to ensure they are clear about what they have to do. Elicit if the frequency adverbs go before or after the main verb (before). 3. Learners work individually to write sentences about their typical day. Monitor and upgrade errors as required. Encourage them to write in print rather than cursive. <p>Feedback</p> <p>After learners have peer-checked their work, invite learners to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look through Unit 10 to remember some of the vocabulary and phrases used for this topic. Monitor carefully to ensure that learners are including a frequency adverb and a daily routine phrase. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish the task quickly, ask them to write another sentence about an untypical day, for example, <i>I never walk on the moon.</i>

Learner's Book page 179	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the instruction. 2. Elicit some examples from the learners and write them on the board, for example, <i>I tidy my bedroom every week, I sweep the floor every day.</i> Drill the whole group chorally and individually. 3. Nominate learner pairs, ensuring that all learners are working with a different partner from Activity 1. Monitor carefully and step in to correct as needed. <p>Feedback</p> <p>Nominate open pairs in the classroom to tell the class what they do. Give praise for correct sentence formation and intonation.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 179	<p>Word study: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit some examples of sports and activities. Then ask learners to read the instruction. 2. Learners work in pairs and think of two sports or activities that collocate with <i>play</i>, two that collocate with <i>do</i>, and two that collocate with <i>go</i>. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to work in four teams. Each team works collaboratively to write ten questions to ask the other teams. Learners can write any questions based on family vocabulary, sports-themed vocabulary, verbs of preference, frequency adverbs or household chores vocabulary. 2. Teams then take it in turns to put their questions to other teams. If the question is answered correctly, the team gains a point. You could also award points for grammatically-correct questions. 3. Once teams have asked their questions, add up the total scores. The winning team has the most points.

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>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions. Speaking: To ask and answer questions. To clarify and to ask each other's opinions. Reading: To read step-by-step instructions and descriptions. Writing: To take notes. To write questions and statements for a board game using frequency adverbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their recent learning experiences • discuss their preferences and make decisions in groups • develop their oral fluency.
Link to prior learning: <ul style="list-style-type: none"> • Family-themed vocabulary • Frequency adverbs • Sports-related vocabulary • Activities 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: vocabulary from the Unit Key expressions/structures: structures from the Unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their project in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 180 PCM 12 A3 poster paper for posters and board games. Please provide a variety of colours. Card, paper, writing and colouring supplies, possibly scissors/glue. Pre-prepare an example of both projects, so that learners can see what their end product should be like. Make sure you keep the language level at an appropriate level in line with the learners' language abilities and knowledge of vocabulary. These also provide a good model for learners to base their projects on. Prepare a project checklist for learners that includes the following items: <i>My work is organised. My handwriting is neat. My spelling is correct. I used correct capital letters and full stops. I wrote my name on the poster. I listened to my friends' ideas and helped my team. I helped tidy the desk and put the rubbish in the rubbish bin.</i>		

UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners about their previous project and elicit examples of what went well and any difficulties. 2. Remind learners that they shouldn't spend too long on one stage and to help their peers. 3. Tell learners that helping their peers is part of the project and they should share their ideas.
Resources	Main activity
Learner's Book page 180	<p>Project 1: A special person in my family</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 180 of their Learner's Book and read both Project 1: <i>A special person in my family</i>, and Project 2: <i>Make a board game</i>. Show the learners the pre-prepared models of both projects, and encourage them to pass them around the class and read them. This also provides opportunities for learners to ask any questions they have about either projects. 2. Nominate the learners into two groups, one for each project, so that there is roughly an equal number of learners working on each one. It is important to clarify for learners that all of them will participate in both project presentations in the following lesson. 3. It is vital at this stage to focus learners on the future presentation of their projects, for example, to elicit ideas about, for example legible writing (which should be print), punctuation, colourful drawings, etc. 4. Write some of these ideas up on the board so that they can be used as a checklist at a later stage. You could put the ideas on a flip chart, or similar, so that they can be brought out and learners can be reminded of them in the next class <p>Feedback</p> <p>Ask learners where they are in the project cycle and give time limits if learners are taking too long on specific stages. Offer any help as necessary to help them move more quickly.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more help and guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could perhaps be allowed to work more quickly for this stage, so that other learners can follow their lead.
Learner's Book page 180	<p>Project 1: A special person in my family</p> <ol style="list-style-type: none"> 1. Ask learners to think of someone special in their family. Ask learners to draw three clouds on different coloured paper. 2. In the first cloud, learners write <i>adjectives</i>, in the second cloud, learners write <i>activities</i> and in the third cloud, they write <i>helping others</i>. Learners then brainstorm different lexis for the three clouds, helping each other with content and spelling. 3. Give each learner an A3 piece of coloured paper and ask them to make a poster about their chosen family member. Learners create mini-mind maps around the three clouds, incorporating their brainstorming ideas.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to think of as much content and language as possible during the brainstorming stages of the project.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may focus on completion of the task, rather than content and ideas. Ask these learners to add additional information to each of their word clouds.
<p>Learner's Book page 180 PCM 12</p>	<p>Project 2: Make a board game</p> <ol style="list-style-type: none"> 1. Give learners a copy of the board game template from the photocopyables (PCM 12). Ask learners to look at the board game template and read the questions and examples given. Explain that learners are to fill in the blank boxes in the template. 2. Ask learners to work in pairs, or small groups, to brainstorm possible questions and statements using the frequency adverbs <i>always, usually, often, sometimes</i> and <i>never</i>. Monitor, while learners are on task to input, and upgrade content and language as required. Learners then choose which questions and statements they want to include in their board games and write them on the template. 3. Ask learners to draw pictures on their board games and colour them in to make them more visually appealing. <p>Feedback</p> <p>Ask learners where they are in the project cycle, and give time limits if learners are taking too long on specific stages.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to think of as much content and language as possible during the brainstorming stages of the project. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners may focus on completion of the task, rather than content and ideas. Ask these learners to add additional information to each of their word clouds.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Give all learners the Project checklist and ask them to draw a smiley face if they have done these things, or a sad face if they haven't done these things. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has drawn a sad face, the team needs to check their project again and correct errors, as required. 3. Ensure that you collect all of the project samples at the end of lesson and store these carefully for the next lesson. Take in all learner-generated projects too.

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:

(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.

(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.

(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.

(G4.3.7.1.1) 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.

(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.

(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.

(G4.4.4.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi syllable words.

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to each other's ideas and opinions.</p> <p>Speaking: To ask and answer questions about a special family member and how often activities are done.</p> <p>Reading: To read peers' word clouds and frequency adverb questions.</p> <p>Writing: To take notes and write frequency adverb questions and statements.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • ask and answer questions about their projects • listen for detail in their peers' spoken texts about a special person in their family and for how often activities are done • read for detail in their peers' written texts about a special person in their family and questions and statements using frequency adverbs • give constructive feedback on their peers' work.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Family-themed vocabulary • Frequency adverbs • Sports-related vocabulary • Activities <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Life and Career Skills: Introduce the learning process to set goals, manage time and work independently 		
<p>Key vocabulary: vocabulary from the Unit</p> <p>Key expressions/structures: structures from the Unit</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This raises anxiety in many learners and particularly less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 180</p> <p>PCM 12</p>		

UNIT 10 LESSON 15 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"> 1. Give out all the projects and ask learners to read through them. 2. Give learners time to make minor changes to their projects and provide input or correction on content and language as required. 3. Split the class into the Project 1 learners and the Project 2 learners and then nominate which Project 1 and Project 2 learners will work together.
<p>Resources</p> <p>Learner's Book page 180</p>	<p>Main activity</p> <p>Project 1: A special person in my family</p> <ol style="list-style-type: none"> 1. Ask these learners to show their posters to their Project 2 peers. Learners read through the word clouds together and ask and answer clarifying questions as needed. 2. Learners describe their special family member to their partner, drawing their attention to the word clouds to help support comprehension as needed. 3. During the pair or small group presentations, it is essential to monitor carefully to ensure that all learners are on task, and also note examples of language that is particularly creative. Also note examples of common errors to focus on during the delayed error correction slot. <p>Feedback</p> <p>Ask Project 2 learners to give feedback on their peers' work, using the first four points of the project checklist as a guide. Make sure they praise their peers' work as well as offering constructive criticism.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation of the project or the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.
<p>Learner's Book page 180 PCM 12</p>	<p>Project 2: Make a board game</p> <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and move to a different Project 1 learner. Then group two pairs to make a four. 2. Learners read through the board game together and play the game. 3. During the game monitor learners to ensure that they are on task and also note any examples of content or language that are particularly creative. Also note common errors for the delayed error correction slot. <p>Feedback</p> <p>Ask the Project 1 learners to give feedback on the game they played, using the first four points of the project checklist as a guide.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation of the project or the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work together to put their projects on the wall. 2. Encourage learners to work together to decide how they want to publish their materials on the walls, for example with a coloured or plain background, with designed headings, etc. 3. Ask learners to look at the finished projects on the wall and make comments, for example which project they like the best and why, if you feel this is appropriate. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen and check predictions in a text about firefighters.</p> <p>Speaking: To make predictions about a text. To talk about different dangerous jobs. To repeat a chant about a firefighter.</p> <p>Reading: To read for detail in a text about Emirati firefighters.</p> <p>Writing: To complete a chant about a firefighter.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen and check their predictions based on visuals from a story • read for detailed information in a factual text • make and listen to others' predictions • say a chant with developed awareness of sentence stress.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Jobs lexis • The present simple • Superlatives and comparatives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectively. 		
<p>Key vocabulary: <i>firefighter, brave, fire, flames, helicopter, dangerous, jetpack</i></p> <p>Key expressions/structure: The present simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may feel anxious when asked to predict content where there is no correct answer, but only the learners' ideas. To support this, encourage the use of the four visuals to activate learners' background knowledge, and praise all efforts to foster learners' confidence. • Identifying main sentence stress is very challenging for learners whose L1 is not a stress-timed language. To raise awareness of this, clap the main stresses during the chant to encourage learners to keep the regular beat. Also providing a visual representation of the stressed words on a poster will help develop learners' awareness. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 181</p> <p>Activity Book page 126</p> <p>Audio Track 99</p> <p>Audio Track 23 (Activity Book)</p> <p>Optional: Sourced video clip of a flying jetpack to clarify meaning for learners.</p> <p>Copy of the answer key for each learner for Read: Activity 3.</p> <p>Large poster copy (made by the teacher) of the chant on AB page 126 with the stressed words marked with circles (for Listen and talk Activity 2)</p>		

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 to work together in small groups and think of some more examples of dangerous jobs. 2. Learners share their ideas with the class. Direct them to examples such as firefighters, police officers or a soldier.
Resources	Main activity
Learner's Book page 181	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo and the Vocabulary box on page 181 of their Learner's Book. 2. Ask learners to work in pairs and predict what the text they will hear is about, based on the photo and the vocabulary box. 3. Learners then work with another pair or group to see if they have the same predictions. <p>Feedback</p> <p>After learners have shared their predictions with another pair, ask one nominated learner from each small group to summarise what they think the text is about. Write predictions on the board, so that the cognitive load for learners is eased as they listen and they can refer to the notes during the next stage of the lesson.</p> <p>Answers</p> <p>Learners' own answers, but their ideas should involve a firefighter, a jet pack and a fire/flames.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by encouraging them to have a guess and remind them that there isn't one 'correct' answer here. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to give more background to their predictions, for example <i>Where do you think this is?</i>
Learner's Book page 181 Audio Track 99	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio to see if their predictions were correct or not. 2. Learners compare their answers with a partner. 3. Replay the audio, if required. <p>Feedback</p> <p>Ask learners to look at the predicted answers on the board and ask if they were correct or not. Either tick or cross the predictions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to listen for the first two predictions noted on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to add additional information to the correctly-predicted answers.

<p>Learner's Book page 181</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the text again and decide if statements 1–5 are true or false. 2. Do an example with the whole group before learners work individually on the task. 3. When finished, learners check their answers in pairs. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, give each learner a copy of the answer key to encourage learner autonomy.</p> <p>Answers</p> <p>1 False 2 True 3 False 4 True 5 True</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to underline the key words and phrases in the true and false statements to help guide them when looking for the relevant information in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to write one true and one false statement based on the text. Learners then swap their sentences with a partner who identifies which are true and which are false. If they identify the false statements, encourage learners to correct them.
<p>Learner's Book page 181</p>	<p>Talk about it: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and discuss any other difficult or dangerous jobs. 2. Monitor while learners are working on the task to upgrade and input language as necessary. 3. Ask learners to recycle the task with another partner to develop fluency. <p>Feedback</p> <p>Ask learners to raise their hands for feedback. Write their ideas on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 126 Audio Track 23</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the chant and guess which words complete the gaps. 2. Ask learners to compare their ideas in pairs and then play the audio. 3. Pause the audio after each gap, so that learners have processing time to complete each gap with the correct word from the box. <p>Feedback</p> <p>Nominate learners by name, and encourage learners to spell the words as you write them on the board.</p> <p>Answers</p> <p>1 fire 2 flames 3 firefighter 4 brave</p>

<p>Activity Book page 126 Audio Track 23</p>	<p>Listen and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to listen again to the chant. 2. Learners listen and draw a circle above the words that are stressed. Replay the audio as necessary. 3. Ask learners to check with their partners. <p>Feedback</p> <p>Reveal the pre-prepared poster with the main stresses marked with circles above the content words. Ask learners to self-check their work, upgrading as necessary. It is vital that you praise learners for their efforts during the feedback stage, whether they were completely accurate or not.</p> <p>Answers</p> <p>The main stresses in the chant are on: First sentence: He, helps, danger, when, homes, fire Second sentence: He, water, fires, stops, flames, higher Third sentence: Is, Superman, Is, Wolverine, No, firefighter, brave, brave, be</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by pausing the audio at the end of every line of the chant to allow learners to process which words carry the main stress. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to help less able learners during the pair check.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, either write the chant from the Activity Book on the board, or use the pre-prepared poster version. 2. Ask learners to repeat the chant after you, line by line. Ensure they are following the rhythm of the chant. Once learners have orally practised as a whole group, ask divide them into two groups, A and B. On the board or poster, write A and B on next to alternate lines and check that learners know which line they should chant. Encourage all learners to clap the beat as groups A and B takes turns chanting their lines. 3. Encourage learners to say the chant in different ways and voices: quietly, loudly, quickly, in a high voice, in a low voice. It is a good idea to end the class with an energetic whole group chant, maybe in loud voices, to end the lesson on a high note.

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>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.</p> <p>(G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meaning of unknown words.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information about different personalities in short conversations.</p> <p>Speaking: To describe different personalities. To accurately pronounce personality adjectives, paying due attention to word stress.</p> <p>Reading: To read for specific information and match sentence halves.</p> <p>Writing: To spell personality vocabulary accurately.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • extend their lexical range when talking and writing about personalities • develop awareness of word stress in personality adjectives • describe people using a range of personality adjectives • listen for specific information in a text • develop their awareness of the importance of being a positive member of the community.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The present simple • Personality adjectives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce learning to develop, implement and communicate new ideas to others effectively in English. 		
<p>Key vocabulary: <i>brave, helpful, kind, friendly, hard-working, polite</i></p> <p>Key expressions/structure: Subject + <i>to be</i> + personality adjective + <i>because ...</i> ; the present simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners at this level will often use quite a limited range of vocabulary and it is essential to extend their lexical range in order for their general language skills to develop. Focusing on new lexis, and particularly focusing on both meaning and pronunciation, will support learners. Learners should also have access to learner dictionaries so that they can develop autonomy. • Learners may confuse the question forms <i>What is she like?</i> and <i>What does she like?</i> Give clear oral and written models for both structures, eliciting the differences, for example <i>Is this talking about what she likes to do, or about her personality?</i> Follow up with more examples as required and elicit some examples from the learners themselves to check understanding. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 182</p> <p>Activity Book page 127</p> <p>Audio Track 100</p> <p>Learner dictionaries</p>		

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"> 1. Draw two mind maps on the board and in the middle, write <i>Personality</i> in one, and <i>Activities</i> in the other. Say some sentences, for example <i>My friend likes playing football</i> and <i>My friend is very helpful</i>. 2. Elicit which sentences match which mind maps, for example, <i>My friend likes playing football</i> matches the <i>Activities</i> mind map and <i>My friend is very helpful</i> matches the <i>Personality</i> mind map. Elicit the question forms from the learners, for example, <i>What's she like?</i> and <i>What does she like?</i> Check understanding by asking which question matches which mind map. 3. Ask learners to think of some more examples of personality adjectives and write them on the <i>Personality</i> mind map.
Resources	Main activity
Learner's Book page 182	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the left-hand column out loud as a whole group. Upgrade learners' pronunciation through choral and individual drilling. 2. Ask learners to work in pairs and match any of the vocabulary items that they already know. Give out learner dictionaries to encourage learners' autonomy and develop their dictionary skills. Allow time for learners to find the vocabulary items they don't know in the dictionaries. 3. Ask pairs to join up to make groups of four, and learners share their answers together. <p>Feedback</p> <p>Write the answer key on the board for learners to check their own work.</p> <p>Answers</p> <p>1a 2c 3e 4f 5d 6b</p>
Learner's Book page 182	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three pictures and elicit what the people in them are like, referring to the <i>Personality</i> mind map and examples on the board. Focus on the <i>Speaking tip</i> and allow learners enough time to read through the example given. 2. Elicit the target vocabulary from learners, for example, <i>What's she like?</i> <i>She's helpful</i>, <i>She's friendly</i>, <i>What's he like?</i> <i>He's brave</i>. Drill and correct for pronunciation. Elicit if these are positive or negative characteristics (positive). 3. Ask learners to work in pairs or small groups to describe the pictures to each other, using the target vocabulary. Encourage learners to give a reason for their answer. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, nominate learners to describe each photo by asking them to raise their hands.</p> <p>Answers</p> <p>1 She's helpful./She's hard-working. 2 She's friendly. 3 He's brave.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to use the pictures to support their answers through guided questioning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think of other adjectives to describe the people's personalities, based on what they can see in the pictures.

<p>Learner's Book page 182 Audio Track 100</p>	<p>Listen and write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and check they understand that they need to write the personality adjectives that they hear in each conversation. Play each conversation twice. 2. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Nominate learners for feedback by asking them to write their answers on a grid you have drawn on the board. Encourage learners to self-correct any spelling errors. Focus learners on the /aɪ/ diphthong from earlier grades.</p> <p>Answers</p> <table border="1" data-bbox="432 618 1040 743"> <tr> <td></td> <td>What are they like?</td> </tr> <tr> <td>Conversation 1</td> <td>friendly, kind, polite</td> </tr> <tr> <td>Conversation 2</td> <td>brave, helpful</td> </tr> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio so that these learners have extra processing time during the listening task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. During the pair check, ask these learners to help less able learners with upgrading their spelling of the target vocabulary. 		What are they like?	Conversation 1	friendly, kind, polite	Conversation 2	brave, helpful						
	What are they like?												
Conversation 1	friendly, kind, polite												
Conversation 2	brave, helpful												
<p>Activity Book page 127</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentence beginnings in the left-hand column and the sentence endings in the right-hand column. 2. Do an example with the class so that the learners have a clear idea of what to do. 3. Ask learners to work individually and check with their partner when finished. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>1b 2c 3d 4a</p>												
<p>Activity Book page 127 Audio Track 24</p>	<p>Listen and write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the grid in their Activity Book page 127 and copy it into their notebooks. Elicit some examples of one-, two- and three-syllable words from the learners, encouraging them to clap the beat. For example, <i>sad</i> – <i>How many syllables?</i> (one) <i>happy</i> – <i>How many syllables?</i> (two) <i>dangerous</i> – <i>How many syllables?</i> (three) 2. Ask learners to listen to the audio and write the words from the box in the correct columns of the table. 3. Ask learners to check their answers with a partner or small group, and then replay the audio. Encourage them to pronounce the words to confirm their answers. <p>Feedback</p> <p>Nominate learners to raise their hands for feedback and discuss how the learners arrived at their answers.</p> <p>Answers</p> <table border="1" data-bbox="432 1985 1128 2147"> <tr> <td>1 syllable</td> <td>2 syllables</td> <td>3 syllables</td> </tr> <tr> <td>brave</td> <td>helpful</td> <td>hard-working</td> </tr> <tr> <td>kind</td> <td>friendly</td> <td></td> </tr> <tr> <td></td> <td>polite</td> <td></td> </tr> </table>	1 syllable	2 syllables	3 syllables	brave	helpful	hard-working	kind	friendly			polite	
1 syllable	2 syllables	3 syllables											
brave	helpful	hard-working											
kind	friendly												
	polite												

Resources	Plenary		
	<ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work in two or three groups. One learner from each group sits in a chair with their back to the board, facing their group. 2. Write, or ask a learner to write, one of the personality adjectives on the board so that the learners sitting with their backs to the board cannot see it. 3. Each group takes turns to give one-word clues to the learner from their group with their back to the board, who in turn attempts to guess the word. The first one to guess the word and produce it accurately gets a point for their team. 		
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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.1.1.2) Know the vowel phonemes /eə/, /ɪə/, /ə/ and their corresponding common spelling.</p> <p>(G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown of words.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information in a text about helping people at school.</p> <p>Speaking: To discuss possible ways of helping at school. To suggest additional ways to be a positive member of the classroom community.</p> <p>Reading: To read and respond to sentence prompts about helpful acts.</p> <p>Writing: To write sentences about possibilities at school using <i>may</i> and <i>might</i>.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • develop their awareness of being a positive member of the school community • brainstorm ideas about how to contribute towards a positive learning environment • reflect on their own possible contributions to a positive learning environment • listen for specific information • use <i>may</i> and <i>might</i> in oral and written language in the context of positive behaviour in the learning community.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • The present simple • Coordinating conjunctions <i>and, but, so</i> and <i>because</i> • Personality adjectives • Household chores • The past simple <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>to help, to be kind, to be helpful, to tidy, to listen to your teacher/friends, to be polite, to clean the board, to give out dictionaries</i></p> <p>Key expressions/structure: The past simple; <i>may</i> and <i>might</i> for possibility</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • The learners will be introduced to <i>may</i> and <i>might</i> for talking about possibility. At this level, learners do not need to be exposed to the subtle differences between these two modal verbs and therefore will be introduced to the idea that both can be used to express possibility, for example <i>I might try and answer the question, It may be difficult to answer</i>. In practice, the two are generally interchangeable in the present tense, in the contexts where the learners will be using them. Typically, learners will over generalise the third person present simple ending, either with the modal verb or the main verb, for example, <i>He mights finish his homework</i> and <i>She might goes to her friend's house</i>. Give clear written models on the board using the third person with these modals, for example <i>He might give his friend his pen</i>. Ask the learners: <i>Will he give his friend the pen? Maybe/maybe not. Is it possible he'll give the pen to his friend? Yes.</i> 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 183</p> <p>Activity Book page 128</p> <p>Audio Track 101</p> <p>Small pieces of different coloured card for the feedback stage of Read and listen: Activity 2. Each learner needs two pieces of card/paper of different colours.</p>		

UNIT 11 LESSON 3 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"> 1. Ask learners to do a spelling race at the board, recycling the previous lesson's vocabulary. 2. Assign one writer for each team and award one point for accurate spelling and legibility. 3. Change writers frequently. At the end, provide oral models and drill chorally and individually.
<p>Resources</p> <p>Learner's Book page 183</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think of five ways they can help each other at school. 2. Elicit an example, so that learners have a clear idea of what they have to do in the task. 3. Learners brainstorm their ideas in pairs. Monitor carefully, picking up on appropriate content during their discussions. <p>Feedback</p> <p>Nominate learners for feedback, picking up on content ideas from monitoring the task.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to think about what they do in the classroom, for example, <i>Do you put your hand up to answer a question? Do you help your friend? Do you ask your friend if they are OK?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to provide another two examples of how to help at school.
<p>Learner's Book Page 183</p> <p>Audio Track 101</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences first to focus them on the specific information they are listening and reading for in the text. Remind learners of the diphthongs from Grades 2 and 3: /aɪ/, /eɪ/ and /aʊ/ and ask them to find words in the text with those diphthongs. 2. Learners listen to the audio and answer true or false. 3. Ask learners to check their answers in pairs or small groups before playing the audio again. <p>Feedback</p> <p>Give learners two small pieces of different coloured paper or card. If they think the answer is true, they hold up one colour and if they think the answer is false, they hold up the other colour. This works well with brightly coloured paper, for example, yellow and green. Ask the whole group to raise the correct card for number one, number two, and so on.</p> <p>Answers</p> <p>1 T 2 F 3 T 4 T</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before feedback on the task, give learners a chance to practise with the different coloured cards to ensure that they know which is true and which is false. This will help support these learners and encourage more active participation during the whole group feedback stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to check their answers with less able learners. Rather than telling their peers whether the answer is true or false, encourage these learners to help their peers find the relevant information in the text and underline or highlight it.
<p>Learner's Book Page 183</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Write sentences 1 and 3 from Activity 2 on the board: <i>You might tell your friends when they do something well and You may ask your friend to help you.</i> Underline <i>might tell</i> and <i>may ask</i> in a different colour. Ask the learners, <i>Will you tell your friends? Maybe yes, maybe no, it is possible. Will you ask your friend to help you? Maybe yes, maybe no, it is possible.</i> 2. Drill the two target sentences chorally and individually. Focus learners on the pronunciation of the diphthongs /aɪ/ in <i>might</i> /maɪt/ and /eɪ/ in <i>may</i> /meɪ/ from earlier grades. 3. Ask learners to read the <i>Use of English</i> box and then read the questions and tick if the actions are possible for them. Learners then compare their answers with their partner. <p>Feedback</p> <p>Nominate learners by asking them to put their hands up. Upgrade pronunciation as required using both choral and individual drilling.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 128</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the list of activities for helping at school last week. 2. Learners tick the sentences for the things that they did and then compare their answers with a partner or small group. 3. Encourage learners to support their chosen statements, by giving extra details, for example <i>I helped my friend with spelling when he couldn't spell 'friendly'.</i> <p>Feedback</p> <p>Nominate learners to raise their hands for feedback and discuss how their answers can be extended.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need extra support when supplying evidence for their 'helping deeds' last week so encourage them to give examples through guided questioning, for example, <i>What did you do? Who did you help? Were they happy you did that/ helped them?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think of an additional example of a 'helping deed' they did at school last week. Ask learners to compare their answers with a partner.

<p>Activity Book page 128</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit some examples of the things learners might/may do at school to be helpful. 2. Focus learners on the task instructions and ask them to write five sentences. 3. Ask learners to work in small groups and compare their answers. Circulate and offer any help as necessary. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You might like to provide some sentence stems for these learners so they have further scaffolding for the activity. While they are writing, circulate and offer help with expression and spelling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to read, comment on and correct each other's work.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, split the class into two groups, the teachers and the learners. 2. Pair up a 'teacher' with a 'learner'. The 'teachers' ask the 'learners' what they might/may do to help at school, and the 'learners' give suggestions. 3. The 'teachers' interview the 'learners', and then they swap roles. Once they have finished their dialogues, they find another partner, so that they can recycle the task and develop fluency and confidence. If there is time, learners could swap roles.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly.</p> <p>(G4.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation and prohibition.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.3) Ask for and give advice.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.4.3.1.2) Use language structures of <i>may</i> and <i>might</i>.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in texts about an Emirati hero and heroine. Speaking: To discuss what they know about a hero and a heroine from the UAE. Reading: To read about an Emirati hero and heroine. Writing: To write a simple paragraph about their hero or heroine.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe their personal hero or heroine • listen for specific information • write a cohesive paragraph about their hero/heroine using a topic sentence, supporting sentence(s) and a concluding sentence • be more aware of heroic qualities in their local community.
Link to prior learning: <ul style="list-style-type: none"> • Being a positive member of the community • Personality adjectives • The past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>president, hero, heroine, brave, helpful, kind, friendly, hard-working, polite, wise</i> Key expressions/structure: The past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find the writing activity more challenging. Make sure that you take time to explain how to write a good paragraph, referring learners to the <i>Writing tip</i> on page 184 and modelling a paragraph on the board if need be. 		
Resources/equipment needed: Learner's Book page 184 Activity Book page 129 Audio Track 25 (Activity Book) One copy of the answer key for Read: Activity 2 for each learner. Teacher-sourced images of heroes and heroines that the learners are likely to be familiar with in their local context.		

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. Ask learners if they can remember the text from Lesson 1 about firefighters. Elicit if firefighters are brave or not and why. 2. It is very important at this stage that the idea of a hero or a heroine is elicited from the learners, along with the understanding that not all heroes are famous or rich. Heroes and heroines can also be people that we know and see every day (ordinary people). Focus on the idea that heroes and heroines have positive qualities, and we need to try and be like them. 3. Show photos of heroes and heroines that the learners are likely to be familiar with and use these to clarify the idea of a hero/heroine having positive qualities. 												
Resources	Main activity												
Learner's Book page 184	Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at the two people, and ask them to describe them to their partner. 2. Ask learners if they know who these people are and if they know what they are famous for. 3. Ask learners to work in pairs or to share what they know. <p>Feedback</p> <p>Ask pairs to share their ideas by asking them to raise their hands.</p>												
	Answers												
	Learners' own answers												
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to describe what they can see in the photos, as they may feel quite anxious if they do not immediately recognise the people. 												
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to work with less able learners to support them when describing what they can see in the photographs. 												
Learner's Book page 184	Read: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to read the three questions, then read the texts to find the information to answer them. Remind them to look just for the information needed to answer the questions. 2. Ask learners to check their answers with a partner. <p>Feedback</p> <p>Give learners copies of the answer key below, so that they can self-check.</p>												
	Answers												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%;"></td> <td style="width: 50%;">His Highness Sheikh Zayed al Nahyan</td> <td style="width: 45%;">Elham Al Qasimi</td> </tr> <tr> <td>1</td> <td>hard-working, kind, helpful, friendly, polite, wise</td> <td>brave, friendly, helpful</td> </tr> <tr> <td>2</td> <td>First president of the UAE. Helped the poor people.</td> <td>First Arab woman to walk to the North Pole. Gives money to charity to help poor people.</td> </tr> <tr> <td>3</td> <td>Learners' own answers</td> <td>Learners' own answers</td> </tr> </tbody> </table>		His Highness Sheikh Zayed al Nahyan	Elham Al Qasimi	1	hard-working, kind, helpful, friendly, polite, wise	brave, friendly, helpful	2	First president of the UAE. Helped the poor people.	First Arab woman to walk to the North Pole. Gives money to charity to help poor people.	3	Learners' own answers	Learners' own answers
		His Highness Sheikh Zayed al Nahyan	Elham Al Qasimi										
1	hard-working, kind, helpful, friendly, polite, wise	brave, friendly, helpful											
2	First president of the UAE. Helped the poor people.	First Arab woman to walk to the North Pole. Gives money to charity to help poor people.											
3	Learners' own answers	Learners' own answers											

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the three questions for this task. Ask these learners to focus on the first text, as it is likely they will have background knowledge of His Highness Sheikh Zayed al Nahyan. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write another question about each text and give them to a partner to answer.
<p>Learner's Book page 184</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write about their hero or heroine. 2. Ask learners to read the <i>Writing tip</i> for guidance. Model an example paragraph on the board to explain how a paragraph should be constructed. 3. Ask learners to think about who their hero/heroine is and then to begin writing their paragraph. Explain that the paragraph can be short, and may only need to be three sentences – the first sentence is the topic sentence, the second sentence gives more details (you can have more sentences if needed) and the third sentence is the concluding sentence. 4. Circulate and monitor the learners while they work. <p>Feedback</p> <p>After learners have written their paragraph, ask them to read them out. Praise the learners if they have included a topic/detail/concluding sentence, but if they have not give individual feedback not in front of the whole class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 129 Audio Track 25</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences before playing the audio. 2. Play the audio and learners tick the correct information only. 3. Ask learners to compare their answers in pairs. Replay the audio. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask them to stand up if the sentence is correct, for example, learners remain sitting down for question 1 and stand up for question 2. For question 2, remind learners that ordinary people can be heroes or heroines and not necessarily people who are rich and famous.</p> <p>Answers</p> <p>1 F; 2 T; 3 T; 4 T; 5 F; 6 T; 7 T; 8 F</p>

<p>Activity Book page 129</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a mini mind-map on the board and write <i>My hero/My heroine</i> in the middle. Elicit ideas for possible heroes/heroines from the class and words that describe them. 2. Ask learners to work in small groups and write notes about their chosen hero or heroine. 3. Ask learners to complete the gapped paragraph about their hero or heroine. Monitor carefully to encourage learners to use personality adjectives and include the reasons why they have chosen their hero/heroine. <p>Feedback</p> <p>After learners have completed their paragraphs, get them to swap books with another group for checking.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage small group work with a balance of support and stretch learners, and monitor carefully to ensure stretch learners do not dominate the groups, but provide support and encouragement. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could help the support learners to use more sophisticated language.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, call out personality and descriptive adjectives and ask learners to raise their hands if they think they are heroic qualities or not. For example, say <i>beautiful</i> (learners don't raise their hands); say <i>kind</i> (learners raise their hands). 2. Once learners have a clear idea of what they have to do, ask a learner to take over the role of the teacher and call out different adjectives. 3. Upgrade pronunciation using choral and individual drills as necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.1.1) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.1) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.4.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To identify the diphthong /eə/ in a spoken text.</p> <p>Speaking: To discuss and share opinions about a hero's/heroine's characteristics. To produce the diphthong /eə/.</p> <p>Reading: To read a text for detailed information about a heroine at home.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for detailed understanding • read for detailed information in a text • be more aware of showing empathy to living things • identify the diphthong /eə/ in spoken and the spelling of the diphthong • to use the diphthong /eə/ in speech • work collaboratively and listen to others' ideas and suggestions.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Personality adjectives • The present simple • The past simple • Being a positive member of the community • Developing empathy • Accurate pronunciation of the diphthong /eə/ <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce the concept of working in teams, with a common goal, to solve problems. 		
<p>Key vocabulary: <i>hair, where, they're, chair, air, square, bear; brave, helpful, kind, polite, wise, hard-working, friendly</i></p> <p>Key expressions/structure: Pronunciation of /eə/; past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find differentiating the diphthongs /eə/ and /ɪə/ challenging. Either model the difference using minimal pairs, for example, <i>hair</i> and <i>hear</i>, or show a short video clip where learners can see the position of the mouth change from the beginning to the end of the sounds. During the receptive tasks, encourage learners to focus on the /eə/ sound. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 185</p> <p>Activity Book page 130</p> <p>Audio Tracks 26 and 27 (Activity Book)</p> <p>A piece of rope/string/ribbon that is long enough so that learners can all stand along it.</p>		

UNIT 11 LESSON 5 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"> 1. Ask learners to work in pairs or small groups and brainstorm different ways they can be positive members of their community, for example, being kind, helping others, sharing, etc. 2. Ask learners to focus on how to show kindness, and ask learners if they think it is important to be kind to animals, and why. 3. Tell learners that they are going to read and listen to a story about being kind to animals later in today's lesson.
<p>Resources</p> <p>Learner's Book page 185</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit an example of a heroic characteristic from the whole group. Write the word on the board and check spelling and pronunciation with learners, drilling chorally and individually as required. 2. Ask learners to work with their partner or small group and think of as many adjectives as they can to describe a hero/heroine, recycling previous vocabulary. 3. Ask learners to work with a different partner to share their ideas and recycle the task, encouraging learners to peer correct each other's pronunciation as required. <p>Feedback</p> <p>After learners have discussed their ideas with their partner or small group, ask learners to raise their hands to give feedback. Encourage learners to spell the adjectives out loud as you write them on the board. Chorally drill as needed.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look at Lesson 2 in their Learner's Book and Activity Book if they are finding it challenging to remember how to spell the adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners to support them during the discussion tasks.
<p>Learner's Book page 185</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task. Allow time for them to read the sentences. 2. Read the text to the learners and ask learners to mark each sentence true or false. Ask learners to check their answers with their partner or small group. <p>Feedback</p> <p>Write numbers 1 to 6 on the board, and nominate learners to come and write <i>T</i> for <i>true</i> or <i>F</i> for <i>false</i> alongside each number. Other learners correct their own work.</p> <p>Answers</p> <p>1 F 2 T 3 T 4 T 5 F</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the text again, so learners have additional processing time for the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they agree or disagree that Salwa and the grandmother are heroines and encourage learners to give a reason for their choice.
<p>Learner's Book page 185</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Speaking tip</i>. Show them, how the words <i>there</i> and <i>where</i> (in green in the text) are pronounced so they can repeat the sound. 2. Read out the instructions and do an example with the whole group, so that learners are clear what they have to do. <p>Feedback</p> <p>Ask learners to check their answers in pairs and nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>3, 5, 6</p>
<p>Activity Book page 130 Audio Track 26 (AB)</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to initially read the instructions and the short text. 2. Do an example with the whole group, by reading the first sentence up to the second comma, <i>When I was young, my parents wanted to cut my hair</i>, and elicit from learners if there are any words with the /eə/ sound (answer: <i>parents, hair</i>). Ask learners to underline the words. 3. Play the audio for learners, pausing at the end of each sentence to allow for additional processing time. Ask learners to check their answers with their partner or small group, and then play the audio again for learners to check their answers. Point out that they should be looking for nine words containing the sound. <p>Feedback</p> <p>Ask learners to raise their hands for feedback. Upgrade learners' pronunciation as needed through choral and individual drills.</p> <p>Answers</p> <p><i>Give one copy of the answer key to each pair/small group of learners to check their answers.</i></p> <p>When I was young, my <u>parents</u> wanted to cut my <u>hair</u>, but I was <u>scared</u> because I was three. I sat on a <u>square chair</u> and looked at the wall. My dad told me to close my eyes and not to move and I felt the <u>air</u> move in front of my face as the scissors cut my <u>hair</u>. I wasn't <u>scared</u> any more! I had a fantastic new <u>haircut</u>!</p>
<p>Activity Book page 130 Audio Track 27 (AB)</p>	<p>Listen and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions and the words below. 2. Do the first example with the whole group so they are clear what they have to do in the task. Play the audio and learners underline the word in each line that contains the diphthong /eə/. 3. Ask learners to check their answers with their partner or small group, then replay the audio for learners to check and/or correct their answers. <p>Feedback</p> <p>Write the numbers 1 to 5 on the board and nominate learners to write their answers up. Learners check their work and correct as required.</p> <p>Answers</p> <p>1 c 2 b 3 a 4 a 5 b</p>

<p>Activity Book page 130</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the box aloud. Upgrade pronunciation as needed. 2. Learners choose four of the words in the box and write sentences in their notebook. Each sentence should contain one of the four words in an appropriate context. It is vital that you monitor the learners carefully while on task to encourage them to write more complex sentences. 3. Learners then read their sentences to their small group or partner and their peers hold their hand up to interrupt the learner when they hear a word from the box. <p>Feedback</p> <p>During monitoring, you will have picked up accurate/inaccurate pronunciation of the word box items. During feedback, chorally and individually drill these.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to work with another support partner for this task so that they are not dominated by a more able learner and feel anxious. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage fast finishers to write sentences using the remaining <i>teəo /eə/</i> words from the word bank and recycle the task with their partner or small group.
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. To round off the class, ask learners to hold up their hands when they hear a word with the target diphthong <i>/eə/</i>. Ensure that you have a pre-prepared list of words with <i>/eə/</i> and other diphthongs before the task begins. Remember that the focus is for the learners to identify <i>/eə/</i>, not the word! To challenge learners a little more, you can ask them to close their eyes, rather than copy their classmates when they raise their hands. Once learners have had several practice rounds, ask them to stand in a line at the front of the class, with each learner looking at the back of the learner in front. Place the rope/ribbon/string on the ground next to the learners' left feet. Place a flashcard with <i>/eə/</i> on it on the side of the rope/ribbon/string that is opposite to where the learners are standing. 2. Model the task for learners. Call out a word (from your pre-prepared list) and jump to the side of the rope with the flashcard if the word has the sound <i>/eə/</i>. Say a word without the phoneme <i>/eə/</i>, and jump back to the other side of the rope. Do a few practice rounds with the learners and then call out the words. If a learner makes an incorrect jump, or moves to jump, they are out. Increase the speed of delivery until there is only one learner left, who is the winner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation and prohibition.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.1.1.2) Know the vowel phonemes /eə/, /ɪə/, /ə/ and their corresponding common spelling.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.7.1.1) 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>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in three different texts. Speaking: To describe friends' and family members' personalities. Reading: To read and understand instructions. Writing: To write sentences about family and friends using personality adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate a range of theme-related vocabulary • spell theme-related lexis more accurately • listen for specific information.
Link to prior learning: <ul style="list-style-type: none"> • Imperatives • Personality adjectives • The present simple • Using <i>and, but, because, too, both</i> • <i>May and might</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>brave, helpful, kind, hard-working, polite; listen, share, tidy; rubbish</i> Key expressions/structure: Imperatives; <i>may/might</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may become anxious when tasks do not require a specific answer. Encouraging learners and highlighting the idea of content, rather than specific language required, can reduce the learners' anxiety levels. 		
Resources/equipment needed: Learner's Book page 186 Activity Book page 131 Audio Track 28 (Activity Book) Learner dictionaries		

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. Ask the learners to work in small groups and look through Unit 11 of their Learner's Book and choose a lesson (from Lessons 1–5) that they liked the most. 2. Learners discuss their favourite lessons with their small group, telling each other why they liked their specific choice the most. 3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on, eliciting reasons from them.
Resources	Main activity
Learner's Book page 186	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the adjectives in the box and work with a partner or small group to check the meanings. 2. Give an example so that learners are clear what they have to do in the task, for example, <i>My father is hard-working because he goes to the office every day and works long hours</i> and <i>My friend is polite because she says 'please' and 'thank you'</i>. 3. Learners work individually and write four sentences. Learners compare with a partner or small group when they have completed their work. Circulate and give help with spelling and expression. <p>Feedback</p> <p>After learners have compared their answers in pairs or small groups, nominate individual learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by asking guided questions to prompt them, for example, <i>What does your mother do to help you? Does she help you with homework? Does she cook your food? Does she clean your bedroom?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to use <i>both</i>, <i>too</i> and <i>but</i> in their sentences.
Learner's Book page 186	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task. 2. Learners work with a partner and describe two friends or family members. Encourage learners to use the words from Activity 1. 3. Ask learners to work with a different partner and recycle the task to develop fluency and to gain confidence. <p>Feedback</p> <p>Nominate open pairs to tell the class something their partner told them during the whole group feedback stage.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Learner's Book page 186</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the list of activities they may/might do the next day. 2. Learners work individually and rank them according to the order they might do them in, with number one being the one they would do first. When they have ranked their choices, learners compare their answers with their partner and negotiate their top two choices. 3. Pairs then work together to choose their group's top two choices. Create larger groups until the class is divided into two groups. <p>Feedback</p> <p>Once the task is at the two-group stage, ask learners to put their chairs into a circle (alternatively, ask learners to stand in a circle) and the whole group has to decide which are the top two choices.</p> <p>Answers</p> <p>Group's choice of top two items from the list provided.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners' opinions during the group discussion stage and praise their contributions and participation to encourage confidence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure these learners do not dominate the whole group discussion by explicitly asking less able learners to contribute during this stage.
<p>Activity Book page 131 Audio Track 28</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures for questions 1 to 3 and describe what they can see. 2. Play the audio and learners tick the correct picture in each group. 3. Ask learners to listen again and replay the audio. <p>Feedback</p> <p>Write the numbers 1 to 3 on the board and nominate learners to come and write the answers. Peers self-correct their work.</p> <p>Answers</p> <p>1 c; 2 c; 3 a</p>
<p>Activity Book page 131</p>	<p>Assessment box: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick the boxes that are true for them. 2. Learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Do any remedial teaching as necessary. <p>Feedback</p> <p>Focus on what learners can do, rather than what they can't do, and praise their progress and contributions to the lessons.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to look at tasks in their Learner's and Activity Books and elicit from them what they found easy or difficult. Prompting from the teacher before the learners begin the task will activate their background knowledge.

	Differentiation activities (Stretch): 1. Ask these learners to focus on how to improve the areas they feel they still need to work on. Learners can work with a partner and think of ideas for how to develop, for example, <i>I'll practise spelling personality adjectives and use them when I speak.</i>		
Resources	Plenary		
	<p>1. To round off the lesson, have a spelling bee competition. Put the learners into two teams, A and B, with chairs on opposite sides of the classroom, if possible. Give the learners a number according to where they are sitting in the line, for example, number one, number two, number three, etc. It is a good idea to have a couple of practice rounds before the game begins.</p> <p>2. Ask team A, number 1, to spell a word or phrase. This could be lexis from this lesson, or from any of Lessons 1–5. If the learner spells the word or phrase correctly, they win a point for their team. If not, the word/phrase is given to team B to spell. Make it clear to the learners that they cannot help the speller by whispering the correct answer.</p> <p>3. The teams take it in turns to spell the words/phrases. The winning team is the one that has the most points at the end of the game.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of <i>may</i> and <i>might</i>.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for detail in a text about teamwork during desert life in the past.</p> <p>Speaking: To ask and answer questions about others' weekend activities.</p> <p>Reading: To read an account of desert life. To read and order the sections of a story.</p> <p>Writing: To write questions about weekend activities.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for detail in a text • ask and answer questions about their and others' weekend activities • develop fluency when asking questions using past simple structures • write accurate questions using the past simple • develop awareness of a short story structure (introduction, middle section and conclusion) • develop awareness of the importance and advantages of working collaboratively in a team.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Daily routine verbs • Sports-themed lexis • Family-themed lexis • The past simple <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global awareness: Learn from working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual and open dialogue in personal, work and community contexts 		
<p>Key vocabulary: <i>twins, a cage, to hunt, delicious, excited, arrived, jumped, asked, went, drove, ate, drank</i></p> <p>Key expressions/structure: The past simple positive, negative and interrogative</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find the use of the past simple challenging, particularly negative structures and question forms. Provide written models on the board for learners to use as a reference during tasks, for example <i>Did they jump out of the car? They didn't jump out of the car.</i> Use colour to highlight word order, or number the word order to make it easier for the learners to focus on this aspect 		
<p>Resources/equipment needed:</p> <p>Learner's Book pages 187–188</p> <p>Activity Book page 132</p> <p>Audio Track 102</p> <p>Learner dictionaries</p>		

UNIT 11 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 if they have been on a camping trip to the desert. If so, did they like it, what did they do? 2. Ask learners to think of some activities they can do in the desert and write some examples on the board.
Resources	Main activity
Learner's Book page 187	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the left-hand column and the definitions in the right-hand column. Clarify pronunciation by drilling chorally and then individually. 2. Model an example with the whole group so that learners are clear what they have to do. 3. Ask learners to work individually and match the words and definitions that they already know. Give out learner dictionaries for learners to develop more autonomy and find the meanings themselves. <p>Feedback</p> <p>Write the numbers 1 to 4 on the board and elicit the answers from the learners by asking them to raise their hands.</p> <p>Answers</p> <p>1 b; 2 d; 3 c; 4 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to match any of the items that they know first, and then use learner dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to peer teach their partner or group if there are any words they know in the original matching stage.
Learner's Book pages 187 and 188 Audio Track 102	<p>Read and listen and Read: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements in Activity 3 first. 2. Play the audio for learners to listen and read the text. 3. Learners read the text again and write T or F. 4. Ask learners to check their answers in pairs or small groups before replaying the audio. <p>Feedback</p> <p>Nominate learners to raise their hands for the whole group feedback stage.</p> <p>Answers</p> <p>1 F 2 T 3 T 4 T 5 F 6 F</p>

Learner's Book page 188	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Use of English</i> box. Encourage them to notice the rules and perhaps clarify them further on the board. 2. Ask learners to look at the sentences. Do an example with the whole group by writing the first sentence on the board and eliciting the correct choice. Circle the correct word on the board. 3. Ask learners to work individually. When finished, ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Write the numbers 1 to 8 on the board. Nominate learners to come to the board and write the correct answer. Peers assist with any spelling slips. Learners correct their own work.</p> <p>Answers</p> <p>1 ate 2 brought 3 went 4 Did 5 drink 6 wasn't</p>
Activity Book page 132	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the three labels in the box. 2. Learners then read the paragraphs and label them accordingly. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Box 1 conclusion Box 2 introduction Box 3 middle section</p>
Activity Book page 132	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. Elicit some examples of <i>Did you ... ?</i> questions on the board as a support for learners. 2. Model the task with a more able learner so that the group has a clear idea of what they have to do. 3. Ask learners to write their questions, answer about themselves, and then ask two friends. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners what they can remember about the story in the Learner's Book and elicit the advantages of working as a team. 2. Write a couple of examples on the board, for example <i>We can help each other to finish, we can help with spelling, grammar and pronunciation and we can make our friends feel happy.</i> 3. Ask learners to brainstorm some more ideas about why it is important to work as a team. Write some of their answers on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for detailed information in a text about the Holy Month of Ramadan.</p> <p>Speaking: To discuss what they must and mustn't do during Ramadan. To brainstorm and share ideas about how to be a positive member of society.</p> <p>Reading: To read for detailed information in a text about the Holy Month of Ramadan.</p> <p>Writing: To write sentences about what they must and mustn't do during the Holy Month of Ramadan.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • have greater awareness of helping others and being a positive member of their community • listen for detailed information • share opinions on personal obligations • read for detailed information • use <i>must</i> and <i>mustn't</i> to describe personal obligations.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Positive personality characteristics • The past simple • The present simple <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>kind, polite, helpful, charity, to pray, to fast, sunset, sunrise</i></p> <p>Key expressions/structure: <i>must/mustn't</i>; past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may apply third person present simple affixes to <i>must</i>, for example <i>He musts drinks</i>. Give clear oral and written models for learners and write examples on the board for learners to refer back to during the different stages of the lesson. • When using <i>mustn't</i> for prohibition help learners to pronounce the word with the silent 't' in the middle. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 189</p> <p>Activity Book page 133</p> <p>Audio Track 103</p> <p>Audio Track 29 (Activity Book)</p> <p>An Internet clip about Water for Workers</p> <p>Pictures of Iftar foods, people praying, Ramadan lanterns and the crescent moon.</p> <p>A tree template from the Internet, one copy per learner. Ensure the tree templates are cut out before the lesson.</p> <p>Leaf-shaped templates on green paper. Ensure that each learner has at least six leaves for their tree template. Ensure the leaf templates are cut out before the lesson.</p> <p>Coloured pencils and glue</p>		

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. Display the photos or pictures of Iftar foods, people praying, Ramadan lanterns and the crescent moon. Ask learners to describe what they can see. 2. Ask learners to discuss which celebration all the pictures are of (Ramadan). 3. Ask learners to discuss why the Holy Month of Ramadan is so important and write on the board some of the learners' ideas.
Resources	Main activity
Learner's Book page 189	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner or small group and discuss what they usually do during the Holy Month of Ramadan. 2. Elicit a few examples and write them on the board. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Guide these learners by asking questions based on the visuals and examples on the board, for example, <i>Do you eat these foods at Iftar? What do you drink in the morning? Do you say special Taraweeh prayers?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think about what they do to help other people in the community during Ramadan.
Learner's Book page 189 Audio Track 103	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the Vocabulary box and check that learners understand the concept of 'community', for example, <i>Are you in a classroom community? Yes, because we are in the same class and learn together) Are you in a global community? Yes, because we are all human beings).</i> To pre-teach <i>sunrise</i> and <i>sunset</i>, draw pictures on the board. Drill chorally and individually to upgrade learners' pronunciation. 2. Play the audio for learners to read and listen to the text. <p>Feedback</p> <p>Check learners' general understanding of the text.</p>
Learner's Book page 189	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the text again and answer the questions. 2. Ask them to check their answers in pairs. <p>Feedback</p> <p>After learners have checked their answers in pairs or in small groups, nominate learners for feedback.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>1 Almost 1.6 billion 2 thirty days 3 Adults 4 Be kind, helpful, pray, read the Quran, think about how to be a good person, think about poor people and help them.</p>

<p>Learner's Book page 189</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read about the different people. 2. Ask learners to discuss the people and decide if they must or mustn't fast. Upgrade pronunciation by drilling chorally and individually. Draw learners' attention to accurate pronunciation of <i>mustn't</i> in connected speech, for example, /mʌsnt/ where the middle /t/ is elided. 3. Ask learners to check their answers with another pair or small group. <p>Feedback</p> <p>After learners have checked in pairs or small groups, ask the whole group to stand up if the answer is <i>must</i> and sit down if it is <i>mustn't</i>.</p> <p>Answers</p> <p>1 mustn't (X) 2 must (✓) 3 mustn't (X) 4 must (✓) 5 must (✓) 6 must (✓)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with stretch learners to give additional support during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work in pairs or small groups with less able peers.
<p>Activity Book page 133 Audio Track 29 (AB)</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about charity and what they do to help other people who need it. Elicit a few examples from the learners before focusing them on page 133 of their Activity Book. 2. Ask learners to read the incomplete text and work with a partner or small group to predict what the words might be. Encourage learners to read the words and phrases around the gaps to work out possible answers. Ask learners to read the words provided in the box. 3. Learners listen to the audio and check if their predictions were correct or not. Pause the audio after each gap to give learners time to check and write the correct word. <p>Feedback</p> <p>Provide learners with the answer key for the task so that they can check their own work and develop autonomy.</p> <p>Answers</p> <p>1 needed 2 hot 3 happy 4 Friday 5 good</p>
<p>Activity Book page 133</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instruction for the task. 2. Learners work individually and write four sentences about what they <i>must</i> or <i>mustn't</i> do during the Holy Month of Ramadan. 3. Monitor carefully while learners are on task to upgrade language as required. <p>Feedback</p> <p>Ask learners to give their examples by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary
	<ol style="list-style-type: none"> 1. Give learners a tree template and ask them what grows on the branches (leaves). Ask learners to think about how they can help people in their community. 2. Learners brainstorm ideas in pairs or small groups and think of a list of things they can do to help their community. Learners then write their ideas on leaf-shaped pieces of paper and stick them on their trees. 3. Ask learners to share their ideas with another group. This idea of helping people and the community can be developed over the course, asking learners to update the leaves on their trees when they have added to their ideas or thought of more ways to help people. Trees can be displayed as a mobile, or can be posted on the classroom walls.

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:

(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation and prohibition.

(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.

(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.

(G4.2.1.1.2) Talk about past events, habits and future plans.

(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.

(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.

(G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.

(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.

(G4.3.7.1.1) 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.

(G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.

(G4.4.3.1.2) Use language structures of obligation and necessity.

(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for detailed information in a text about a volunteer clean-up project at Al Dhafra.</p> <p>Speaking: To ask and answer questions about possible activities to protect and help the Emirati environment.</p> <p>Reading: To read for detailed information in a text about a volunteer clean-up project at Al Dhafra.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • develop awareness of environmental issues related to rubbish • extend their range of environmental-related vocabulary • listen for detailed information • read for detailed information • talk about future possibilities using <i>may/might</i>.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Environment • Adjectives <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Community Literacy: Participate effectively in community life by knowing how to stay informed and understanding government processes. 		
<p>Key vocabulary: <i>to volunteer, to pollute, to protect; flamingo, rubbish, the environment</i></p> <p>Key expressions/structure: <i>may/might</i> for future possibility</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • When reading for detail, many learners do not apply the necessary reading strategy and want to read and understand everything in the text. Focus learners on underlining the important information, the key words, in the questions and this will guide them to find the related information in the text. Be explicit with learners, for example, the questions are in order, so the information in the text will be in order. Guided questioning can support this, for example, <i>For question one, will the information be near the beginning, middle or end of the text? Near the beginning. For question seven, will the information be near the beginning, middle or end of the text? The end.</i> 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 190</p> <p>Activity Book page 134</p> <p>Audio Track 104</p> <p>Learner dictionaries</p> <p>Internet clip of a rubbish-filled beach or plastic bags/rubbish in the sea.</p>		

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. Ask learners to watch the video clip and describe what they can see, for example, plastic bags and other rubbish. 2. Elicit from learners if rubbish is a good thing or a bad thing and why (a bad thing because animals die, it is dirty and unhealthy). 3. Ask learners to work in small groups and think of other environmental problems, for example, the dangers of dirty water in certain countries, the dangers of not washing fruit and vegetables before eating them.
Resources	Main activity
<p>Learner's Book page 190</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they put their shopping in when they go to the supermarket, what they do with a plastic cup when they finish drinking, and what they do with rubbish, for example, <i>Do you throw rubbish on the floor at home/at school/in the street/on the beach?</i> 2. Learners discuss the questions in pairs or small groups. Elicit some answers from the whole group and write them on the board. 3. Elicit what learners think they should do with rubbish, for example take it home, put it in a bin, burn it on a fire, recycle it. <p>Feedback</p> <p>After learners have discussed their answers, write some answers on the board.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to discuss what they do with rubbish at home, compared to what they do with rubbish when they are outside. Focus on the idea that it doesn't matter where we are, we mustn't throw rubbish on the floor or ground. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to discuss what they should do if they see someone throw rubbish on the ground.
<p>Learner's Book page 190 Audio Track 104</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read and listen to the text. 2. Go through the Vocabulary box and clarify any unknown vocabulary. <p>Feedback</p> <p>Ask learners to summarise what they understood in the text by asking prompting questions. Ask them if any of the information was new to them.</p>

<p>Learner's Book page 190</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. 2. In pairs, they decide if they're true or false. <p>Feedback</p> <p>Ask learners to stand up if the answer is true, or sit down if the answer is false, for example, for number one, the learners will stand up, for number two, the learners will sit down.</p> <p>Answers</p> <p>1 T 2 F 3 T 4 F 5 T 6 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to underline the key words in the statements as this will support them when looking for the information in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to correct the false statements, for example, <i>Number 2, He didn't like doing this job</i> becomes <i>He really liked doing this job</i>.
<p>Activity Book page 134</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the instruction and try to remember the date of National Environment Day in the UAE (4th of February annually). 2. Go through the suggestions, clarifying any difficult vocabulary, then discuss one of the suggestions as a class. 3. Learners work in pairs to discuss the suggestions for helping the environment they may/might do. Encourage them to come up with their own suggestions. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers, but will be based on the list of suggested activities.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to work in small groups to pool ideas and support each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For early finishers, ask learners to write two sentences about what they could do to help environment in the UAE.

Activity Book
page 134

Vocabulary: Activity 2

1. Ask learners to read the instructions for the task.
2. Read out the words in the box.
3. Learners work individually, then check answers with a partner once they have completed the task.

Feedback

Check the answers with the whole class.

Answers

P	O	L	L	U	T	I	N	G	I
R	E	A	L	L	Y	U	N	T	I
W	A	R	D	R	I	D	I	C	U
L	O	U	R	U	B	B	I	S	H
P	R	O	T	E	C	T	P	A	W
S	O	P	I	A	M	O	F	F	S
K	P	L	A	S	T	I	C	T	U
I	A	T	B	A	L	O	N	E	Y
A	R	C	L	E	A	N	U	P	L
P	O	L	L	U	T	E	S	T	R

Resources

Plenary

1. Learners work in small groups and choose: either one of the ideas for helping the environment on page 134 of the Activity Book, or one of their own ideas from Activity 1. Try to make sure that groups don't all choose the same idea.
2. Learners design a mini-poster for the idea they have chosen, writing a heading on an A4 piece of paper and drawing a picture to illustrate the idea. Learners stick their mini-posters on the wall, then circulate to read each other's posters.

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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.3.1.2) Use language structures of <i>may</i> and <i>might</i>.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for detail in a text about reading preferences.</p> <p>Speaking: To discuss reading preferences and share opinions with others. To ask and answer questions about reading preferences.</p> <p>Reading: To read and categorise phrases according to likes and dislikes. To read for detail in a text about different types of reading.</p> <p>Writing: To write sentences about reading preferences.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • develop their range of phrases for expressing likes and dislikes • listen for detail in a text • write about their reading preferences using a range of structures • develop different sources and types of reading material • ask and answer questions vocabulary for reading preferences • share personal knowledge of books and websites • work collaboratively to produce a 'good reads' list or poster.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Talking about preferences • Verb + <i>-ing</i> • The present simple <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce the concept of systems thinking by establishing cross-disciplinary learning – incorporating English communication skills into mathematics, science, health, national education, and social sciences. 		
<p>Key vocabulary: <i>wildlife, traditional stories, websites, comics, historical books, apps</i></p> <p>Key expressions/structure: <i>I'm interested in, I love, I enjoy, I like, I really like, I'm not interested in, I don't like</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners will be presented with a broader range of phrases for expressing likes and dislikes. It is common for learners to keep using the phrases that they are familiar with and know to be correct, in this instance <i>I like</i> and <i>I don't like</i>. In order to encourage learners to try out the new phrases, put clear models on the board and use them as prompts. 		
<p>Resources/equipment needed:</p> <p>Learner's Book pages 191–192</p> <p>Activity Book page 135</p> <p>Audio Track 105</p>		

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"> 1. On the board write <i>Sharing what we know</i> and elicit some examples of how we can share what we know, for example, <i>helping our friend to correct their spelling, reading books and telling our friends what we learned, showing a younger brother or sister how to do something.</i> 2. Show the learners pictures of wildlife, traditional, comic and historical books and elicit the names of the specific genres. On your phone, or on the IWB, show the learners a website and an app. Again, elicit examples of these from the learners.
Resources	Main activity
Learner's Book page 191	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions. 2. Learners work in pairs or small groups to answer the questions. 3. Monitor learners while they are on task. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands to give answers. Write some of the learners' ideas on the board.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to give one example of the topics they like to read about, which could be either online or from a book. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of two more examples of things they like to read.
Learner's Book page 191	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match the types of reading material in the word box to the correct speech bubbles. Drill the pronunciation of the words in the box chorally and individually. 2. Learners work individually, consulting learner dictionaries as required. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 comics - A 2 apps - F 3 historical - D 4 websites - B 5 traditional - C 6 wildlife - E</p>

<p>Learner's Book page 192 Audio Track 105</p>	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task. 2. Learners listen to the audio and read the texts, underlining any phrases about likes and dislikes. 3. Ask learners to check their answers in pairs or small groups before playing the audio again. <p>Feedback Ask learners to raise their hands for feedback.</p> <p>Answers</p> <p>Text 1 I'm interested in; I love Text 2 I like Text 3 I enjoy; I don't like; I like Text 4 I really like; I'm not interested in</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after each example of preferences language in the texts to give these learners additional processing time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners during the pair check feedback stage to provide support. 												
<p>Learner's Book page 192</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at their answers for Activity 3 and categorise the phrases according to whether they express likes or dislikes. 2. Model an example with the whole group, so that learners are clear what they have to do. 3. Ask learners to work individually. Pair check after learners have completed the task. Drill the phrases chorally and individually to upgrade learners' pronunciation. 4. Remind learners that these verbs can be followed by a noun (or noun phrase), for example, <i>I'm interested in traditional stories</i>, or by another verb in the the -ing form, for example, <i>I love reading old stories</i>. <p>Feedback After learners have checked their answers in pairs, ask learners to check their own answers with the answer key and upgrade as necessary.</p> <p>Answers</p> <table border="1" data-bbox="432 1618 1128 1860"> <thead> <tr> <th>Likes</th> <th>Dislikes</th> </tr> </thead> <tbody> <tr> <td><i>I'm interested in</i></td> <td><i>I'm not interested in</i></td> </tr> <tr> <td><i>I love</i></td> <td><i>I don't like</i></td> </tr> <tr> <td><i>I like</i></td> <td></td> </tr> <tr> <td><i>I enjoy</i></td> <td></td> </tr> <tr> <td><i>I really like</i></td> <td></td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by telling them there are two examples for the <i>Dislikes</i> column and five examples for the <i>Likes</i> column. Focus these learners on the use of the negative to guide their choices. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they can think of one more example for expressing a like and two more examples for expressing dislikes. 	Likes	Dislikes	<i>I'm interested in</i>	<i>I'm not interested in</i>	<i>I love</i>	<i>I don't like</i>	<i>I like</i>		<i>I enjoy</i>		<i>I really like</i>	
Likes	Dislikes												
<i>I'm interested in</i>	<i>I'm not interested in</i>												
<i>I love</i>	<i>I don't like</i>												
<i>I like</i>													
<i>I enjoy</i>													
<i>I really like</i>													

<p>Activity Book page 135</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentence beginnings. Elicit suggestions for completing the first beginning from learners. Write their ideas on the board. 2. Learners work with a partner to complete the other beginnings with suitable words and phrases. 3. Ask pairs to join another pair and compare their ideas. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 135</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the phrases in both boxes. 2. Model an example and write it on the board so that learners are clear about what they have to do in the task. 3. Learners work individually and complete the task. Once finished, learners swap their sentences with a partner or in small group. <p>Feedback</p> <p>Elicit sentences from learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 135</p>	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to complete the grid in their Activity books. 2. Ask learners to speak to as many peers as they can in five minutes and ask about their reading preferences. Model the task with a more able learner, so that learners have a clear idea what they have to do. Copy the table onto the board and ask, <i>Muna, do you like reading comics?</i> Muna: <i>Yes, I like them.</i> Write Muna's name in the table next to comics and draw a smiley face next to it. Tell learners to draw two smiley faces for <i>love</i> and a frowning face for <i>don't like</i>. 3. While learners are on task, monitor carefully to upgrade pronunciation as required and input language. <p>Feedback</p> <p>Elicit feedback by asking individual learners what they found out about their friends.</p> <p>Answers</p> <p>Learners own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to work in small groups to provide peer support during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find two people for each text type.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. To round off the lesson, elicit some examples of how reading can help us share, for example we can tell our friends about an interesting book, we can give them website details or we can give a book to our friend to read. 2. Ask learners to work in small groups and tell each other about their favourite book or website. Learners can write a list of recommended books or websites or make a poster about a particular book/or website and what kind of book/website it is, for example a book about birds or a website about music. 3. The poster can be added to at the end of every week with learners suggesting further reading options. 		
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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.</p> <p>(G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for detailed information in a text about how long children have done specific activities.</p> <p>Speaking: To ask and answer questions using the present perfect simple. To use contractions accurately.</p> <p>Reading: To read for detailed information in a text about how long children have done specific activities.</p> <p>Writing: To make notes to answer questions about a text.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> ask and answer questions about how long their peers have done activities understand and use the present perfect simple listen for detailed information extend their lexical range.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Sports-themed vocabulary The past simple Helping others Household chore-themed vocabulary Time phrases, for example <i>for three months, for seven years</i> <p>21st Century Skills:</p> <ul style="list-style-type: none"> Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual and open dialogue in personal, work and community contexts. 		
<p>Key vocabulary: <i>live, speak English, study, cook, play tennis, play football, for ... months</i></p> <p>Key expressions/structure: Present perfect simple; <i>How long ... ?</i>; past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> The present perfect simple is a challenging language focus and learners typically will avoid its use wherever possible. Write clear models on the board of the target language and focus specifically on the word order when asking questions, for example <i>How long have you studied English?</i> Encourage learners to use the contracted forms in positive and negative statements and highlight the weak pronunciation of <i>have</i> and <i>has</i> (pronounced with a schwa) when drilling chorally and individually. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 193</p> <p>Activity Book page 136</p> <p>Audio Track 106</p> <p>Dice and counters for board game</p>		

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. Tell learners that they will play a board game later in today's lesson, and draw a board game template on the board. On the template, write in some instructions, for example <i>miss a turn, go forward, go back</i>. 2. Model the task for learners by rolling a dice, and counting forward to land on <i>go forward</i>. Elicit from learners which way you move on the board. Repeat with <i>go back</i>. 3. For <i>miss a turn</i>, ask learners if this means that they continue to play for one round of the game or not. Tell learners to write down these phrases in their notebooks as they will use them later on when they play the game.
Resources	Main activity
Learner's Book page 193 Audio Track 106	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to listen and read the text while you play the audio. 2. Clarify any unknown vocabulary. <p>Feedback</p> <p>Check general comprehension of the text as a class discussion.</p>
Learner's Book page 193	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Use of English</i> box and check that they understand its meaning. 2. Ask learners to read the questions before reading the text again. Ask learners to write notes to answer the questions at this stage. 3. Ask them to check their answers in pairs and to construct full sentence answers. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 He went to New York. 2 They live in New York. 3 He has lived/He's lived in England for seven years. 4 He has lived/He's lived in England for eight years. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio to give these learners additional processing time to write their notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with the support learners during the stage where written notes are expanded into grammatically correct sentences.
Learner's Book page 193	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the examples in the <i>Use of English</i> box. 2. Model an exchange with an able learner. Ask learners to work with a partner or small group to ask and answers the questions. 3. Monitor while learners are on task to provide input or upgrade language as required. <p>Feedback</p> <p>Nominate open pairs for feedback.</p> <p>Answers</p> <p>Learners' own answers</p>

Activity Book page 136	Read: Activity 1 1. Ask learners to read the sentences and tick the activities they have done. 2. Ask learners to tell a partner the things they have done. Feedback Ask individual learners to tell the class something their partner has done. Answers Learners' own answers		
Activity Book page 136	Use of English: Activity 2 1. Tell learners that they are going to play a board game and ask them if they can remember any of the phrases from the beginning of the lesson. 2. Model playing the game with the whole class, then ask learners to work in small groups. Encourage learners to give answers using the present perfect simple with <i>for</i> , for example: <i>How long have you studied English? I have spoken English for six months.</i> Learners can model their answers on the answers they gave to Activity 3 in the Learner's Book. 3. Monitor while learners are on task to upgrade language as required. Feedback On the board, note examples of accurate/inaccurate language use and ask the whole group to upgrade as necessary. Praise language and content ideas.		
Resources	Plenary 1. To round off the lesson, focus the whole group and revise briefly the use of the present perfect simple with <i>for</i> . Ask learners if they can remember an example from the lesson. 2. Ask learners questions using <i>How long ... ?</i> to encourage answers using <i>for</i> , if they cannot remember any examples.		
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: (G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills. (G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood. (G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation. (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions. (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.4.3.1.2) Use language structures of the present perfect simple. (G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences. (G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information in two short texts about preferences.</p> <p>Speaking: To ask and answer questions using the past simple and present perfect simple. To discuss what they may or might do to help protect the environment.</p> <p>Writing: To write accurate sentences using the present perfect simple. To write about their own likes and dislikes, as well as those of family members and friends, using a range of phrases.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review theme-related vocabulary • ask and answer questions using the present perfect simple • discuss what they may or might do to help protect the environment • listen for detail in a text.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Personality adjectives • The present perfect simple • Expressing preferences • Verb + <i>-ing</i> • The past simple • Expressing possibility with <i>may</i> and <i>might</i> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual and open dialogue in personal, work and community contexts. 		
<p>Key vocabulary: <i>comics, websites, apps, traditional stories, historical stories, wildlife; hard-working, polite, friendly, helpful, kind, brave</i></p> <p>Key expressions/structure: Present perfect simple; <i>I love, I enjoy, I'm interested in, I'm not interested in, I don't like</i>; past simple; <i>may</i> and <i>might</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 194</p> <p>Activity Book page 137</p> <p>Audio Track 30 (Activity Book)</p> <p>Copies of the answer key for Learner's Book Use of English: Activity 1</p>		

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. Ask learners to work in small groups and brainstorm what they remember about the dialogue from the previous lesson. 2. Ask questions to elicit what they remember, for example, <i>Where did Peter go last week? How long has he lived in England?</i>
Resources	Main activity
Learner's Book page 194	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write a sentence in the incorrect order on the board, for example, <i>English spoken for ten years I've</i> and elicit the correct order from the learners. Do the same with a present perfect simple question with <i>How long</i>. 2. As you elicit the correct form, number the words, so that the order is clearly highlighted for the learners. 3. Ask learners to put the sentences in the correct order and write them in their notebooks. <p>Feedback</p> <p>After learners have checked their answers in pairs, give them a copy of the answer key to self-correct their answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I've played tennis for three months. 2 How long have you studied English? 3 He's played football for two years. 4 She's done a cookery course for five months. 5 He's worked as a firefighter for twenty years. 6 I've played computer games today. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to focus on the example on the board and highlight the numbers to reinforce correct word order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their own present perfect simple sentence and then rewrite it in incorrect order. Pairs then swap their mixed-up sentence with a partner to unscramble.
Learner's Book page 194	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Write the sentence stems on the board and elicit some completed examples from the learners. Highlight the use of verbs with <i>-ing</i> to follow these phrases. Learners can also just add nouns or noun phrases. 2. Ask learners to complete the sentences with their own ideas. 3. Ask learners to check with their partner or small group and encourage learners to peer-correct as required. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Learner's Book page 194</p>	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task and make notes about what they <i>may/might</i> do to help the environment. 2. Ask learners to work in pairs and discuss their possible activities with each other. 3. Monitor carefully while the learners are on task and upgrade language as necessary. <p>Feedback Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers, but should use <i>may</i> or <i>might</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look back at Lessons 3 and 9 if they are struggling with content ideas or the use of the correct form. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with support learners during the pair check stage to provide peer-correction opportunities.
<p>Activity Book page 137 Audio Track 30 (AB)</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts and try to complete them with the words in the box. 2. Play the audio and learners complete the texts with the correct words. 3. Replay the audio so learners can check their answers. <p>Feedback Nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>1 things 2 books 3 wildlife 4 history 5 comics 6 brothers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after each mini-text to provide additional processing time for these learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with a support learner during the pair-checking stages.
<p>Activity Book page 137</p>	<p>Assessment box: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick boxes that are true for them. 2. Learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Ask learners to compare their answers with a partner or small group. Do any remedial teaching as necessary. <p>Feedback Focus on what learners can do and praise their progress and contributions to the lessons, rather than focusing on what they can't do.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask these learners to look at the activities in their Learner’s and Activity Books and elicit which ones they found easy or difficult. Prompting from the teacher will activate their background knowledge before they choose boxes to tick.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to focus on how to improve the areas they feel they still need to work on. Learners can work with a partner and think of ideas for how to develop, for example, <i>I’ll practise using the present perfect simple when I speak; I’ll look at my Learner’s Book and Activity Book and write down new words and phrases in my notebook.</i></p>		
Resources	Plenary		
	<p>1. To round off the lesson, ask each group to pass their board game to another group.</p> <p>2. Rather than getting them to use a dice and counters, ask all learners to ask and answer all the new questions in their groups.</p> <p>3. Invite open pairs to ask and answer the questions.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.4) Listen and respond to dialogues where speakers seek and give advice, obligation and prohibition.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.2) Talk about past events, habits and future plans.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of the present perfect simple and obligation and necessity.</p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.4.1.2) Correctly use apostrophes in contractions and possessives.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to their partner's questions. Speaking: To ask and answer questions. Reading: To check details in a text. Writing: To write questions about a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use theme-related lexis more confidently • reflect on and discuss their recent learning experiences • revise language structures from Unit 11.
Link to prior learning: <ul style="list-style-type: none"> • Helping the environment • Personality adjectives • The past simple • <i>may</i> and <i>might</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from the unit Key expressions/structure: Past simple; <i>may</i> and <i>might</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find reviewing different areas of language quite challenging. Encourage the learners to look back through Unit 11 in both their Learner's and Activity Books to help support the tasks, if needed. • Working in pairs can be redundant if a more able learner is dominating the tasks. It is important to monitor learners carefully to see which learners are able to support, but not dominate, less able learners. Manage pairwork effectively by asking these supportive learners to work with a variety of less able learners. 		
Resources/equipment needed: Learner's Book page 195 A timer with a loud ring/buzz		

UNIT 11 LESSON 13 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"> 1. Ask learners to look back through Unit 11 and choose their favourite photo or picture. 2. Ask learners to discuss their choices in pairs or small groups. 3. Elicit answers from learners.
<p>Resources</p> <p>Learner's Book page 195</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Elicit some examples of what learners may or might do this weekend. Provide learners with clear written models on the board to support them during the task. 3. Learners work with a partner. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers but should use <i>might</i> and <i>may</i> in the context of possible plans for the weekend.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to look back through their Activity Book and Learner's Book to help activate background knowledge. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to talk about what other family members may/might do this weekend.
<p>Learner's Book page 195</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Set the timer for two minutes, count down to the starting time and learners then write as many personality adjectives as they can. 3. When the buzzer rings after two minutes, tell learners to stop, count up their words and compare their list with a partner's. Make sure you then clarify meaning. <p>Feedback</p> <p>Nominate open pairs in the classroom to give examples. Upgrade pronunciation as required through choral and individual drills.</p> <p>Answers</p> <p>Learners' own answers, but should use key personality adjectives.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may be quite anxious due to the limited time for the task, so it is important to emphasise that this is a fun game. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can add any more words to their list.
<p>Learner's Book page 195</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and the words from the story on pages 187–188 of their Learner's Book. 2. Learners try to retell the story in pairs, using the key words in the box. <p>Feedback</p> <p>Nominate learners for feedback by saying their names</p>

Learner's Book pages 187–188, 195	<p>Read and write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at pages 187–188 and individually write three questions in the past simple about the text. 2. Ask learners to ask a partner their questions. They can check by looking at the text. <p><u>Feedback</u></p> <p>Nominate learners for feedback by saying their names.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, have a spelling race at the board. Organise learners into two teams and ask them to stand in two lines facing the board. Give the first person in each team a marker pen. 2. Call out different vocabulary or phrases from the lesson, and the player with the marker pen in each team has to spell it correctly on the board. They then pass the marker pen to the next member in their team and move to the back of the line. It may be a good idea to play a couple of rounds first, so that learners are clear about the rules. 3. The team with the most points wins the game.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.1) Give personal information; express interest, wants, needs, likes, dislikes, ability and obligation.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.4.3.1.2) Use language structures of the present perfect simple and obligation and necessity; <i>may</i> and <i>might</i></p> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions. Speaking: To ask and answer questions. To practise a role-play between a reporter and an Emirati hero/heroine. To ask for clarification and to ask each other's opinions. Reading: To read step-by-step instructions. Writing: To write notes for a Fact File about their Emirati hero or heroine.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> Personality adjectives The past simple The present perfect simple Phrases for expressing likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> Life and Career Skills: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: Vocabulary from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their project in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 196 Marker pens, circles for the learners to draw smileys on (or smileys from earlier lessons), sticky tape Card, paper, writing and colouring supplies, scissors/glue Pre-prepared Fact file		

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"> 1. Ask the learners if they can remember the Emirati hero and heroine featured in this Unit. 2. Prompt learners to look back through the Unit if they cannot remember the names. 3. Elicit from learners why they are heroes.
Resources	Main activity
Learner's Book page 196	<p>Project: Be your Emirati hero or heroine for the day! (this is also the literacy project for Term 3)</p> <ol style="list-style-type: none"> 1. Ask learners to think of an Emirati hero or heroine they want to focus on for the project. Alternatively, supply the learners with a list of Emirati heroes/heroines and ask them to choose one from the list. 2. Give learners the opportunity to look at the Fact File on page 196 so they have a clear idea of what the type of information they should be thinking about, for example their name, place of birth, what their job/role is, their likes and dislikes, etc. 3. Ask learners to brainstorm their ideas and then, copy the Fact File into their notebooks, and complete it. Alternatively, the learners could make an electronic version of their Fact File – see the notes below for information about this. <p>Feedback</p> <p>Circulate as the learners are working on this part of the project and give help where needed.</p>
	Answers
	Learners' own answers
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to think of as much content and language as they can during the brainstorming stage of the project. Ask them to look through their Learner's Book for ideas, if needed, to ask their peers and to extend their lexical range. Monitor carefully and provide support for these learners as they may feel reluctant to ask for help in front of their peers.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners often focus on finishing the task quickly, rather than upgrading the content of their project. Ensure that you monitor these learners and indicate content and language areas that could be developed.
	<p>Use of technology for presentation projects:</p> <p>As with any exercise, you should model the activity in front of the learners to act as their guide. For this project, the learners may prefer to provide their Fact File in electronic format. The notes below will help for this.</p> <p>Presentation software:</p> <p>Generic software programs such as PowerPoint contain all the features that the learners will need. Learners can select from the numerous template options (or use one you have prepared), and then experiment with font, colour of text, size of text – as well as the options for direction of text boxes, speed of slideshow, etc. Images are easily inserted and audio clips can be created without the use of an additional program. You may, of course, wish to explore other, education-specific software options, such as Prezi. For interactive whiteboards (IWB), programs such as ActivInspire offer far more than presentation work and can be integrated across all subjects. For tablets, educational apps such as Book Creator can be used confidently by learners in Grade 4.</p>

	<p>Images: The learners should be able to complete an online search, for example, using Google images, and save their selected image to a designated area of their computer. Images on wikipedia, for example contain clear icon instructions for downloading images. Designated royalty-free image sites are also useful, for example www.freedigitalphotos.net. In all cases, teachers should trial likely searches before the lesson and be able to suggest the best search terms. Alternatively, teachers can prepare a folder of pre-selected images for the learners to use. This might include photos/scans of the learners and their work, for example their drawings.</p> <p>Presentation technique: Unless variety is the aim, ensure that all learners present the same task using the same technology, for example all via the IWB, or all via tablets. The learners should be encouraged to interact with technology throughout their learning, for example highlighting items on the IWB. These skills can then be used in their presentations. Adapt your process to the presentation in hand. So, for a single screen presentation, the learners could hold their own tablets and talk at the same time. For more complex work, it would be best for you to hold the tablet and allow the learner to interact at key points only. This would also be the case if you want the learners to focus on their oral skills rather than the interaction with IT per se.</p> <p>Feedback Collect up the Fact Files ready for use in the next lesson.</p>		
Resources	Plenary		
	1. To round off the lesson, ask learners to check that they have found all the information that they need for their project.		
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>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.3.7.1.1) 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>(G4.4.1.1.1) Write legibly and begin to transition from printing the English script to producing and understanding cursive script, practising and learning to use the four basic handwriting joins (diagonal and horizontal joins with and without ascenders) to form and join letters correctly.</p> <p>(G4.4.2.1.3) Write simple directions, instructions, lists, messages, notes and captions for specific purpose and audience.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to each other's role-plays. Speaking: To role-play a conversation between a reporter and an Emirati hero or heroine. Reading: To read each other's Fact Files about an Emirati hero or heroine.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • ask and answer questions • listen for detail in their peers' role-plays • develop oral fluency.
Link to prior learning: <ul style="list-style-type: none"> • Personality adjectives • The past simple • The present perfect simple • Phrases for expressing likes and dislikes 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 in the unit Key expressions/structure: Structures in the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This raises anxiety in many learners, and particularly less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 196		

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. Give out the Fact Files and ask learners to practise the reporter/Emirati hero or heroine role-play. 2. It is key that the learners have this additional practice time. 3. Monitor while learners are on task and provide input on language and content as necessary.
Resources	Main activity
Learner's Book page 196	<p>Project: Be your Emirati hero or heroine for the day!</p> <ol style="list-style-type: none"> 1. Nominate the learners as A or B. Ask A's to stand up and bring their Fact Files to the front of the class. Nominate B learners to work with the A learners. B's should also have their Fact Files ready to use as prompts if needed. 2. Depending on the classroom space, some learners may prefer to stand, while others may prefer to sit. Tell learners that A's are the reporters and B's are the heroes/heroines. Refer learners to the questions the reporters ask, which were written on the board during the last lesson. (As the learners repeat the role-play with other partners later in the lesson, erase the questions on the board, if possible.) Ask A's to begin asking their questions. 3. Monitor to ensure learners are on task and note creative examples of content and language and errors for the delayed error correction slot. Once learners have completed their role-plays, having played both parts, ask all the A learners to find a new B partner. The role-play is recycled to provide further opportunities for fluency development. <p>Feedback</p> <p>Write some examples of correct/creative language on the board, and also an equal number of errors. Ask learners to categorise them into correct/incorrect language. Ask learners to work together in small groups and upgrade incorrect examples.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions in the role-play and don't allow more able learners to dominate the presentation of the project or the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners by prompting them to ask questions and clarify answers.
Resources	Plenary
	<ol style="list-style-type: none"> 1. To round off the lesson, as a whole class find out who their hero/heroine was. 2. Ask each learner to stand up and say who their hero/heroine was and why they chose that 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
<p>Standards/SLOs:</p> <p>(G4.1.1.1.5) Listen and respond to directions and instructions of four or more sequential steps.</p> <p>(G4.1.1.1.6) Ask and answer questions about what a speaker says to clarify something that is not understood.</p> <p>(G4.2.1.1.4) Give and explain instructions or directions of four or more steps.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.6.1.2) Gather information from two written sources on the same topic to demonstrate understanding of the subject.</p> <p>(G4.4.3.1.2) Use language structures of the present perfect simple and obligation and necessity.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p> <p>(G4.4.5.1.4) Present information, concepts and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information to answer a quiz. Speaking: To compare pictures using comparative adjectives. Reading: To read quiz questions. Writing: To write comparative sentences from prompts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify differences between landscapes from around the world • use comparative adjectives to describe pictures • understand and use the structure: comparative + <i>than</i> • listen for specific information • write comparative sentences from prompts.
Link to prior learning: <ul style="list-style-type: none"> • Comparatives • Adjectives to describe landscape 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>long–longer, high–higher, hot–hotter, cold–colder, dry–drier, big–bigger, wide–wider, wet–wetter, cool–cooler, warm–warmer, beautiful–more beautiful, humid–more humid</i> Key expressions/structure: Comparatives + <i>than</i> : <i>Norway is colder than the United Arab Emirates. Jabal Hafit is more popular than Jabal Jais.</i> ; present simple.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • You may find that learners confuse and even combine comparative forms, for example, <i>beautifuller, more longerer</i>, etc. Encourage learners to keep a word family record of adjectives which take <i>more</i> in the comparative form, and practise these as a group. 		
Resources/equipment needed: Learner’s Book pages 197–198 Activity Book page 138 Audio Track 107 Materials for a sensory table (preferably several of each item), for example, sand, cup of cold water, cup of warm water, hairdryer, skipping rope, ruler; world map, UAE map; two large images of landscapes		

UNIT 12 LESSON 1 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"> 1. Before the lesson, establish a sensory table within the classroom. Spread the items out so as many learners as possible can explore them at once. 2. Invite the learners to visit the sensory table and explore the items. 3. Ask the learners to return to their desks. Hold up each item and invite/give suitable adjectives to describe them. Hold up two items and ask comparative questions: <i>Which is colder? Which is drier? Which is longer?</i> and ask learners to indicate the correct item.
<p>Resources</p> <p>Learner's Book page 197</p>	<p>Main activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the six photos together and identify the landscapes from the United Arab Emirates. Learners may recognise Jabal Hafit, Moreeb dune and the Abu Dhabi mangroves. Indicate their locations on a map. 2. Explain that the remaining landscapes are found in Norway (Norwegian rainforest, Sognefjord) or the Arctic, and show the countries on a map. <p>Feedback</p> <p>Over the course of the discussion, confirm the location of each picture and read the caption out loud.</p> <p>Answers</p> <p>UAE: b, d, f The Arctic: a Norway: c, e</p>
<p>Learner's Book page 198</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. The learners should be familiar with all the adjectives in the box, apart from <i>humid</i>. Explain that this describes air and means <i>slightly wet</i>. When the weather is <i>humid</i>, it is very nearly raining. If necessary, review all the adjectives, rehearsing their pronunciation. 2. Ask learners to look again at the photos on page 197 and choose the best adjectives to describe them. 3. Discuss the <i>Use of English</i> box together, in particular comparative + <i>than</i>. 4. Ask learners to work through the adjectives in the word box and decide on their comparative form. Call on volunteers to write the comparative on the board. Review the correct comparative and ensure all learners make a note of the correct version. <p>Feedback</p> <p>Say each adjective in turn and call on individuals to suggest one picture which it describes. Then review the comparative form using call and response: you say the base form and the class say the comparative form.</p> <p>Answers</p> <p>(<i>beautiful</i> can be used with any of the images as it's a subjective word)</p> <p>a cold b high, hot, dry, big c wet, humid d wet, warm, humid e long, high, big, wide, wet, cold, cool f high, hot, dry long–longer, high–higher, hot–hotter, cold–colder, dry–drier, big–bigger, wide–wider, wet–wetter, cool–cooler, warm–warmer, beautiful–more beautiful, humid–more humid</p>

<p>Learner's Book page 198 Audio Track 107</p>	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that the learners are going to hear some information about the landscapes shown on page 197. Allow a few minutes for the learners to read the quiz questions and try to predict the answers. This is a good listening strategy. 2. Specify that learners should write their answers as you play the audio. Play the audio a first time. 3. Specify that learners should check their answers as you play the audio a second time. Play the audio again. <p>Feedback Allow learners to mark their own work. Give the answers orally and use the audioscript to specify the sentence which included the correct information. Then play the audio a final time.</p> <p>Answers</p> <p>1 a; 2 c; 3 b; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work with less confident learners on their pronunciation of the comparatives. Ask them to read you the quiz options. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More confident learners can explore the audio in more detail. It contains 11 comparatives in total: can they note them all? They can divide these into the four spelling rules given in the <i>Use of English</i> box.
<p>Learner's Book page 198</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Focus on the example and write the base form of the adjective on the board. Learners say sentences containing comparative forms. For example, for <i>cold</i>: <i>The Arctic is cold. It is colder than the Arabian Desert.</i> 2. Repeat this procedure with more adjectives until learners have understood the activity. 3. Allow learners five minutes to continue the activity in pairs. Circulate and note typical errors. <p>Feedback Give class feedback on the errors in form and pronunciation you have noted.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 138</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the four pictures together and name the landscapes: <i>desert, rainforest, Arctic, mangrove forest.</i> 2. Demonstrate completion of the task for picture 1. Then ask learners to work in pairs to circle two adjectives for the remaining three pictures. <p>Feedback Allow learners to swap books and mark each other's work with a tick or cross (and no other markings). Give the answers orally and explain why the remaining adjective is incorrect.</p> <p>Answers</p> <p>1 dry, high 2 wet, humid 3 cold, beautiful 4 cool, wet</p>

Activity Book page 138	<p>Use of English: Activity 2</p> <p>1. Discuss the worked example with the class. Show how to adjust the adjective in brackets to complete the sentence.</p> <p>2. Ask learners to work individually to complete the remaining sentences. You may wish to allow them access to their answers from Learner’s Book Activity 2.</p> <p>Feedback</p> <p>Ask individuals to answer a question.</p> <p>Answers</p> <p>1 The Sahara desert is bigger than the Arabian desert.</p> <p>2 A desert mountain is hotter than a Norwegian mountain.</p> <p>3 A rainforest is wetter than a desert.</p> <p>4 Jabal Jais is higher than Jabal Hafit.</p> <p>5 A sand dune is drier than a fjord.</p> <p>6 A mangrove forest is cooler than a desert.</p>		
Resources	<p>Plenary</p> <p>Offer extra opportunities to practise sentences with comparatives. For example, display two images of different landscapes at the front of the classroom (African grassland, deciduous forest, coral reef, etc.). These could be cut out from magazines or displayed from books. Provide, or ask learners to provide, suitable adjectives which you write on the board. The learners can then use these to create oral sentences comparing the two images.</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>(G4.1.1.1) Listen to directions and instructions of four or more sequential steps, short monologues and dialogues of about five exchanges on familiar topics, delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.1.1.2) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate information texts.</p> <p>(G4.4.3.1.2) Use language structures of comparatives, regular and irregular.</p> <p>(G4.4.3.1.3) Write simple sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a blog for specific information to answer true/false questions. Speaking: To talk about their own life using time expressions. Reading: To read a blog for specific information to answer true/false questions. Writing: To write prepositions in a variety of time expressions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand differences between their own country and Norway • listen for specific information • group time expressions by preposition (<i>in, at, on</i>) • use time expressions in relation to their own experiences • use a dictionary to explore a word family.
Link to prior learning: <ul style="list-style-type: none"> • Prepositions of time • Telling the time 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness. Introduce other cultures through the teaching of English. 		
Key vocabulary: <i>in the morning/afternoon/evening, in the summer/winter, in June, at 11.00 pm, at midnight, at sunrise/sunset, on Monday</i> Key expressions/structure: Time expressions with prepositions; present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will often muddle up their time prepositions: the words are small, and they are also used for place (which can be confusing). Assistance can be offered by leaving visual prompts at suitable locations in the English classroom, for example, a large 'at' next to the clock, a large 'in' next to a wall calendar. The time expressions presented in the <i>Language detective</i> box in this lesson can form the basis of a useful poster/memory aid on this topic. 		
Resources/equipment needed: Learner's Book page 199 Activity Book page 139 Audio Track 108 A world map, 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
	<p>1. Revise the months of the year, the days of the week and the seasons. You can present this as a relay race by sending two pieces of paper around the room in opposite directions: the first learner writes <i>January</i> then passes the paper on, the second learner writes <i>February</i>, and so on.</p>
Resources	Main activity
<p>Learner's Book page 199</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Read the prompt statement and questions to the learners. Explain, using a globe and torch if possible, that countries in the far north have more (or less) sunlight at different times of the year. 2. Explain that there is no correct answer here, and that there are both advantages (good things) and disadvantages (bad things) to the situation. Explain that you would like each group to discuss both sides of the argument, but decide whether, overall, they agree or disagree. 3. Give a few minutes for the learners to discuss their ideas in small groups. <p>Feedback</p> <p>Establish two 'stations' in the classroom: one in favour of living in a place where it never gets dark, and one against. Ask the learners to move to the location that indicates their main preference, and ask for their reasoning. Gather suggested advantages and disadvantages on the board.</p> <p>Answers</p> <p>Learners' own ideas</p>
<p>Learner's Book page 199</p> <p>Audio Track 108</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read and play the audio to the learners as they follow in their books. 2. One way to approach this short text is by reviewing the sound of diphthong /eɪ/. Ask them to identify the words containing this sound: <i>Norway, day, stayed, played, Saturday</i>. Practise the sound of these words with learners and drill the pronunciation chorally and individually to allow them to consolidate their knowledge of English pronunciation. Ask: <i>Which of these words are past tense verbs?</i> (They should recognise the regular <i>-ed</i> ending on <i>stayed</i> and <i>played</i>.) <i>Which of these words are names?</i> (They should be able to explain the use of a capital letter on <i>Norway</i> and <i>Saturday</i>.) You can also tie the words <i>day</i> and <i>Saturday</i> in with the recap of days of the week from the starter task for this lesson. <p>Feedback</p> <p>Show learners the location of Tromsø in the very north of Norway on a world map. Teach the new vocabulary – <i>sunrise</i> and <i>sunset</i> – using the word <i>sun</i> as a key indicator of meaning. Use a simple hand gesture to mime the sun coming up/rising, and going down/setting. Distribute dictionaries and allow the learners to look for other compound words using <i>sun</i>, for example, <i>sunglasses, suntan, sunshade</i>. Produce a class set of these words on the board. The learners can also look up the word <i>cool</i>. Ask: <i>What does this word mean in Alexa's blog?</i> (very good) <i>What else can it mean?</i> (a cold temperature). Focus on the detail of the dictionary entry and the way the different meanings of <i>cool</i> (informal/colloquial versus formal/standard) are indicated.</p> <p>Finally, play the audio again.</p>

Learner's Book page 199	<p>Read: Activity 3</p> <p>1. Focus learners on the true/false statements. Explain that they have two or three minutes to read the text again and decide whether the sentences are true or false.</p> <p>Feedback</p> <p>Re-establish the two 'stations' in the classroom: one is now for <i>true</i> and one for <i>false</i>. Read each statement and allow five seconds for the learners to get into position. After presenting the correct answers for all four questions, work together to locate the information in the blog which gives this response.</p> <p>Answers</p> <p>1 F (she 'played basketball at 11.00 pm')</p> <p>2 F (it happens 'in the summer months')</p> <p>3 T (it 'can be difficult')</p> <p>4 F (Alexa's dad and granddad are hiking on Saturday)</p>
Learner's Book page 199	<p>Word study: Activity 4</p> <p>1. Focus learners on the <i>Language detective</i> box and write the three time headings on the board. Work through multiple examples with the class. Pick times and ask the learners to reply with the time expressions, for example:</p> <p>Teacher: <i>Monday</i></p> <p>Learner(s): <i>on Monday</i></p> <p>Write correct responses on the board and leave them visible.</p> <p>2. Ask learners to work independently to complete the four sentences.</p> <p>Feedback</p> <p>Allow the learners to mark their own work. Give the answers and confirm the usage according to the <i>Language detective</i>.</p> <p>Answers</p> <p>1 In 2 at 3 On 4 At</p> <p>Differentiation activities (Support):</p> <p>1. To consolidate this work, group less confident learners together and ask them (orally) to make the four sentences in Activity 4 true for them.</p> <p>Differentiation activities (Stretch):</p> <p>1. To consolidate this work, ask more confident learners to write sentences based on additional time expressions from the list on the board.</p>
Activity Book page 139	<p>Word study: Activity 1</p> <p>1. Ask the learners to practise <i>in</i>, <i>at</i> and <i>on</i> with time expressions by writing the time expressions in the box in the correct columns in the table.</p> <p>Feedback</p> <p>Call on individuals to give you their answers and complete a copy of the chart on the board. Practise the vocabulary chorally.</p> <p>Answers</p> <p>in the morning, in the afternoon, in the evening</p> <p>at midnight, at 3 pm</p> <p>on Saturday, on Thursday</p>

Activity Book page 139	<p>Read: Activity 2</p> <p>1. Read the rubric to the class. Allow pairs to work for five minutes to read the six sentences and write the time expressions in the correct columns in Activity 1.</p> <p>Feedback</p> <p>Ask individuals for their answers and add them to the chart on the board. Expand the headings that you wrote on the board for Learner's Book Activity 4 to indicate that months and seasons take <i>in</i> but dates take <i>on</i>.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 <i>in</i> the summer 2 <i>at</i> the weekend 3 <i>in</i> October 4 <i>on</i> March 30th 5 <i>in</i> the winter 6 <i>at</i> sunset</p>
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Resources	Plenary
	<p>1. Review the use of <i>on</i>, <i>at</i> and <i>in</i> time expressions by asking questions based on the learners' schedule. For example, <i>What lessons do you have on Monday? On Monday, I ... , What lesson do you have at 10.00 am tomorrow? At 10.00 am, I have ...</i></p>

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:

- (G4.1.1.1) Listen to short monologues, delivered slowly and clearly; apply various strategies of listening and comprehension skills.
- (G4.2.1.1.1) Give personal information; express interest, wants, likes, dislikes.
- (G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing emotions.
- (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.
- (G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.
- (G4.3.6.1.3) Connect the information and events in a text or story to life experiences.
- (G4.3.7.2.3) Apply knowledge of prefixes (for example, *un-*, *re-*, *pre-*, *bi-*), suffixes (for example, *-er*, *-est*, *-ful*) roots, word patterns and known words to determine word meanings.
- (G4.3.7.2.4) Distinguish shades of meaning among closely-related words.
- (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.
- (G4.4.3.1.2) Use language structures of prepositional phrases of time.

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to speakers for specific information about times. Speaking: To talk about their own life using time expressions with the present simple. Reading: To read a blog for specific information about times. Writing: To write times using <i>o'clock, half past, quarter past, quarter to</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say and write times using <i>o'clock, half past, quarter past</i> and <i>quarter to</i> use time expressions in relation to their own experiences discuss their daily habits with a partner using the present simple.
Link to prior learning: <ul style="list-style-type: none"> Prepositions of time Telling the time 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>o'clock, half past, quarter past, quarter to; get up, school begins, school ends, get home, eat dinner</i> Key expressions/structure: Time expressions, including use of the present simple for habits: <i>Rashed gets up at 8 o'clock. What's the time? It's quarter to/quarter past, etc.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Despite the widespread use of digital clocks, reading and understanding analogue clocks remains a vital skill. The shading in the <i>Language detective</i> clocks on page 200 helps to make the use of quarters and halves clear. This can be tied in with work in mathematics. 		
Resources/equipment needed: Learner's Book page 200 Activity Book page 140 Audio Track 109 Audio Track 31 (Activity Book) Round-shaped food that can be divided into quarters and halves, for example, a round flatbread, pizza, cake Paper plates A large analogue clock with movable hands (this could be a paper model)		

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. Show the learners a round-shaped item of food. Cut it into halves. Say and write: <i>half</i>. Repeat for quarters: <i>quarter</i>. If possible, allow the learners to eat the food (check information on allergies first). 2. If there is time, allow the class to construct and cut a paper circle into one half and two quarters – or use paper plates. These segments can be used throughout the class.
Resources	Main activity
Learner's Book page 200	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Read the prompt question to the class. Explore your school's timetable with learners, focusing initially on any o'clock times, i.e. that begin on the hour. Practise saying these times chorally, and show each time on a large analogue clock. You could ask individuals to move the hands to indicate the next time on the timetable. <p>Feedback</p> <p>Unseen by the learners, set the clock to show an o'clock time. Say: <i>What's the time?</i> Prompt the learners to chant, for example, <i>It's five o'clock</i>. Repeat chorally and individually until you are certain everyone is confident.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 200 Audio Track 109	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read or play the audio to the learners as they follow in their books. <p>Feedback</p> <p>Clarify any new vocabulary and assess understanding using factual questions, for example, <i>Where does Rashed live? What does he like to do? Does Rashed have a brother?</i></p>
Learner's Book page 200	<p>Read and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language detective</i> box to the class and practise saying each time out loud. You can continue to use the demonstration clock. Explain that these four times feature in Rashed's blog. 2. Now allow two or three minutes for learners to read the text again and decide what Rashed usually does at the indicated times. <p>Feedback</p> <p>Read each time and ask for volunteers to say what Rashed does at this time. Work together to locate the information in the blog which gives this response.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 8.00 – Rashed gets up 2 10.30 – Rashed goes to football club 3 11.15 – Football club finishes/Rashed goes to the mosque 4 4.45 – Rashed watches television <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Continue to practise the different time divisions. Show the learners a time using the demonstration clock, and ask individuals to tell you the time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. With more confident learners, give examples of digital displays and the 24-hour clock. You can also look in more detail at the use of the present simple tense to indicate habit.

<p>Activity Book page 140</p>	<p>Word study: Activity 1</p> <p>1. Read the rubric and look at the worked example together. All learners should be able to work independently to write the times from the clock drawings.</p> <p>Feedback</p> <p>Allow the learners to swap books and mark each other's work. Read out the correct answers.</p> <p>Answers</p> <p>1 three o'clock 2 half past eleven 3 half past five 4 quarter to seven 5 quarter past nine 6 one o'clock</p>																		
<p>Activity Book page 140 Audio Track 31</p>	<p>Listen: Activity 2</p> <p>1. Explain to learners that they are going to hear Alexa (from Lesson 2 Learner's Book) and Rashed (from Lesson 3 Learner's Book) talking about their habits during the week. The learners need to complete the table with the times as they listen.</p> <p>2. Play the first part of the audio at least twice. The learners complete items 2 to 5.</p> <p>3. Then play the second part of the audio, which covers items 6 to 10.</p> <p>Feedback</p> <p>Ask individuals for their answers and add them to a copy of the chart on the board. Play the audio a final time and tick each time as it is given.</p> <p>Answers</p> <table border="1" data-bbox="432 1041 1209 1288"> <thead> <tr> <th>Alexa</th> <th>Rashed</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1 7.00</td> <td>6 6.30</td> <td>get up</td> </tr> <tr> <td>2 9.00</td> <td>7 7.30</td> <td>school begins</td> </tr> <tr> <td>3 3.15</td> <td>8 2.00</td> <td>school ends</td> </tr> <tr> <td>4 3.30</td> <td>9 3.00</td> <td>get home</td> </tr> <tr> <td>5 5.00</td> <td>10 5.00</td> <td>eat dinner</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <p>1. Stop the audio after each time, draw the correct clock on the board and elicit the time from learners before they copy the numerical version into their chart.</p> <p>Differentiation activities (Stretch):</p> <p>1. Stop the audio after each time, draw an empty clock on the board and call a learner to the front of the classroom to complete it.</p>	Alexa	Rashed	Activity	1 7.00	6 6.30	get up	2 9.00	7 7.30	school begins	3 3.15	8 2.00	school ends	4 3.30	9 3.00	get home	5 5.00	10 5.00	eat dinner
Alexa	Rashed	Activity																	
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3 3.15	8 2.00	school ends																	
4 3.30	9 3.00	get home																	
5 5.00	10 5.00	eat dinner																	
<p>Activity Book page 140</p>	<p>Let's do it: Activity 3</p> <p>1. Read the rubric. Clarify that learners need to work in pairs to complete the third column of the table in Activity 2. They can then use this information to talk to each other about their usual routine.</p> <p>2. Set the learners talking and circulate to keep them on track. Take the demonstration clock and school timetable with you to assist.</p> <p>Feedback</p> <p>Write prompts on the board and invite a learner to come to the front to complete it, for example: <i>I usually get up ...</i></p> <p>Answers</p> <p>Learners' own conversations about their habits</p>																		

Resources	Plenary		
	1. Ask learners to draw six empty clock faces on a piece of paper and draw times on three of the clocks. Working in pairs, they need to dictate their three times (the partner draws but cannot see their clock) and draw three times (from their partner's dictation). Each pair should finish with six matching clocks.		
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:			
(G4.1.1.1) Listen to short monologues, delivered slowly and clearly; apply various strategies of listening and comprehension skills.			
(G4.2.1.1.1) Give personal information.			
(G4.2.1.1.2) Talk about habits.			
(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing emotions.			
(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).			
(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.			
(G4.4.3.1.2) Use language structures of prepositional phrases of time.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about a text. To work as a whole class to complete a challenge. Reading: To read an information text about Mount Everest. Writing: To write a paragraph based on facts provided.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand a detailed information text about Mount Everest • use spelling rules to understand and use superlative adjectives • write sentences using superlative adjectives • write a summary paragraph of five sentences from factual prompts.
Link to prior learning: <ul style="list-style-type: none"> • Use of the superlative • Large number words 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>highest, coldest, most dangerous, iciest, strongest, bravest, oldest, biggest, most difficult</i> Key expressions/structure: Superlative adjectives, including with a specific class: <i>Mount Everest is the highest mountain in the world. Death Valley is the hottest place on Earth.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • You may find that learners confuse and even combine superlative forms, for example, <i>the most difficultest, the most small</i>, etc. Encourage learners to keep a word family record of adjectives which take <i>most</i> in the superlative form, and practise these as a group. 		
Resources/equipment needed: Learner's Book pages 201–202 Activity Book page 141 Mount Everest stimulus video (see Starter below); dictionaries (optional); stopwatch		

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
	1. Show the learners a short video depicting Mount Everest, preferably including the use of ladders at Khumbu Ice Fall.
Resources	Main activity
Learner's Book page 201	<p>Let's do it: Activity 1</p> <p>1. Read the instructions to the class. Explain that they need to work together to arrange themselves in height order. Depending on the number of learners in your class, set a short time, for example two minutes, to achieve this, and use a stopwatch to add excitement.</p> <p>Feedback</p> <p>When the time is up, assess the line of learners and use comparatives and superlatives as you consider them. Talk about the strategies they used. Did anyone automatically volunteer to check the line as it evolved? At speed, multiple small decisions need to be made at the same time to achieve a final group result.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>The class arranged in height order.</p>
Learner's Book page 201	<p>Read: Activity 2</p> <p>1. Read the text to the class, but pause at the end of each headed section to discuss. In section 2, 'The challenge', look at the photo of a climber on page 202 and point out the equipment shown.</p> <p>2. Discuss the features of the text: headings, short sentences, pictures with labels. Explain that these are typical features of information texts.</p> <p>3. Ask learners to work in pairs to answer the comprehension questions. All the questions are factual and have clear-cut answers to note down.</p> <p>Feedback</p> <p>Give the answers orally and allow the learners to mark their own work. Note whether there are any patterns to incorrect answers, for example, did learners tend to miss the superlatives that take <i>most</i>? For question 5, challenge individuals to give you the base form of the superlatives. You may incorporate the use of dictionaries.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answer</p> <p>1 8,850 metres 2 -60°C in winter 3 80 years old 4 sixteen 2 the highest, the coldest, the most dangerous, the iciest, the strongest, the bravest, the oldest, the biggest, the most difficult</p> <p>Differentiation activities (Support):</p> <p>1. Some less confident learners will be helped by focusing on the facts in this passage. Look together at the numbers: height, ages, dates.</p> <p>Differentiation activities (Stretch):</p> <p>1. Climbing Everest has produced many heroic and tragic stories. More confident learners could research and summarise these: George Mallory, Alison Hargreaves, Suzanne Al Houby, Saeed Al Memari.</p>

Learner's Book page 201	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language detective</i> box to the class to revise the spelling rules for superlative adjectives. Work together to group the superlatives from Activity 2 into the five groups: short, long, ending in <i>-e</i>, ending in <i>-y</i>, double letters. 2. Look together at the worked example. Then ask learners to work independently to write four more sentences using the prompts. <p>Feedback</p> <p>Read the initial prompt and then ask for a volunteer to give you the rest of the sentence. Write the superlative form on the board and indicate which spelling rule it follows.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Death Valley is the hottest place on Earth. 2 Vostok is the coldest place on Earth. 3 The Atacama Desert is the driest place on Earth. 4 The Amazon is the widest river on Earth. 5 The Nile is the longest river on Earth.
Activity Book page 141	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to the learners that they are going to write a short factual paragraph about a different mountain. Read the Kilimanjaro facts to them. 2. Allow learners to work in pairs to verbalise the information in the Kilimanjaro file, preparing it in sentence form. They can copy the model provided from the Mount Everest text. They should then work independently on their paragraph. <p>Feedback</p> <p>Circulate and provide assistance where needed. Call on individuals to read one sentence from their paragraph: most will have followed the order of the prompts. Take in the completed paragraphs for further assessment.</p> <p>Answers</p> <p>Possible answer</p> <p>Kilimanjaro is in Tanzania. It is the highest mountain in Africa. It is 5,895 metres high. At night, the temperature is usually between 0° and -15°C. Kilimanjaro is quite easy to climb. 15 000 people reach the top each year. Incredible, but true!</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence prompts on the board for each item in the Fact File. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Here are some additional facts for more confident learners to add to their writing: Kilimanjaro is a volcano. Its name means 'shining mountain' in Swahili. Scientists think the ice at the top of the mountain will soon disappear forever.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Repeat the challenge from Learner's Book Activity 1, but this time, ask: <i>Who is the youngest in our class?</i> Arranging themselves by age will require a greater level of discussion and collaboration.

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>(G4.3.4.1.1) Read and understand factual texts.</p> <p>(G4.3.4.1.3) Summarise or retell facts in a text.</p> <p>(G4.3.5.1.2) Describe the key features of information texts (for example, introduction, details ordered by feature, for example, chronological order, sequential and description).</p> <p>(G4.3.7.2.1) Use context clues such as words and phrases to understand the meanings of unknown words.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the precise meanings of words and phrases.</p> <p>(G4.4.3.1.2) Use language structures of superlatives.</p> <p>(G4.4.3.1.3) Write simple sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p> <p>(G4.4.5.1.3) Summarise information in their own words.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to email addresses. Speaking: To practise saying email addresses. Reading: To read an email. Writing: To write an email to a friend using appropriately informal language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use some common irregular comparatives and superlatives • read an informal email • write an informal email to a friend.
Link to prior learning: <ul style="list-style-type: none"> • Use of adjectives, including superlatives • Time expressions • Letter writing 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>underscore, dot, @, To, From, Subject; Hi, See you soon, awesome</i> Key expressions/structure: email addresses; structure of informal emails; use of the present simple and the past simple to describe experiences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Discuss online safety (your school may have a protocol for this). Learners may be under the misconception that an email/online post that ‘sounds’ young and ‘looks’ young (for example, use of emoticons, inclusion of a picture of a child) has therefore been written by a child their age. Make clear that this is not always the case, and that they should <u>never</u> exchange their address, other contact details or any images online. 		
Resources/equipment needed: Learner’s Book page 203 Activity Book page 142 Audio Track 110 (Optional) access to computers, multimedia equipment, a UAE flag, dictionaries		

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
	<p>1. Remind the class of the UAE team's ascent of Everest. Inform them that the team received messages of goodwill from supporters, including Sheikh Mohammed bin Zayed, using technology at Base Camp (the bottom of the mountain). Explain that today they are going to explore how to write an email to a friend in English.</p>
Resources	Main activity
<p>Learner's Book page 203 Audio Track 110</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the four email addresses on page 203. Ask: <i>Does anyone know how to say the @ symbol?</i> Read the first address to the learners. Ask: <i>Which part of the address is the name?</i> Confirm the answer (Jake) and draw parallels to their experience of writing postal addresses. 2. Depending on your learners' confidence, you may want to revise letter names (saying the alphabet) before playing the audio. 3. Play the audio at least twice. Everyone should be able to identify the name part of the addresses, even if some of the other characters are not understood. <p>Feedback</p> <p>Practise saying the addresses chorally. You could provide additional examples on the board for further practice. Make clear that the @ symbol and dot are ubiquitous in email addresses. The use of an underscore is also common, as are combinations involving numbers and other symbols.</p> <p>Answers</p> <p>Choral reading of the addresses: jake@mydaysout.com waleed123@emirateshost.ae olivia_j@post4me.co.uk fouzia8@oud.sch.ae</p>
<p>Learner's Book page 203</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Read the email to the class. (Note that this is a fictional email and not connected to the 2016 ascent by the UAE team.) 2. Ask questions to check comprehension: <i>How does Khalwa feel? How did she feel on the summit? Find two adjectives that describe sound. Find two times.</i> 3. Draw attention to the features that indicate Khalwa is writing to a friend: use of <i>Hi</i>, exclamations, description of feelings as well as facts. Khalwa also uses the informal word <i>awesome</i>. Ask the learners to look this word up in their dictionaries and explore its formal and informal meanings. Can they think of a similar word from an earlier lesson? (<i>cool</i>) These two slang words mean the same thing and can be used interchangeably, but only in an appropriate, informal setting. Look at the other informal language in the <i>Writing tip</i> box with the class. 4. Explore the structure of the email: the headings To, From, Subject; the use of a greeting and sign off. These are common to all emails.

	<p>Feedback Say: <i>Where was Khalwa at quarter past four? Raise your hand when you hear the answer.</i> Then list some options: <i>at home? in her tent? in a noisy city? on the summit?</i> (correct answer) <i>at the bottom of the mountain?</i></p> <p>Answer At 4.15 am, Khalwa was on the summit of Mount Everest.</p> <p>Differentiation activities (Support): 1. Focus attention on teaching points 3 and 4 above.</p> <p>Differentiation activities (Stretch): 1. Draw attention to the use of superlatives in the text, including <i>the most beautiful sight I have ever seen.</i> Give further examples of this structure: <i>the funniest joke I have ever heard, the nicest person I have ever met.</i></p>
<p>Activity Book page 142</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Explain the task (writing an email) to learners and read the three prompt sections. Ensure everyone understands that the email does not need to be true. Allow at least five minutes for the learners to make notes in pencil. 2. Work through the prompt sections together, taking and making suggestions. Demonstrate how to construct a fictional email address based on a person's name. Then allow a further five minutes for the learners to change their minds and rework their notes. 3. Finally, set the learners working on a neat version of the email, either in their Activity Book or using computers. They can draw a picture on the paper copy to represent a photo. <p>Feedback Select two or three examples to read to the class in a strong, happy voice. If completing this task on computers, print out the finished emails and display them in the classroom. Take in the work for further assessment.</p> <p>Answers Learners' completed emails which you may like to take in for correction.</p> <p>Differentiation activities (Support): 1. Supply sentence prompts, for example, <i>Last week, I went to ... , I saw/heard/felt ...</i> Learners should use the past simple tense for most of the email and the present tense to refer to the image.</p> <p>Differentiation activities (Stretch): 1. Allow more confident learners to research an astonishing natural landscape (with tourist access) to write about with more factual accuracy, for example, Cappadocia in Turkey, Junfrauoch in Switzerland, Wadi Dhahr in Yemen.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To celebrate the end of this section of the unit, have a 'summit ceremony', allowing the learners to place a UAE flag on your chosen summit 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
<p>Standards/SLOs:</p> <p>(G4.1.1.1) Listen to short monologues; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.3.4.1.1) Read and understand factual texts.</p> <p>(G4.3.4.1.8) Read and respond to informal emails.</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences in past simple, continuous present.</p> <p>(G4.4.2.1.4) Write short emails to friends.</p> <p>(G4.4.3.1.2) Use language structures of prepositional phrases of time, irregular comparatives and superlatives.</p> <p>(G4.4.3.1.3) Write simple sentences.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To work in pairs to compare three mountains. Reading: To read an email. Writing: To write sentences using times.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work in pairs to compare three mountains using information provided • listen and complete sentences using comparatives and superlatives • listen to and complete an email • write times in words • write sentences about habits at specified times.
Link to prior learning: <ul style="list-style-type: none"> • Use of comparative and superlative adjectives • Time expressions • Email structure and vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>higher, wetter, more humid, warmer, highest, drier; in the morning, in the afternoon; o'clock, half past, quarter past, quarter to</i> Key expressions/structure: simple sentences using comparative and superlative adjectives; time expressions using prepositions; email addresses and basic informal email structure		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • If your learners struggle with the two listening activities in the Learner's Book, dictation practice may be beneficial. 		
Resources/equipment needed: Learner's Book page 204 Activity Book pages 143–144 Audio Tracks 111 and 112 Audio Track 32 (Activity Book)		

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
	<p>1. As a warm-up, divide the board into two halves: HOTTERR and HOTTEST. Explain that you are going to call out some adjectives. If it is a comparative, everyone needs to point both arms towards HOTTERR. If it is a superlative, everyone needs to point both arms towards HOTTEST (or make up your own action). Ask everyone to stand up and stretch up tall with their arms in the air. Call out a range of comparative and superlative adjectives: <i>highest, icier, wetter, most dangerous, more popular than, coolest, most humid</i>, etc. If anyone points the wrong way, ask them to sit down.</p>
Resources	Main activity
<p>Learner's Book page 204 Audio Track 111</p>	<p>Listen and talk: Activity 1</p> <p>1. Read the first part of the rubric. There are six locations mentioned in the gap-fill sentences and you can challenge the learners to find a photo of each one in their Learner's Books (page 197 for Moreeb Dune, the Arctic, the mangrove forest, the Norwegian rainforest, the desert; page 202 for Mount Everest).</p> <p>2. Ensure everyone has their pens ready before playing the audio twice.</p> <p>3. Now read the second part of the rubric. Pairs work together to agree whether each completed sentence is true or false.</p> <p>Feedback</p> <p>Read the audioscript to the learners and take a show of hands (hands up for true, both hands on desk for false) for each sentence. Pairs can mark their own work: 1 mark for the gap fill and 1 mark for the true/false element.</p> <p>Answers</p> <p>1 Moreeb Dune is higher than Mount Everest. False 2 The mangrove forest is wetter than the desert. True 3 The rainforest is more humid than the mangrove forest. True 4 The Arctic is warmer than the rainforest. False 5 Mount Everest is the highest mountain in the world. True 6 The rainforest is drier than the desert. False</p> <p>Differentiation activities (Support):</p> <p>1. Work with learners to connect each comparative/superlative from the gap-fill with its base form orally.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask more confident learners to rewrite the false sentences so they are true.</p>
<p>Learner's Book page 204 Audio Track 112</p>	<p>Listen: Activity 2</p> <p>1. Discuss the <i>Listening strategy</i> box together. Connect this to real-world listening skills, for example, listening to an announcement at a train station or in a shop. This strategy is also relevant for any listening tests the learners may take in English and other subjects.</p> <p>2. Allow a few minutes for the learners to read the email, as suggested by the strategy, in silence. Then play the audio twice.</p> <p>Feedback</p> <p>Allow learners to swap books. Read the email correctly so the learners can mark each other's work. Finally, play the audio one more time.</p> <p>Answer</p> <p>1 rashed101 2 colder 3 wettest 4 afternoon 5 mountains</p>

Listen and talk: Activity 1

1. Draw attention to the mountain Fact File. Point out the similarity between this file and the one on Kilimanjaro that they used in Lesson 4. Explain that you are going to play some information. The learners need to choose one correct option for each of the five sections.
2. Allow a couple of minutes for learners to read the options before playing the audio twice. Feedback the audio answers at this point.
3. Finally, move on to the speaking element of the task. Invite the learners to work in pairs to form comparative sentences using the mountain data. More curious learners will be eager to know that Mount Cook lost around 30m from its summit in a huge landslide in 1991.

Feedback

Read the Fact File options and ask individuals to tell you which information they heard. Confirm that these options are about Mount Fuji (the mountain pictured on Activity Book page 143). Ask them to write an F next to these options. Identify the Mount Everest facts and ask learners to write an E next to these. The remaining items are about Mount Cook. Ask learners to write a C next to these.

Answers

1 c; 2 b; 3 c; 4 c; 5 a

Name:

Mount Cook C

Mount Everest E

Mount Fuji F

Location:

Nepal E

Japan F

New Zealand C

Height:

8,850 metres E

3,724 metres C

3,776 metres F

Temperature:

usually warm and sunny C

usually between -15°C and -27°C E

usually between 7°C and -20°C

Amazing fact:

The mountain has a special name. F

The mountain was taller before 1991. C

The mountain grows each year. E

Comparative sentences using the above data, for example: *Mount Cook is warmer than Mount Everest, Mount Fuji is shorter than Mount Everest, Mount Everest is colder than Mount Cook.*

Activity Book page 143	Word study: Activity 2 1. Look at the example prompt together. Explain that the learners must write one sentence for each time, giving the time in words. 2. They should work independently to complete the task. Feedback Give the first sentence prompt and ask three or four different learners to complete the sentence orally. Repeat for the other times provided. Answers Learners' completed sentences using the times half past ten, quarter to one, three o'clock, quarter past eleven.		
Resources	Plenary		
Activity Book page 144	Assessment box: Activity 3 1. Ask learners to complete the assessment box at the end of the lesson for themselves. Do any remedial teaching as necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G4.1.1.1) Listen to short monologues; apply various strategies of listening and comprehension skills. (G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions. (G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G4.3.4.1.1) Read and understand factual texts. (G4.3.4.1.8) Read and respond to emails. (G4.4.3.1.2) Use language structures of prepositional phrases of time, comparatives, superlatives. (G4.4.3.1.3) Write simple sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for words containing the diphthong /ɪə/. Speaking: To practise saying words containing the diphthong /ɪə/. Reading: To read about the solar system. Writing: To create a Fact File for a new planet.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • convey facts about the solar system • understand and use new adjectives relating to landscape and weather • say common words containing the diphthong /ɪə/ • write summary notes for a planet in our solar system • write a Fact File for an invented planet.
Link to prior learning: <ul style="list-style-type: none"> • Use of superlatives • Adjectives to describe landscape 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>rocky, cloudy, rainy, stormy; smallest, largest, highest, shortest, sunniest, most beautiful; year, hear, here, ear, we're</i> Key expressions/structure: <i>Earth is small and rocky. Mercury is the sunniest planet.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • You may find that learners confuse and even combine superlative forms, for example <i>the most beautifullest, the most small</i>, etc. Encourage learners to keep a word family record of adjectives which take <i>most</i> in the superlative form and practise these as a group. 		
Resources/equipment needed: Learner's Book pages 205–206 Activity Book page 145 Audio Track 113 Image of the Earth as seen from space from the Internet; drawing materials, collage materials, glue (optional); PCM 13 (optional)		

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"> Show the learners a picture of Earth taken from space. Ask: <i>What is this? What planet is this?</i> Briefly describe the picture, for example, <i>It is blue. It has clouds.</i> Over the course of the discussion, pre-teach the words in the Vocabulary box on page 207: <i>planet, solar system and space.</i>
Resources	Main activity
Learner's Book page 205	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Draw attention to the pictures of the planets. Read each name to the learners and then practise saying the names, chorally and individually. Finally, point out that one planet name is missing. <p>Feedback</p> <p>Hopefully everyone will know that the missing planet name is Earth. Write E _ _ _ _ on the board and ask volunteers to give you the letter names to complete the name.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Earth</p>
Learner's Book pages 205 and 206 PCM 13	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Draw attention to the six quiz questions. Read the questions and the options to the class. Explain that you will now read a text that gives the answers to this quiz. Read the passage to the class and use verbal stress to indicate when you give an answer to a quiz question. You may pause after each planet and point out the descriptive connection between the text and the pictures, for example, focusing on size and colour words. Read the passage again, allowing the learners to check and amend their quiz responses, then conduct the Feedback detailed below. <p>Feedback</p> <p>Ask learners to hold up one finger if they think the answer is a, two fingers for b, and three for c. Read each quiz question and take a census of the class's answers. Confirm the correct response and read the passage from the text which gives the correct answer.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 a 2 a 3 c 4 b 5 c 6 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Practise the planet names. Write an initial letter plus the correct number of letter spaces on the board, for example S _ _ _ _ . Call on individuals to come to the front and help you complete the planet name. Other learners can call out the correct letters. PCM 13 can be used as a further memory aid. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> More confident learners can find all the superlative adjectives in the passage and then write a list of the base form of each one, plus its comparative and superlative forms. If completed using IT, this list can then be distributed to all learners.

<p>Learner's Book page 206 Audio Track 113</p>	<p>Listen and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric and <i>Speaking tip</i> to the learners. Drill the word <i>year</i> chorally and individually to check the diphthong sound. 2. Explain that you are going to play an audio of the words in the box. However, before you do, allow the learners to read the words in the box quietly to themselves. Can they already identify some of the /ɪə/ words? Now play the audio and conduct the Feedback detailed below. 3. As a follow-up activity, repeat the task by reading some of the long and short <i>i</i> words from the passage, asking learners to identify the long vowel sound /aɪ/. For example, write a selection of the following on the board: <i>light, life, lifeless, bright, white, highest, driest</i> (long); <i>pictures, Jupiter, beautiful, rings, discovered</i> (short). The learners will be familiar with the <i>igh</i> spelling from their work in Grade 3. <p>Feedback</p> <p>Explain to learners that you are going to play the audio again. This time, you would like them to hold their pens high in the air if they hear a word that contains /ɪə/. Play the audio and note the patterns in the responses. Now call on individuals to say each word for you. Confirm which ones contain the diphthong and drill these chorally.</p> <p>Answers</p> <p>hear, here, ear, we're, year</p>
<p>Activity Book page 145 Learner's Book pages 205–206</p>	<p>Let's do it: Activity 1</p> <ol style="list-style-type: none"> 1. Read the Mercury notes to the class. Show the learners how each fact is located in the paragraph on Mercury in the reading passage on page 206 of the Learner's Book. 2. Look in detail at the <i>Language detective</i> box on Learner's Book page 205. Give examples of familiar nouns that the learners can transform into adjectives in this way, for example, <i>sand/sandy, dirt/dirty</i>. If the learners offer instances which involve doubling a consonant or removing an <i>-e</i>, do also note these, for example, <i>sun/sunny, ice/icy</i>. 3. Explain that the learners will now work in groups to create summary notes on another planet using the reading passage text. Ensure there is at least one group for each remaining planet (four groups minimum). <p>Feedback</p> <p>Ask individuals from each group to read a single fact from their summary notes. Confirm the answer by focusing on the reading text. Do other groups writing on the same planet have the same word? Repeat this process to complete an accepted summary file for each of the five planets.</p> <p>Answers</p> <p>Learners' own answers</p>

Activity Book page 145	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to create their own planet. To generate interest, write questions on the board, for example <i>What's its name? What colour is it? Is it rocky? How many moons has it got? Has it got any rings?</i> 2. Allow learners time in pairs to think of ideas, before asking them to work independently to complete the task. 3. For extra interest, supply collage materials for the planet picture, for example foil, sequins, packaging, patterned fabric. Learners will really enjoy personalising their ideas in this way. <p>Feedback</p> <p>Circulate while learners are working and supply additional assistance if required, for example, vocabulary for the 'What is special about it?' section. The learners could complete the drawing element at home if necessary. Once completed, ask everyone to place their completed Fact File on their desk and allow the entire class to circulate and discuss the results.</p> <p>Answers</p> <p>Learners' own planet Fact Files</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Call out superlative statements about the learners' Fact Files, for example, <i>I think Sara's planet is the most colourful. I think Afra's planet is the hottest.</i> The individual holds up their Fact File for everyone to see. 		
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>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level; making comments.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.</p> <p>(G4.3.1.1.2) Know the vowel phonemes /eə/, /ɪə/, /ə/ and their corresponding common spelling.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate information texts.</p> <p>(G4.3.4.1.3) Summarise the main ideas and facts in a text.</p> <p>(G4.3.7.2.3) Apply knowledge of suffixes (for example, <i>-er</i>, <i>-est</i>, <i>-ful</i>), roots, word patterns and known words to determine word meanings.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences.</p> <p>(G4.4.3.1.2) Use language structures of superlatives.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and complete a passage of text. Speaking: To work together to answer comprehension questions on a reading passage. Reading: To read about a nocturnal creature. Writing: To write vocabulary from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • complete a text using information obtained from a listening passage • use size, colour and shape adjectives • understand and use body part nouns relating to a desert creature • label a diagram of an animal using body part nouns.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of desert creatures (Unit 3) • Adjectives and nouns to describe an animal • Adjective order (Unit 7) 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>body, claws, nose, ears, spikes; small, long, pointed, sharp, spiky</i> Key expressions/structure: Animal descriptions: <i>It has sharp claws, It has a small body.</i> Order of size, shape and colour adjectives: <i>a long pointed nose, large brown spikes.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are ten single-word gaps to complete in the listening task. Some learners may feel that if they miss the first gap, the rest of the task has already 'gone wrong'. Reassure them that the gaps do not have to be completed in order and that they will have plenty of time to go back and complete any items they miss on the first, or even second hearing. 		
Resources/equipment needed: Learner's Book page 207 Activity Book page 146 Audio Track 114 Dictionaries (optional)		

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
	<p>1. Revise time expressions for talking generally about day and night, for example, <i>at night, in the morning, in the evening, in the day</i>. Write these on the board and either ask questions of the learners or give statements about yourself, for example, <i>At night, I am asleep. In the morning, I usually come to school</i>. Leave the time expressions on the board for the first activity.</p>
Resources	Main activity
Learner's Book page 207	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the five animal images together. Can the learners remember the names of these creatures in English? (<i>oryx, wolf, jerboa, bat, camel</i>) 2. Read the prompt questions to the learners and gather their ideas as indicated in the Feedback section below. Introduce the word <i>nocturnal</i>. Break this into syllables and confirm that the learners know how to say <i>turn</i> from work in earlier Grade 4 units. Drill pronunciation of the whole word and tie this in with the title of the lesson: <i>Nocturnal nature</i>. 3. To extend the discussion, ask the learners <i>why</i> they think the animals come out at night. Suggestions may include: <i>to keep cool, to be safe, to find food</i>. <p>Feedback</p> <p>Write 'Night animals' in a circle on the board. Give the name of each animal and ask for a show of hands to indicate whether or not it comes out at night. Write each agreed animal name on the board and link it to the central circle to give a large brainstorm diagram.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>All of the animals are nocturnal apart from the camel.</p>
Learner's Book page 207 Audio Track 114	<p>Listen and read: Activity 2</p> <ol style="list-style-type: none"> 1. Draw attention to the Fact File and the image. Ask: <i>Have you ever seen this creature?</i> Explain that they are going to listen to a text and fill in the gaps as they listen. 2. Before playing the audio, allow two to three minutes for the learners to familiarise themselves with the passage. 3. Play the audio three times. Encourage the learners to simply listen on the first hearing. On the second hearing, the learners fill in the gaps they can. On the third hearing, they complete any outstanding gaps and check completed items. Leave a fairly long gap between each hearing so that the learners can go back and write further words. 4. Before moving on to Activity 3, look closely at the phrase <i>large brown spikes</i>. Indicate the spikes on the photo of the hedgehog. Remind the learners of their work on size, number and colour adjectives in Unit 7: <i>a small blue bug; a big yellow flower</i>. They should remember that the correct order is: Size, Colour, Noun. <p>Feedback</p> <p>Read the Fact File out loud and give the answers. Allow the learners to mark their own work, giving a tick or cross only. The words do not need to be spelled correctly to gain a point.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 deserts 2 body 3 nose 4 claws 5 tunnels 6 sleeps 7 finds 8 eggs 9 sharp 10 ball</p>

	<p>Differentiation activities (Support):</p> <p>1. Instead of using the audio track, read the text as it appears in the Learner's Book (giving the answers) to the learners at a slower pace.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask more confident learners to identify the types of words that are missing <i>before</i> you play the audio (mostly nouns with some verbs and adjectives).</p>
<p>Learner's Book page 207</p>	<p>Talk: Activity 3</p> <p>1. Read the comprehension questions to the learners and explain that they will now work in pairs to find the answers in the reading passage in Activity 2.</p> <p>2. Be on hand to clarify vocabulary, or supply access to dictionaries.</p> <p>Feedback</p> <p>Go through the questions orally with the class and take contributions from learners, aiming to speak to each pairing. Together, locate the answers in the reading passage and read those sentences/phrases out loud. Drill the key vocabulary chorally and individually.</p> <p>Answers</p> <p>1 body, nose, spikes, claws 2 finds food, eats; sleeps 3 The spikes are sharp. They protect the hedgehog from other animals (which may want to eat it). 4 The headings are: Name, Habitat, Features, Night-time habits, Interesting facts. The Fact File also has a picture and a Vocabulary box.</p>
<p>Activity Book page 146</p>	<p>Word study: Activity 1</p> <p>1. Look back together at the labelled diagram of the camel on Learner's Book page 42.</p> <p>2. The learners can work individually or in pairs to devise and add labels to the illustration of the desert hedgehog.</p> <p>Feedback</p> <p>Ask individuals for a suggestion for one label line at a time. Confirm whether or not it is correct and write it on the board. Allow singular or plural forms.</p> <p>Answers</p> <p>Anti-clockwise the completed labels should read: 1 ears, 2 nose, 3 claws, 4 body, 5 spikes</p> <p>Differentiation activities (Support):</p> <p>1. Give the learners the answers to be copied into the correct locations.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to add more labels for body parts.</p>

Activity Book page 146	<p>Word study: Activity 2</p> <p>1. If appropriate, read the crossword clues out loud, pausing for each missing word. Explain that all of the words can be found in the completed passage on Learner's Book page 207 and the learners can refer to the page while doing this activity if they wish.</p> <p>Feedback</p> <p>Allow learners to swap books. Read the crossword clues and supply the answers, noting these on the board. The learners can mark each other's work by giving a tick or cross only.</p> <p style="background-color: #e0e0e0; text-align: center;">Answers</p> <p>1 night 2 cool 3 scorpions 4 pointed 5 tunnels 6 hair 7 insects 8 sharp 9 ball</p>
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Resources	Plenary
	<p>1. Ask the learners to pretend to be desert hedgehogs. They can begin by curling up into a ball. Call out: <i>Good night, hedgehogs. Wake up!</i> Then call out body part instructions, for example, <i>Wiggle your nose, Close your eyes, Touch your ears, mouth, legs, claws, spikes.</i> To end, ask them to curl into a ball. <i>Good morning, hedgehogs. Sleep well!</i></p>

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:

(G4.1.1.1) Listen to short monologues, delivered slowly and clearly; apply various strategies of listening and comprehension skills.

(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments.

(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.

(G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.

(G4.3.3.1.1) Read and understand a variety of grade-appropriate information texts.

(G4.3.7.1.1) 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.

(G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.

(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific detail and to check answers. Speaking: To work together to match pictures to new vocabulary. Reading: To read size, shape and colour adjectives. Writing: To write an animal Fact File following instructions and an example.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use size, shape and colour adjectives to describe animal photos • combine size, shape and colour adjectives to provide more complex descriptions • write an animal Fact File.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of desert creatures (Unit 3) • Adjectives and nouns to describe an animal • Adjective order (Unit 7) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>wings, scales, paws, claws, fur, feathers, tail, ears, spikes, nose; long, small, large, pointed, white, black, brown</i> Key expressions/structure: Order of size, shape and colour adjectives: <i>It has a long white tail. It has short brown fur. Desert hedgehogs have long brown spikes.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Correct adjective order requires practice. Demonstrate how the same information can be given in multiple sentences: <i>It has a long nose. It has a pointed nose.</i> Some learners may tend to give information in this way. Explain that use of adjective order gives a more concise sentence. <i>It has a long pointed nose.</i> Create a 'Size, Shape, Colour, Noun' poster on the wall and add words to each section. 		
Resources/equipment needed: Learner's Book page 208 Activity Book page 147 Audio Track 115		

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
Learner's Book page 208	<p>1. Look at the four animals on page 208. Explain that two of these creatures live in Norway (remind them of Alexa from Lesson 2) and two live in the UAE. Agree which two creatures are from each habitat and begin to describe differences: <i>Which animals are white? Why? Which animals can fly? What do you think these creatures eat?</i> Finally, point out that all four animals are nocturnal.</p>
Resources	Main activity
Learner's Book page 208	<p>Talk about it: Activity 1</p> <p>1. Read the animal names to the learners. Draw attention to 'clues' within the names. The learners should understand <i>Arctic</i> and <i>snowy</i>, which can lead them towards the Norwegian creatures. The <i>saw-scaled viper</i> may already be known to them.</p> <p>2. Allow just one minute for pairs to match the pictures to the names.</p> <p>Feedback</p> <p>Read out an animal name and ask for a show of hands for each option. For example, <i>Who thinks it is a?, b?, c?, d?</i></p> <p>Answers</p> <p>a Arctic fox b saw-scaled viper c snowy owl d fruit bat</p>
Learner's Book page 208 Audio Track 115	<p>Word study and listen: Activity 2</p> <p>1. Use the photos to demonstrate the meaning of the words in the box. For example, ask learners to point to the <i>wings</i>. The learners will need many of these terms in their writing work below, so use Look-say-cover-write-check (from the Teaching strategies) to secure their knowledge.</p> <p>2. Now allow ten minutes for the learners to work in pairs to describe the four animals. Circulate and assist, in particular with the use of adjectives.</p> <p>Feedback</p> <p>Emphasise that there are no single answers here, but that you have audio of some example sentences that are correct. Play the audio and pause after each sentence for the learners to repeat it back to you in unison.</p> <p>Answers</p> <p>Arctic fox It has long white fur./It has short pointed ears./It has four paws.</p> <p>Saw-scaled viper It has brown scales./It has long sharp teeth./Be careful – it is poisonous!</p> <p>Snowy owl It has large wings./It has long sharp claws./It has soft white feathers.</p> <p>Fruit bat It has short brown fur./It has large pointed ears./It has wings but no feathers and no tail.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Offer extra opportunities to practise the order of the adjectives. Ask learners to create 12 slips of paper. They each write three adjectives about size, three about shape and three about colour, and three nouns (animal parts). Then they swap with another group and practise different combinations of adjectives and nouns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Talk to more confident learners about how these creatures are suited to life in the desert or life in the snow.
<p>Activity Book page 147</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Look closely at the worked example, drawing attention to the capital letter and full stop. 2. Encourage everyone to work silently and independently to rewrite the sentences from the prompts provided, adding capital letters and full stops. <p>Feedback</p> <p>Ask the learners to swap their books and mark each other's work with a tick or cross for each sentence. Read out the answers. Point out that the nouns can come in either order in 4 and 5.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Fruit bats have short brown tails. 2 Some owls have large wings. 3 Desert hedgehogs have long brown spikes. 4 Camels have long eyelashes and a hump/Camels have a hump and long eyelashes. 5 Arctic foxes have long white fur and short pointed ears/short pointed ears and long white fur.
<p>Activity Book page 147</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Using their new vocabulary, explain to learners that they are going to write sentences about a new animal: the Arctic hare. Spend some time reading the word prompts and discussing the photo. Draw attention to the similarities with the Arctic fox. Note that there are three nouns, so the learners should be aiming for at least three sentences. <p>Feedback</p> <p>Read the suggested minimal answer (below) to the class. Take in their books for more formal assessment and marking.</p> <p>Answer</p> <p>The Arctic hare has long white fur. It has a small white tail. It has four white paws. It has long pointed ears. (It has two large/strong legs and two shorter legs. It has a small black nose. It has a small white tail.)</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Create an imaginary animal with the class. Begin by drawing a body part on the board (or on a large piece of paper) and saying, for example, <i>It has a large blue nose</i>. Call on volunteers to suggest another sentence. If they give you a correct suggestion, they can come to the board and add it to the creature.

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>(G4.1.1.1) Listen to short monologues delivered slowly and clearly; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.3.1.1) Read and understand a variety of grade-appropriate information texts.</p> <p>(G4.3.7.1.1) 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>(G4.3.7.2.1) 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>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences in past simple.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words; use knowledge of word families to spell single and multi syllable words.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem. Speaking: To work together to answer comprehension questions on a poem. Reading: To read a poem for gist and specific detail. Writing: To write the first lines of the verses of a poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use picture clues to follow the meaning of a poem • read a poem for gist • understand new adjectives to describe sounds and movements • understand new verbs to describe sounds and movements • read for specific details.
Link to prior learning: <ul style="list-style-type: none"> • Regular and irregular verbs in the past simple • Work on poetry including similes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>jump, hop, climb, wiggle, creep, crawl, slither; crash, bang, loud; sharp, pointy, slimy</i> Key expressions/structure: <i>Things that ... , Anything that ... , That's what I'm afraid of.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Reading a new poem can feel daunting: less confident learners feel overwhelmed by new vocabulary, more confident learners may dislike the open-ended nature of figurative language (there is often no 'correct' answer to poetry appreciation questions). The poem in this lesson is rooted in the experiences of a child, and the starter activities should generate everyone's interest. Use learners' own experiences to approach the subject matter. 		
Resources/equipment needed: Learner's Book pages 209–210 Activity Book page 148 Audio Track 116 Audio Track 33 (Activity Book) Pictures of a selection of animals relating to the movement words from today's lesson: spider, worm, snail, slug, centipede, snake; a stopwatch		

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 the learners: <i>What are you afraid of?</i> Write this question on the board. Say: <i>Are you afraid of mice? Are you afraid of spiders?</i> Volunteer an answer for yourself: <i>Yes, I am afraid of spiders.</i> 2. Give the learners a few moments to ask and answer this question in pairs. You could keep a list of their suggestions on the board, but keep the tone of the discussion light. (Be aware of any sensitivities within the class.) 3. Introduce two new movement words used for spiders: <i>creep</i> and <i>crawl</i>.
Resources	Main activity
<p>Learner's Book page 209</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups to think of as many animal movement words as they can. Set a time limit and use a stopwatch, or equivalent, to keep the learners motivated. 2. This could also be set as a group brainstorm activity. <p>Feedback</p> <p>Ask each group to read their lists. Assist with pronunciation and add any obvious omissions.</p> <p>Answers</p> <p>Learners' own ideas, for example, <i>walk, run, jump, hop, swim, climb, fly, dig</i>. They can also include <i>creep</i> and <i>crawl</i>.</p>
<p>Learner's Book pages 209–210 Audio Track 116</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the poem and the pictures. Discuss what the pictures show. 2. Read the first <i>Reading strategy</i> box to the class. Discuss whether the learners use any of these techniques when they read for gist. 3. Play the audio at least twice with the learners following in their books. <p>Feedback</p> <p>Ask learners if they can suggest some things that the girl is afraid of. Be clear that the answer is not precise – the girl is afraid of many things.</p> <p>Answer</p> <p>She is afraid of certain animals and some noises.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Complete Activity 1 in the Activity Book at this point. Using the images will help less confident learners to clarify the general meaning of the poem. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Complete Activity 1 in the Activity Book at this point. With access to a dictionary, more confident learners can name the creatures that the girl is afraid of in each verse. They can feed these back to the class.

<p>Activity Book page 148 Audio Track 33</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the six pictures: one for each verse of ‘Scary things!!’ Ask them to work in pairs and order the images from 1 to 6. 2. Play the poem again while the pairs discuss the options. <p>Feedback</p> <p>Ask pairs to swap books and mark each other’s work. Give the correct order and connect the images to the wording of the poem.</p> <p>Answers</p> <p>From top, left to right: 4, 6, 5, 2, 3, 1</p>
<p>Learner’s Book page 210</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Read the second <i>Reading strategy</i> box to the class. Clarify the word <i>scan</i>: meaning that the learners do not need to read every word of the poem to answer these questions. They should scan the text to find the words they need. 2. Allow at least ten minutes for learners to work in groups on the comprehension questions. 3. Learners should take notes during their discussion, but make clear that they do not need to write detailed answers. <p>Feedback</p> <p>Work through the questions, taking suggestions from individuals and aiming to take contributions from every member of the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Worms, although more confident learners may notice that the wording is <i>like wriggly worms</i>, which allows for a broader answer. 2 a runaway tram (again a wider interpretation is possible, for example, thunder [indicated in the picture]) 3 claws 4 slither (a movement word for a snake), slimy (an adjective used for slugs and snails), crash (a loud, long noise), creep (a movement word for spiders and insects), crawl (a movement word for spiders and insects) <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help less confident learners to see that much of each verse is repeated. Read the poem together, with them supplying repeated phrases (<i>Things that ... , Anything that ... , That’s what I’m afraid of</i>) and you reading the rest. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More confident learners should notice that we only know for sure that the person is scared of <i>things</i>. The use of <i>like</i> in verse 1 and <i>like a</i> in verse 2 opens the possibility that the speaker is scared of things that are only <i>like</i> worms and trams. Tie this in with the study of <i>like a</i> similes in Unit 7.

Activity Book page 148	<p>Write: Activity 2</p> <p>1. Read the rubric to learners and complete the first answer together. They will need access to pages 209–210 in the Learner’s Book in order to copy the correct lines of the poem.</p> <p>Feedback</p> <p>Call on individuals to read you the line they have written. Follow the correct order identified in Activity 1 by saying, for example: <i>Please read the line for picture 1</i>. Then use the Learner’s Book to confirm each answer.</p> <p style="background-color: #e0e0e0;">Answers</p> <p><i>These need to follow the order in Activity 1 above</i></p> <p>Things that wiggle Things that go crash Things that creep Things that hiss Things that growl Things that are cute</p>
Resources	Plenary
	<p>1. Show learners the animal pictures you have brought. See if they can provide the new movement words from today’s lesson. Take this opportunity to drill the pronunciation of these words chorally and individually. These words provide an excellent opportunity to add a movement memory aid to help the learners’ recall of the vocabulary. For example, move your hands like a spider when drilling <i>creep</i> and <i>crawl</i>.</p>

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:

- (G4.2.1.1.1) Give personal information; express dislikes.
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G4.3.4.1.5) Make and confirm predictions about forthcoming information drawing on specific details in the text.
- (G4.3.6.1.3) Connect the information and events in a text or story to life experiences.
- (G4.3.7.1.1) 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.
- (G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.
- (G4.3.7.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.
- (G4.3.7.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To match animal pictures to animal sounds. Speaking: To discuss and practise rhyming words from a poem. Reading: To read a poem for gist and specific detail. Writing: To write key vocabulary in word families.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a poem for specific details • understand and use new adjectives to describe sounds and movements • understand and use new verbs to describe sounds and movements • explore the use of rhyme in a poem.
Link to prior learning: <ul style="list-style-type: none"> • Regular and irregular verbs in the past simple • Work on poetry including rhyming words 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>wiggle, squish, squirm, creep, crawl, hang, slither, quiver, stroke; crash, bang, hiss, growl, roar, purr; cute</i> Key expressions/structure: Word families (verbs, adjectives, nouns); rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson provides a number of techniques for memorising new vocabulary. The learners match words to pictures, group words into families, match words to definitions and connect verbs with associated nouns. Draw attention to the fact that, after two lessons, their appreciation and understanding of the poem has greatly increased. Suggest that these techniques have assisted in the process, and that learners can use these techniques for other encounters with new vocabulary. 		
Resources/equipment needed: Learner's Book page 211 Activity Book page 149 Audio Track 117 Audio Track 33 (Activity Book) Dictionaries (optional)		

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
	1. Revisit the animal movement words from the poem 'Scary things!': <i>wiggle, creep, crawl, slither</i> . Either review (from the previous plenary) or create movements to go with each word to act as a memory aid.
Resources	Main activity
Learner's Book page 211 Audio Track 117	Listen: Activity 1 1. Ask the learners to look at the pictures. Can they name the animals? Explain that words 1–4 relate to sounds, not the names of the animals. 2. Play the audio twice to allow the learners to match the sounds to the pictures. Feedback Play the audio again and orally give the learners the correct answers. They can mark their own work using a tick or cross (and no other markings). Call on individuals to say the sound verbs to you. Draw attention to the similarity between the word and the sound it relates to. Answers 1 d 2 c 3 b 4 a
Learner's Book pages 211	Word study: Activity 2 1. The learners are asked to identify three verbs, three adjectives and three nouns from the poem. This task can be completed as individual work. Alternatively – as there are many more than three examples of each word type – divide the class into three groups: one per word family. 2. Circulate while the learners are completing this task, and help them to focus on their letter formation. The trigraph 'squ' (used in <i>squish</i> and <i>squirm</i>) is not common in English and is tricky. Feedback Take contributions from the class and construct a master set of each word family on the board. Show the learners how the adjectives and nouns can be combined, for example, <i>soft fur, loud tram</i> . Give examples of some verbs in sentences, for example, <i>I squirm when I see a spider</i> . Practise saying the words together. Answers (possible) Verbs: go bang, hangs, quiver Adjectives: wiggly, slimy, pointy Nouns: tram, ceilings, fur

<p>Learner's Book page 211</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Look at the example rhyming words (<i>worms, squirm</i>) in the <i>Language detective</i> box and locate them in verse 1. 2. Encourage learners to practise saying the words to themselves. They should then work in pairs to find the other rhyming words (one pair of words in each verse) and write them down. Conduct the first feedback session detailed below. 3. Now read the rubric for the second part of the rhyming work. Learners need to work in their pairs (or small groups) to think of rhymes for the words provided: <i>cat, bear, blue, cow</i> and <i>red</i>. They then construct a sentence using at least one of their rhymes: <i>The cat is wearing my hat</i>. Learners will enjoy this task, and you will need to agree on a time limit before conducting the second feedback session detailed below. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to raise one hand when they hear a word they have written, and to raise their other hand when they hear the rhyming word. Read the poem, one verse at a time. As the learners raise their hands, write the rhyming words on the board. Practise saying the word pairs together. 2. Circulate the room and call on pairs in turn to give you one of their rhyming sentences. Gather the rhymes on the board. Review the number of rhymes found for each source word. Point out that learners have enough English vocabulary now to be able to write their own poems. <p>Answers</p> <p>worms/squirm, bang/tram, crawl/walls, slither/quiver, roar/claws, purr/fur</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on pronouncing the rhyming sounds rather than the spelling variations. 2. Decide on a selection of rhyming words together and then allow less confident learners to focus on the sentence construction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Draw attention to the specific rhyming vowel sounds in each word pair. Look with the learners at the phonetic spellings in their dictionaries and compare the various spellings. 2. Challenge more confident learners to think of as many different spellings to rhyme with <i>bear</i> as they can: <i>wear, there, their, chair, scare</i>.
<p>Activity Book page 149 Audio Track 33</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the phrases before listening to the poem again and matching each phrase with a verse. <p>Feedback</p> <p>Allow learners to swap books and mark each other's work. You can either give them the answers straight away, or ask them to locate the phrases in the poem, and then confirm the answers together.</p> <p>Answers</p> <p>1 Verse 3; 2 Verse 2; 3 Verse 6; 4 Verse 1; 5 Verse 5</p>

Activity Book page 149	<p>Word study: Activity 2</p> <p>1. Read the rubric to the class and clarify, if needed, how the gaps are to be completed. Encourage learners to work individually on this task as they have already explored each of the terms required.</p> <p>Feedback</p> <p>Allow learners to swap books and mark each other's work. After giving the answers, look in more detail at the structure of this work: linking a verb with its likely subject, and defining new words. Both of these are good ways to store and learn new terminology.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 worm, spider (or insect), snake 2 storm, lion, cat 3 bang, wiggle, roar, slither, creep/crawl, purr</p>
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Resources	Plenary
	<p>1. Organise a choral reading of the poem. Establish verb movements for everyone to enact at key points (for example, wiggle, go bang, creep, slither, stroke). If possible, present their reading to an audience in assembly or to another class.</p>

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:

- (G4.3.1.1.1) Consolidate knowledge of the short vowels, long vowels and diphthongs from grades 1, 2 and 3.
- (G4.3.2.1.3) Read unfamiliar multi syllabic words applying sound correspondences, syllabication patterns, and roots and affixes.
- (G4.3.3.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts and information texts.
- (G4.3.4.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G4.3.7.1.1) 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.
- (G4.3.7.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.
- (G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.
- (G4.3.7.2.7) Identify the figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and complete a passage about a planet. Speaking: To work in pairs to describe an animal. Reading: To read information about a planet. Writing: To write a verse of poetry using verbs of movement, adjectives and nouns		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific adjectives and complete a text • work with a partner to describe an animal using size, colour and shape adjectives in the correct order • work with a partner to write a new verse for the poem 'Scary things!!' using new verbs, adjectives and nouns.
Link to prior learning: <ul style="list-style-type: none"> • Use of comparative and superlative adjectives • Use of size, colour and shape adjectives • Descriptions of animals • Descriptions of planets 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>fastest, biggest, smaller; long, pointed, sharp, small, windy, spiky; wings, scales, paws, claws, fur, feathers, tail, ears, beak; flap, peck, loud, fast, hungry</i> Key expressions/structure: Descriptions of animals using size, shape, colour adjectives in the correct order; <i>Things that ... , Anything that ... , That's what I'm afraid of.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • More confident learners may rush to give the animal name in Activity 2. Explain that they need to give their partner a chance to use full sentences with adjectives. Alternatively, pair more confident learners together and challenge them to conceal which animal they are describing for as long as possible, while still giving correct sentences using adjectives. 		
Resources/equipment needed: Learner's Book page 212 Activity Book page 150 Audio Track 118 (Optional) pictures of new desert and Arctic animals, for example, reindeer and scorpion		

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. On the board, write the initial letter of each planet name, followed by letter spaces. For example: M _ _ _ _ _ . 2. Call on learners to give you a letter of the alphabet. Fill in all uses of this letter in the names. See how many 'callers' it takes to complete the list. The most rapid completion possible is 10 callers.
Resources	Main activity
Learner's Book page 212 Audio Track 118	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Look back at page 205 with the class and review the adjectives in the <i>Use of English</i> box. 2. Read the rubric, then ensure everyone has their pens ready before playing the audio twice. <p>Feedback</p> <p>Read the audioscript to the learners and ask individuals to supply the missing words. Then play the audio a final time.</p> <p>Answers</p> <p>1 cold 2 windy 3 fastest 4 the Sun 5 biggest 6 smaller</p>
Learner's Book page 212	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Look back at page 208 with the class and review the adjectives and animal body parts. Depending on your learners' ability, you may allow them access to this page during their discussions. 2. Read the rubric and the example exchange to the class. Then set pairs to describing the animals. 3. Circulate during the discussions to ensure that learners stay focused on the task. <p>Feedback</p> <p>Take each animal in turn and call on volunteers to suggest one description. Congratulate anyone who uses more than one adjective in a single sentence.</p> <p>Answer</p> <p>Learners' own descriptions</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Group less confident learners together and initially take the role of the describer. Model one or two examples before allowing them to continue independently. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Provide images of previously undiscussed desert and Arctic animals, such as a scorpion and a reindeer, for more confident learners to describe, with access to dictionaries.

Activity Book page 150	<p>Word study: Activity 1</p> <p>1. Read the rubric to the class. The learners should be able to complete this matching task very quickly.</p> <p>Feedback</p> <p>Call on volunteers to give you each answer. Ask whether anyone disagrees. Ask whether anyone can provide an alternative adjective and feature for that animal.</p> <p>Answers</p> <p>1 d 2 a 3 b 4 c 5 Learners' own answers</p>
Activity Book page 150	<p>Write: Activity 2</p> <p>1. Look back at Learner's Book pages 209–210 and, if there's time, do a choral reading of the poem.</p> <p>2. Read the rubric, and look in detail at the new picture. What is the girl afraid of? During this discussion, drill the vocabulary provided and clarify <i>flap</i> (the rising and falling movement of wings), <i>beak</i> (the mouth part of a bird) and <i>peck</i> (the movement of a beak when birds eat). Model using this new vocabulary in conjunction with the sentence stems provided, for example, <i>Things that</i> [verb of movement or <i>have</i> + noun or <i>be</i> + adjective], <i>Anything that</i> [verb of movement or <i>be</i> + adjective or <i>have</i> + noun]</p> <p>3. Pairs now work to produce a new verse for the poem.</p> <p>Feedback</p> <p>Ask everyone to place their completed verses on their desk. Allow learners to mingle and discuss each other's work. Choose a few pairs to read their verse to the class. You could choose one verse to add to the choral reading of the main poem, using actions with <i>flap</i> and <i>peck</i>.</p> <p>Answers</p> <p>Learners' poem verses</p>
Resources	Plenary
Activity Book page 150	<p>Assessment box: Activity 3</p> <p>1. Ask learners to complete the assessment box at the end of the lesson for themselves. Do any remedial teaching as necessary.</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>(G4.1.1.1) Listen to short monologues; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree, use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.3.1.2) Use language structures of comparatives and superlatives.</p> <p>(G4.4.3.1.3) Write simple sentences.</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to check answers to a task. Speaking: To say email addresses. To play a guessing game with a partner using known information about planets. To discuss habits using time expressions. Reading: To read email addresses. Writing: To write sentences from prompts, using comparative and superlative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> review and practise key vocabulary and structures from Unit 12.
Link to prior learning: <ul style="list-style-type: none"> Use of comparative and superlative adjectives Use of time expressions to discuss habits Descriptions of planets Email addresses 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>on (Monday); at half past/quarter past/quarter to; at, dot, underscore; tallest, drier, most beautiful, older, newest, cooler</i> Key expressions/structure: Time expressions using prepositions <i>on</i> and <i>at</i> to convey habits; simple sentences using comparative and superlative adjectives; email addresses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Activity 3 is open-ended, with the learners supplying information from their own experience of the world. This may intimidate some. If necessary, clarify that your primary focus for this activity is the ability to use the time expressions and fluency. The learners do not need to supply details of their habits, and should not use a dictionary to find new words at this point. The aim is to have a fluid and polite exchange with their partner. 		
Resources/equipment needed: Learner's Book page 213 Audio Tracks 110 and 119 PCM 13 Computer access (optional), large analogue clock, prompt images of UAE locations (optional)		

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. Ask learners to look back through Unit 12 in their Learner's Books. 2. Ask: <i>Which is your favourite photo? Why?</i>
Resources	Main activity
Learner's Book page 213 Audio Tracks 110 and 119	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. To prepare for the activity, replay Audio Track 110 from Lesson 5. Allow everyone to follow in their books and read chorally. 2. Read the rubric, then allow pairs to read the new email addresses to each other. <p>Feedback</p> <p>Play the audio at least twice. On the first listening, the learners simply listen. On a second hearing, they can join in chorally. If possible, allow time for the learners to practise typing these email addresses, and other examples, on a keyboard. For example, mywork123@cityview.com amal_jumeirah@national.sch.ae poetryfan56@mail.com</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Cool majeed at dubai kids dot A E one Fares one at email underscore world dot co dot U K Sabiha underscore mountaineer at wadi dot S C H dot A E Amer dot Khobar at dubai two visit dot com</p>
Learner's Book page 213 PCM 13	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the learners will be creating a 'guessing game'. One partner has to describe a planet (using their Learner's Book) and the other will guess (book closed). Read the worked example with a volunteer. 2. If you wish, establish a scoring system for the game: 5 points for a correct guess after one fact, 2 points for a correct guess after two facts, 0 points if the questioner uses all the facts in the Learner's Book. 3. Shuffle the pairs and allow them to work on the game. <p>Feedback</p> <p>Circulate during the discussions to ensure that learners stay focused on the task. As you visit each pair, quietly distribute the planet word cards from PCM 13. Then gather everyone together and give some example descriptions. The learners can hold up the name card of the planet they think matches the description.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answer</p> <p>Learners' own questions and answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can read sentences from the main information text on page 206, but should change the planet name to 'it'. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage more confident learners to combine facts into complex sentences, for example, <i>It is smaller than Earth, but bigger than Mercury.</i>

Learner's Book page 213	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Write <i>on</i> and <i>at</i> on the board. Ask learners which preposition is used with days of the week (<i>on</i>) and which with times (<i>at</i>). Add one example of each to the board. 2. Read the rubric and worked example with the class. Clarify that there are no correct answers to end each sentence, but that they should be reasonable for the various times given. 3. Shuffle the pairs and allow them to work on the four prompts. <p>Feedback</p> <p>Add <i>Monday</i> to the <i>on</i> area of the board. Say: <i>On Monday I usually ...</i> then ask for a volunteer to supply the rest of the sentence. Repeat for the other prompts.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 213	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Look back at Learner's Book pages 198 and 201 with the class and re-read the two <i>Use of English</i> boxes. 2. If possible, place the learners in groups and give each group picture prompts of suitable UAE locations to provoke comparative and superlative sentences. <p>Feedback</p> <p>Ask individuals to hold up a prompt picture and give a sentence using that location.</p> <p>Answers</p> <p>Learners' own sentences using <i>tallest, drier, most beautiful, older, newest, cooler</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Group less confident learners together and let them work together to construct the sentences orally, before allowing them to write the sentences down independently. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write more complex sentences using conjunctions.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Explain to learners that there are three 'stations' in the classroom. Point to area 1: <i>This is the poetry station</i>. Point to area 2: <i>This is the mountains station</i>. Point to area 3: <i>This is the planets station</i>. Ask the learners to move to the station for the learning topic they most enjoyed in Unit 12. Move to each station in turn. Ask learners why they enjoyed this area so much and promote discussion. Praise one thing that your class tried especially hard on for that area.

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>(G4.1.1.1) Listen to short monologues; apply various strategies of listening and comprehension skills.</p> <p>(G4.2.1.1.1) Give personal information.</p> <p>(G4.2.1.1.2) Talk about habits.</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.3.7.1.1) 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>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences.</p> <p>(G4.4.3.1.2) Use language structures of prepositional phrases of time, comparatives, superlatives.</p> <p>(G4.4.3.1.3) Write simple sentences.</p> <p>(G4.4.3.1.4) Use coordinating conjunctions, (for example, <i>but</i>).</p> <p>(G4.4.4.1.4) Correctly spell high-frequency and studied words.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to feedback from peers. Speaking: To present their project to the class. Reading: To read and follow directions. Writing: To write poetry from prompts using descriptive adjectives. To write a quiz using comparative and superlative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • either: write a quiz • or: write a fact file • reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Use of comparative and superlative adjectives • Animal fact file and use of adjectives 21st Century Skills: <ul style="list-style-type: none"> • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results. 		
Key expressions/structure: Adjectives to describe animals, planets and landscapes		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The individual work (Project 2) will tend to appeal to shyer members of the class. Where appropriate, to instil confidence, encourage Project 2 learners to read their fact file, and certainly to answer teacher/class questions about their work. 		
Resources/equipment needed: Learner's Book page 214 Project 1: paper and pens; access to information books/online sources/prepared factsheets about UAE locations (optional) Project 2: paper, dictionaries, drawing materials or access to computers to print pictures		

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. Learners have two choices of project in this lesson: one is completed in pairs (Project 1) and the other is more independent (Project 2). Briefly review the tasks and assign the learners to groups. Try to have approximately half of the learners working on each project.</p>
Resources	Main activity
<p>Learner's Book pages 207, 214</p>	<p>Project 1: Create a quiz</p> <ol style="list-style-type: none"> 1. Read the rubric to the class. Recap the nature of a true/false quiz and ensure learners understand that they need to include some true and some false statements. Model examples using relevant vocabulary, for example: <i>Jabal Jais is the highest mountain in the United Arab Emirates. (True.)</i> 2. Allow a research phase for this project using printed or online sources. During this phase, learners should agree on six facts to use in their quiz. 3. Learners draft quiz sentences, Be on hand at this point to check their statement sentences. Allow learners to adjust their work as necessary. 4. Learners then work to write their quiz. You may wish to agree on a single method of presentation, for example, a square box after each statement for readers to tick for True or cross for False. Emphasise that learners need to keep a record of the quiz answers on a separate sheet of paper. They will need to organise this work between them, for example, writing alternate questions or one person taking responsibility for the answers. They must ensure that their handwriting is as neat as possible. The quiz can also be typed up and distributed in printed form. <p>Project 2: Create your own fact file</p> <ol style="list-style-type: none"> 1. Tell learners they are going to choose an animal from page 214 and write a Fact File about it using the following headings: <i>Name, Features</i>. They can use the relevant text from Lesson 8 (page 208) on the desert hedgehog as a model for their writing. 2. Encourage the learners to work in two stages: first creating rough notes, then a neat version with headings and full sentences. 3. Here are some interesting facts for each animal which can form the basis of an additional section for more confident learners: the arctic fox has fur even on the bottom of its paws to help it stay warm; snowy owls are very quiet and hardly ever make a noise; the sand viper buries itself in the sand to stay cool, so only its head is showing; fruit bats have <i>extremely</i> long tongues. <p>Use of technology for presentation projects:</p> <p>As with any exercise, you should model the activity in front of learners to act as their guide.</p> <p>Presentation software:</p> <p>Generic software programs such as PowerPoint contain all the features that the learners will need. The learners can select from the numerous template options (or use one you have prepared), and then experiment with font, colour of text, size of text – as well as the options for direction of text boxes, speed of slideshow, etc. Images are easily inserted and audio clips can be created without the use of an additional program.</p> <p>You may, of course, wish to explore other, education-specific software options, such as Prezi. For interactive whiteboards (IWB), programs such as ActivInspire offer far more than presentation work and can be integrated across all subjects. For tablets, educational apps such as Book Creator can be used confidently by learners at Grade 4.</p>

	<p>Images: The learners should be able to complete an online search, for example using Google images, and save their selected image to a designated area of their computer. Images on wikipedia, for example contain clear icon instructions for downloading images. Designated royalty-free image sites are also useful, for example www.freedigitalphotos.net. In all cases, you should trial likely searches before the lesson and be able to suggest the best search terms. Alternatively, you can prepare a folder of pre-selected images for the learners to use. This might include photos/ scans of the learners and their work, for example their drawings.</p> <p>Presentation technique: Unless variety is the aim, ensure that all learners present the same task using the same technology, for example all via the IWB, or all via tablets. The learners should be encouraged to interact with technology throughout their learning, for example highlighting items on the IWB. These skills can then be used in their presentations. Adapt your process to the presentation in hand. So, for a single screen presentation, the learners could hold their own tablets and talk at the same time. For more complex work, it would be best for you to hold the tablet and allow the learner to interact at key points only. This would also be the case if you want the learners to focus on their oral skills rather than the interaction with IT per se.</p> <p>Differentiation activities (Support):</p> <p>Project 1 1. Provide fact sheets for a number of locations which can be used as source material for the quizzes.</p> <p>Project 2 1. Provide a picture prompt for each topic. You could also supply a word bank of suitable adjectives for the learners to select from.</p> <p>Differentiation activities (Stretch):</p> <p>Project 1 1. More confident learners can use audio technology to record their quiz or more sophisticated processing functions such as Yes/No buttons in Word or Excel.</p> <p>Project 2 1. Ask these learners to think about presenting their fact file to reflect the nature of their subject, for example using colour in their drawing or varying their letter size when writing the fact file.</p>
Resources	<p>Plenary</p> <p>1. In preparation for the presentation phase of the projects, explore a range of phrases for giving an opinion backed up with evidence: <i>I liked Jamila and Alia's quiz because the answers were quite difficult. I liked Khalwa's Arctic fox fact file because there are lots of interesting facts and information.</i></p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.)</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.3.7.2.7) Identify figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences.</p> <p>(G4.4.3.1.2) Use language structures of comparatives, superlatives.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to feedback from their peers. Speaking: To present their project to the class. Reading: To read and follow directions. Writing: To write poetry from prompts using descriptive adjectives. To write a quiz using comparative and superlative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • either: work in pairs to write a quiz • or: work individually to write a fact file • reflect on their recent learning experiences.
Link to prior learning: <ul style="list-style-type: none"> • Use of comparative and superlative adjectives • Animal fact file and use of adjectives 21st Century Skills: <ul style="list-style-type: none"> • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results. 		
Key expressions/structure: Adjectives to describe animals, planets and landscapes		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The 'mingle' session for Project 2 represents an advanced skill for this age group. Encourage learners to look actively at each other's fact files: identifying positive points, backing up their opinion with evidence, and looking to incorporate good practice into their own work. 		
Resources/equipment needed: Learner's Book pages 214		

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. Ask Project 1 learners to get into their pairs. Distribute the quiz materials. Organise the learners so that each Project 1 pair is joined by two Project 2 learners. The class should now be arranged in groups of 4. Ask everyone to sit down in their groups.
Resources	Main activity
Learner's Book page 214	<p>Project 1: Creat a quiz</p> <ol style="list-style-type: none">1. Explain that each group is going to receive a quiz to answer. Walk around the room and redistribute the quizzes (but leave the answer sheets with the authors). Allow 5 minutes for teams to answer the quiz they receive.2. Return the completed quizzes to their authors for marking. They should award a mark out of six.3. Conduct a whole-class review of the quizzes. Teams can feedback the marks. Call on Project 1 pairs to read a selection of quiz questions. Can they correct their own false questions?4. If possible, display the quizzes, for example, by pegging them to a washing line across the classroom ceiling or alongside the books/factsheets which provided the source information. <p>Project 2: Create your own fact file</p> <ol style="list-style-type: none">1. Place completed fact files on desks around the room, or in a central area. Encourage everyone to 'mingle' and consider each other's work.2. Bring the class back together and discuss the fact files using as much of the new vocabulary as possible, for example <i>Saeed's owl drawing has long sharp claws. I can see the brown scales on Marzouq's viper picture. Fahad, please can you read me a sentence from 'Features'.</i>
Resources	Plenary
	<ol style="list-style-type: none">1. Congratulate everyone on their project work. Point out particularly effective features from various projects, for example, well-constructed true/false questions, interesting facts in the fact file, effective use of language and adjectives in the fact file, etc.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G4.2.1.1.5) Build upon the ability to compare between two things using common regular and irregular adjectives; use the superlative form of adjectives to compare three nouns or express the most extreme degree; use adverbs of manner to modify actions.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level.</p> <p>(G4.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G4.2.1.1.8) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G4.2.2.1.2) Deliver presentations using technology and visual displays when appropriate to clarify ideas, thoughts and feelings.</p> <p>(G4.3.4.1.7) Read and follow sequential instructions (recipes, directions, etc.)</p> <p>(G4.3.7.2.6) Use dictionaries or other online or print references to find the pronunciation, precise meanings of words and phrases; use dictionaries or other online or print references to find other features of unknown words.</p> <p>(G4.3.7.2.7) Identify figurative language (for example, similes and metaphors); determine how figurative language provides meaning to works of literature.</p> <p>(G4.4.2.1.1) Produce simple yet clear and coherent written texts of four or more complete, simple sentences.</p> <p>(G4.4.3.1.2) Use language structures of comparatives, superlatives.</p> <p>(G4.4.5.1.4) Present information using a variety of formats.</p>			

Learner's Book

UNIT 1

Track 2

Bader: Hello! My name's Bader. We're learning the Al Ayyalah routine. It is a very old routine and an important tradition in the UAE. People love watching it. My friends are standing opposite each other. Our teacher showed them how to do the movement. They are moving right and left. They are practising together. Look! They are having a lot of fun.

My teacher's playing the drum. I'm learning to play the drums as well. The students move to the sound of the drum, too. When my teacher taps the drum quickly, the students move quickly. When he taps the drum slowly, the students move slowly.

Learning the Al Ayyalah routine is fun, but it's also difficult. We have to practise a lot. My friends want to move really well. We want our Al Ayyalah routine to be perfect.

Track 3

Narrator: National Day is celebrated in the UAE and in many other countries too. The Al Ayyalah routine is part of the celebrations. There is a big drum and three small drums. The men hold up their sticks and make them move up and down, left and right.

Track 4

Boy A: This is difficult!

Boy B: Yes, it is. But we can do it! Don't give up.

Boy A: OK, I'm going to put my shoelace around your shoelace. Can you pull it through the hole?

Boy B: I think I can. Oh no! I've dropped it.

Boy A: That's OK. Let's try again.

Boy B: OK. Here we go. Put the lace through the hole. Don't move your foot. That's good ...

Boy A: Like this?

Boy B: Yes, that's it.

A and B: We've done it!

Boy B: We're a good team.

Track 5

Narrator: Rope Rhyme

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down, whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about

Get set, ready now,
jump
right
out!

Track 6

Friend: Hi, Nabeel, what are you drawing?

Nabeel: It's a bat. It's flying around at night, catching insects. Bats only fly at night, not in the day.

Friend: What a great picture! You're very good at drawing, Nabeel.

Nabeel: Thank you! Do you think a bat is a bird or a mammal?

Friend: It's a mammal. I'm sure. It's not a bird.

Nabeel: How do you spell mammal? I'm not very good at spelling.

Friend: M-A-M-M-A-L.

Nabeel: Thank you!

Track 7

Narrator: The animals are making a project in the classroom and they are getting their pictures ready. Bat, Duck, Bear and Kangaroo are working in a team together to make their project.

Teacher: I can see you are working very hard on your projects. Well done everyone! Please could you start tidying up now? Thank you.

Boy 1: Yes, I'm colouring my picture.

Boy 2: And I'm cutting out my picture!

Boy 3: I'm using glue to stick my picture on the poster!

Track 8

Teacher: ... and Duck ... how are you doing?

Narrator: Duck looks very sad.

Teacher: What's the matter, Duck? Is something wrong?

Boy 4: I can't do my project and I am very sad.

Teacher: Why can't you do your project, Duck?

Boy 4: I don't have coloured pencils to colour in my picture.

Boy 1: Share my coloured pencils!

Boy 4: I don't have scissors to cut out my picture.

Boy 2: Share my scissors!

Boy 4: I don't have glue to stick my picture on the poster.

Boy 3: Have my glue!

Boy 4: Thank you my friends. Thank you for sharing and helping me. Please could you pass me the coloured pencils, scissors and glue? Thanks you very much!

Boy 1, 2 and 3: Of course! Here you are!

Teacher: That is great everyone. You are all working together in a team.

Narrator: So Bat, Kangaroo and Bear shared their coloured pencils, scissors and glue with Duck and helped him to finish his picture and stick it on their team poster. The poster was finished and they were all very happy.

Track 9

Narrator: Some girls are drawing mammals. A mammal is an animal that has fur and teeth. Most mammals have four legs. Some girls are drawing birds. Birds are animals that have two legs, two wings and feathers. Most birds can fly. One girl is drawing a bat. Name two mammals and two birds. Do you think a bat is a mammal or a bird?

UNIT 2

Track 10

Mariam: Hello, my name is Mariam. I am very excited today because it's Eid Al -Fitr and the celebrations will last for three days. The day started early in the morning and we went to perform Eid prayers at the mosque.

In the picture you can see there is a lot of food and I'm taking a photo. My mother, grandmother and my aunts spent all week cooking traditional foods like ouzi and harees. In the centre of the photo is my father. He is standing next to my mother. He is very tall and has a beard. My mother is holding a large spoon and putting some food on a plate. My cousin Said is standing behind my mother and talking to my grandfather. My grandmother is drinking a glass of water and looking at my aunt, who is holding a mobile phone. My sister is sitting on a chair and smiling at my baby cousin who is sitting in her lap.

After lunch, we are going to my sister's house to visit some more relatives. We will have another meal tonight!

Track 11

Narrator male: New clothes

In Indonesia, parents give children a small amount of money. People go to shopping malls and buy new clothes, shoes and lots of food.

Visiting family

In Egypt, on the first day of Eid Al Fitr, people visit their families. They also go to the cinema, parks or beaches.

Pancakes for breakfast

People eat special pancakes for Eid Al Fitr in Morocco. Breakfast is a very big meal and people drink mint tea.

Egg fights!

In Afghanistan, men meet in the park with hard-boiled eggs and play a game. They try to break each other's eggs. People go to parks and fly kites.

Track 12

Girl 1: Hi, Nisreen. What are you doing?

Girl 2: I'm making name cards for the big meal we're having tonight.

Girl 1: Why are you doing that?

Girl 2: So that everyone will know where to sit! I'll put the names on the table.

Girl 1: OK. What name are you writing?

Girl 2: I'm writing 'Mr Al Qasim'. He's my grandpa –my dad's dad.

Girl 1: Oh! I want to make a name card!

Girl 2: OK. What name do you want to write?

Girl 1: Miss Al Sayegh

Girl 2: Who is she?

Girl 1: She's my aunt. She's my mum's sister.

Track 13

The End

When I was one,

I had just begun.

When I was two,

I was nearly new.

When I was three,

I was hardly me.

When I was four,

I was not much more.

When I was five,

I was just alive.

But now I am six,

I'm as clever as clever.

So I think I'll be six now for ever and ever

Track 14

Narrator:

1 ate/eight

2 one/won

3 to/two

4 bee/be

5 our/hour

Track 15

Grandfather: We all went on a special camping trip to the desert. It was the first time that you camped in the desert. We parked the SUV under some trees and made a big camp fire. There was a lot of food to eat and you were very hungry. There was a barbecue and your mother cooked delicious food.

You were only six years old and you were scared of the animal noises at night and the scorpions that were in the tent! We were very happy to all be together and it was a fantastic trip.

Track 16

Grandfather: There were many people camping that weekend and we had a lot of fun together. Your grandmother was there and she helped your mother and your aunts. Your cousins were there and they were scared of the scorpions in the tent as well. When I showed you

how to move the scorpion without touching or hurting it, you weren't afraid any more. You were brave and helped your cousins move the scorpions in their tent. You were very helpful!

Track 17

Narrator:

1 photographer

2 sister

3 grandmother

4 grandfather

5 granddaughter

6 grandson

7 aunt

8 uncle

9 parents

Track 18

Male: Can I have everyone's attention please? Can the aunt and uncle stand together in the middle? Then, can the grandfather and the granddaughter stand on the left and the grandmother and the grandson on the right? Parents, you can wait until the next photo, not this one.

Track 19

Boy: Hi, I'm Adel and this is my twin brother, Waleed. We are very excited because we're going camping next weekend with our family.

The last time we went camping was about six years ago, when we were six years old. We had a brilliant time. All our family drove to Al Hayer forest in the summer. It was so hot in July but there were lots of ghaf trees to camp under and stay cool. The land was flat, but there were lots of sand dunes and mountains.

My mother had brought lots of delicious food to cook on the barbecue and we ate barbecued lamb and chicken. There was a big fire and my grandfather told us old stories of when he was a boy.

We all slept in tents at night and heard lots of animal noises. My father told me that he had seen a fox and some bats! Everyone had to shake the tents in the morning because some scorpions had crawled in. I was scared of the scorpions, but they ran away quickly.

Track 20

Boy: A sad memory

When I was very young, I had a teddy bear. His name was Bruno and he only had one eye. I took Bruno everywhere with me! One summer, my family went on holiday to the beach. We played in the sand and swam in the sea. I put Bruno on a rock next to the sea so I could see him.

When we left the beach, I forgot Bruno. I didn't sleep because I was very sad! The next day, my father went to look for Bruno at the beach but he couldn't find him anywhere. I remember I felt sad and even now I miss Bruno.

Track 21

Girl: A proud memory

Last year, my school celebrated the National Day of the United Arab Emirates. My friends and I were very excited and I went to school early so I could help the teachers. There were so many things to do at school! We drank camel milk and ate dates and listened to stories about how the Bedouin used camels to travel across the desert. We painted our hands with henna and my teacher showed us how to make a basket using palm tree leaves. It was a lot of fun and I felt very proud when she told the class that my basket was the best! My mother loves the basket and uses it in the kitchen every day.

Track 22

Boy: A happy memory

My name is Adel and I like helping people. I do chores for my parents at home and I go with my mum and my sisters to help clean up plastic bottles from the beach, even in winter. I have many happy memories but my favourite is from last Ramadan. My father and I gave small snacks to tired drivers before Iftar. I am short so my father lifted me to give the snacks because I couldn't get to the drivers. The drivers were so shocked to see me giving them food, but very happy! I like to help people and make them smile.

Track 23

Boy 1: Tell me about your last camping trip, Zak.

Boy 2: Oh yes, it was great fun. My grandfather and my mother and father were there and we camped in the desert.

Boy 1: That sounds like so much fun! What did you do?

Boy 2: Well, we put up our tents near the sand dunes and near my dad's SUV. It was very beautiful, with lots of ghaf trees around.

Boy 1: What did you eat?

Boy 2: My mum cooked an amazing lamb barbecue. We sat on a carpet in the shade.

Boy 1: Wow! Can you invite me next time?

Boy 2: Of course!

Track 24

Narrator: When I was eight years old my father took us to Dubai. It was great fun. We could go up the Burj Al Arab and we went to some really cool shopping centres. Do you know there's one shopping centre there, called Ski Dubai, where we could ski? I went to the Dubai Museum with my mum and it was really interesting to see how Dubai was in the past, with the model houses and the stories about falcons.

UNIT 3

Track 25

Narrator: Many deserts are hot during the day but cold at night. For example, the temperature in the day can

be over 40 degrees Celsius. That's very hot! At night, the temperature can be close to 5 degrees. That's much cooler.

Deserts can be flat or filled with mountains - it depends where they are in the world. Deserts are very dry, so not many plants grow in them, but one special desert plant is a cactus. Cactus plants have thick, waxy skin with sharp spines and they can live with very little water.

Camels live in some deserts, but most desert animals are small. Many of these animals hide under rocks or in underground homes during the hot days. It is cooler under the ground or in the shadow of a rock. At night, when it gets cooler, the animals come out to look for food.

Track 26

Narrator: The Sahara Desert is the largest hot desert on Earth. It is very hot there and temperatures can reach as high as 57 degrees centigrade. The Sahara Desert is in northern Africa and it covers 12 different countries.

The Sonoran Desert is in North America. Like all other deserts, it is a dry place, but there are a few heavy rainfalls in the summer and in the winter, and it is wetter than the Atacama Desert. The saguaro cactus plant, the tallest cactus on Earth, grows in the Sonoran Desert. A saguaro cactus can grow as tall as a six-storey building.

The Gobi Desert is in Asia. It is called a 'cold desert' because in the winter it is very cold and very windy. But in the summer, the Gobi Desert can get very hot.

Track 27

Narrator: Camels live in the deserts of Africa, Asia, and Australia. They carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel's back.

As the camel crosses the desert, it uses the fat in its hump as food and water. A camel can live for a week or more without drinking water! At the beginning of the trip, the camel's hump is big and fat. At the end of the trip, its hump is much smaller.

Track 28

Narrator: The ghaf tree

All living things need water. It is difficult for plants to grow in the desert because the desert is very dry, but some plants do grow there. One special desert plant is a ghaf tree.

Ghaf trees can live with very little water for a very long time. The tree roots are very long and find water deep underground, as deep as 30 metres. Here the roots drink up water from the sandy soil. When rain falls, the roots of the tree drink up the water very quickly.

Track 29

The desert

I love the desert,

Getting there is the easiest thing there is,

We just drive out the city

And there we are.

It's the sunniest place I know,

Sometimes I see the jerboa

Do you know it never drinks water,

Even on the driest days?

And if it's a good day I see an oryx,

Though it likes the nights,

Do you know it only sweats

When the sun is at its hottest?

At midday I sat under a ghaf tree in the shade,

People say it's the strongest plant in the desert

And you can see it everywhere there.

Track 30

Narrator: Camels live in the deserts of Africa, Asia, and Australia. They carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel's back. As the camel crosses the desert, it uses the fat in its hump as food and water. A camel can live for a week or more without drinking water!

Track 31

Narrator: Two friends

It was a hot day. Hassan and Ibrahim were walking across the desert to an oasis. The boys were friends, but today they were arguing. Hassan was very angry. 'Ibrahim, you are so stupid!' Hassan yelled. Ibrahim felt hurt and upset. He stopped and wrote in the sand, 'Today my friend yelled at me.'

Hassan read the words that Ibrahim wrote in the sand. He felt sorry, but he didn't say anything. The two boys walked on. Soon they came to the cool green oasis, with trees, birds and a waterhole. Ibrahim jumped in the deep water to cool off.

Suddenly, Hassan saw that Ibrahim was in trouble. 'Oh no,' thought Hassan. 'Ibrahim is in deep water and he can't swim!' He shouted, 'Stay calm, Ibrahim. I'm coming to help you.' Hassan swam quickly to Ibrahim. He helped Ibrahim get back to the shore. 'Thank you, Hassan,' said Ibrahim. Ibrahim picked up his knife. He carved these words into a rock:

'Today my friend saved my life.' 'I don't understand,' said Hassan. 'When I called you stupid, you wrote the words in the sand. But when I helped you, you carved the words in a rock.' Ibrahim smiled at Hassan. 'When a friend is unkind, we should write the words in the sand so the wind can blow the words away. When a friend is kind, we should carve the words in a rock so we can remember the kindness for ever.' 'You are very wise, Ibrahim,' said Hassan. 'I'm sorry I was unkind. Thank you for being my friend.'

Track 32

Narrator: The Boy and the Wolf

Once upon a time there was a young boy who looked after the sheep in his village. He didn't like looking after

the sheep because he stayed on his own on the hill and it was very boring. He looked at the village and he said to himself 'The people in the village are all together there and can talk, and I'm all alone here. I want to have some fun.'

Then he thought 'I know how to have some fun!' And he shouted 'Wolf! Wolf! Help! The wolf is taking the sheep!'

The villagers were very busy but they came running up the hill to find the boy and help him 'Where is the wolf?' they said. But the boy only laughed. 'There is no wolf, I only wanted to laugh,' said the boy, and the villagers were very angry.

The next day the boy was bored again. 'I want to have some fun,' he said to himself and he shouted 'Wolf! Wolf! He's taking our sheep! Come and help me!' And the villagers came running but they were very angry when they saw there was no wolf, and they told him to stop being silly.

That night, the boy was all alone on the hill and he suddenly saw two eyes in the darkness. It was the wolf! He shouted and shouted for help but the villagers didn't come. The next day he went down to the village and said 'The wolf took all our sheep, why didn't you come to help me?' And the villagers said, 'Because no one believes a liar.' He felt very bad and he didn't lie again.

Track 33

Narrator: Once upon a time there was a young boy who looked after the sheep in his village. He didn't like looking after the sheep because he stayed on his own on the hill and it was very boring. He looked at the village and he said to himself, 'The people in the village are all together there and can talk, and I'm all alone here. I want to have some fun.'

UNIT 4

Track 34

Narrator:

- a This shape has three straight sides and three corners.
- b This shape has four straight sides and four corners. Two sides are long and two sides are exactly the same.
- c This shape has four straight sides and four corners. All four sides are exactly the same.
- d This shape is round. It doesn't have any corners.
- e You can pick up this shape. It has a top, a bottom and four sides. It is like a box.

Track 35

Narrator: The jumping finger

- 1 Hold up a finger and close your left eye.
- 2 Move your finger so that it covers something on the wall or outside.
- 3 Now keep your finger still. Close your right eye and open your left eye. Is your finger still covering the same thing?

4 Close your left eye and open your right eye again. What happens?

The floating finger

- 1 Find a wall to look at.
- 2 Point two fingers at each other. Hold your hands in front of your face.
- 3 Stare at the wall. Can you see a tiny finger floating between your two fingertips?

Track 36

Girl: Hold your arms out in front of you, like in the picture.

Put your hands together. Make a hole, in a triangle shape.

Keep both eyes open. Look through the triangle. Find something to stare at.

Keep looking at that object through the hole. Slowly, bring your hands very near your face.

(Keep both eyes open!) Have you done it?

OK. Which eye did your hands go to, your left eye or your right eye?

That is your stronger eye.

Track 37

Girl 1: I can see a girl.

Girl 2: I can see her, too.

Girl 1: I can see a boy.

Girl 2: I can see him, too.

Girl 1: I can see a bird.

Girl 2: I can see it, too.

Girl 1: I can see two girls.

Girl 2: I can see them, too.

Girl 1: I can see some boys.

Girl 2: I can see them, too.

Girl 1: I can see a lot of birds.

Girl 2: I can see them, too.

Track 38

Narrator:

- 1 Cut out the circles that your teacher gives you.
- 2 Colour them in four different colours.
- 3 Push a pencil through the centre and then spin the colour wheel.
- 4 What can you see? Why does this happen?

Track 39

Narrator: Hidden animals

This painting by Bev Doolittle is called 'Pintos'. A pinto is a name for a horse with a special colouring – white with brown spots or blotches. How many pinto horses can you find hidden, or camouflaged, in this setting of brown rocks and white snow? Animals use camouflage to hide and stay safe. Camouflage means that the colours and patterns on an animal's body are the same as the colours and patterns of the place where

the animal is hiding. If the camouflaged animal does not move, it is hard for other animals to see it.

Don't eat me!

What animals are hiding in these photos?

Camouflage is a good way for a small animal to hide from the larger animals that want to eat it. Birds like to eat bugs, butterflies, frogs and snakes. Snakes like to eat mice, frogs and birds' eggs.

A yellow flower is a good place for a yellow butterfly to hide.

The stick insect is good at camouflage. Its body is the colour of bark – brown and green. Its long body, legs and antennae blend in perfectly with tiny branches and leaves.

Track 40

Boy: Looking for a meal

Animals which eat other animals also use camouflage.

This snake, the Arabian horned viper, is sandy-coloured with light-brown markings on its back. It is hard to see the snake as it hides in the sand with its head sticking out. When it sees a lizard, or a small mammal or bird, it springs out and catches its meal by surprise.

Changing colours

Some animals change the colour of their fur in winter. Why do you think they do that?

During the warm months, an Arctic fox has brown fur. Its brown colour matches the brown soil and grasses of the Arctic land where the fox lives. In winter, the Arctic land is covered with snow. When the cold weather begins, the Arctic fox grows a coat of white fur. This camouflage helps the Arctic fox hide from hungry polar bears and wolves!

Track 41

Narrator:

- | | |
|---------------|-------|
| 1 buy | buy |
| 2 there | there |
| 3 too | too |
| 4 son | son |
| 5 right | right |
| 6 sea | sea |
| 7 you're your | |

Track 42

Narrator: Owl see you

Please don't ruffle my feathers
It is very rude when you stare
I have the most sensitive hearing
And I know you are lurking there

I mainly venture out at night
For I really am quite shy
Many people don't even see me
For I don't make a noise when I fly

My head can turn 270 degrees
So my eyesight is extremely good
Under cover of dark I lurk in the shadows
So you may not see me in the wood.

UNIT 5

Track 43

Presenter: Ladies and gentlemen, welcome to our show 'I'm an inventor!' This is the show where boys and girls bring their ideas for new inventions. Now, to start this evening, we have our first inventor, Asma! What have you invented, Asma?

Asma: I've invented a football.

Presenter: Oh? But ... what makes it special?

Asma: Well, I like playing football with my friends. But sometimes we kick the ball too far. So, you take this special remote control and press the button. The ball comes back to you! It's very useful if you kick the ball into the neighbour's garden.

Presenter: Wow, that's cool! Thank you so much, Asma! And our next inventor tonight is MJ McKinley! What do you want to show us, MJ?

MJ: I've invented some bouncing shoes.

Presenter: Yes, I can see! Why did you invent bouncing shoes?

MJ: Because I'm always late for school. With my bouncing shoes, I can get to school much more quickly: I can bounce along like a kangaroo. And it's fun!

Presenter: Thank you MJ! So we have one more inventor tonight ... it's Alisia. And what have you invented, Alisia?

Alisia: My invention is really amazing. I've invented a singing cup!

Presenter: A singing cup?

Alisia: That's right. When you pour a drink into my cup, it starts to play your favourite music. Listen to this: Isn't it great?

Presenter: Err, yes. How do you make it stop? Wow, that's cool! Fantastic! Thank you to our three inventors! And now, ladies and gentlemen, which do you think is the best ...

Track 44

Narrator: The wheel

One of the most important inventions is the wheel. It was invented more than 5,000 years ago.

The wheel made it much easier to carry heavy things. People could push or pull simple carts.

For thousands of years, most wheels were made of wood and metal. Then about 170 years ago, the tyre was invented. It was made of rubber, filled with air. Travelling on wheels was much more comfortable after that. How many different kinds of wheels can you think of?

Printed books

Long ago, people used to write all books by hand. The ancient Chinese invented a way to copy texts more quickly by carving words into a wooden block. They put ink on the wooden block.

Then they pressed paper on the ink. Then, over 500 years ago, a German called Gutenberg invented a new kind of printing press. It could print pages much more quickly. Look around you. How many things can you see that are printed?

Track 45**Narrator: The telephone**

The telephone was invented in 1876. The name 'telephone' comes from two Greek words which mean 'far' and 'voice'. Do you think this is a good name? The first mobile phone was invented in about 1980. Ask your family if they can remember when there were no mobile phones!

The television

Television was invented nearly 100 years ago. But not many people had a television in their home until after 1950. The earliest TV pictures were only in black and white.

Track 46

Girl: I have to brush my hair every day.
I have to brush my teeth.
I have to lay the table before we eat.
I have to put my dirty clothes in a laundry basket.
I have to do my homework.
I have to practise English every day.

Track 47**Narrator: The straw 1888**

A simple sipping instrument
Sprung from Marvin Stone's imagination.
Paper strips wound round his pencil,
glued together – poof! A new invention.
Eventually sealed with wax, preventing leaks,
swilling spirals leading lemonade to puckered lips.
Castle building, dreaming, pure play,
one person wondering on any old day.
What might you invent today?

Track 48**Narrator:**

1 suitcase on wheels suitcase on wheels
2 life jacket life jacket
3 artificial legs artificial legs

Track 49**Narrator:**

Jack, in the backyard, said to his mother.
This house is OK, but it's like any other.

It's boxy and boring and basically bland.
It's nothing at all like the house I have planned.
We'll start with the basics, right off the bat.
Check out my all-in one Kitchen-o-Mat!
You don't have to cook and you don't have to clean.
It's done by a space-age robotic machine.
It makes all the meals and the food is deeeelish.
Then it washes and puts away every last dish.

Track 50**Narrator:**

And here is my bedroom, way up in the sky,
On top of a tower 200 feet high.
With glass all around, just check out the view!
A bed in a tower – now that's something new!

Next comes my Flying Room. See how it's tall?
It's empty except for a switch on the wall.
Just turn off the switch and you'll float off the ground,
Then flap like a bird and fly all around.

This is my Racetrack Room. Step right inside.
It's less like a room and more like a ride.
It features a racetrack that loops all around
With superfast go-karts that don't make a sound.
You fly and you flip and you zip and you zoom!
You have to admit, it's a wonderful room!

Track 51

Narrator: In the 1940s Percy Spencer was a scientist working on fixing radars. One day he noticed while working on the radar that the chocolate bar in his pocket got warm and started to melt. This was because of something called *microwaves*. He used this process to make popcorn and then he knew it was successful and he invented the microwave oven. Nowadays you can find Percy's invention in 90% of American homes.

One day George de Mestral, who was an electrical engineer, discovered that plants called cockleburs stuck to his shoes when he was out for a walk. George decided to look at the cockleburs with a microscope and he found that they were like lots of tiny hooks catching his shoes. De Mestral then created his own version of this and now we use velcro for everything, from keeping our shoes closed to NASA astronauts' clothes in space.

UNIT 6**Learner's Book****Track 52**

Millions of years ago, dinosaurs walked the Earth.
There were many different kinds of dinosaurs. Some were very tall, while others were very small. Some

dinosaurs ate plants. Some dinosaurs ate other dinosaurs.

But there were some ways in which all dinosaurs were alike. They all lived millions of years ago. They all laid eggs. They all had legs and a tail.

We know about dinosaurs because we have found fossils of their bones, their nests and their footprints. Scientists study these fossils to learn about dinosaurs and their lives.

Scientists have learned many things about dinosaurs, but there are some things that they do not know for certain. For example, what colour were the dinosaurs? Did they have hard scaly skin like a crocodile or did they have feathers like a chicken? Did dinosaurs make any noise?

Track 53

Three hundred and fifty million years ago, the first animals appeared on the land. The first dinosaurs appeared two hundred and twenty million years ago. Dinosaurs lived on the Earth for a very, very long time. The last dinosaurs died sixty-five million years ago. Millions of years went by. Then, just one hundred thousand years ago, the first humans appeared.

Track 54

There were many different kinds of dinosaurs and they were all different sizes. Some ate meat and others ate plants.

Most dinosaurs had four legs, but some had two small front ones, like arms. This made it easier for dinosaurs to catch and kill animals.

This dinosaur is called Diplodocus and it weighed the same as five elephants. It couldn't run fast. You can see in the picture it had a very long neck so that it could eat leaves at the top of trees. It didn't eat meat at all.

Scientists believe that the Diplodocus used its tail to fight.

Track 55

1. Look at the flashcards around the room.
2. Now, draw a picture of each dinosaur on different faces of the cube. Don't fill the whole space because you will be writing as well.
3. Write one sentence about each dinosaur on each side of the cube. Remember to use capital letters and a full stop.
4. Colour your dinosaurs.
5. Now, carefully cut around the template. Your teacher will show you how to do this.
6. Now, glue the sides together. Your teacher will show you.
7. Fantastic! You now have your very own dinosaur cube!
8. Now listen to your teacher because you are going to play a game! Have fun!

Track 56

spikes
tail
horn
beak
sharp teeth
footprints

Track 57

Timeline of dinosaur discoveries

- 1 Birds are living dinosaurs.
- 2 Most dinosaurs were warm-blooded.
- 3 Many dinosaurs had feathers.
- 4 Some dinosaurs climbed trees.
- 5 Some dinosaurs had poisonous bites.

Track 58

1 big 2 small 3 fast 4 slow 5 strong 6 heavy
7 loud 8 quiet 9 dangerous

Track 59

Triceratops is one of the most famous dinosaurs. It lived about sixty-eight million years ago. It had three horns on its face. One horn was on its nose and two longer horns were above the eyes.

Triceratops was about five metres tall and was nearly 10 metres long. It wasn't as tall or as big as a T-rex, but it was very big and weighed about 10000 kilos. From studying fossils, scientists know that Triceratops had four toes and its feet were a metre wide. Triceratops ate plants and leaves and was able to pull down leaves from trees with its horns. Triceratops could lay 20 eggs and covered them with plants to keep them warm. Babies hatched from eggs that were the size of a melon!

Track 60

Unfortunately
Dinosaurs lived so long ago
they never had a chance to know
how many kids would love to get
a dinosaur to be their pet.

Track 61

1. Living things that have turned into stone over millions of years are called fossils.
2. Fossils are made of living things that died.
3. Some fossils are very old.
4. Some animals were trapped in ice.
5. We can tell what an animal did from its footprints.

Track 62

Khulood's father gave her a new computer game. 'Digging for Dinosaurs!' said Khulood. 'Brilliant! That is exactly what I wanted.'

Khulood decided to try her new game. She switched on the computer, put the game in and looked at the screen. A strange icon appeared. Khulood clicked on the icon and suddenly POOM!

'Where am I?' asked Khulood.

'You're in the computer game Digging for Dinosaurs', said the girl next to her. 'We have to look for an old dinosaur bone.'

'Here's one!' said Khulood. She picked up a golden bone that was hidden under a stone.

Suddenly they heard a noise behind them. The ground began to shake. They heard a dinosaur roar.

Khulood and the girl hid behind a huge stone.

'Look!' shouted Khulood.

There was the same icon that she saw on her computer.

Khulood touched the icon. POOM!

Khulood was at home, sitting at her computer. She looked at the game.

'Bye, bye, dinosaur,' she said. 'Hmmm. Maybe I'll play a different game. That was very scary!'

Track 63

Some dinosaurs ate only meat. They were called carnivores. Carnivores usually had long legs so they could run quickly and catch their food. They also had big mouths and sharp teeth. Carnivores ate lizards, turtles and eggs.

Most dinosaurs ate plants and were called herbivores. Herbivores didn't have sharp teeth. Herbivores ate leaves and small sticks from plants and trees. Some herbivores had long necks to reach the top of tall trees, and others ate plants on the ground.

UNIT 7

Track 64

Listen and find the flower.

Find a little flower.

Find a little flower with a brown centre.

Find a little flower with a brown centre and stripes.

Find a little flower with a brown centre and stripes and a bug on it without wings.

Have you found the flower?

Listen and find a different flower.

Find a big yellow flower without a brown centre and without stripes.

Find a big yellow flower without a brown centre and without stripes with a bug.

Find a big yellow flower without a brown centre and without stripes with a bug on it with spots on its wings. Have you found the flower?

Track 65

Matar: Uncle Aziz, you've forgotten one plate, one cup, one napkin, one knife and two spoons.

Uncle Aziz: Oh dear. I'll get them right away.

Matar: Thank you, Uncle Aziz. Ebrahim is missing a knife. Please give it to him.

Uncle Aziz: Here you are, Ebrahim.

Ebrahim: Thank you.

Uncle Aziz: That's OK.

Matar: Khalid is missing a napkin. Please give it to him.

Uncle Aziz: Here is your napkin, Khalid.

Khalid: Thank you very much.

Matar: Jamal and Ghalib are each missing a spoon. Please give the spoons to them.

Uncle Aziz: Here you are, Jamal and Ghalib.

Jamal and Ghalib: No problem. Thank you.

Matar: Tariq is missing a cup. Please give it to him.

Uncle Aziz: Here is your cup, Tariq.

Tariq: Thank you very much.

Matar: And I am missing a plate. Please give it to me.

Uncle Aziz: Here you are, Matar. Would you like anything else?

Matar: Yes, please. We would like lunch! Is it nearly ready?

Track 66

A special delivery

In ancient times, a rich man lived in Cairo. One day, he said, 'I want to eat some of my favourite cherries.' The rich man didn't want cherries from Cairo. He wanted cherries from Antioch.

So the rich man wrote a message on a small piece of paper. He gave the message to his servant, who ran out of the house. 'Use the fastest pigeon in Cairo!' shouted the rich man.

That afternoon, one pigeon flew to Antioch. A servant caught the pigeon in his hands, read the message and made a plan. He told a cherry farmer to put 1,200 cherries into 1,200 tiny bags.

Three days later, 600 pigeons arrived at the rich man's house in Cairo. Each pigeon had two cherries in two bags. The rich man ate the cherries. He was very happy!

Track 67

Girl: Hi Jasmine.

Jasmine: Hi! Do you want to play a game?

Girl: Sure!

Jasmine: I'm thinking of a black-and-white animal. Can you guess which animal it is?

Girl: Does it have big black spots?

Jasmine: No, it doesn't.

Girl: Does it have a white stripe?

Jasmine: Um, well ... It has lots of black and white stripes.

Girl: Oh, I know which animal it is!

Mum: Saif, could you help me lay the table, please.

Saif: Of course, mum. What can I do?

Mum: Please put the plate between the fork and the knife.

Saif: OK, the fork is on the left, the knife is on the right and the plate is between the fork and the knife.

Mum: Yes, thanks. That's perfect!

Saif: Where shall I put the napkin?

Mum: Put the napkin under the fork, please.

Saif: Like this?

Mum: Yes, that's right. The fork is on the napkin. Thanks so much.

Saif: That's OK.

Track 68

People in my class have done lots of different things. Mansoor has climbed a mountain. But it wasn't a very big mountain. Theyab has climbed a big mountain in Europe with his father.

Adel and Jassim have visited another country. They both went to England last year! Humaid has visited Egypt! And Ibrahim has visited Brazil! Amazing!

I have stayed awake until midnight. It was my birthday! So have Eissa and Yassir.

But no one has touched an elephant!

Have you ever touched an elephant?

Track 69

Have you ever slept outside on a hot summer night?

Everything looks different
in the moon's strange light.

The trees seem to whisper
as you bravely whisper back.

Outside at night.

Have you ever done that?

I've never slept outside on a hot summer night
but I've ridden in a boat
being tossed like a kite
on dark wild waves
with the wind at my back.

On a boat in a storm.

Have you ever done that?

Track 70

A fair solution

One day, a poor man walked by a fine, expensive restaurant. He smelled the delicious food. The man was hungry and tired. He sat down outside the restaurant and took out a piece of dry bread. 'If I smell these wonderful smells while I eat my bread, I can pretend I'm eating a lovely meal,' he thought.

The man closed his eyes and imagined a delicious meal.

The rich restaurant owner came outside and shouted at the poor man, 'Stop! You're enjoying the smell of my food. You must pay me for that.'

'But I haven't eaten any of your food,' said the poor man.

'The smells are mine! They come from my delicious food. Pay me the money!' demanded the rich man.

'No,' said the poor man. 'That's not fair.'

'Then we will go to the judge,' said the rich man. 'He will make you pay.'

Track 71

The judge of the town was Nasreddin. Nasreddin was clever and wise. He listened to the problem and thought for a minute.

'You must pay for the smell of the food,' Nasreddin said to the poor man. 'Please give me your money.'

The poor man gave Nasreddin a small bag of coins.

'This is all I have,' he said in a sad voice.

Nasreddin took the bag of money and held it next to the rich man's ear. He shook it so the coins jingled. 'Can you hear the sound of this money?' Nasreddin asked.

The rich man nodded.

'Good,' said Nasreddin. 'That is your payment. This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.'

Nasreddin handed the bag back to the poor man. 'You are free to go,' he said. 'The problem has been solved.'

'Thank you,' said the poor man.

'You're welcome,' said Nasreddin.

Track 72

Girl 1: Hello. I'm Nouf. I saw a camel last week. Have I ever ridden a camel? No!

Girl 2: My name is Azza. This is a picture of me with my mother. We visited Cairo last year.

Girl 3: Hello. I'm Eman. Have I ever eaten a pizza? Oh yes! Pizza is my favourite food.

Girl 4: Hi. I am Hind. I've seen a camel, but I've never seen a snake.

Girl 5: Hello. My name is Maha. Have I ever heard an elephant? Yes, I have. I heard a baby elephant at the zoo. It was loud!

UNIT 8

Track 73

Brilliant bones and marvellous muscles

Our bones give our body its shape. Put your hand on your back. Feel your backbone. Your backbone helps you stand up and move.

Inside your head is your skull. Feel your skull.

Now put your hands on your ribs.

Your rib bones protect your heart and lungs.

What other bones can you feel in your body?

Muscles touch our bones. Muscles move our arms and legs when we run, jump, climb and lift things. Make a fist and feel the muscle in your upper arm. Smile and feel the muscles in your face. What other muscles can you feel?

Track 74

How can we stay healthy?

To keep your body healthy and strong, you need healthy food to eat and clean water to drink. You need plenty of exercise and plenty of sleep. You need to keep clean.

Healthy food

We need food to make our muscles strong – foods like eggs, beans, fish, meat, milk and cheese. Fruit and vegetables are also important.

Exercise

Exercise makes strong bones and muscles. There are many ways to exercise, for example: walking, running, climbing stairs and playing ball games.

Sleep

Your bones grow while you sleep. Your brain and body need to rest. Children need to sleep for about ten hours each night.

Track 75

The horse rider *by Jennifer Law*

He gets up at sun rise and saddles his horse

Eats a dish of shakshuka

Then goes off to the course.

The horses and men line up in a line

Hooves hit the earth

Then someone shouts 'time'!

He holds the reins tight with both of his hands

Takes a deep breath

Then rides over the sands.

A long time he must ride in the sun and the heat
Stay strong in the saddle
Never losing his seat.

He watches the sun with far seeing eyes

Counting the kilometres

He thinks of the prize.

Then on the fifth day as his strength disappears

He crosses the line

And everyone cheers.

Track 76

The most important muscle in your body is the heart. It moves blood around your body. Your lungs are also very important. When you breathe in, they fill with air, like a balloon.

You need to exercise and eat healthy food to keep your heart and lungs healthy. When you exercise, your heart beats faster. Sport helps your heart and lungs stay strong.

Track 77

1 Playing football is exciting and fun!

2 Walking makes your heart beat more quickly.

3 People do karate in many different countries.

4 Doing karate is difficult. You will find it difficult, too.

5 I love going for walks. It's the best exercise.

6 Lots of people play football. It's good for your lungs and your muscles.

Track 78

What am I?

Every minute, every day,

Asleep, awake, I pump away.

I make a bright red river flow

From the top of your head to the tip of your toe.

Thump, thump, beat, beat, all day long,

Exercise and sleep will keep me strong.

What am I?

Track 79

Text 1

An elephant has bigger bones than a mouse.

Text 2

A baby human has 270 bones when it is born. The bones are soft but as the baby grows, the bones join together and become hard. An adult has 206 bones.

Text 3

A shark loses teeth all the time. New teeth grow quickly. A shark can have about 20 000 teeth during its life.

Adult humans have 32 teeth and some whales have no teeth.

Text 4

Toenails grow 2.5 cm in two years but fingernails grow 2.5 cm in eight months. Nails grow faster in summer than winter and your middle fingernail grows the fastest of all.

Text 5

There are more than 60 muscles in your face. You use 40 muscles to frown and 18 to smile.

Track 80

The human body has muscles and bones. Your backbone is long and straight and runs down your back. It has 33 bones altogether. Your brain is like a big muscle in your head and gets stronger as you learn new things. Your ribs are bones that protect your heart and lungs. Your wrists join your hands and your arms, and your knees join the top and bottom of your legs..

Track 81

lick
listen
watch
hear
point
sniff
chew
blink
stroke
smell

Track 82

Aisha: Hi! My name is Aisha and this is my friend, Mahra. So, Mahra, what's your favourite sound?

Mahra: My favourite sound is the sound of the wind in the trees. It makes me feel very calm ... very ... peaceful.

Aisha: Yes, I love the sound of the wind as well. What is your favourite taste?

Mahra: Oh that is easy! My mum makes raaq bread every morning and the taste is delicious.

Aisha: Do you eat this bread, raaq, by itself?

Mahra: Sometimes, but you can eat it with cheese, syrup or eggs, which is also yummy!

Aisha: That sounds delicious! OK, my last question ... What is your favourite smell?

Mahra: That's quite hard as I like a lot of smells ... let me think ... erm ... I love the smell of the sea ... I go to the beach with my family and it smells so fresh. It relaxes me and I feel healthy when I can smell the sea and walk on the beach!

Aisha: Can I come with you the next time you go to the beach?

Mahra: Sure! It'll be fun!

UNIT 9

Track 83

Reporter: I'm going to talk to two children from two schools which are different sizes.

Hi, Rashid – can you tell me about your school?

Rashid: Hi. Yes, I live in a small village in the countryside. My school isn't very big: there are only 41 children there, and we have two teachers and two classrooms.

Reporter: What do you like about it?

Rashid: Umm, I like it because it's really friendly. There are older children and younger children all together in the same classroom, so the older ones can help the younger ones. At my school, everyone knows everyone else!

Reporter: Is there anything you don't like?

Rashid: Well, the only problem is that the playground is tiny: there's not much space to play football.

Reporter: Thanks, Rashid.

Reporter: Now I'm going to talk to Tariq. Can you tell me about your school, please?

Tariq: Hello, I'm Tariq. I go to a very big school in the town where I live. There are more than 800 children at my school, so you can choose lots of different children to make friends with.

Reporter: What else is good about it?

Tariq: Well, we've got an enormous playground so there's lots of space to run around. And we've got things like a swimming pool, a football pitch, and a really big hall. Small schools don't have things like that.

Reporter: Is there anything you don't like?

Tariq: Err – only that it can be very noisy sometimes, when we're all having our lunch at the same time. And when children start school, when they're only five years old, a big school can be quite scary.

Reporter: Thanks for giving me your opinions, Rashid and Tariq.

Track 84

Rashid: I'm watching a film on our big TV. I like watching films with my family on a big screen. My grandma can't hear very well, so we put on the subtitles so she can read the words. You can't see subtitles on a little screen. I like watching films with my friends too. We can watch and eat popcorn at the same time!

Tariq: I'm watching a film on my phone. I love watching films on a small screen because I can watch them by

myself. I can watch the film that I like best. If you have a small screen, you can take it with you and watch films in the car, in your bedroom, anywhere! You can't do that with a big screen.

Track 85

Robots that explore.

Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect things for scientists to study.

Robots with wheels have been to the moon and the planet Mars. Some robots have gone into the ocean to look at plants and animals that live there. They have looked for old ships on the ocean floor.

Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to help. Some of these robots look like snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the people outside.

Scientists are now building tiny flying robots, the size of a bee. These 'Robobees' are designed to go to small spaces where bigger robots can't go.

Track 86

Adeeb al Baloushi is a twelve-year-old inventor from Dubai. He started inventing when he was nine.

First he helped his father with a new kind of artificial leg. Then he decided to help his mother. It was hard for her to reach under the sofa to clean.

Adeeb built a robot to do the job. It took him just one day. The robot is very small so it can go to places that are hard for a person to reach. It has a brush, a motor and batteries.

When Adeeb's mother went into the living room, she was surprised that Adeeb was sitting on the sofa. She looked under the sofa and it was clean. Adeeb showed her the robot. Now no one had to clean the floor, because the robot could do it for them.

Adeeb is a member of the Arab Robotics Association. Adeeb is still inventing. He hopes he will make many other new things that will help people.

Track 87

Adult: Listen to the Secret Number clues. Can you work out the secret number?

Girl 1: I am thinking of a secret number. It is between 1 and 100.

Girl 2: Is it more than 40?

Girl 1: Yes, it is.

Girl 2: Is it less than 60?

Girl 1: Yes, it is.

Girl 2: Is it more than 50?

Girl 1: No, it isn't.

Girl 2: Is it less than 45?

Girl 1: Yes, it is.

Girl 2: Is it less than 42?

Girl 1: Yes, it is.

Girl 2: I know what your secret number is!

Adult: Do you know what the secret number is?

Track 88

A Tall Tale – Part 1

Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan's mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul's favourite food.

Paul grew bigger and bigger. He grew two centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village.

Paul went to school, but he was too big to fit inside. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.

'What's the matter?' Paul's mum asked.

'I wish I had a friend who was my size,' Paul said to his mum.

One winter, there was a huge snowstorm. Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul's friend. 'Hello!' exclaimed Paul. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.

Track 89

Speaker: A Tall Tale – Part 2

On his 18th birthday, Paul's parents gave him a huge axe for cutting down trees. Paul loved his axe. He could cut down a tree with one chop of his axe. 'I'm going to be a logger,' said Paul.

Paul and Babe, the Blue Ox, set out for the big forests. They met a group of strong men and together they became a team of loggers. The men cut down trees with their axes and Babe dragged the logs to a long curvy river. The logs floated down the river to the town to be sold.

Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river. Paul tied Babe to the end of the river. Babe pulled and pulled until the river was straight. The logs became unstuck and floated quickly to the town.

UNIT 10

Track 90

Interviewer: In today's episode of 'Global children' we're going to speak to Salama from The United Arab Emirates.

Interviewer: Hi Salama! Tell us about your family and where you are from.

Girl: Hello, I'm from Dubai. I live with my mum, my dad, my grandpa and my grandma. I have a big bedroom and sometimes my mum tells me off for not tidying my room.

Interviewer: What time do you go to school?

Girl: I go to school at 7.30 am and I finish at 2.00 pm.

Interviewer: What do you do in the evenings?

Girl: After school I go to my extra-curricular painting class. I am like my dad because he paints too. I'm not as good as he is, but I paint quite well. When I grow up I'd like to be a painter.

Interviewer: Do you enjoy living with your grandma and grandpa?

Girl: Yes, I love it! Grandma looks after me when I get home from school because my parents are working. She shows me how to make dolls from bits of wood and old pieces of cloth. Grandpa and I both like playing chess. Mum loves doing exercise but I prefer to paint.

Interviewer: Well, thank you, Salama, for telling us about your family and your daily life.

Track 91

Girl: Muna is 12 years old and lives with her parents, her sister, her brother and her grandparents near Fujairah, in the UAE. Her house is small and very old.

She always wakes up early for morning prayers. She washes her face and hands. After prayers, she changes into her school uniform. She has something to eat for breakfast, usually chebab or khameers, but her favourite food is harees.

She catches the bus to school, which is about half an hour away. Muna starts school at 8 am. There are 26 students in her class.

Muna's favourite subject is Science. When she is older, she wants to be a scientist and discover new things to help people.

Track 92

Woman: At the age of nine, Omar Abdulrahman started playing football. He started playing football at home as he grew up in a family of footballers. First, he played for Al Hilal, a Saudi team, in 2000 and then he played for Al Ain football club in 2007. He was 15 years old. Lots of football clubs wanted Omar to play for them, but he

wanted to live close to his family in the UAE. He plays for the Emirati International team.

He hurt his leg in 2009 and couldn't play football for six months. Then, in 2011, he hurt his leg again.

He is a very good football player and has won many awards, including Emirati player of the year in 2013. He played football in the 2012 Olympics.

When Omar moved to Saudi Arabia, all of his family went with him too. His father has always helped him and Omar thinks he is a good football player because his family love and say prayers for him.

Track 93

Boy: Let me tell you about my family. We are all sports mad! I love playing football and I sometimes go with my father and brother to watch football matches. My favourite team is Al Ain F.C.

Both my sisters go horse-riding every weekend and my mum plays tennis with her sister on Tuesdays and Thursdays.

I also do judo and have a yellow belt at the moment, but some day I want to have a black belt.

My grandfather doesn't play sport any more, but he used to go running and swimming a lot. Now, he goes for long walks with my grandmother to stay healthy.

Track 94

Girl: Hi Khulood!

Got here on Wednesday and having a fab time! My brothers love swimming in the hotel pool!

Yesterday Mum, Dad and I went to the Sheikh Zayed Mosque – it's so beautiful!

In the evening, we had a camel ride (yikes!) and dinner in the desert, it was really yummy! I like eating the local food and want to learn how to cook it!

I hope to see the Emirates Palace before we leave on Sunday!

Say hello to Midiya for me!

Wish you were here!

Noura

Track 95

Boy: Hello! My name is Essa and I'm 10 years old. I live with my parents and my twin brother, Faisal. We live in a city called Salt, which is in Jordan. My mother usually wakes me up at 5.00 am and I wash my face, I get dressed and eat breakfast. My mother drinks coffee but I never drink it. It tastes funny!

I always walk to school, which starts at 7.00 am and we have lessons in Maths, Arabic, Islamic education, Science, French, Art history and Geography. My favourite subject is Geography because I like to learn about other countries. Morning classes finish at twelve and my school closes from twelve to 2.00 pm. During this time, I often go home to eat lunch.

Afternoon classes end at 5.00 pm, and I go home. When I get home, I like to watch television. Sometimes, I play on our PlayStation. My favourite game is football. I start my homework at 7.00 pm and have dinner with my family at 8.00 pm. It's bedtime at 9 o'clock. Good night!

Track 96

- Boy:** 1. sweep the floor
2. dry the dishes
3. make the bed
4. mop the floor
5. do the washing up
6. lay the table

Track 97

Speaker: Helping others

There was an old man who was very poor. He carried a small bag on his back and had a long stick and walked a very long way, looking for his son.

Two men came on a horse and cart. Their names were Tariq and Fares and they were going to the market to sell corn. They asked if the old man wanted a ride because he looked very tired and hungry.

The old man was very happy and Tariq helped him climb into the cart. Tariq smiled at the old man and asked him if he wanted something to eat. Fares didn't want to give the old man their food and he was angry and unhappy when Tariq gave their bread and cheese to him.

The old man was very thankful to Tariq because he was very hungry. Next, Tariq offered him some water and the old man drank it quickly. Fares said sorry for not wanting to share the bread and cheese.

They arrived at the busy market. They heard a voice shouting 'Father! Father!' It was the old man's son. They were very happy to see each other again. The old man was very happy because Tariq helped him and was kind. He looked in his bag and pulled out a small seed.

He gave the seed to Tariq and Fares and they planted it in their garden to grow. The seed grew into a date palm tree and many years later, Tariq and Fares would sit under the tree and remember the old man.

Track 98

Girl: I always help my family with household chores because it is important to help each other. If my mother is the only one cleaning, then it will take a very long time, so all my family helps to do it, and it takes a short time.

I always help my mum make the beds and dry the dishes. My younger sister mops the floor and tidies the living room. There is always a lot of laundry to do as we have a big family, but my grandmother always does this. She says she loves doing laundry because everything smells fresh and clean!

UNIT 11

Track 99

The UAE has the tallest skyscraper in the world. It is called the Burj Khalifa, which is in Dubai. It is nearly 830 metres tall and has 163 floors!

Dubai has over 196 high-rise buildings. If a fire starts in a tall building, it is very difficult to put it out.

Helicopters can fly up high and throw water on the flames, but this can take a long time. It is very dangerous and firefighters must be very brave.

Firefighters in Dubai will soon have flying jetpacks so they can fly up to the high skyscrapers and fight the fires.

It can be very windy at the top of skyscrapers and the wind makes the fire bigger and stronger. The jetpack firefighters will be able to reach the higher floors more easily and more quickly. Firefighters are people who do amazing things to help other people.

Track 100

Conversation 1

Boy 1: Hello! Are you a new student in my class? I haven't met you before. My name's Khalaf.

Boy 2: Hi Khalaf! Yes, I'm a new student and my name is Jobran. Nice to meet you.

Boy 1: Nice to meet you too. I can show you where our classroom is and where you can get a glass of water. Let's go!

Boy 2: Thank you very much. You're very friendly and kind.

Boy 1: Thank you. You're very polite!

Conversation 2

Girl 1: Ah! Oh no! There is a big spider on my chair! Ahhhhh!

Girl 2: Don't worry, Mariam. I'll pick it up and put it outside in the garden.

Girl 1: I'm so scared of spiders!!

Girl 2: It won't hurt you. There we go. The spider is happier outside.

Girl 1: You are very brave! I could never pick up a spider. Thank you for being helpful.

Girl 2: You're very welcome.

Track 101

There are lots of ways that you can help at school. You might tell your friends when they have written good sentences in class or spoken a lot in English. You may help your friend when they are not sure how to spell a word. You might ask your friend for help when you are not sure.

It is important that you do what your teacher asks you and are kind to everyone. Ask your teacher if you may help to clean the board, tidy the classroom or give out dictionaries. You may ask your friends if they need help.

When you are learning English, be polite and say 'Please' and 'thank you'. You may share your coloured

pencils and scissors with your friends. There are lots of ways to help your friends at school.

Track 102

Matar and Farah were very excited because their grandfather was coming to visit. Matar and Farah were twins and they had two older brothers, Sanad and Naser. They also had three sisters called Aisha, Maryam and Hessa.

Their grandfather always told them stories about when he was a Bedouin child and lived in the Rub' al Khali desert. Everyone was very happy when their grandfather arrived. He brought two falcons in cages. The twins thought they were very beautiful birds.

'Why did you bring your falcons with you, Grandfather?' they asked.

'They go everywhere with me. I remember my life when I was a child when I have my falcons with me,' said their grandfather.

'Tell us a story, please!' the twins said.

Their grandfather sat down and asked for a glass of mint tea. He told them that life was very different when he was a child. He didn't have a computer or a phone, but he had a very happy life. He had two falcons that he loved very much and went hunting with his father.

Grandfather's mother and sisters would build a fire and cook food. They served camel milk and dates, and cooked bread. It was very hard work, but everyone worked together as a team. Sometimes they ate delicious mishwy and margooga.

'Did you feel hungry, Grandfather?'

'No! We always had something to eat, and we drank mint tea, just like this!' said their grandfather as he drank from his glass.

Everyone laughed and drank some more mint tea, just like their grandfather.

Track 103

Ramadan is the ninth month in the lunar year and is the Holy Month. Almost 1.6 billion people will fast in Ramadan. It lasts for thirty days and the date it begins changes every year. From sunrise to sunset, adults mustn't drink any water or eat any food. This is called fasting. Young people and people who are ill do not fast.

People must be kind and helpful to everyone and pray Traweeh every day. They read the Quran and think about how to be a good person.

During Ramadan, you must think about how lucky you are to have a house, food and water because many people do not have these things. You must think about poor people in your community and help them have a better life. You mustn't feel angry or use bad words.

Track 104

My school volunteered to clean up Hameem Beach in Al Dhafra. I really liked it and learned a lot about the environment.

I want to tell other people to stop polluting the sea and the deserts and protect our beautiful country. We must protect the Emirati environment.

My family loves going to the beach, having a barbecue and watching flamingos, but we never leave rubbish that will kill animals. My teacher told me that when plastic bags fall into the sea, turtles, dolphins and fish try to eat them and then they die. This made me very sad.

I think it is important that everyone picks up rubbish. I'm looking forward to February 4th, which is National Environment Day in the UAE every year.

Track 105

Text 1

I'm interested in traditional stories about the UAE. My grandmother used to tell me the stories when I was very young but I couldn't read then. Now, I can read, so I love reading old stories about pearl diving and the desert.

Text 2

I like going online to read about different animals and facts about what they eat and where they live. I try to read the facts in English and I watch videos to help me understand what I read. My English is getting a lot better! It was difficult at first because there were a lot of words that I didn't know, but the more I read, the more I know!

Text 3

I enjoy reading historical books. I don't like reading about science or technology. I like learning about the lives of people from the past and thinking about how life is now.

Text 4

I really like reading apps because they are very quick and easy to use. I can read a lot of different things and don't have to carry lots of heavy books in my bag!

I'm not interested in comics. They are boring and have a lot of pictures.

Track 106

John: Hi Peter! How are you? I didn't see you at school last week. Were you ill?

Peter: Hello, John. I'm very well, thank you, and no, I wasn't ill. I visited my family in New York. My grandparents live there and that is where I was born.

John: So how long have you lived in England, Peter?

Peter: Let me see ... My parents moved to England when I was three years old, so I have lived in England for seven years. How long have you lived in England, John?

John: I've lived in England for eight years.

UNIT 12

Track 107

In the United Arab Emirates the weather is hot and dry. But in the Hajar mountains, the land is higher and the air is colder than in the sand dunes. Many people know Jabal Jais. It is 1,900 metres high. Jabal Jais is higher than Jabal Hafit. But Jabal Hafit is more popular than Jabal Jais.

Norway is a country near the Arctic. In Norway, the mountains are colder and snowier than in the United Arab Emirates. Some mountains follow deep water paths called fjords. Fjords are very beautiful and very popular with tourists. At Sognefjord, the mountains are 1,700 metres high, and the water is 1,300 metres deep!

The mangrove is an amazing tree that grows in salt water. Did you know there is a mangrove forest near Abu Dhabi? For animals and birds, the mangrove forests are cooler and safer than the desert.

Did you know that you can see rainforests in Norway? Rainforests are more humid than mangrove forests. The trees are taller and the weather is wetter. It rains for around 230 days every year! These forests are very green and very old.

The Norwegian people work hard to protect their rainforests. The Emirati people work hard to protect their mangrove forests. Which do you think is more beautiful?

Track 108

Hello. I'm Alexa and I live in Tromsø in the north of Norway. In the summer months, there is no sunrise and no sunset here. The people of Tromsø can see the sun all day and all night too. That's why it's called the land of the Midnight Sun. In the evening, it can be difficult to fall asleep because it is still light outside. Last night was really cool! We stayed up late and played basketball at 11.00 pm! On Saturday, my dad and grandad are doing a midnight hike!

Track 109

Hello. I'm Rashed and I live in Liwa Oasis. At the weekend, I usually get up at eight o'clock. On Saturdays, I go to football club at half past ten. It's hard work! The club finishes at quarter past eleven and then we all have lunch together. In the afternoon, I play with my brother or do my homework. We can watch television at quarter to five until dinner is ready. I love watching football from the UK.

Track 110

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Track 111

1 Moreeb Dune is higher than Mount Everest.
2 The mangrove forest is wetter than the desert.

3 The rainforest is more humid than the mangrove forest.

4 The Arctic is warmer than the rainforest.

5 Mount Everest is the highest mountain in the world.

6 The rainforest is drier than the desert.

Track 112

Rashed: Hi! I am in Norway. It is colder than at home. Yesterday was really cool. It rained all day. It was the wettest weather I have ever seen. In the afternoon, we visited a fjord. We went on a boat and looked at the mountains. I have some amazing photos to show you.

See you at school,

Rashed

Track 113

hair hear stay here sure chair ear we're year

Track 114

Name: Desert hedgehog

Habitat: Deserts of Africa and the Middle East

Features: It has a small body, a long pointed nose and large brown spikes on its back. It has sharp claws that it uses to dig tunnels underground, where it is cool during the day.

Night-time habits: This animal is a nocturnal creature. It sleeps during the day. At night, it finds lots of insects to eat. It also loves to eat eggs and scorpions.

Interesting facts: Its spikes are made of the same material as human hair. These spikes are very sharp and protect the hedgehog from other animals. When it is asleep or afraid, it curls into a spiky ball.

Track 115

Arctic fox

It has long white fur./It has short pointed ears./It has four paws.

Saw-scaled viper

It has brown scales./It has long sharp teeth./Be careful – it is poisonous!

Snowy owl

It has large wings./It has long sharp claws./It has soft white feathers.

Fruit bat

It has short brown fur./It has large pointed ears./It has wings but no feathers and no tail.

Track 116

Scary things!!

Things that wiggle

Like wriggly worms

Things that squish

and make me squirm

That's what I'm afraid of.

Things that go crash
Things that go bang
Anything loud
Like a runaway tram
That's what I'm afraid of.

Things that creep
Things that crawl
Anything that hangs off ceilings and walls
That's what I'm afraid of.

Things that hiss
Things that slither
Anything slimy
That makes me quiver
That's what I'm afraid of.

Things that growl
Things that roar
Anything with teeth and
Sharp pointy claws
That's what I'm afraid of.

Things that are cute
Things that purr
Anything I stroke
That has soft silky fur
I like those!!!

Track 117

1 hiss (snake)
2 purr (cat)
3 roar (lion)
4 growl (dog)

Track 118

Neptune is a cold, blue planet. It is also very windy. The winds can travel at 2000 km per hour! They are the fastest winds in the solar system.

Neptune is the furthest planet from the Sun. It is the fourth biggest planet, but it is much smaller than Jupiter and Saturn.

Track 119

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Activity Book

UNIT 1

Track 2

Narrator: 1

Speaker 1: Look at the boy. He's climbing up the wall.

Speaker 2: What is his friend doing?

Speaker 1: He's helping him.

Narrator: 2

Girl 1: Hi Khawla, shall we play tennis?

Girl 2: No, thanks. I'm not good at playing tennis.

Girl 1: What are you good at?

Girl 2: I'm good at running.

Girl 1: Me, too—let's run!

Narrator: 3

Speaker 1: Let's count! Listen to the numbers.
5, 10, 15, 20, 25, 30

Narrator: 4

Speaker 2: This bird has feathers and it swims rather than flies.

Narrator: 5

Speaker 2: T – I – G – E – R. Listen again.
T – I – G – E – R.

UNIT 2

Track 3

Narrator:

1 one begun run
2 two new shoe
3 three me knee
4 four, more, floor
5 five alive drive

Track 4

Narrator:

There are five people sitting at the table: my grandfather, my grandmother, my mother, my sister and my brother. Grandfather is on the far left and Mother is next him; Grandmother is in the middle; then my sister is on her right and then my younger brother is next to her.

Now colour in the food on the table.

Track 5

Narrator: 1

Female 1: When did you take this photo?

Female 2: It was Eid Al Fitr last year.

Female 1: Who is this sitting on the chair?

Female 2: Oh, that's my grandmother. She is old and I love her very much!

Narrator: 2

Boy 1: That's a very pretty cake.

Boy 2: It tastes nice, too!

Boy 1: I wonder who made it. Did your grandmother make it?

Boy 2: No. My grandfather made it.

UNIT 3

Track 6

Narrator: 1

Child 1: Hi, Mariam! Did you have a good holiday?

Mariam: Yes, I did. I went on a desert safari with my grandparents.

Child 1: Where did you go?

Mariam: We went to the desert. We walked on the dunes and looked at the plants and animals.

Child 1: That sounds great!

Mariam: Yes, it was.

Narrator: 2

Child 1: What was the weather like in the desert?

Mariam: It was amazing. It rained in the desert!

Child 1: What?! I thought it never rained in the desert.

Mariam: It usually doesn't. It's usually very very dry. But on the day we were there, it rained for about 20 minutes.

Child 1: That was strange! Did you take a photo?

Mariam: Yes, I did. Here it is.

UNIT 4

Track 7

Narrator: I have two enormous eyes to see my prey
My face is shaped like a heart
I have a beak instead of a nose
I swoop on a mouse like a dart

I am a master of clever disguise
My feathers can camouflage me
You may not even be aware I'm there
I can blend in with the bark of a tree

My family of owlets stay with me
We stay near our roost in the spring
Our chatter is special, we hoot twit twooo
But you won't ever hear us sing!

UNIT 5

Track 8

Narrator:

1 You have to put rubbish in the bin.

2 You have to stop.

3 You have to wash your shoes.

4 You have to wash your hands.

5 You have to raise your hand.

Track 9

Narrator: 1

Woman 1: Hi Fatima. You are working hard.

Woman 2: Yes, I am.

Woman 1: That's a beautiful painting.

Woman 2: Thanks. I have to finish it by teatime.

Narrator: 2

Woman: We have to walk to the check-in desk now.

Man: Shall I carry that suitcase for you?

Woman: No thanks, I'm OK. It has wheels so I can pull it along. It's much easier.

Man: OK, I'll take the tickets.

Woman: I wonder who invented the suitcase on wheels?

Narrator: 3

Friend: You look very busy.

Mariam: Yes, I am. I have a lot to do.

Friend: What do you have to do?

Mariam: Lots of things. First, I have to tidy my room. Then I have to do my homework. Then I have to lay the table for dinner.

Track 10

Narrator: 2

What do you have to take to school? Draw it in the backpack.

UNIT 6

Track 11

1. Draw a big potato shape.
2. Draw a neck and a tail on the body.
3. Draw two legs at the front of the body.
4. Draw two legs at the back of the body.
5. Draw a head, an eye and a smile.
6. What colour do you think this dinosaur was? It was dark green, but you can colour it any colour you like.
7. Draw some plants and trees in your picture.
8. You can finish your picture by colouring the plants and trees.

Track 12

1. In 2000, people in China found a dinosaur that climbed trees.
2. In 2006, people in Argentina found a huge dinosaur that was 35 to 40 metres long.

3. In 2012, there was a South African dinosaur found that was the size of a cat. It had a beak like a parrot and very big teeth.
4. In 2015, a strange dinosaur was found in Oman. It had a duck's mouth and a wing shape on its head.

Track 13

1

Dana: Hi, Azza!

Azza: Hi, Dana.

Dana: Let's play a guessing game.

Azza: OK.

Dana: I'm thinking of one of these dinosaurs. Guess which one.

Azza: Did the dinosaur have two short arms?

Dana: Yes, it did.

Azza: Did the dinosaur have two long back legs?

Dana: Yes, it did.

Azza: OK, so the dinosaur had two short arms and two long back legs. I think I know which dinosaur it is!

2

Child: How can you tell a meat-eating dinosaur from a plant-eating dinosaur?

Adult: Well, meat-eating dinosaurs could run quickly. They had to run quickly so they could catch their food. All meat-eating dinosaurs could run on two legs.

Child: Were all meat-eating dinosaurs really big?

Adult: No, some meat-eating dinosaurs were big and others were small.

Child: What else makes meat-eating dinosaurs special?

Adult: Their teeth. Meat-eating dinosaurs had long sharp teeth.

Child: That's scary!

Adult: Yes, meat-eating dinosaurs looked quite scary.

3

Child: Hello, Mrs Al Alim. Can you please tell me about your work?

Woman: Of course. I'm a scientist and I study dinosaurs.

Child: Oh, do you look at lots of dinosaur bones?

Woman: No, I don't study dinosaur bones. I study dinosaur footprints.

Child: Dinosaur footprints! What can you learn from their footprints?

Woman: Oh lots of things. For example, you can tell if the dinosaur was walking alone or in a group. This dinosaur was walking alone.

Child: Wow! That's very interesting! Thank you for talking to me, Mrs Al Alim.

Woman: You're very welcome.

4

Adult: Hi Bushra. Tell me about your picture.

Bushra: It's a picture of a dinosaur. It is a little meat-eating dinosaur with sharp teeth and big claws.

Adult: It looks as though your dinosaur has got feathers!

Bushra: Yes, it has feathers. Lots of dinosaurs had feathers.

Adult: Hmm. A dinosaur with feathers looks a little like a chicken.

Bushra: That's right. Scientists think that over millions of years, dinosaurs changed and became birds. So a chicken is really a living dinosaur.

Adult: That's amazing. I really like your dinosaur with feathers.

Bushra: Thank you.

UNIT 7

Track 14

1. In ancient times, camel caravans travelled for very long distances.
2. Messenger pigeons didn't travel for very long distances.
3. The pigeons always flew to their home.
4. Thieves didn't catch the pigeons because the birds flew away.
5. People liked the pigeon messengers because the birds worked hard.
6. In big cities, thousands of pigeons lived in special pigeon houses.

Track 15

1. I've seen
2. I've done
3. I've found
4. I've taken
5. I've written

UNIT 8

Track 16

1

Teacher: This week in school, we are learning how to stay healthy and strong. Hamad, what are you doing to stay healthy and strong?

Hamad: I'm eating lots of vegetables.

Teacher: What kind of vegetables are you eating?

Hamad: I'm eating beans and tomatoes and carrots.

Teacher: Good for you! That sounds healthy and delicious.

2

Teacher: Hello, class. Yesterday, we talked about ways to stay healthy and strong. We talked about eating healthy food and getting plenty of exercise. What is one more thing we need to do in order to stay healthy and strong? Meera, what do you think?

Meera: I don't know.

Teacher: I'll give you a clue. It is something you need to do every night for about ten hours.

Girls: I know! I know!

UNIT 9

Track 17

1

Girl 1: A giraffe is taller than an elephant, but is it also heavier?

Girl 2: No, a giraffe is tall and thin. It only weighs 1000 kilograms.

Girl 1: How much does an elephant weigh?

Girl 2: It weighs 4000 kilograms.

Girl 1: Wow, that's a lot. How about a hippo? A hippo looks very heavy. Is a hippo heavier than an elephant?

Girl 2: No, a hippo weighs a lot, but it's not as heavy as an elephant.

2

Woman: This robot was invented in Japan as a robot to help around the house. It looks like a child in a space suit.

Girl: Does it roll on wheels?

Woman: No, it doesn't. It has two legs. It uses its legs to walk and climb stairs. It can even dance.

Girl: Can it fly as well?

Woman: I don't think so. It doesn't have wings.

3

Boy 1: I'm thinking of a secret number. It's between 1 and 20.

Boy 2: Is it more than 12?

Boy 1: Yes, it is.

Boy 2: Is it less than 16?

Boy 1: No, it isn't.

Boy 2: Is it less than 18?

Boy 1: No, it isn't.

Boy 2: I know what the secret number is! ... Mum, do you know what the secret number is?

Mum: No, I'm afraid I don't. Can you help me?

Boy 2: OK, let's do it again for mum. Listen carefully, Mum. Is it more than 12?

Boy 1: Yes, it is.

Boy 2: Is it less than 16?

Boy 1: No, it isn't.

Boy 2: Is it less than 18?

Boy 1: No, it isn't.

Boy 2: Have you got it this time, Mum?

Mum: Yes, I think I know the secret number now!

UNIT 10

Track 18

Man: plays, finishes, speaks, jumps, dances, does, watches

Track 19

Speaker: 1 go water-skiing

2 play football

3 go horse riding

4 play tennis

5 play table tennis

6 go swimming

7 go skateboarding

8 go rollerblading

9 do judo

10 go diving

11 go paddle surfing

12 play baseball

Track 20

Conversation 1

Boy 1: Hi Adnan! How are you?

Boy 2: I'm very well, thanks! Do you want to do something today?

Boy 1: Yes, that sounds like fun. Do you like sports?

Boy 2: Yes, I love sports like football, tennis and horse riding.

Boy 1: Do you want to play football at my house? There is a big garden and we can play there with my brothers.

Boy 2: That sounds great! Let's go!

Conversation 2

Girl 1: Hello, Farida! Where are you going?

Girl 2: Oh! Hi Mouza! I'm going to visit my relatives today.

Girl 1: Who are you going to visit?

Girl 2: Well, I'm going with my mum and dad, and we're going to visit my grandfather. He's very old and he's not feeling well, so we are taking him some food.

Girl 1: Oh, I hope he gets better soon!

Girl 2: Yes, I hope so too.

Girl 1: OK, see you later!

Girl 2: See you!

Track 21

Teacher: Hello, Butti! Are you OK? You look unhappy today.

Butti: Hello ... yes, I do feel a little bit unhappy today.

Teacher: Why? What is wrong? Is everything OK?

Butti: Well, my little brother lost his teddy bear and was very unhappy. He asked me to help him find the teddy bear but I was playing on my PlayStation and said 'No'. I was unkind to him.

Teacher: Oh dear! Remember that it is important that you are kind to everyone.

Butti: Then, my mum asked me to clean up my room because it was very untidy.

Teacher: Did you tidy your room?

Butti: No, because I wanted to play on my computer.

Teacher: Oh dear! Remember it is important that you help your mother.

Butti: Yes, you are right! I am going to be kind and help my family. I'm going home now to tell my family I love them and want to help them.

Narrator: So Butti went home and he helped his brother find his teddy bear and tidied his room to help his mother. At dinnertime, he told all his family that he loved them very much and he was sorry for not helping them. Everyone was very happy.

Track 22

Conversation 1

Girl: I love sports, don't you?

Hana: Yes, I do as well.

Girl: Which sports do you like?

Hana: Well, I like tennis, swimming and karate.

Girl: But which one is your favourite sport?

Hana: Oh, that is easy! Swimming is my favourite sport!

Girl: Mine too!

Conversation 2

Girl: Hi Khaltham! Do you want to come to play at my house tomorrow?

Khaltham: I'd love to, but I can't. I have to help my mother with the household chores.

Girl: Oh, that is a shame that you can't come to my house.

Khaltham: Yes it is, but I want to help my mother.

Girl: Will you dust?

Khaltham: No, I won't dust.

Girl: What household chore will you do?

Khaltham: Well, my mother will do the laundry, and I will cook for my family. I have to go now, but see you in school.

Girl: OK, see you later!

Khaltham: Bye!!

Conversation 3

Boy: Hi Ghanim! Are you playing football tomorrow morning?

Ghanim: No, I'm not. I am helping my family.

Boy: How will you help your family?

Ghanim: I'll help my brother with his homework.

Boy: That is very kind of you to help him.

Ghanim: I'm his older brother, so I must help him. Maybe afterwards, I can come and play football with you. I'll give you a call.

Boy: That would be great! Speak to you soon!

Ghanim: Yes, speak to you soon.

UNIT 11

Track 23

He helps people in danger
and when their homes are on fire.

He throws water on fires
and stops the flames getting higher.

Is this Superman? Is this Wolverine?

No, he's a firefighter
brave as brave can be.

Track 24

brave, kind, helpful, friendly, hard-working, polite

Track 25

You do not have to be rich to be a hero or heroine. Heroes and heroines can be ordinary people who are friendly, kind and helpful.

You don't have to be rich to help other people. Maybe you can give your friend a glass of water when they are thirsty, help your mother if she is ill in bed or you can help tidy the house.

Do you know the people who live next door to you, your neighbours? What could you do to help your neighbours? Think about your family and friends.

What might you do to help them?

Helping others means that you help people that you don't know as well. If you are polite to everyone, everyone feels good. If you smile at people, they will smile at you.

Track 26

When I was young, my parents wanted to cut my hair, but I was scared because I was three. I sat on a square chair and stared at the wall. My dad told me to close my eyes and not to move and I felt the air move in front of my face as the scissors cut my hair. I wasn't scared any more! I had a fantastic new haircut!

Track 27

- 1a ear 1b hear 1c hair
 2a we're 2b where 2c were
 3a pear 3b peer 3c pure
 4a chair 4b cheer 4c cheat
 5a beat 5b bear 5c beam

Track 28

1. Well, my friend is always laughing and smiling and a good person to be with. He's never angry or sad, but always friendly.
2. It is important that everyone in the classroom is polite, kind and helpful. You might help your friend with spelling if they are not sure.
3. I think a lot of people are very kind and helpful, but my heroine is my grandmother. When she was young she was very poor and had to look after all her brothers and sisters, but she worked very hard.

Track 29

There are many ways to help people during Ramadan, and also any other time of the year as well. Last year, my family and I worked with people who needed help. The charity gave water to people working in the streets and gardens of Dubai. It was such a hot day, and the workers were very happy to drink some water.

I am happy in doing charity work and helping others, and now I do something every Friday. I told my friends and they are doing charity work too. It is important to be a good person.

Track 30

1. Hi there! My name's Amani and I like doing many things. I'm not very interested in reading books about history or science, but I'm really interested in wildlife.
2. I like most books about history and traditional stories, but I'm not interested in comics at all! I think they are silly! I help my younger brothers with their homework. It's great to see them learn!

UNIT 12**Track 31**

Alexa: Hi! On school days I get up at seven o'clock. In the winter, it is still dark when I arrive at school. School begins at nine o'clock. I live close to my school and I walk there with my mother every day. School finishes at quarter past three, and we get home at half past three. We usually eat dinner at five.

Rashed: Hello everyone! I usually get up at half past six. School begins earlier here than in Norway. My school starts at half past seven. School ends at two o'clock, but I usually stay for football practice. I usually get home at three o'clock, then I play for a while. Dinner is at five o'clock. How about you?

Track 32

Mount Fuji is in Japan. It is about 3776 metres high. The temperature is usually between 7°C and

-20°C. Mount Fuji is easy to climb. The Japanese people enjoy climbing to the summit. They call the mountain Mr Fuji.

Track 33

Scary things!!

Things that wiggle
 Like wriggly worms
 Things that squish
 and make me squirm
 That's what I'm afraid of.

Things that go crash
 Things that go bang
 Anything loud
 Like a runaway tram
 That's what I'm afraid of.

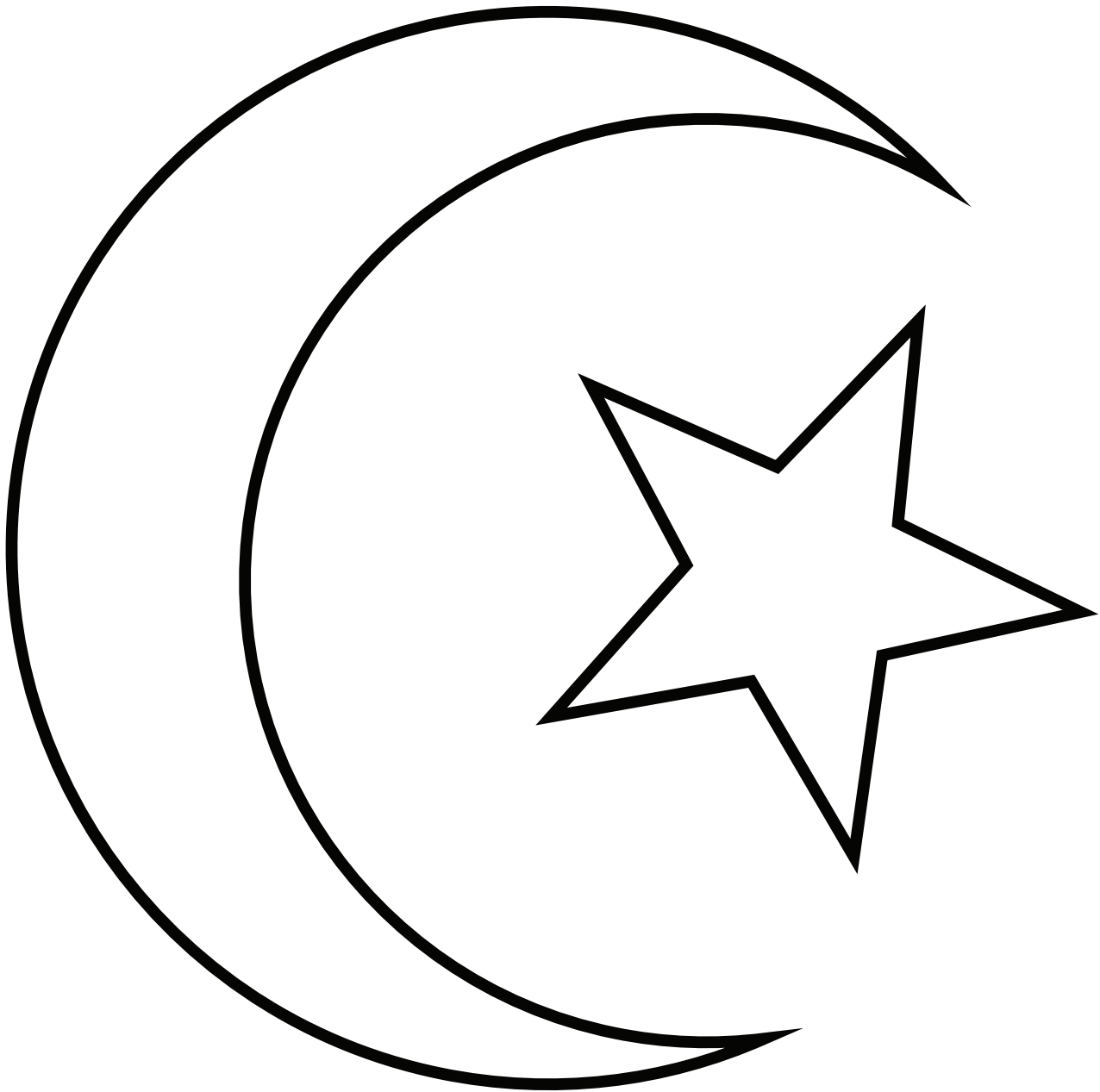
Things that creep
 Things that crawl
 Anything that hangs off ceilings and walls
 That's what I'm afraid of.

Things that hiss
 Things that slither
 Anything slimy
 That makes me quiver
 That's what I'm afraid of.

Things that growl
 Things that roar
 Anything with teeth and
 Sharp pointy claws
 That's what I'm afraid of.

Things that are cute
 Things that purr
 Anything I stroke
 That has soft silky fur
 I like those!!!

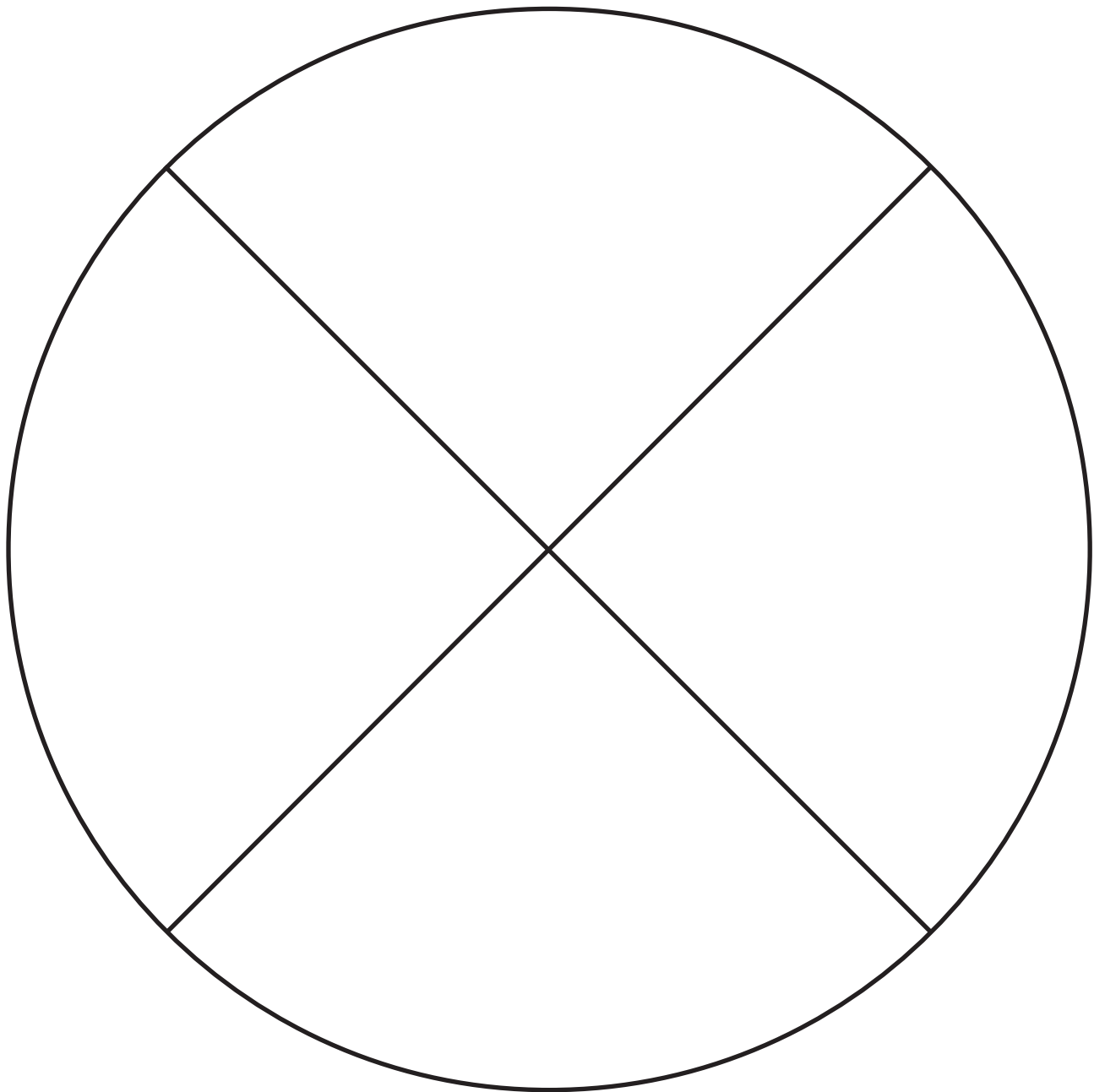
PCM 1: Moon and stars mobile



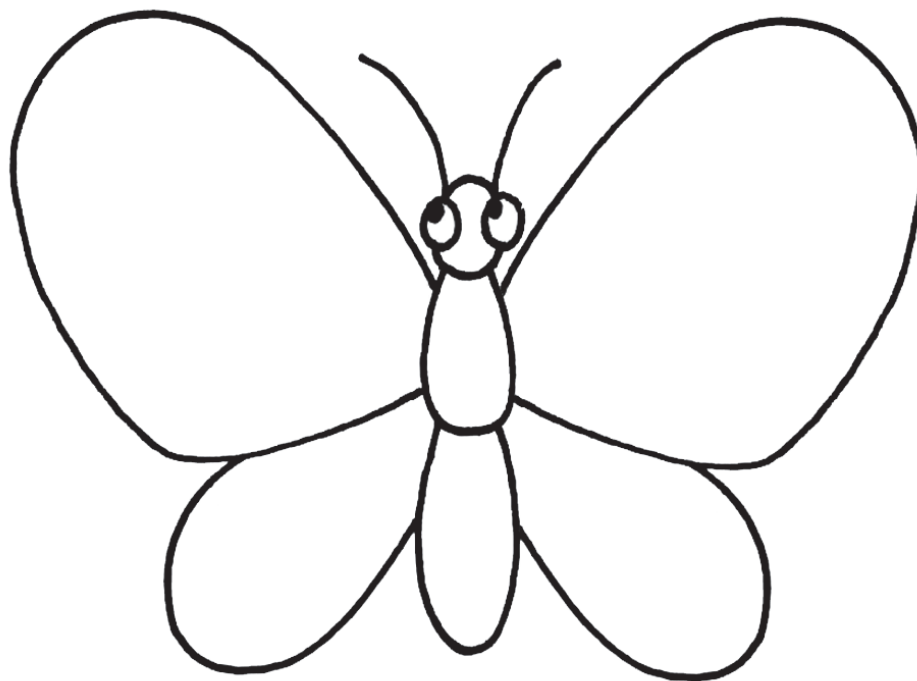
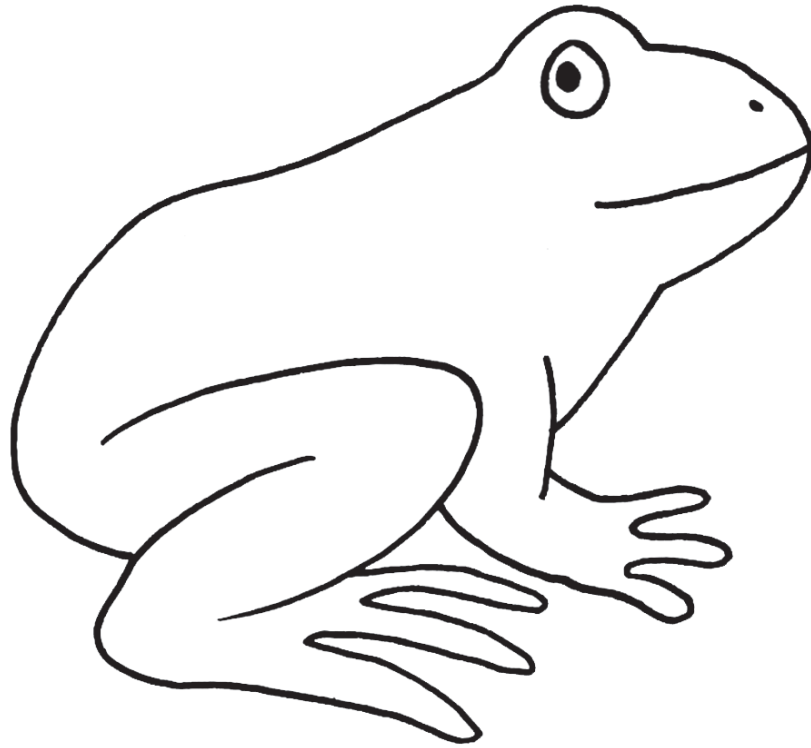
PCM 2: A camel



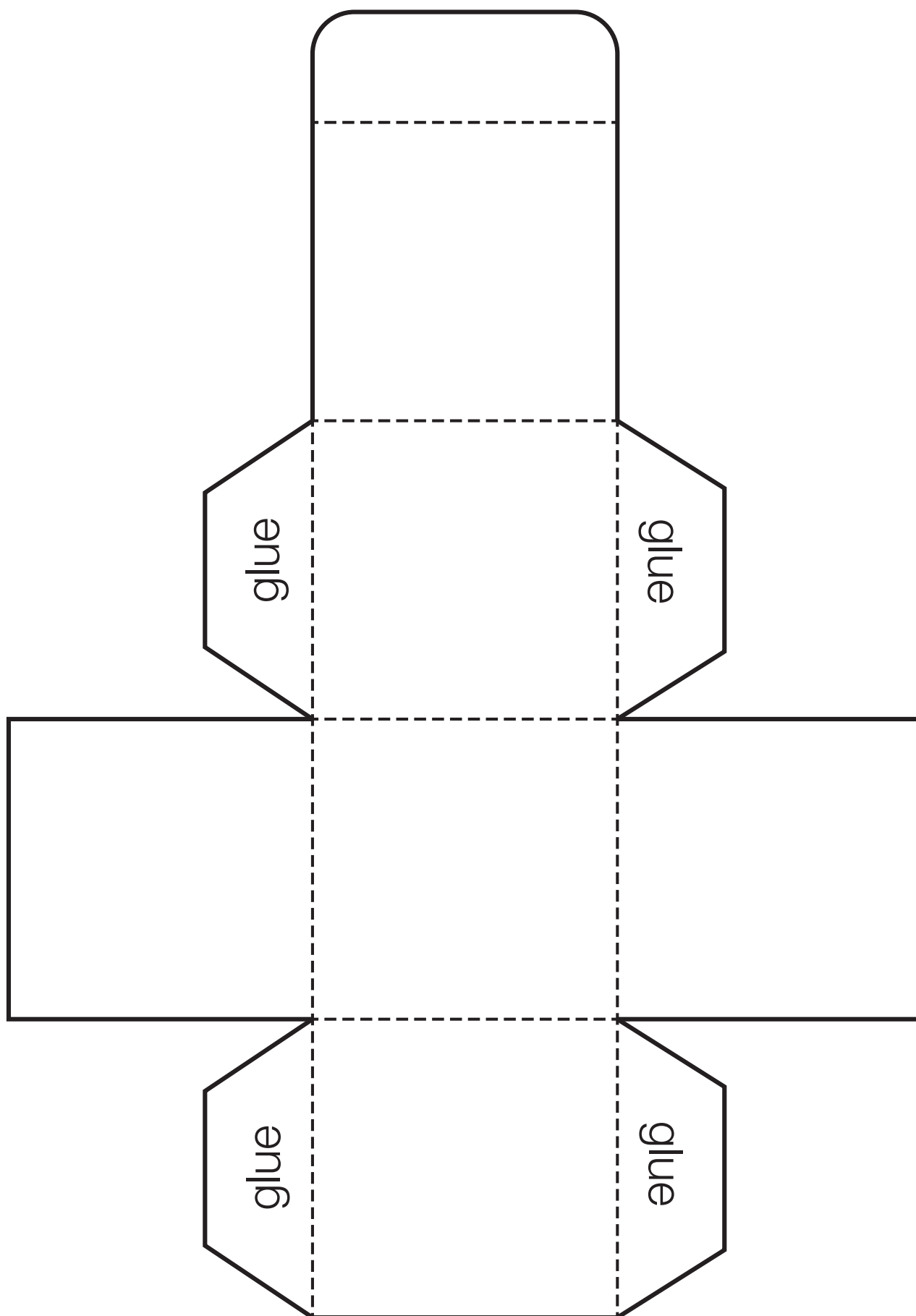
PCM 3: Colour wheel



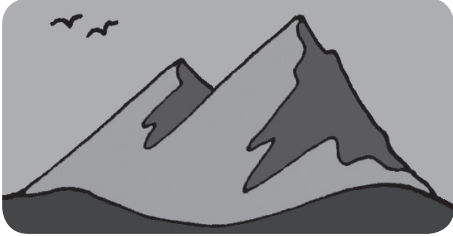



PCM 4: Camouflage frog and butterfly



PCM 5 Dinosaur cube



PCM 6 Nadir's chart

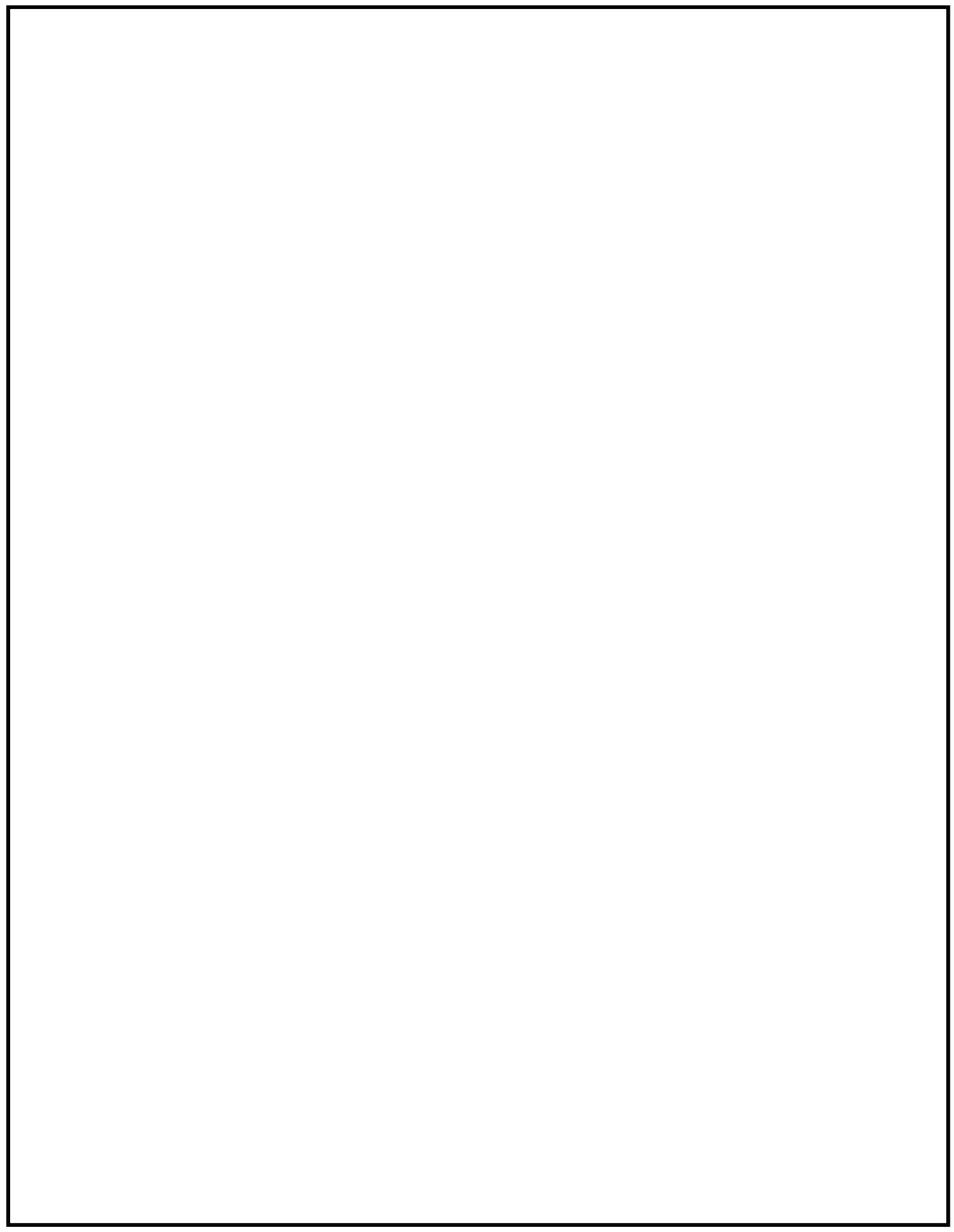
Have you ever ... ?					
<p>... climbed a mountain?</p> 	<i>Mansoor</i>				
<p>... visited another country?</p> 	<i>Adel</i>	<i>Jassim</i>			
<p>... stayed awake until midnight?</p> 	<i>Nadir</i>				
<p>... touched an elephant?</p> 					

Saturday	
Friday	
Thursday	
Wednesday	
Tuesday	
Monday	
Sunday	

PCM 8 Number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Our Character - Pictures



Our Character - Description

What is the character's name?

What does the character look like?

_____ was the size of _____

_____ was as small as _____

Where does the character live?

What does the character use for a bed?

How does the character travel from one place to another?

Other information about the character:

The Adventure - Pictures



The Adventure - Description

What happens to the character?

Where was the character?

How does the character feel?

Other information about the adventure:

How our character sees the world - pictures



How our character sees the world - description

What other characters, objects or places are in the story?

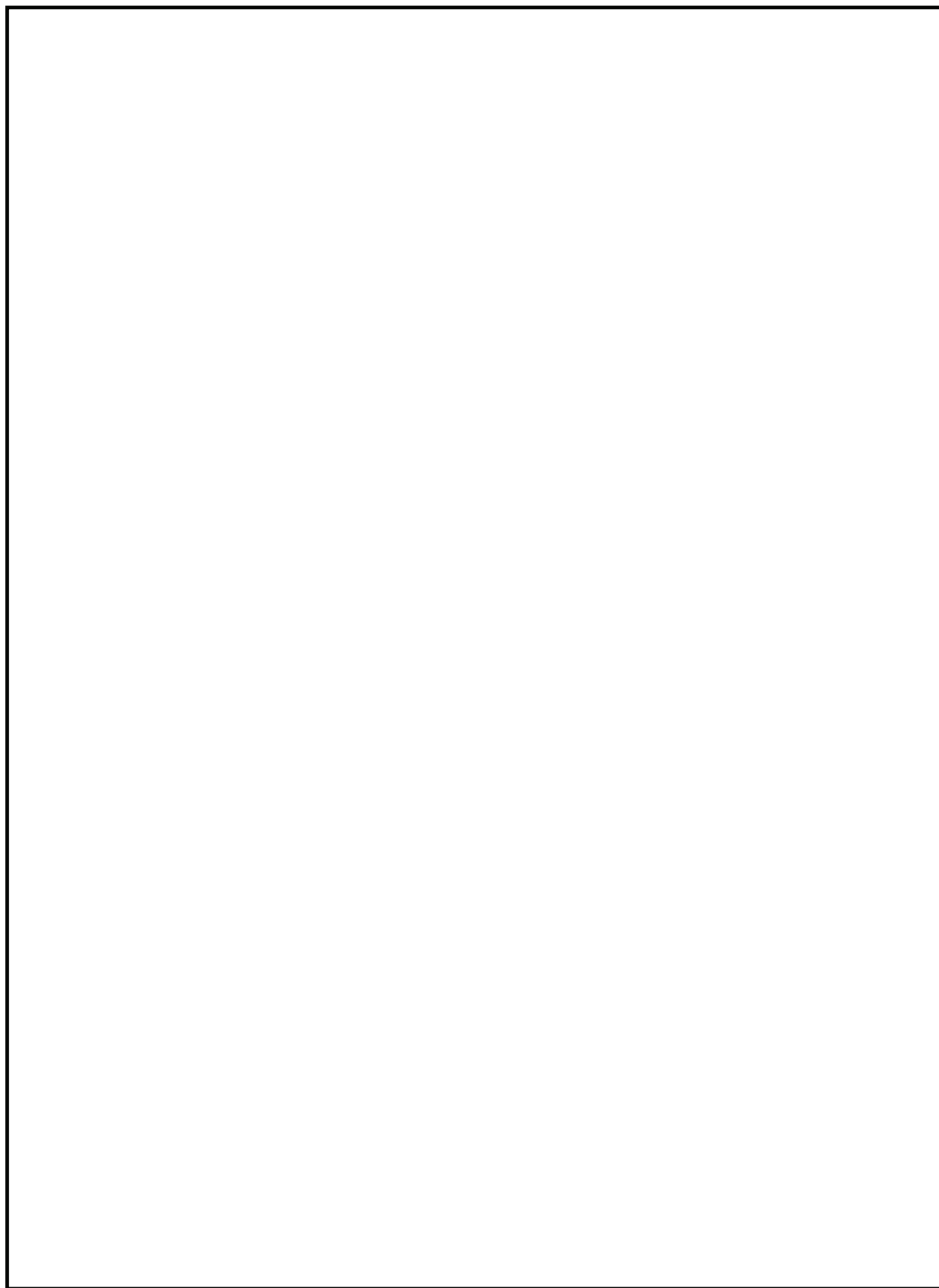
What do they look like to the character?

The _____ looked as big as _____

The _____ was like a _____

Other information the world the character sees:

The ending - pictures



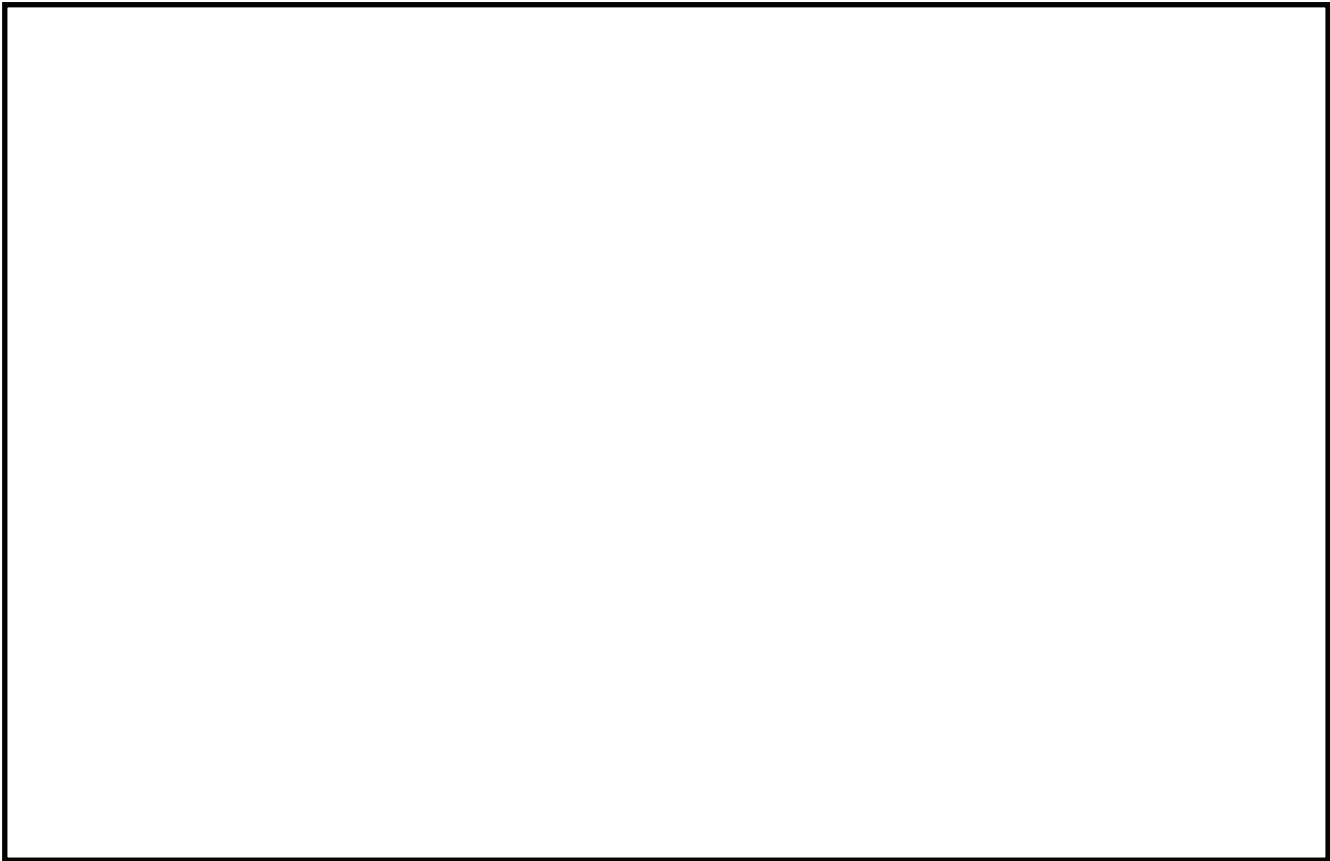
The ending - description

How does the story end?

Is it a happy ending or a sad ending?

How does the character feel about his or her adventure?

PCM 10 Story presentation



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PCM 11 Postcard template

A rectangular postcard template with a dark gray border. In the top-left corner, there is a smaller rectangular box with a thin gray border containing the text "Place Stamp Here" stacked vertically. To the right of this box, there are four vertical lines of equal length, spaced evenly, extending from the top edge of the postcard. A single horizontal line runs across the width of the postcard, positioned below the vertical lines and above the bottom edge.

	1	2	3	4	5
START	How often do you do sport?	MISS A TURN	Tell your group something you never do	How often do you help your family?	Go back one space
6	7	8	9	10	11
	Tell your group something you always do at school		GO FORWARD TWO SPACES	What does your friend sometimes say to you?	
12	13	14	15	16	17
		GO BACK 1 SPACE	What sport do you sometimes play?		
18	19	20	21	22	
GO FORWARD TWO SPACES			MISS A TURN		END

planet

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune



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