



United Arab Emirates  
Ministry of Education



# Bridge to Success

Teacher's Guide

4

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Term 3 material 2017

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

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

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

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First published 2017

Printed in the United Arab Emirates

ISBN XXX-X-XXX-XXXXX-X Grade 4 Teacher's Guide

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### 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 child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity..

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

The *Bridge to Success* team

### A Components

*Bridge to Success* offers the following components:

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

### B Unit structure

*Bridge to Success Grade 4* contains twelve units, spread over three terms. Each unit in the Grade 5 Learner's Book is structured as follows.

- A central topic or theme is developed over 15 lessons.
- Each core lesson draws 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 broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require students to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

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

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

## G Common mistakes

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

### Spelling errors

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

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

### Missing a or an

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

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

### Missing the

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

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

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

### Missing pronouns

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

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

### Missing conjunction

*And* is a common omission for Arabic learners. Examples include:

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

### Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

### Verb agreement with be

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

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

### Using in instead of at or on, and vice versa

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



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

- With clock time when talking about times or occasions.  
Example error: *The weather is very good in this time of year.*  
Corrected: *The weather is very good at this time of year.*
- With *house* and *home*.  
Example error: *Can you come to dinner with me in my house?*  
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.  
Example error: *I met her in my work.*  
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.  
Example error: *I really enjoyed shopping in the weekend.*  
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.  
Example error: *See you in the party.*  
Corrected: *See you at the party.*

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

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

### Punctuation with apostrophes

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

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

- Possessive *s* with missing apostrophe.  
Example error: *My friends name is Dalal.*  
Corrected: *My friend's name is Dalal.*

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

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

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

### Over-long sentences

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

### Teaching Strategies Grades 4–9

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

#### Teacher-led strategies (direct instruction)

##### Guided reading

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

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

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

##### Guided writing

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

Guided writing strategies include:

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

##### Guided discovery

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

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

##### Guided listening

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

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

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

##### Visual stimuli

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

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

##### Cloze

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

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

##### Prompt

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

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

##### Word cycle

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

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

##### Flashcards

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

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

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

### **Organised grouping strategies (cooperative)**

#### **Jigsaw**

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

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

#### **Mentoring**

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

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

#### **Peer practice**

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

#### **Peer teaching**

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

#### **Round table**

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

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

#### **Interview**

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

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

### **Collaborative learning**

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

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

### **Active strategies (activities)**

#### **Backs to the board**

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

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

#### **Role-play**

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

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

#### **Learning centres/stations**

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

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

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

#### **Experiential learning**

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

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

### **Look-say-cover-write-check spelling strategy**

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

A learner is given a word to spell and:

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

### **Games**

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

### **Listening to stories/story time**

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

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

### **Reading diary**

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

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

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

### **Projects**

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

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

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

### **Multimedia learning (video)**

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

### **Hot seating**

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

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

### **Reading race**

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

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

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

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

### **Running dictations**

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

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

### **Find someone 'who'**

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

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

## **Strategies to promote thinking and problem solving (analysis)**

### **Brainstorming**

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

### **Problem solving**

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

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

### **Opinion forming**

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

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

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

### **Reflection**

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

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

### **Problem Based Learning (PBL)**

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

### **Challenge Based Learning (CBL)**

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

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

### **Task Based Learning (TBL)**

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in a text about an Emirati family. <b>Speaking:</b> To ask about family relationships and talk about similarities and differences between families. <b>Reading:</b> To read and respond to quotes about family members. <b>Writing:</b> To spell family-related lexis.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about different types of families</li> <li>• compare families and find similarities and differences</li> <li>• use a range of family-themed lexis</li> <li>• ask and answer questions about family using present simple question forms.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family-themed vocabulary</li> <li>• Present simple question forms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Key vocabulary:</b> <i>family, grandma, grandpa, dad, father, mum, mother, sister, brother, cousin, me</i> <b>Key expressions/structures:</b> Present simple questions and <i>yes/no</i> answers; third person present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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"> <li>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>.</li> <li>Drill chorally and individually.</li> <li>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.</li> </ol>
Resources	Main activity
<b>Learner's Book</b> <b>page 165</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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></li> <li>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.</li> <li>Monitor the learners while they are on task to upgrade pronunciation and form.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, ask them to raise their hands if the quotes are true for them.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners to work with a partner and ask each other how to spell the family lexis. Learners take turns spelling the words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>
<b>Learner's Book</b> <b>page 166</b>	<p><b>Word study: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the family tree.</li> <li>Elicit the vocabulary items from the learners and drill chorally and individually, paying attention to accurate word stress.</li> <li>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></li> </ol> <p><b>Feedback</b></p> <p>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, <i>Is she her mother or her sister?</i>, etc.</p> <p><b>Answers</b></p> <p>1 grandma; 2 grandpa; 3 mum; 4 dad; 5 me</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Ask learners to practise saying <i>grandpa</i> and <i>grandma</i>, with the /d/ elided.</li> </ol>



	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>																		
<p><b>Learner's Book page 166</b> <b>Audio Track 90</b></p>	<p><b>Listen: Activity 3</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>2. Learners listen and match the activities with the people from the family tree.</li> <li>3. Replay the audio for learners to check their answers and correct any errors.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, ask learners to raise their hands to give the answers.</p> <p><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio to provide extra processing time for these learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>																		
<p><b>Learner's Book page 166</b></p>	<p><b>Write: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the words in the box and decide if they are used for females, males, or both.</li> <li>2. Do an example with the whole group as a model for the task.</li> <li>3. Learners work individually and then check their answers in pairs.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, nominate learners to give answers.</p> <p><b>Answers</b></p> <table border="1" data-bbox="479 1660 956 1902"> <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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page 114

**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	E	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	E	A	G	R	J	L	L	E	F	R
H	E	H	K	B	H	T	H	D	R	N	V

**Activity Book**  
page 114

**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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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>(G4.2.1.1.2) Talk about past events, habits and future plans.</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>(G4.3.7.1.1) 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>(G4.4.3.1.3) 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in a text about an Emirati family. <b>Speaking:</b> To ask and answer questions about family relationships. <b>Reading:</b> To read extracts to guess meaning from context. <b>Writing:</b> To write sentences using connectors.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• compare and contrast families and find similarities and differences</li> <li>• guess meaning from context</li> <li>• write more fluently using <i>too</i>, <i>both</i> and <i>but</i></li> <li>• listen for specific information in a text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family-themed vocabulary</li> <li>• Present simple question forms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Key vocabulary:</b> <i>tell off, grow up, look after, both, too</i> <b>Key expressions/structure:</b> Present simple third person endings; sentences with <i>too, both</i> and <i>but</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>As a whole group, brainstorm family words onto the board.</li> <li>Provide oral models for learners and drill chorally and individually to upgrade learners' pronunciation.</li> <li>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).</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 167</b> <b>Audio Track 90</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>Read the three extracts aloud and ask learners to repeat.</li> <li>Tell learners to listen to the audio and raise their hands when they hear each extract.</li> <li>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.</li> </ol> <p><b>Feedback</b></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> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Possible answers could include <i>When I grow up, I want to be an engineer like my dad.</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask these learners to work with stretch learners to provide additional peer support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask these learners to support less able learners during the pair check stage of the task.</li> </ol>
<b>Learner's Book page 167</b>	<p><b>Talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to read the questions. Learners work with a partner and ask and answer the questions using the target vocabulary.</li> <li>Monitor carefully while learners are on task to upgrade pronunciation and language as required.</li> <li>Ask learners to work with a different partner and recycle the task to develop fluency.</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>
<p><b>Learner's Book page 167</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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>.</li> <li>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>.</li> <li>4. Ask learners to think of their families and things that are the same (similarities) and things that are different (differences).</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners in open class pairs to talk about their families. All open pairs should be praised for their efforts.</p>
<p><b>Activity Book page 115</b></p>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the activities that family members like to do.</li> <li>2. Go through the example with the class.</li> <li>3. Learners work individually to complete the task.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Mum and Grandma both make cakes.</li> <li>2 Mum cooks, but Grandpa tells stories / goes fishing.</li> <li>3 Mum and Dad both read stories / like reading.</li> <li>4 Grandma likes telling stories and Grandpa likes telling stories too.</li> <li>5 Learners' own answers, but must use <i>too</i>, <i>both</i> or <i>but</i>.</li> </ol>
<p><b>Activity Book page 115</b></p>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the gapped sentences and complete them about their own families.</li> <li>2. Learners work individually to complete the sentences.</li> <li>3. Ask learners to compare their answers in small groups.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>

	<b>Differentiation activities (Support):</b> 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.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to think of an additional three examples using <i>too</i> , <i>both</i> and <i>but</i> with their partner.		
<b>Resources</b>	<b>Plenary</b>		
	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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific details in a text about the daily routine of an Emirati child. <b>Speaking:</b> To ask and answer personal questions using accurate question forms in the present simple. <b>Reading:</b> To read for detail in a text about an Emirati child's daily routine. <b>Writing:</b> To take short, personal notes.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• share personal information about themselves and others</li> <li>• gain a greater understanding of local culture</li> <li>• listen for specific details in a text</li> <li>• read for specific details in a text</li> <li>• feel more confident asking personal questions</li> <li>• write appropriate notes.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• <i>Wh-</i> question forms</li> <li>• Present simple</li> <li>• School subjects-related vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>to catch, to change, school uniform, Arabic, Maths, Science, Islamic Education, Art, catches</i> <b>Key expressions/structures:</b> <i>Wh-</i> question forms; present simple; third person affixes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 168 Activity Book pages 116–118 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><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall some of the sentences from the previous lesson using <i>both</i>, <i>too</i> and <i>but</i>.</li> <li>2. Learners work in small groups and brainstorm their ideas.</li> <li>3. Ask some of the learners for their ideas, and ask the other learners if they agree or disagree.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 168</b></p> <p><b>Audio Track 91</b></p>	<p><b>Main activity</b></p> <p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners listen to the audio, read the text, then discuss the differences between their school and Muna's with a partner.</li> </ol> <p><b>Feedback</b></p> <p>After learners have compared their answers in pairs, nominate learners for feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to focus on finding the key information by underlining it in the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book page 168</b></p>	<p><b>Talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Learners work in pairs to complete the Fact Files about each other.</li> </ol> <p><b>Feedback</b></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><b>Suggested answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write some of the question prompts on the board to support these learners and focus them on using the structures correctly.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Activity Book page 116</b></p>	<p><b>Write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at their Fact File about their partner in their notebooks.</li> <li>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>.</li> <li>3. Learners then complete and write the sentences about their friend using the information from the Fact File.</li> </ol> <p><b>Feedback</b></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><b>Activity Book page 116</b></p>	<p><b>Draw: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to draw their partner's favourite food.</li> <li>2. Circulate and check they are drawing the correct food and give support as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Learners show each other their pictures. Encourage further discussion.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>3. When allocating points to teams, the first team to give a full answer wins the point.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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>(G4.2.2.1.1) 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for /s/, /z/ and /ɪz/ phonemes in a list. To listen for specific information in a text about a famous Emirati footballer. <b>Speaking:</b> To ask and answer questions about a sport they would like to try. <b>Reading:</b> To match headlines to paragraphs in a text about a famous Emirati football player. <b>Writing:</b> To take notes.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• be more aware of the pronunciation of present simple third person suffixes</li> <li>• listen for specific information</li> <li>• skim a text for global understanding</li> <li>• scan a text for specific information.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.</li> </ul>		
<b>Key vocabulary:</b> <i>plays, finishes, goes, jumps, dances, does, watches, speaks, works, makes, wins</i> <b>Key expressions/structures:</b> Present simple third person singular; pronunciation of third person suffixes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 169 Activity Book page 117 Audio Track 92 Audio Track 18 (AB)		

## UNIT 10 LESSON 4 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Ask learners to compare their answers with their partner to see if they have the same answers. Promote further discussion.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 169</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photo and ask if they know who it is (Omar Abdulrahman).</li> <li>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></li> <li>3. Ask learners why they think that football is popular in every country in the world.</li> </ol> <p><b>Feedback</b></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;"><b>Answer</b></p> <p>The photo is of Omar Abdulrahman, a famous Emirati footballer.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to answer the more challenging questions, for example ask them why they think football is popular all over the world.</li> </ol>
<b>Learner's Book page 169</b> <b>Audio Track 92</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at their Learner's Book page 169 and to read the paragraph headings 1–4.</li> <li>2. Learners then listen to and read the text, and match the correct heading with each paragraph.</li> <li>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.</li> </ol> <p>These are the features of a personal recount:</p> <ul style="list-style-type: none"> <li>– events are usually told in chronological order from the beginning of someone's life</li> <li>– the writing takes the form of a description of happenings in that person's life</li> <li>– 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.</li> </ul> <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"> <li>– we are then introduced to the characters</li> <li>– there is often a problem or challenge for the characters to resolve</li> </ul>

	<ul style="list-style-type: none"> <li>– 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</li> <li>– there is then a conclusion</li> <li>– the events are not necessarily told in chronological order.</li> </ul> <p><b>Feedback</b></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><b>Answers</b></p> <p>1C 2D 3B 4A</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to work with a less able learner to support them during the task.</p>
<p><b>Learner’s Book page 169</b></p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the five statements about Omar.</li> <li>2. Learners read the text again and answer true or false.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1T 2F 3F 4T 5F</p>
<p><b>Learner’s Book page 169</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences about Omar.</li> <li>2. Learners work individually and cross out the incorrect options.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners to write the correct forms on the board. Learners check their own work.</p> <p><b>Answers</b></p> <p>1 am 2 play 3 help 4 work 5 think 6 says</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></p> <p>1. These learners could help less able learners in the class with the activity.</p>

<p><b>Activity Book page 117</b></p>	<p><b>Pronunciation: Activity 1</b></p> <ol style="list-style-type: none"> <li>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 Speaking tip.</li> <li>2. On the board write the phonemes /s/, /z/ and /ɪz/ and give clear oral models for learners. Provide choral and individual drills.</li> <li>3. Ask learners to work in small groups and decide which ending matches each sound.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>works /s/ goes /z/ watches /ɪz/</p>												
<p><b>Activity Book page 117</b> <b>Audio Track 18</b></p>	<p><b>Listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>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 track and write the words in the correct column.</li> <li>2. Pause the audio after each verb to give learners more processing time.</li> </ol> <p><b>Feedback</b></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="474 1147 1117 1303"> <tr> <td>1 /s/</td> <td>2 /z/</td> <td>3 /ɪz/</td> </tr> <tr> <td>jumps</td> <td>plays</td> <td>finishes</td> </tr> <tr> <td>speaks</td> <td>does</td> <td>dances</td> </tr> <tr> <td></td> <td></td> <td>watches</td> </tr> </table> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners may find differentiating between the different phonemes challenging, particularly /s/ and /z/.</li> <li>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).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	1 /s/	2 /z/	3 /ɪz/	jumps	plays	finishes	speaks	does	dances			watches
1 /s/	2 /z/	3 /ɪz/											
jumps	plays	finishes											
speaks	does	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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to their peers' questions. <b>Speaking:</b> To discuss sports preferences, and ask and answer questions about these preferences. <b>Reading:</b> To read and understand. <b>Writing:</b> To use accurate collocations using <i>play, go</i> and <i>do</i> in the context of sports.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use a greater range of sports-related vocabulary</li> <li>• ask and answer questions about sports preferences</li> <li>• accurately spell sports-related vocabulary</li> <li>• write accurate sports collocations.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Present simple</li> <li>• Sports-related vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction</li> </ul>		
<b>Key vocabulary:</b> <i>sports, baseball, football, diving, judo, rollerblading, skateboarding, swimming, (table) tennis, water-skiing, paddle surfing, horse riding</i> <b>Key expressions/Structure:</b> Present simple; collocations with <i>play, go</i> and <i>do</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 170 Activity Book page 118 Audio Track 19 (AB) 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>2. For each sport, mime the activity, or draw, to test whether the learners already know the vocabulary or not.</li> <li>3. Provide clear oral models for learners and then drill chorally and individually.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 170</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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></li> <li>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.</li> <li>3. Ask learners to think of some more examples.</li> </ol> <p><b>Feedback</b></p> <p>After learners have discussed in their groups, elicit other popular sports in the UAE.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Learner's Book page 170</b>	<p><b>Word study: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. While monitoring, encourage learners to practise the pronunciation of the different sports, correcting as necessary.</li> </ol> <p><b>Feedback</b></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)  diving – the sport of jumping into the water from a springboard or platform  swimming – a water sport, which can involve races  baseball – a game played with a ball and a bat, mostly in the USA and Canada  tennis – a game played on a rectangle court between two players, using a ball and racket  judo – a sport where you try to unbalance your opponent by pushing and holding</p> <p><b>Answers</b></p> <p>a football b swimming c horse riding d baseball e skateboarding f tennis  g diving h judo</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Remind learners of the pronunciation of the diphthong /ei/ from the earlier grades in <i>skateboarding</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to practise spelling the new sports vocabulary with a partner.</li> </ol>
<p><b>Learner’s Book page 170</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>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>.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>play: football, baseball, tennis  do: judo  go: horse riding, skateboarding, diving, swimming</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>These learners could use the sports from Activity 2.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage these learners to think of more examples for each circle.</li> </ol>

<p><b>Activity Book</b> page 118 <b>Audio Track 19</b></p>	<p><b>Listen and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Remind learners of the pronunciation of the diphthong /aɪ/ in <i>riding</i> and <i>diving</i> from the earlier grades.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. If learners finish the task quickly, ask them to help the learners who need more support.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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>(G4.3.2.1.3) Read unfamiliar multisyllabic 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>(G4.4.3.1.3) 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>			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for detailed information in a text about a family. <b>Speaking:</b> To ask and answer questions about personal sport preferences. <b>Reading:</b> To read and understand instructions. <b>Writing:</b> To write sentences about family members.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss their family activities</li> <li>• compare different family members' activity preferences</li> <li>• write sentences about their family's activity preferences using <i>both</i>, <i>too</i> and <i>but</i></li> <li>• use a greater range of sports-themed vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of <i>both</i>, <i>too</i> and <i>but</i></li> <li>• Family-related vocabulary</li> <li>• Sports-related vocabulary</li> <li>• Using commas and contractions</li> <li>• Present simple</li> <li>• School subjects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Key vocabulary:</b> <i>family, grandma, grandpa, cousin, dad, father, mum, mother, sister, brother, cousin, football, horse riding, tennis, judo, swimming, walk</i> <b>Key expressions/structures:</b> Present simple; <i>Wh-</i> present simple <i>Wh-</i> question forms; sentences with <i>both</i> , <i>too</i> and <i>but</i> .		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> 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>		
<b>Resources/equipment needed:</b> Learner's Book page 171 Activity Book page 119 Audio Track 93 Audio Track 20 (AB)		

## UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to choose the lesson they liked/found most interesting from Lessons 1 to 5.</li> <li>2. Learners work in small groups and talk about their favourite lesson and why they liked it.</li> <li>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.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 171</b></p>	<p><b>Main activity</b></p> <p><b>Write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at their Learner's Book page 171 and read the instructions for the task.</li> <li>2. Give a model on the board so that the task is clear.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. If learners complete the task quickly, ask them to write three more sentences comparing their family's preferred activities.</li> </ol>
<p><b>Learner's Book page 171</b></p> <p><b>Audio Track 93</b></p>	<p><b>Listen and write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the gapped text and predict words for the gaps.</li> <li>2. Learners complete the text while listening to the audio, using the words from the word bank provided.</li> <li>3. Ask learners to check their answers in pairs or small groups. Replay the audio to confirm answers.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to raise their hands for feedback and write the numbered answers on the board.</p> <p><b>Answers</b></p> <p>1 football 2 horse riding 3 tennis 4 judo 5 swimming 6 walks</p>

<p><b>Activity Book</b> page 119</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the sports and circle three that they like.</li> <li>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>.</li> <li>3. Monitor carefully while learners are on task, to upgrade their language as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners to report back on their partner's three choices.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Activity Book</b> page 119 <b>Audio Track 20</b></p>	<p><b>Listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures and describe what they can see in each of them.</li> <li>2. Learners listen and tick the correct pictures.</li> <li>3. Play the audio again, after learners have checked their answers in pairs.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 a 2 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to listen to the full audio track before choosing their answer. Pause the audio track after each conversation so that learners have more processing time to choose the correct picture.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall an additional piece of information from each of the conversations.</li> </ol>
<p><b>Activity Book</b> page 119</p>	<p><b>Assessment box: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and choose the boxes that are true for them.</li> <li>2. Ask learners to compare their answers in pairs. Do any remedial teaching as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners which activities they particularly enjoyed.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. This provides an opportunity for upgrading learners' language. Drill chorally and individually as required.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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>(G4.2.1.1.6) 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in a postcard from an Emirati girl. <b>Speaking:</b> To ask and answer questions about their peers' predictions based on visuals. <b>Reading:</b> To read for specific information in a postcard from an Emirati boy. <b>Writing:</b> To write a postcard including organisational features.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen for specific information in a listening text</li> <li>• become more aware of the organisational features of a postcard</li> <li>• develop awareness of cultural differences</li> <li>• write a postcard including organisational features typical of this genre.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Daily routine verbs</li> <li>• Use of <i>both</i>, <i>too</i> and <i>but</i></li> <li>• Family-related vocabulary</li> <li>• Sports-related vocabulary</li> <li>• Using commas and contractions</li> <li>• The present simple</li> <li>• Using capital letters accurately</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Understand other nations, languages and cultures.</li> </ul>		
<b>Key vocabulary:</b> <i>to learn, to hope, to want, to love; mother, father, sister, brother, grandfather/ grandpa, grandmother/grandma; too, but, both</i> <b>Key expressions/structures:</b> 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		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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"> <li>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, etc. You can show examples using a phone or the Internet if learners are unsure.</li> <li>2. Ask learners to work in small groups and think of as many different ways of communicating as they can.</li> <li>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.</li> </ol>
Resources	Main activity
<p><b>Learner's Book page 172</b></p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at page 172 of their Learner's Book.</li> <li>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.</li> <li>3. Ask learners to discuss the questions with their partner.</li> </ol> <p><b>Feedback</b></p> <p>Learners discuss what a postcard is and what it is used for. Elicit whether they regularly send and receive postcards.</p>
<p><b>Learner's Book page 172</b> <b>Audio Track 94</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the Writing tip 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.</li> <li>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.</li> <li>3. Play the audio.</li> <li>4. Encourage learners to check their answers with their partner or small group.</li> </ol> <p><b>Feedback</b></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"> <li>– 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.</li> <li>– the sequence of events: here we find out what Noura did yesterday.</li> <li>– 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.</li> </ul> <p>Factual recounts are written in chronological order, are sequential, contain descriptions and generally also have descriptions and/or personal reflections.</p> <p>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><b>Answers</b></p> <p>1 b 2 f 3 d 4 a 5 c 6 e</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to listen for two answers only.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember two more pieces of information from the postcard.</li> </ol>
<p><b>Learner's Book page 172</b></p>	<p><b>Word study: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This activity focuses on the particular informal language used in the postcard.</li> <li>2. Ask learners to match the words with their meanings. They should refer back to the postcard to find the sentence containing each word.</li> <li>3. Ask learners to check their answers in pairs.</li> </ol> <p><b>Feedback</b></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.</p> <p>Noura uses these words as they are more informal and therefore more commonly used when communicating with friends.</p> <p>She uses exclamation marks as they are frequently used in informal written language to show excitement.</p> <p><b>Answers</b></p> <p>1 b 2 c 3 a</p>
<p><b>Activity Book page 120</b></p>	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners work together in pairs to check their answers.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 receiver; 2 sender; 3 stamp; 4 address</p>
<p><b>Activity Book page 120</b></p>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the Writing tip 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.)</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Invite learners to give their responses.</p> <p><b>Answers</b></p> <p>1 Arrived 2 time 3 playing 4 we're 5 you</p>

<b>Activity Book</b> <b>page 120</b> <b>PCM 11</b>	<b>Write: Activity 3</b> 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). <b>Feedback</b> Ask learners to lay their postcards out on their desks and invite them to get up and mingle to read each other’s postcards.		
<b>Resources</b>	<b>Plenary</b> 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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for detailed information in a text about a Jordanian boy's daily routine. <b>Speaking:</b> To ask and answer questions about daily routines using frequency adverbs in responses. <b>Reading:</b> To read for specific information in a text about a Jordanian boy's daily routine. <b>Writing:</b> To write questions using the structure <i>How often do you ...?</i>		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use frequency adverbs to describe learners' and others' daily routines.</li> <li>• listen for detailed information</li> <li>• read for specific information</li> <li>• write questions accurately</li> <li>• be more aware of cross-cultural similarities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The present simple</li> <li>• Free-time activities</li> <li>• School subjects</li> <li>• Sports</li> <li>• Use of coordinating conjunctions <i>and</i> and <i>but</i></li> <li>• <i>too</i> and <i>both</i></li> <li>• Question word order</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>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> <b>Key expressions/structures:</b> 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		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the map of the world, or alternatively give each learner an A4 copy of a world map.</li> <li>2. Ask learners to look at the map and find the UAE. Next ask learners to find Jordan on the map.</li> <li>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.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 173</b></p> <p><b>Audio Track 95</b></p>	<p><b>Main activity</b></p> <p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Ask learners to match the questions and answers and then to check in pairs, and then play the audio again to confirm answers.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 c 2 b 3 e 4 f 5 d 6 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to underline the key words in the questions, and underline the information that answers each question in the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner or in a small group. Learners recall additional information about Essa.</li> </ol>
<p><b>Learner's Book page 173</b></p>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the five different pie charts and the example answer.</li> <li>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></li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 always 2 usually 3 often 4 sometimes 5 never</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to use the pie charts to support the meaning of the frequency adverbs.</p> <p><b>Differentiation activities (Stretch):</b></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><b>Activity Book page 121</b></p>	<p><b>Write: Activity 1</b></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><b>Feedback</b></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><b>Answers</b></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><b>Activity Book page 121</b></p>	<p><b>Use of English: Activity 2</b></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><b>Feedback</b></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><b>Answers</b></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="508 477 1496 731"> <thead> <tr> <th data-bbox="508 477 696 519">Question</th> <th data-bbox="696 477 867 519">me</th> <th data-bbox="867 477 1115 519">Name:</th> <th data-bbox="1115 477 1496 519">Name:</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 519 696 562">1.</td> <td data-bbox="696 519 867 562"></td> <td data-bbox="867 519 1115 562"></td> <td data-bbox="1115 519 1496 562"></td> </tr> <tr> <td data-bbox="508 562 696 604">2.</td> <td data-bbox="696 562 867 604"></td> <td data-bbox="867 562 1115 604"></td> <td data-bbox="1115 562 1496 604"></td> </tr> <tr> <td data-bbox="508 604 696 646">3.</td> <td data-bbox="696 604 867 646"></td> <td data-bbox="867 604 1115 646"></td> <td data-bbox="1115 604 1496 646"></td> </tr> <tr> <td data-bbox="508 646 696 689">4.</td> <td data-bbox="696 646 867 689"></td> <td data-bbox="867 646 1115 689"></td> <td data-bbox="1115 646 1496 689"></td> </tr> <tr> <td data-bbox="508 689 696 731">5.</td> <td data-bbox="696 689 867 731"></td> <td data-bbox="867 689 1115 731"></td> <td data-bbox="1115 689 1496 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.																									
2.																									
3.																									
4.																									
5.																									

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for weak forms in phrases about household chores. <b>Speaking:</b> To ask and answer questions about household chores. <b>Reading:</b> To read and understand instructions. <b>Writing:</b> To write sentences about what they do to help in their home.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use a range of theme-related vocabulary</li> <li>• be more autonomous in using dictionaries to identify the meaning of new lexis</li> <li>• rank theme-related lexis according to personal preferences</li> <li>• write sentences using a range of theme-related lexis</li> <li>• ask and answer questions about chores at home.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The present simple</li> <li>• Free-time activities</li> <li>• Use coordinating conjunctions <i>and</i> and <i>but</i></li> <li>• <i>too</i> and <i>both</i> and <i>but</i></li> <li>• Question word order</li> <li>• Frequency adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.</li> </ul>		
<b>Key vocabulary:</b> <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> <b>Key expressions/structures:</b> Present simple; frequency adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
Resources	Main activity
<p><b>Learner's Book</b> page 174</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs and think of more examples of jobs in the house.</li> <li>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 Speaking tip box.</li> <li>3. Monitor carefully when learners are on task and make notes of new lexis used.</li> </ol> <p><b>Feedback</b></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> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book</b> page 174</p> <p><b>Audio Track 96</b></p>	<p><b>Write and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures and to tell their partner any of the phrases that they know.</li> <li>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.</li> <li>3. Learners work individually to match the visual with the correct vocabulary. Play the audio so they can check answers.</li> </ol>

	<p><b>Feedback</b></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><b>Answers</b></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><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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><b>Learner's Book page 174</b></p>	<p><b>Write: Activity 3</b></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><b>Feedback</b></p> <p>After learners have checked their sentences in pairs, ask a few learners to read out their examples.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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>

<b>Activity Book</b> <b>page 122</b>	<p><b>Read: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Learners then compare their list with their partner's.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers, but all answers will be based on the target vocabulary for the task.</p>
<b>Activity Book</b> <b>page 122</b>	<p><b>Word study: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the gapped words and complete the first example with the whole group as a model.</li> <li>2. Ask learners to work individually to complete the gapped chores.</li> <li>3. Ask learners to compare their answers with their partner.</li> </ol> <p><b>Feedback</b></p> <p>Ask the whole group to chant the spelling as you write the numbered answers on the board.</p> <p><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use their Activity and Learner's Books to help support their spelling of the vocabulary items, as needed.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work in pairs or small groups and ask each other how to spell the vocabulary items.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen to detailed information in a story about helping others. <b>Speaking:</b> To discuss different ways of being kind to people and helping others. <b>Reading:</b> To read for detailed information in a text about helping others. <b>Writing:</b> To write sentences about how they will help and be kind to people.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• predict content in a listening text</li> <li>• talk about different ways of helping others</li> <li>• read for detailed information</li> <li>• write sentences about a story</li> <li>• develop their awareness of how to be a helpful and caring citizen.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Frequency adverbs</li> <li>• Household chores vocabulary</li> <li>• <i>will</i> future</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>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> <b>Key expressions/structures:</b> Future with <i>will</i> ; present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>2. Give learners five minutes to write a list.</li> <li>3. Award one point to each correct answer. Drill chorally and individually to upgrade learners' pronunciation, as needed.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 175</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the two questions and give them a few minutes to discuss their answers with a partner.</li> <li>2. Ask learners to work with another partner and repeat the task.</li> <li>3. Monitor carefully when learners are on task and take notes of good content ideas.</li> </ol> <p><b>Feedback</b></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> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers, but should include some of the household chores vocabulary.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to think of two examples of helping and ways to be kind to others.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to think of three more examples of different ways to be kind and help other people.</li> </ol>
<b>Learner's Book page 175</b> <b>Audio Track 97</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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>, etc.</li> <li>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.</li> <li>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.</li> </ol>

	<p>These are the features of a personal recount:</p> <ul style="list-style-type: none"> <li>– events are usually told in chronological order from the beginning of someone’s life</li> <li>– the writing takes the form of a description of happenings in that person’s life</li> <li>– 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.</li> </ul> <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"> <li>– we are then introduced to the characters, in this case, the old man, Tariq and Fares.</li> <li>– 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.</li> <li>– 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</li> <li>– 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.</li> <li>– 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.</li> </ul> <p><b>Feedback</b></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:  <i>/aɪ/ ride, tired, climb, smiled</i>  <i>/eə/ share</i>  <i>/eɪ/ date</i></p> <p>Drill the pronunciation of these words, chorally and individually.</p> <p><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to listen and read to find out if just two of the predictions are correct or not.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if there is any more additional information about the story that they can remember. Learners share their answers with a partner.</li> </ol>
<p><b>Learner’s Book page 176</b></p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read through the summary sentences that are in the wrong order.</li> <li>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.</li> <li>3. Learners work individually and put the sentences in order.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1b 2f 3e 4a 5d 6c</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to supply additional material about the story, and add more summary sentences.</p>
<p><b>Activity Book page 123</b></p>	<p><b>Use of English: Activity 1</b></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><b>Feedback</b></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><b>Answers</b></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><b>Activity Book page 123</b></p>	<p><b>Read: Activity 2</b></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><b>Feedback</b></p> <p>Ask learners to raise their hands to give answers.</p> <p><b>Answers</b></p> <p>1 d 2 b 3 a 4 c</p>
<p><b>Activity Book page 123</b></p>	<p><b>Write: Activity 3</b></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><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands for feedback.</p> <p><b>Answers</b></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		
	<ol style="list-style-type: none"> <li>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, etc.</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.</li> <li>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.</li> <li>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.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for specific information in a listening text about an Emirati boy's family and friends.</p> <p><b>Speaking:</b> To ask and answer questions about an Emirati boy helping his family.</p> <p><b>Reading:</b> To read for specific information in a reading text about an Emirati boy's family and friends.</p> <p><b>Writing:</b> To spell target vocabulary items accurately.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use the prefix <i>un-</i> accurately, both orally and in writing</li> <li>• extend their lexical range of antonyms</li> <li>• have developed further their awareness of synonyms</li> <li>• have discovered and applied the rules for the <i>un-</i> prefix through a guided discovery task.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• The present simple</li> <li>• Free time activities</li> <li>• Household chores vocabulary</li> <li>• Adjectives</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Key vocabulary:</b> <i>kind, unkind, happy, unhappy, true, untrue, important, unimportant, tidy, untidy, thankful, clean, unclean</i></p> <p><b>Key expressions/structures:</b> The prefix <i>un-</i> for antonyms; present simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 177</p> <p>Activity Book page 124</p> <p>Audio Track 21 (AB)</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"> <li>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)</li> <li>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.</li> <li>3. Ask learners if they know any other words like this, or prompt them by using further examples.</li> </ol>
Resources	Main activity
<p><b>Learner's Book</b> page 177</p>	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to look at the Language tip box before they begin so they can see how some negative adjectives are formed.</li> <li>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.</li> <li>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></li> <li>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</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 unkind 2 unhappy 3 unimportant 4 untidy 5 untrue 6 unclean</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners extra processing time during the dictionary stage of the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book</b> page 177</p>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the gapped sentences and choose the words that complete them best from Activity 1.</li> <li>2. Give a model for learners so that they are clear what they have to do.</li> <li>3. Learners work individually to complete the task. Monitor carefully and step in to indicate if an error has been made.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. Dubai is in Qatar. This is <b>untrue!</b></li> <li>2. It is <b>important</b> to be helpful to everyone.</li> <li>3. It makes me feel <b>happy</b> when I help people.</li> <li>4. When I leave my things on my bedroom floor, my room is <b>untidy</b>.</li> <li>5. It is important to wash your face and hands and be <b>clean</b>.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner and practise spelling the adjectives and their antonyms.</li> </ol>
<p><b>Learner's Book</b> page 177</p>	<p><b>Values: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences and discuss the situations in pairs.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Activity Book</b> page 124 <b>Audio Track 21</b></p>	<p><b>Listen and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the dialogue and the vocabulary in the box, to try to predict which word should go in which gap.</li> <li>2. Play the audio and learners complete the text.</li> <li>3. Ask learners to check their answers in pairs, before playing the audio again.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 unhappy 2 unkind 3 untidy 4 important 5 kind</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio after each gap to give these learners additional processing time to write the correct adjective.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. During the pair check stages of the task, encourage these learners to focus on the accuracy of their partner's spelling.</li> </ol>

<b>Activity Book</b> <b>page 124</b>	<b>Talk about it: Activity 2</b> 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. <b>Feedback</b> Highlight accurate and creative language use on the board, but do not indicate which learners produced the utterances.  <b>Answers</b> 1 and 2 He was playing / He wanted to play on his computer. 3 Learners' own answers 4 Learners' own answers		
<b>Resources</b>	<b>Plenary</b> 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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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.			



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

## UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Draw two bubbles on the board and write <i>Sports</i> in one and <i>Daily routine</i> in the other.</li> <li>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.</li> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 178</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the task instructions and order the frequency adverbs from most frequent to least frequent.</li> <li>2. Learners tell a partner about their daily routine, using the frequency adverbs in the box and the vocabulary on the board.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>always, usually, often, sometimes, never Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner and ask and answer questions about the daily routines for other family members.</li> </ol>
<b>Learner's Book page 178</b>	<p><b>Word Study: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions and complete the table.</li> <li>2. Ask learners to check their answers in pairs.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 play 2 do 3 go</p>

<p><b>Learner's Book</b> page 178 <b>Audio Track 98</b></p>	<p><b>Listen: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the short text and predict which words from the box possibly fit in the gaps.</li> <li>2. Play the audio and learners work individually to complete the text using the words from the word box.</li> <li>3. Ask learners to check their answers with their partner. Replay the audio so learners can confirm their answers.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners to raise their hands to give answers.</p> <p><b>Answers</b></p> <p>1 chores 2 beds 3 dry 4 laundry 5 clean</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ensure that the audio is paused after each gap to allow these learners additional processing time.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to check their answers with support learners.</li> </ol>
<p><b>Activity Book</b> page 125 <b>Audio Track 22</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Play the audio, pausing between the three conversations and allowing learners time to process the information.</li> <li>3. Learners check their answers in pairs.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs, nominate by asking learners to raise their hands for oral feedback.</p> <p><b>Answers</b></p> <p>1 b 2 c 3 a</p>
<p><b>Activity Book</b> page 125</p>	<p><b>Assessment box: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and choose the boxes that are true for them.</li> <li>2. Ask learners to compare their answers in pairs. Do any remedial teaching as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners which activities they particularly enjoyed.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>

Resources	Plenary		
	<ol style="list-style-type: none"> <li>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.</li> <li>2. Call out a range of lexis from the last few lessons. Make sure you focus on the words that were used most frequently.</li> <li>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.</li> <li>4. The team with the most points at the end of the game wins.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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>(G4.2.1.1.8) 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>(G4.3.7.2.3) 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> <p>(G4.4.3.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 4	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to questions and answers. <b>Speaking:</b> 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. <b>Reading:</b> To read and understand instructions. <b>Writing:</b> To write sentences about a typical day using frequency adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use theme-related lexis confidently</li> <li>• revise and refine their writing skills</li> <li>• reflect on and discuss their recent learning experiences</li> <li>• produce frequency adverbs more fluently</li> <li>• express their sports and household chore preferences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Frequency adverbs</li> <li>• Collocations with <i>do</i>, <i>play</i> and <i>go</i></li> <li>• Household chore lexis</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.</li> </ul>		
<b>Key vocabulary:</b> <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> <b>Key expressions/structures:</b> Frequency adverbs; present simple; collocations with <i>do</i> , <i>play</i> and <i>go</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find 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.</li> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to choose, in pairs, a lesson they enjoyed in the unit and say why.</li> <li>2. Give out the card circles and ask learners to make smileys, or recycle smileys made in previous units.</li> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> page 179	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>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..</li> <li>2. Learners work in pairs, saying as many family words as they can.</li> <li>3. When the buzzer rings, tell learners to stop, and count up how many words they remembered.</li> </ol> <p><b>Feedback</b></p> <p>Ask each pair how many family words they remembered. Elicit the words and write them on the board, checking spelling.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can add any more family words to their list.</li> </ol>
<b>Learner's Book</b> page 179	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instruction.</li> <li>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).</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>After learners have peer-checked their work, invite learners to give their answers.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>

<p><b>Learner's Book</b> page 179</p>	<p><b>Talk about it: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the instruction.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Learner's Book</b> page 179</p>	<p><b>Word study: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Elicit some examples of sports and activities. Then ask learners to read the instruction.</li> <li>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>.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners for feedback by asking them to raise their hands to give their answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Once teams have asked their questions, add up the total scores. The winning team has the most points.</li> </ol>

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



<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen and follow instructions. <b>Speaking:</b> To ask and answer questions. To clarify and to ask each other's opinions. <b>Reading:</b> To read step-by-step instructions and descriptions. <b>Writing:</b> To take notes. To write questions and statements for a board game using frequency adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• reflect on their recent learning experiences</li> <li>• discuss their preferences and make decisions in groups</li> <li>• develop their oral fluency.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family-themed vocabulary</li> <li>• Frequency adverbs</li> <li>• Sports-related vocabulary</li> <li>• Activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Life and Career Skills: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<b>Key vocabulary:</b> vocabulary from the Unit <b>Key expressions/structures:</b> structures from the Unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may 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></li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners about their previous project and elicit examples of what went well and any difficulties.</li> <li>2. Remind learners that they shouldn't spend too long on one stage and to help their peers.</li> <li>3. Tell learners that helping their peers is part of the project and they should share their ideas.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> <b>page 180</b>	<p><b>Project 1: A special person in my family</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. It is vital at this stage to focus learners on the future presentation of their projects, for example, to elicit ideas about legible writing (which should be print), punctuation, colourful drawings, etc.</li> <li>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</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners may need more help and guidance.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners could perhaps be allowed to work more quickly for this stage, so that other learners can follow their lead.</li> </ol>
<b>Learner's Book</b> <b>page 180</b>	<p><b>Project 1: A special person in my family</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of someone special in their family. Ask learners to draw three clouds on different coloured paper.</li> <li>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.</li> <li>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.</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of as much content and language as possible during the brainstorming stages of the project.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book page 180 PCM 12</b></p>	<p><b>Project 2: Make a board game</b></p> <ol style="list-style-type: none"> <li>1. Give learners a copy of the board game template from the photocopiables (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.</li> <li>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.</li> <li>3. Ask learners to draw pictures on their board games and colour them in to make them more visually appealing.</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of as much content and language as possible during the brainstorming stages of the project.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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>(G4.3.7.1.1) 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>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to each other's ideas and opinions.</p> <p><b>Speaking:</b> To ask and answer questions about a special family member and how often activities are done.</p> <p><b>Reading:</b> To read peers' word clouds and frequency adverb questions.</p> <p><b>Writing:</b> To take notes and write frequency adverb questions and statements.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions about their projects</li> <li>• listen for detail in their peers' spoken texts about a special person in their family and for how often activities are done</li> <li>• read for detail in their peers' written texts about a special person in their family and questions and statements using frequency adverbs.</li> <li>• give constructive feedback on their peers' work</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Family-themed vocabulary</li> <li>• Frequency adverbs</li> <li>• Sports-related vocabulary</li> <li>• Activities</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Life and Career Skills: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<p><b>Key vocabulary:</b> vocabulary from the Unit</p> <p><b>Key expressions/structures:</b> structures from the Unit</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It 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.</li> </ul>		
<p><b>Resources/equipment needed:</b></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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Give out all the projects and ask learners to read through them.</li> <li>2. Give learners time to make minor changes to their projects and provide input or correction on content and language as required.</li> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> <b>page 180</b>	<p><b>Project 1: A special person in my family</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners describe their special family member to their partner, drawing their attention to the word clouds to help support comprehension as needed.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.</li> </ol>
<b>Learner's Book</b> <b>page 180</b> <b>PCM 12</b>	<p><b>Project 2: Make a board game</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners read through the board game together and play the game.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to support less able learners, by prompting them to ask questions and clarify answers.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. To round off the lesson, ask learners to work together to put their projects on the wall.</li> <li>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.</li> <li>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.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen and check predictions in a text about firefighters. <b>Speaking:</b> To make predictions about a text. To talk about different dangerous jobs. To repeat a chant about a firefighter. <b>Reading:</b> To read for detail in a text about Emirati firefighters. <b>Writing:</b> To complete a chant about a firefighter.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen and check their predictions based on visuals from a story</li> <li>• read for detailed information in a factual text</li> <li>• make and listen to others' predictions</li> <li>• say a chant with developed awareness of sentence stress.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Jobs lexis</li> <li>• The present simple</li> <li>• Superlatives and comparatives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectively.</li> </ul>		
<b>Key vocabulary:</b> <i>firefighter, brave, fire, flames, helicopter, dangerous, jetpack</i> <b>Key expressions/structure:</b> The present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may 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.</li> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 181 Activity Book page 126 Audio Track 99 Audio Track 23 (AB) Optional: Sourced video clip of a flying jetpack to clarify meaning for learners. Copy of the answer key for each learner for Read: Activity 3. 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)		



## 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"> <li>1. Ask learners to work together in small groups and think of some more examples of dangerous jobs.</li> <li>2. Learners share their ideas with the class. Direct them to examples such as firefighters, police officers or a soldier.</li> </ol>
Resources	Main activity
<b>Learner's Book page 181</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photo and the Vocabulary box on page 181 of their Learner's Book.</li> <li>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.</li> <li>3. Learners then work with another pair or group to see if they have the same predictions.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers, but their ideas should involve a firefighter, a jet pack and a fire/flames.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support these learners by encouraging them to have a guess and remind them that there isn't one 'correct' answer here.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to give more background to their predictions, for example <i>Where do you think this is?</i></li> </ol>
<b>Learner's Book page 181</b> <b>Audio Track 99</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen to the audio to see if their predictions were correct or not.</li> <li>2. Learners compare their answers with a partner.</li> <li>3. Replay the audio, if required.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen for the first two predictions noted on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to add additional information to the correctly-predicted answers.</li> </ol>

<p><b>Learner's Book</b> page 181</p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the text again and decide if statements 1–5 are true or false.</li> <li>2. Do an example with the whole group before learners work individually on the task.</li> <li>3. When finished, learners check their answers in pairs.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 False 2 True 3 False 4 True 5 True</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book</b> page 181</p>	<p><b>Talk about it: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner and discuss any other difficult or dangerous jobs.</li> <li>2. Monitor while learners are working on the task to upgrade and input language as necessary.</li> <li>3. Ask learners to recycle the task with another partner to develop fluency.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to raise their hands for feedback. Write their ideas on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Activity Book</b> page 126 <b>Audio Track 23</b></p>	<p><b>Listen and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the chant and guess which words complete the gaps.</li> <li>2. Ask learners to compare their ideas in pairs and then play the audio.</li> <li>3. Pause the audio after each gap, so that learners have processing time to complete each gap with the correct word from the box.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by name, and encourage learners to spell the words as you write them on the board.</p> <p><b>Answers</b></p> <p>1 fire 2 flames 3 firefighter 4 brave</p>

<p><b>Activity Book</b> page 126 <b>Audio Track 23</b></p>	<p><b>Listen and talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen again to the chant.</li> <li>2. Learners listen and draw a circle above the words that are stressed. Replay the audio as necessary.</li> <li>3. Ask learners to check with their partners.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to help less able learners during the pair check.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. To round off the lesson, either write the chant from the Activity Book on the board, or use the pre-prepared poster version.</li> <li>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.</li> <li>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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for specific information about different personalities in short conversations.</p> <p><b>Speaking:</b> To describe different personalities. To accurately pronounce personality adjectives, paying due attention to word stress.</p> <p><b>Reading:</b> To read for specific information and match sentence halves.</p> <p><b>Writing:</b> To spell personality vocabulary accurately.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• extend their lexical range when talking and writing about personalities</li> <li>• develop awareness of word stress in personality adjectives</li> <li>• describe people using a range of personality adjectives</li> <li>• listen for specific information in a text</li> <li>• develop their awareness of the importance of being a positive member of the community.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• The present simple</li> <li>• Personality adjectives</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Introduce learning to develop, implement and communicate new ideas to others effectively in English.</li> </ul>		
<p><b>Key vocabulary:</b> <i>brave, helpful, kind, friendly, hard working, polite</i></p> <p><b>Key expressions/structure:</b> Subject + <i>to be</i> + personality adjective + <i>because ...</i> ; the present simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
<p><b>Resources/equipment needed:</b></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"> <li>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>.</li> <li>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.</li> <li>3. Ask learners to think of some more examples of personality adjectives and write them on the <i>Personality</i> mind map.</li> </ol>
Resources	Main activity
<p><b>Learner's Book</b> page 182</p>	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Ask pairs to join up to make groups of four, and learners share their answers together.</li> </ol> <p><b>Feedback</b></p> <p>Write the answer key on the board for learners to check their own work.</p> <p><b>Answers</b></p> <p>1a 2c 3d 4f 5d 6b</p>
<p><b>Learner's Book</b> page 182</p>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>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 Speaking tip and allow learners enough time to read through the example given.</li> <li>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).</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 She's helpful. / She's hard working. 2 She's friendly. 3 He's brave.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to use the pictures to support their answers through guided questioning.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of other adjectives to describe the people's personalities, based on what they can see in the pictures.</li> </ol>

**Learner's Book**  
page 182  
**Audio Track 100**

**Listen and write: Activity 3**

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.

**Feedback**

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.

**Answers**

	What are they like?
Conversation 1	friendly, kind, polite
Conversation 2	brave, helpful

**Differentiation activities (Support):**

1. Pause the audio so that these learners have extra processing time during the listening task.

**Differentiation activities (Stretch):**

1. During the pair check, ask these learners to help less able learners with upgrading their spelling of the target vocabulary.

**Activity Book**  
page 127

**Word study: Activity 1**

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.

**Feedback**

Nominate learners by asking them to raise their hands.

**Answers**

1b 2c 3d 4a

**Activity Book**  
page 127  
**Audio Track 24**

**Listen and write: Activity 2**

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, *sad* – *How many syllables?* (one) *happy* – *How many syllables?* (two) *dangerous* – *How many syllables?* (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.

**Feedback**

Nominate learners to raise their hands for feedback and discuss how the learners arrived at their answers.

**Answers**

brave	helpful	hard working
kind	friendly	
	polite	

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for specific information in a text about helping people at school.</p> <p><b>Speaking:</b> To discuss possible ways of helping at school. To suggest additional ways to be a positive member of the classroom community.</p> <p><b>Reading:</b> To read and respond to sentence prompts about helpful acts.</p> <p><b>Writing:</b> To write sentences about possibilities at school using <i>may</i> and <i>might</i>.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• develop their awareness of being a positive member of the school community</li> <li>• brainstorm ideas about how to contribute towards a positive learning environment</li> <li>• reflect on their own possible contributions to a positive learning environment</li> <li>• listen for specific information</li> <li>• use <i>may</i> and <i>might</i> in oral and written language in the context of positive behaviour in the learning community.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• The present simple</li> <li>• Coordinating conjunctions <i>and</i>, <i>but</i>, <i>so</i> and <i>because</i></li> <li>• Personality adjectives</li> <li>• Household chores</li> <li>• The past simple</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <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><b>Key expressions/structure:</b> The past simple; <i>may</i> and <i>might</i> for possibility</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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 might 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></li> </ul>		
<p><b>Resources/equipment needed:</b></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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to do a spelling race at the board, recycling the previous lesson's vocabulary.</li> <li>2. Assign one writer for each team and award one point for accurate spelling and legibility.</li> <li>3. Change writers frequently. At the end, provide oral models and drill chorally and individually.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 183</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of five ways they can help each other at school.</li> <li>2. Elicit an example, so that learners have a clear idea of what they have to do in the task.</li> <li>3. Learners brainstorm their ideas in pairs. Monitor carefully, picking up on appropriate content during their discussions.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners for feedback, picking up on content ideas from monitoring the task.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage 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></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to provide another two examples of how to help at school.</li> </ol>
<b>Learner's Book Page 183 Audio Track 101</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners listen to the audio and answer true or false.</li> <li>3. Ask learners to check their answers in pairs or small groups before playing the audio again.</li> </ol> <p><b>Feedback</b></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 style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>1 T 2 F 3 T 4 T</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner’s Book Page 183</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>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></li> <li>2. Drill the two target sentences chorally and individually. Focus learners on the pronunciation of the diphthongs /aɪ/ in <i>might</i> /maɪ/ and /eɪ/ in <i>may</i> /meɪ/ from earlier grades.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to put their hands up. Upgrade pronunciation as required using both choral and individual drilling.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>
<p><b>Activity Book page 128</b></p>	<p><b>Read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the list of activities for helping at school last week.</li> <li>2. Learners tick the sentences for the things that they did and then compare their answers with a partner or small group.</li> <li>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></li> </ol> <p><b>Feedback</b></p> <p>Nominate learners to raise their hands for feedback and discuss how their answers can be extended.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. 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></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

<b>Activity Book</b> <b>page 128</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Elicit some examples of the things learners might/may do at school to be helpful.</li> <li>2. Focus learners on the task instructions and ask them to write five sentences.</li> <li>3. Ask learners to work in small groups and compare their answers. Circulate and offer any help as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You 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.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to read, comment on and correct each other's work.</li> </ol>
	<b>Resources</b>

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

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in texts about an Emirati hero and heroine. <b>Speaking:</b> To discuss what they know about a hero and a heroine from the UAE. <b>Reading:</b> To read about an Emirati hero and heroine. <b>Writing:</b> To write a simple paragraph about their hero or heroine.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• describe their personal hero or heroine</li> <li>• listen for specific information</li> <li>• write a cohesive paragraph about their hero/heroine using a topic sentence, supporting sentence(s) and a concluding sentence</li> <li>• be more aware of heroic qualities in their local community.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Being a positive member of the community</li> <li>• Personality adjectives</li> <li>• The past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>president, hero, heroine, brave, helpful, kind, friendly, hard working, polite, wise</i> <b>Key expressions/structure:</b> The past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the writing activity more challenging. Make sure that you take time to explain how to write a good paragraph, referring students to the Writing tip on page 184 and modelling a paragraph on the board if need be.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 184 Activity Book page 129 Audio Track 25 (AB) 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"> <li>1. Ask learners if they can remember the text from Lesson 1 about firefighters. Elicit if firefighters are brave or not and why.</li> <li>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.</li> <li>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.</li> </ol>									
Resources	Main activity									
Learner's Book page 184	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the two people, and ask them to describe them to their partner.</li> <li>2. Ask learners if they know who these people are and if they know what they are famous for.</li> <li>3. Ask learners to work in pairs or to share what they know.</li> </ol> <p><b>Feedback</b></p> <p>Ask pairs to share their ideas by asking them to raise their hands.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to work with less able learners to support them when describing what they can see in the photographs.</li> </ol>									
Learner's Book page 184	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to check their answers with a partner.</li> </ol> <p><b>Feedback</b></p> <p>Give learners copies of the answer key below, so that they can self-check.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 50%;">His Highness Sheikh Zayed al Nahyan</td> <td style="width: 45%;">Elham Al Qasimi</td> </tr> <tr> <td style="text-align: center;">2</td> <td>hard working, kind, helpful, friendly, polite, wise</td> <td>brave, friendly, helpful</td> </tr> <tr> <td style="text-align: center;">3</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> </tbody> </table>	1	His Highness Sheikh Zayed al Nahyan	Elham Al Qasimi	2	hard working, kind, helpful, friendly, polite, wise	brave, friendly, helpful	3	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.
1	His Highness Sheikh Zayed al Nahyan	Elham Al Qasimi								
2	hard working, kind, helpful, friendly, polite, wise	brave, friendly, helpful								
3	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.								

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to write another question about each text and give them to a partner to answer.</li> </ol>
<p><b>Learner's Book</b> <b>page 184</b></p>	<p><b>Write: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write about their hero or heroine.</li> <li>2. Ask learners to read the Writing tip for guidance. Model an example paragraph on the board to explain how a paragraph should be constructed.</li> <li>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.</li> <li>4. Circulate and monitor the learners while they work.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Activity Book</b> <b>page 129</b> <b>Audio Track 25</b></p>	<p><b>Listen and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences before playing the audio.</li> <li>2. Play the audio and learners tick the correct information only.</li> <li>3. Ask learners to compare their answers in pairs. Replay the audio.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 F; 2 T; 3 T; 4 T; 5 F; 6 T; 7 T; 8 F</p>



<p><b>Activity Book</b> page 129</p>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to work in small groups and write notes about their chosen hero or heroine.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>After learners have completed their paragraphs, get them to swap books with another group for checking.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners could help the support learners to use more sophisticated language.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>3. Upgrade pronunciation using choral and individual drills as necessary.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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><b>Learning objectives:</b></p> <p><b>Listening:</b> To identify the diphthong /eə/ in a spoken text.</p> <p><b>Speaking:</b> To discuss and share opinions about a hero's/heroine's characteristics. To produce the diphthong /eə/.</p> <p><b>Reading:</b> To read a text for detailed information about a heroine at home.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• listen for detailed understanding</li> <li>• read for detailed information in a text</li> <li>• be more aware of showing empathy to living things</li> <li>• identify the diphthong /eə/ in spoken and the spelling of the diphthong</li> <li>• to use the diphthong /eə/ in speech</li> <li>• work collaboratively and listen to others' ideas and suggestions.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• The present simple</li> <li>• The past simple</li> <li>• Being a positive member of the community</li> <li>• Developing empathy</li> <li>• Accurate pronunciation of the diphthong /eə/</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Introduce the concept of working in teams, with a common goal, to solve problems.</li> </ul>		
<p><b>Key vocabulary:</b> <i>hair, where, they're, chair, air, square, bear; brave, helpful, kind, polite, wise, hard working, friendly</i></p> <p><b>Key expressions/structure:</b> Pronunciation of /eə/; past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 185</p> <p>Activity Book page 130</p> <p>Audio Tracks 26 and 27 (AB)</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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Tell learners that they are going to read and listen to a story about being kind to animals later in today's lesson.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 185</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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 style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with less able learners to support them during the discussion tasks.</li> </ol>
<b>Learner's Book page 185</b>	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions for the task. Allow time for them to read the sentences.</li> <li>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.</li> </ol> <p><b>Feedback</b></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 style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>1 F 2 T 3 T 4 T 5 F</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read the text again, so learners have additional processing time for the activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book</b> page 185</p>	<p><b>Talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the Speaking tip. 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.</li> <li>2. Read out the instructions and do an example with the whole group, so that learners are clear what they have to do.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs and nominate learners for feedback by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>3, 5, 6</p>
<p><b>Activity Book</b> page 130 <b>Audio Track 26</b></p>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to initially read the instructions and the short text.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to raise their hands for feedback. Upgrade learners' pronunciation as needed through choral and individual drills.</p> <p><b>Answers</b></p> <p>Give one copy of the answer key to each pair/small group of learners to check their answers.</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><b>Activity Book</b> page 130 <b>Audio Track 27</b></p>	<p><b>Listen and talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the task instructions and the words below.</li> <li>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/.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 c 2 b 3 a 4 a 5 b</p>

<p><b>Activity Book</b> page 130</p>	<p><b>Write: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the words in the box aloud. Upgrade pronunciation as needed.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage fast finishers to write sentences using the remaining two /eə/ words from the word bank and recycle the task with their partner or small group.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. To round off the class, ask learners to hold up their hands when they hear a word with the target diphthong /eə/. Ensure that you have a pre-prepared list of words with /eə/ and other diphthongs before the task begins. Remember that the focus is for the learners to identify /eə/, 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 /eə/ on it on the side of the rope/ribbon/string that is opposite to where the learners are standing.</li> <li>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 /eə/. Say a word without the phoneme /eə/, 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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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>(G4.2.1.8) 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in three different texts. <b>Speaking:</b> To describe friends' and family members' personalities. <b>Reading:</b> To read and understand instructions. <b>Writing:</b> To write sentences about family and friends using personality adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• reflect on their language strengths and areas to develop</li> <li>• review and consolidate a range of theme-related vocabulary</li> <li>• spell theme-related lexis more accurately</li> <li>• listen for specific information.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Personality adjectives</li> <li>• The present simple</li> <li>• Using <i>and, but, because, too, both</i></li> <li>• <i>May</i> and <i>might</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>brave, helpful, kind, hard working, polite; listen, share, tidy; rubbish</i> <b>Key expressions/structure:</b> Imperatives; <i>may/might</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 186 Activity Book page 131 Audio Track 28 (AB) 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).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners discuss their favourite lessons with their small group, telling each other why they liked their specific choice the most.</li> <li>3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on, eliciting reasons from them.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 186</b></p>	<p><b>Main activity</b></p> <p><b>Write: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the adjectives in the box and work with a partner or small group to check the meanings.</li> <li>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>.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to use <i>both</i>, <i>too</i> and <i>but</i> in their sentences.</li> </ol>
<p><b>Learner's Book page 186</b></p>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions for the task.</li> <li>2. Learners work with a partner and describe two friends or family members. Encourage learners to use the words from Activity 1.</li> <li>3. Ask learners to work with a different partner and recycle the task to develop fluency and to gain confidence.</li> </ol> <p><b>Feedback</b></p> <p>Nominate open pairs to tell the class something their partner told them during the whole group feedback stage.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Learner's Book</b> page 186</p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the list of activities they may/might do the next day.</li> <li>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.</li> <li>3. Pairs then work together to choose their group's top two choices. Create larger groups until the class is divided into two groups.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Group's choice of top two items from the list provided.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners' opinions during the group discussion stage and praise their contributions and participation to encourage confidence.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ensure these learners do not dominate the whole group discussion by explicitly asking less able learners to contribute during this stage.</li> </ol>
<p><b>Activity Book</b> page 131 <b>Audio Track 28</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures for questions 1 to 3 and describe what they can see.</li> <li>2. Play the audio track and learners tick the correct picture in each group.</li> <li>3. Ask learners to listen again and replay the audio.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 c; 2 c; 3 a</p>
<p><b>Activity Book</b> page 131</p>	<p><b>Assessment box: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and tick the boxes that are true for them.</li> <li>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.</li> <li>3. Do any remedial teaching as necessary.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask 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.</li> </ol>

	<b>Differentiation activities (Stretch):</b>		
	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>		
<b>Resources</b>	<b>Plenary</b>		
	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.		
	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.		
	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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(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.			
(G4.2.1.1.8) 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 <i>may</i> and <i>might</i> .			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 4	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for detail in a text about teamwork during desert life in the past. <b>Speaking:</b> To ask and answer questions about others' weekend activities. <b>Reading:</b> To read an account of desert life. To read and order the sections of a story. <b>Writing:</b> To write questions about weekend activities.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen for detail in a text</li> <li>• ask and answer questions about their and others' weekend activities</li> <li>• develop fluency when asking questions using past simple structures</li> <li>• write accurate questions using the past simple</li> <li>• develop awareness of a short story structure (introduction, middle section and conclusion)</li> <li>• develop awareness of the importance and advantages of working collaboratively in a team.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Daily routine verbs</li> <li>• Sports-themed lexis</li> <li>• Family-themed lexis</li> <li>• The past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>Key vocabulary:</b> <i>twins, a cage, to hunt, delicious, excited, arrived, jumped, asked, went, drove, ate, drank</i> <b>Key expressions/structure:</b> The past simple positive, negative and interrogative		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the 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</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 187–188 Activity Book page 132 Audio Track 102 Learner dictionaries		

## 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"> <li>1. Ask learners if they have been on a camping trip to the desert. If so, did they like it, what did they do?</li> <li>2. Ask learners to think of some activities they can do in the desert and write some examples on the board.</li> </ol>
Resources	Main activity
<b>Learner's Book page 187</b>	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Model an example with the whole group so that learners are clear what they have to do.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 b; 2 d; 3 c; 4 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to match any of the items that they know first, and then use learner dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to peer teach their partner or group if there are any words they know in the original matching stage.</li> </ol>
<b>Learner's Book pages 187 and 188</b> <b>Audio Track 102</b>	<p><b>Read and listen and Read: Activities 2 and 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements in Activity 3 first.</li> <li>2. Play the audio track for learners to listen and read the text.</li> <li>3. Learners read the text again and write T or F.</li> <li>4. Ask learners to check their answers in pairs or small groups before replaying the audio</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners to raise their hands for the whole group feedback stage.</p> <p><b>Answers</b></p> <p>1 F 2 T 3 T 4 T 5 F 6 F</p>

<b>Learner's Book</b> <b>page 188</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Ask learners to work individually. When finished, ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 ate 2 brought 3 went 4 Did 5 drink 6 wasn't</p>
<b>Activity Book</b> <b>page 132</b>	<p><b>Read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the three labels in the box.</li> <li>2. Learners then read the paragraphs and label them accordingly.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Box 1 conclusion  Box 2 introduction  Box 3 middle section</p>
<b>Activity Book</b> <b>page 132</b>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Model the task with a more able learner so that the group has a clear idea of what they have to do.</li> <li>3. Ask learners to write their questions, answer about themselves, and then ask two friends.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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></li> <li>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.</li> </ol>

**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.

(G4.2.1.1.6) 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.

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

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

(G4.3.7.2.6) 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.

(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: 11	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for detailed information in a text about the Holy Month of Ramadan.</p> <p><b>Speaking:</b> 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><b>Reading:</b> To read for detailed information in a text about the Holy Month of Ramadan.</p> <p><b>Writing:</b> To write sentences about what they must and mustn't do during the Holy Month of Ramadan.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• have greater awareness of helping others and being a positive member of their community</li> <li>• listen for detailed information</li> <li>• share opinions on personal obligations</li> <li>• read for detailed information</li> <li>• use <i>must</i> and <i>mustn't</i> to describe personal obligations.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Positive personality characteristics</li> <li>• The past simple</li> <li>• The present simple</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>kind, polite, helpful, charity, to pray, to fast, sunset, sunrise</i></p> <p><b>Key expressions/structure:</b> <i>must/mustn't</i>; past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• When using <i>mustn't</i> for prohibition help learners to pronounce the word with the silent 't' in the middle.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 189</p> <p>Activity Book page 133</p> <p>Audio Track 103</p> <p>Audio Track 29 (AB)</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).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to discuss which celebration all the pictures are of (Ramadan).</li> <li>3. Ask learners to discuss why the Holy Month of Ramadan is so important and write on the board some of the learners' ideas.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 189</b></p>	<p><b>Main activity</b></p> <p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner or small group and discuss what they usually do during the Holy Month of Ramadan.</li> <li>2. Elicit a few examples and write them on the board.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. 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></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think about what they do to help other people in the community during Ramadan.</li> </ol>
<p><b>Learner's Book page 189</b></p> <p><b>Audio Track 103</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Play the audio for learners to read and listen to the text.</li> </ol> <p><b>Feedback</b></p> <p>Check learners' general understanding of the text.</p>
<p><b>Learner's Book page 189</b></p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the text again and answer the questions.</li> <li>2. Ask them to check their answers in pairs.</li> </ol> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs or in small groups, nominate learners for feedback.</p> <p><b>Answers</b></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><b>Learner's Book</b> page 189</p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read about the different people.</li> <li>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.</li> <li>3. Ask learners to check their answers with another pair or small group.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 mustn't (X)    2 must (✓)    3 mustn't (X)    4 must (✓)    5 must (✓)    6 must (✓)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with stretch learners to give additional support during the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work in pairs or small groups with less able peers.</li> </ol>
<p><b>Activity Book</b> page 133 <b>Audio Track 29</b></p>	<p><b>Listen and write: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Provide learners with the answer key for the task so that they can check their own work and develop autonomy.</p> <p><b>Answers</b></p> <p>1 needed    2 hot    3 happy    4 Friday    5 good</p>
<p><b>Activity Book</b> page 133</p>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instruction for the task.</li> <li>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.</li> <li>3. Monitor carefully while learners are on task to upgrade language as required.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to give their examples by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

Resources	Plenary
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

**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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for detailed information in a text about a volunteer clean-up project at Al Dhafra. <b>Speaking:</b> To ask and answer questions about possible activities to protect and help the Emirati environment. <b>Reading:</b> To read for detailed information in a text about a volunteer clean-up project at Al Dhafra.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• develop awareness of environmental issues related to rubbish</li> <li>• extend their range of environmental-related vocabulary</li> <li>• listen for detailed information</li> <li>• read for detailed information</li> <li>• talk about future possibilities using <i>may/might</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Participate effectively in community life by knowing how to stay informed and understanding government processes.</li> </ul>		
<b>Key vocabulary:</b> <i>to volunteer, to pollute, to protect; flamingo, rubbish, the environment</i> <b>Key expressions/structure:</b> <i>may/might</i> for future possibility		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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></li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 190 Activity Book page 134 Audio Track 104 Learner dictionaries Internet clip of a rubbish-filled beach or plastic bags/rubbish in the sea.		

## UNIT 11 LESSON 9 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to watch the video clip and describe what they can see, for example, plastic bags and other rubbish.</li> <li>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).</li> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> <b>page 190</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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></li> <li>2. Learners discuss the questions in pairs or small groups. Elicit some answers from the whole group and write them on the board.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>After learners have discussed their answers, write some answers on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask 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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to discuss what they should do if they see someone throw rubbish on the ground.</li> </ol>
<b>Learner's Book</b> <b>page 190</b> <b>Audio Track 104</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read and listen to the text.</li> <li>2. Go through the Vocabulary box and clarify any unknown vocabulary.</li> </ol> <p><b>Feedback</b></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><b>Learner's Book</b> page 190</p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences.</li> <li>2. In pairs, they decide if they're true or false.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 T 2 F 3 T 4 F 5 T 6 F</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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>.</li> </ol>
<p><b>Activity Book</b> page 134</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the instruction and try to remember the date of National Environment Day in the UAE (4th of February annually).</li> <li>2. Go through the suggestions, clarifying any difficult vocabulary, then discuss one of the suggestions as a class.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers, but will be based on the list of suggested activities.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work in small groups to pool ideas and support each other.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For early finishers, ask learners to write two sentences about what they could do to help the UAE environment.</li> </ol>

**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	N	G
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.

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for detail in a text about reading preferences.</p> <p><b>Speaking:</b> To discuss reading preferences and share opinions with others. To ask and answer questions about reading preferences.</p> <p><b>Reading:</b> To read and categorise phrases according to likes and dislikes. To read for detail in a text about different types of reading.</p> <p><b>Writing:</b> To write sentences about reading preferences.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• develop their range of phrases for expressing likes and dislikes</li> <li>• listen for detail in a text</li> <li>• write about their reading preferences using a range of structures</li> <li>• develop their about different sources and types of reading material</li> <li>• ask and answer questions vocabulary for reading preferences</li> <li>• share personal knowledge of books and websites</li> <li>• work collaboratively to produce a 'good reads' list or poster.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Talking about preferences</li> <li>• Verb + <i>-ing</i></li> <li>• The present simple</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Key vocabulary:</b> <i>wildlife, traditional stories, websites, comics, historical books, apps</i></p> <p><b>Key expressions/structure:</b> <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><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Resources/equipment needed:</b></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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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></li> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 191</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the questions.</li> <li>2. Learners work in pairs or small groups to answer the questions.</li> <li>3. Monitor learners while they are on task.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands to give answers. Write some of the learners' ideas on the board.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to give one example of the topics they like to read about, which could be either online or from a book.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of two more examples of things they like to read.</li> </ol>
<b>Learner's Book page 191</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners work individually, consulting learner dictionaries as required.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>1 comics - A 2 apps - F 3 historical - D 4 websites - B 5 traditional - C 6 wildlife - E</p>

**Learner's Book**  
page 192  
**Audio Track 105**

**Read and listen: Activity 3**

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.

**Feedback**

Ask learners to raise their hands for feedback.

**Answers**

- 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

**Differentiation activities (Support):**

1. Pause the audio after each example of preferences language in the texts to give these learners additional processing time.

**Differentiation activities (Stretch):**

1. Ask these learners to work with less able learners during the pair check feedback stage to provide support.

**Learner's Book**  
page 192

**Use of English: Activity 4**

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'm interested in traditional stories*, or by another verb in the the *-ing* form, for example, *I love reading old stories*.

**Feedback**

After learners have checked their answers in pairs, ask learners to check their own answers with the answer key and upgrade as necessary.

**Answers**

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>	

**Differentiation activities (Support):**

1. Support these learners by telling them there are two examples for the *Dislikes* column and five examples for the *Likes* column. Focus these learners on the use of the negative to guide their choices.

**Differentiation activities (Stretch):**

1. Ask these learners if they can think of one more example for expressing a like and two more examples for expressing dislikes.

<b>Activity Book page 135</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentence beginnings. Elicit suggestions for completing the first beginning from learners. Write their ideas on the board.</li> <li>2. Learners work with a partner to complete the other beginnings with suitable words and phrases.</li> <li>3. Ask pairs to join another pair and compare their ideas.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Activity Book page 135</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the phrases in both boxes.</li> <li>2. Model an example and write it on the board so that learners are clear about what they have to do in the task.</li> <li>3. Learners work individually and complete the task. Once completed, learners swap their sentences with a partner or small group.</li> </ol> <p><b>Feedback</b></p> <p>Elicit sentences from learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Activity Book page 135</b>	<p><b>Talk about it: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to complete the grid in their Activity books.</li> <li>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>.</li> <li>3. While learners are on task, monitor carefully to upgrade pronunciation as required and input language.</li> </ol> <p><b>Feedback</b></p> <p>Elicit feedback by asking individual learners what they found out about their friends.</p> <p><b>Answers</b></p> <p>Learners own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to work in small groups to provide peer support during the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find two people for each text type.</li> </ol>

<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. The poster can be added to at the end of every week with learners suggesting further reading options.</li> </ol>

**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.

(G4.2.1.1.6) 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.

(G4.3.6.1.3) 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.

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

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for detailed information in a text about how long children have done specific activities. <b>Speaking:</b> To ask and answer questions using the present perfect simple. To use contractions accurately. <b>Reading:</b> To read for detailed information in a text about how long children have done specific activities. <b>Writing:</b> To make notes to answer questions about a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions about how long their peers have done activities</li> <li>recognise the present perfect simple</li> <li>listen for detailed information</li> <li>extend their lexical range.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Sports-themed vocabulary</li> <li>The past simple</li> <li>Helping others</li> <li>Household chore-themed vocabulary</li> <li>Time phrases, for example <i>for three months, for seven years</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Key vocabulary:</b> <i>live, speak English, study, cook, play tennis, play football, for ... months</i> <b>Key expressions/structure:</b> Present perfect simple; <i>How long ...?</i> ; past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 193 Activity Book page 136 Audio Track 106 Dice and counters for board game		

## 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"> <li>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>.</li> <li>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>.</li> <li>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.</li> </ol>
Resources	Main activity
Learner's Book page 193 Audio Track 106	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen and read the text while you play the audio.</li> <li>2. Clarify any unknown vocabulary.</li> </ol> <p><b>Feedback</b></p> <p>Check general comprehension of the text as a class discussion.</p>
Learner's Book page 193	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Use of English</i> box and check that they understand its meaning.</li> <li>2. Ask learners to read the questions before reading the text again. Ask learners to write notes to answer the questions at this stage.</li> <li>3. Ask them to check their answers in pairs and to construct full sentence answers.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 He went to New York.</li> <li>2 They live in New York.</li> <li>3 He has lived / He's lived in England for seven years.</li> <li>4 He has lived / He's lived in England for eight years.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio to give these learners additional processing time to write their notes.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with the support learners during the stage where written notes are expanded into grammatically correct sentences.</li> </ol>
Learner's Book page 193	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the examples in the <i>Use of English</i> box.</li> <li>2. Model an exchange with an able pupil. Ask learners to work with a partner or small group to ask and answers the questions.</li> <li>3. Monitor while learners are on task to provide input or upgrade language as required.</li> </ol> <p><b>Feedback</b></p> <p>Nominate open pairs for feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Activity Book</b> <b>page 136</b>	<b>Read: Activity 1</b> 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. <b>Feedback</b> Ask individual learners to tell the class something their partner has done.  <b>Answers</b> Learners' own answers		
<b>Activity Book</b> <b>page 136</b>	<b>Use of English: Activity 2</b> 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 learned 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. <b>Feedback</b> On the board, note examples of accurate/inaccurate language use and ask the whole group to upgrade as necessary. Praise language and content ideas.		
<b>Resources</b>	<b>Plenary</b> 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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for specific information in two short texts about preferences.</p> <p><b>Speaking:</b> 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><b>Writing:</b> 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><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• reflect on their language strengths and areas to develop</li> <li>• review theme-related vocabulary</li> <li>• ask and answer questions using the present perfect simple</li> <li>• discuss what they may or might do to help protect the environment</li> <li>• listen for detail in a text.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• The present perfect simple</li> <li>• Expressing preferences</li> <li>• Verb + <i>-ing</i></li> <li>• The past simple</li> <li>• Expressing possibility with <i>may</i> and <i>might</i></li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p><b>Key vocabulary:</b> <i>comics, websites, apps, traditional stories, historical stories, wildlife; hard working, polite, friendly, helpful, kind, brave</i></p> <p><b>Key expressions/structure:</b> 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><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation Skills: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 194</p> <p>Activity Book page 137</p> <p>Audio Track 30 (AB)</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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to work in small groups and brainstorm what they remember about the dialogue from the previous lesson.</li> <li>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></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 194</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>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>.</li> <li>2. As you elicit the correct form, number the words, so that the order is clearly highlighted for the learners.</li> <li>3. Ask learners to put the sentences in the correct order and write them in their notebooks.</li> </ol> <p><b>Feedback</b></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 style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 I've played tennis for three months.</li> <li>2 How long have you learned English for?</li> <li>3 He's played football for two years.</li> <li>4 She's done a cookery course for five months.</li> <li>5 He's worked as a firefighter for twenty years.</li> <li>6 I've played computer games today.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to focus on the example on the board and highlight the numbers to reinforce correct word order.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Learner's Book page 194</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to complete the sentences with their own ideas.</li> <li>3. Ask learners to check with their partner or small group and encourage learners to peer-correct as required.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Learner's Book</b> page 194</p>	<p><b>Talk about it: Activity 3</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to work in pairs and discuss their possible activities with each other.</li> <li>3. Monitor carefully while the learners are on task and upgrade language as necessary.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>Learners' own answers, but should use <i>may</i> or <i>might</i>.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with support learners during the pair check stage to provide peer-correction opportunities.</li> </ol>
<p><b>Activity Book</b> page 137 <b>Audio Track 30</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the texts and try to complete them with the words in the box.</li> <li>2. Play the audio and learners complete the texts with the correct words.</li> <li>3. Replay the audio so learners can check their answers.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 things 2 books 3 wildlife 4 history 5 comics 6 brothers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio after each mini-text to provide additional processing time for these learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with a support learner during the pair-checking stages.</li> </ol>
<p><b>Activity Book</b> page 137</p>	<p><b>Assessment box: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and tick boxes that are true for them.</li> <li>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.</li> <li>3. Ask learners to compare their answers with a partner or small group. Do any remedial teaching as necessary.</li> </ol> <p><b>Feedback</b></p> <p>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><b>Answers</b></p> <p>Learners' own answers</p>

	<p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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>		
<b>Resources</b>	<b>Plenary</b>		
	<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>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to their partner's questions. <b>Speaking:</b> To ask and answer questions. <b>Reading:</b> To check details in a text. <b>Writing:</b> To write questions about a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use theme-related lexis more confidently</li> <li>• reflect on and discuss their recent learning experiences</li> <li>• revise language structures from Unit 11.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Helping the environment</li> <li>• Personality adjectives</li> <li>• The past simple</li> <li>• <i>may</i> and <i>might</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from the unit <b>Key expressions/structure:</b> Past simple; <i>may</i> and <i>might</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find 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.</li> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to look back through Unit 11 and choose their favourite photo or picture.</li> <li>2. Ask learners to discuss their choices in pairs or small groups.</li> <li>3. Elicit answers from learners.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 195</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions.</li> <li>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.</li> <li>3. Learners work with a partner.</li> </ol> <p><b>Feedback</b></p> <p>Nominate learners by asking them to raise their hands.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to look back through their Activity Book and Learner's Book to help activate background knowledge.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to talk about what other family members may/might do this weekend.</li> </ol>
<b>Learner's Book page 195</b>	<p><b>Word study: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions.</li> <li>2. Set the timer for two minutes, count down to the starting time and learners then write as many personality adjectives as they can.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Nominate open pairs in the classroom to give examples. Upgrade pronunciation as required through choral and individual drills.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers, but should use key personality adjectives.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can add any more words to their list.</li> </ol>

<b>Learner's Book</b> <b>page 195</b>	<b>Talk: Activity 3</b> 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. <b>Feedback</b> Nominate learners for feedback by saying their names.
<b>Learner's Book</b> <b>pages 187–188,</b> <b>195</b>	<b>Read and write: Activity 4</b> 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. <b>Feedback</b> Nominate learners for feedback by saying their names.
<b>Resources</b>	<b>Plenary</b> 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.

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



<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen and follow instructions.</p> <p><b>Speaking:</b> 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.</p> <p><b>Reading:</b> To read step-by-step instructions.</p> <p><b>Writing:</b> To write notes for a Fact File about their Emirati hero or heroine.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>reflect on their recent learning experiences.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Personality adjectives</li> <li>The past simple</li> <li>The present perfect simple</li> <li>Phrases for expressing likes and dislikes</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Life and Career Skills: Introduce the learning process to set goals, manage time and work independently.</li> </ul>		
<p><b>Key vocabulary:</b> Vocabulary from the unit</p> <p><b>Key expressions/structure:</b> Structures from the unit</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 196</p> <p>Marker pens, circles for the learners to draw smileys on (or smileys from earlier lessons), sticky tape</p> <p>Card, paper, writing and colouring supplies, scissors/glue</p> <p>Pre-prepared Fact file</p>		

## UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask the learners if they can remember the Emirati hero and heroine featured in this Unit.</li> <li>2. Prompt learners to look back through the Unit if they cannot remember the names.</li> <li>3. Elicit from learners why they are heroes.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> page 196	<p><b>Project: Be your Emirati hero or heroine for the day! (this is also the literacy project for Term 3)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <p>Circulate as the learners are working on this part of the project and give help where needed.</p>
	<b>Answers</b>
	Learners' own answers
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
	<p><b>Use of technology for presentation projects:</b></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><b>Presentation software:</b></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><b>Images:</b> 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><b>Presentation technique:</b> 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><b>Feedback</b> Collect up the Fact Files ready for use in the next lesson.</p>		
<b>Resources</b>	<b>Plenary</b>		
	1. To round off the lesson, ask learners to check that they have found all the information that they need for their project.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to each other's role-plays. <b>Speaking:</b> To role-play a conversation between a reporter and an Emirati hero or heroine. <b>Reading:</b> To read each other's Fact Files about an Emirati hero or heroine.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• listen for detail in their peers' role-plays</li> <li>• develop oral fluency.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• The past simple</li> <li>• The present perfect simple</li> <li>• Phrases for expressing likes and dislikes</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems.</li> </ul>		
<b>Key vocabulary:</b> Vocabulary in the unit <b>Key expressions/structure:</b> Structures in the unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It can 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Give out the Fact Files and ask learners to practise the reporter/Emirati hero or heroine role-play.</li> <li>2. It is key that the learners have this additional practice time.</li> <li>3. Monitor while learners are on task and provide input on language and content as necessary.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> page 196	<p><b>Project: Be your Emirati hero or heroine for the day!</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to support less able learners by prompting them to ask questions and clarify answers.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. To round off the lesson, as a whole class find out who their hero/heroine was.</li> <li>2. Ask each learner to stand up and say who their hero/heroine was and why they chose that person.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information to answer a quiz. <b>Speaking:</b> To compare pictures using comparative adjectives. <b>Reading:</b> To read quiz questions. <b>Writing:</b> To write comparative sentences from prompts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify differences between landscapes from around the world</li> <li>• use comparative adjectives to describe pictures</li> <li>• understand and use the structure: comparative + <i>than</i></li> <li>• listen for specific information</li> <li>• write comparative sentences from prompts.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Comparatives</li> <li>• Adjectives to describe landscape</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>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> <b>Key expressions/structure:</b> Comparatives + <i>than</i> : <i>Norway is colder than the United Arab Emirates. Jabal Hafit is more popular than Jabal Jais.</i> ; present simple.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Invite the learners to visit the sensory table and explore the items.</li> <li>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.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 197</b></p>	<p><b>Main activity</b></p> <p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Explain that the remaining landscapes are found in Norway (Norwegian rainforest, Sognefjord) or the Arctic, and show the countries on a map.</li> </ol> <p><b>Feedback</b></p> <p>Over the course of the discussion, confirm the location of each picture and read the caption out loud.</p> <p><b>Answers</b></p> <p>UAE: b, d, f The Arctic: a Norway: c, e</p>
<p><b>Learner's Book page 198</b></p>	<p><b>Word study: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask learners to look again at the photos on page 197 and choose the best adjectives to describe them.</li> <li>3. Discuss the <i>Use of English</i> box together, in particular comparative + <i>than</i>.</li> <li>4. Ask students 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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></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, cool, 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><b>Learner's Book</b> page 198 <b>Audio Track 107</b></p>	<p><b>Read and listen: Activity 3</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Specify that learners should write their answers as you play the audio. Play the audio a first time.</li> <li>3. Specify that learners should check their answers as you play the audio a second time. Play the audio again.</li> </ol> <p><b>Feedback</b> 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><b>Answers</b></p> <p>1 a; 2 c; 3 b; 4 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work with less confident learners on their pronunciation of the comparatives. Ask them to read you the quiz options.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<p><b>Learner's Book</b> page 198</p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>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></li> <li>2. Repeat this procedure with more adjectives until learners have understood the activity.</li> <li>3. Allow learners five minutes to continue the activity in pairs. Circulate and note typical errors.</li> </ol> <p><b>Feedback</b> Give class feedback on the errors in form and pronunciation you have noted.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Activity Book</b> page 138</p>	<p><b>Word study: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Look at the four pictures together and name the landscapes: <i>desert, rainforest, Arctic, mangrove forest.</i></li> <li>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.</li> </ol> <p><b>Feedback</b> 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><b>Answers</b></p> <p>1 dry, high 2 wet, humid 3 cold, beautiful 4 cool, wet</p>

<b>Activity Book</b> <b>page 138</b>	<b>Use of English: Activity 2</b> 1. Discuss the worked example with the class. Show how to adjust the adjective in brackets to complete the sentence. 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. <b>Feedback</b> Ask individuals to answer a question.  <b>Answers</b> 1 The Sahara desert <b>is bigger than</b> the Arabian desert. 2 A desert mountain <b>is hotter than</b> a Norwegian mountain. 3 A rainforest <b>is wetter than</b> a desert. 4 Jabal Jais <b>is higher than</b> Jabal Hafit. 5 A sand dune <b>is drier than</b> a fjord. 6 A mangrove forest <b>is cooler than</b> a desert.		
<b>Resources</b>	<b>Plenary</b> 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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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. (G4.1.1.2) Summarise the main idea and relevant details in descriptions or dialogues of five exchanges. (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. (G4.3.3.1) Read and understand a variety of grade-appropriate information texts. (G4.4.3.1.2) Use language structures of comparatives, regular and irregular. (G4.4.3.1.3) Write simple 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: 2
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a blog for specific information to answer true/false questions. <b>Speaking:</b> To talk about their own life using time expressions. <b>Reading:</b> To read a blog for specific information to answer true/false questions. <b>Writing:</b> To write prepositions in a variety of time expressions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand differences between their own country and Norway</li> <li>• listen for specific information</li> <li>• group time expressions by preposition (<i>in, at, on</i>)</li> <li>• use time expressions in relation to their own experiences</li> <li>• use a dictionary to explore a word family.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Prepositions of time</li> <li>• Telling the time</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global Awareness. Introduce other cultures through the teaching of English.</li> </ul>		
<b>Key vocabulary:</b> <i>in the morning/afternoon/evening, in the summer/winter, in June, at 11.00 pm, at midnight, at sunrise/sunset, on Monday</i> <b>Key expressions/structure:</b> Time expressions with prepositions; present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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 Language detective box in this lesson can form the basis of a useful poster/memory aid on this topic.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<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>
<b>Resources</b>	<b>Main activity</b>
<p><b>Learner's Book</b> page 199</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Give a few minutes for the learners to discuss their ideas in small groups.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own ideas</p>
<p><b>Learner's Book</b> page 199</p> <p><b>Audio Track 108</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read and play the audio to the learners as they follow in their books.</li> <li>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.</li> </ol> <p><b>Feedback</b></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>

<p><b>Learner's Book</b> page 199</p>	<p><b>Read: Activity 3</b></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><b>Feedback</b></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><b>Answers</b></p> <p>1 F (she 'played basketball at 11.00 pm')</p> <p>2 F (it happens 'in the summer months')</p> <p>3 F (it 'can be difficult')</p> <p>4 F (Alexa's dad and granddad are hiking on Saturday)</p>
<p><b>Learner's Book</b> page 199</p>	<p><b>Word study: Activity 4</b></p> <p>1. Focus learners on the Language detective 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><b>Teacher:</b> <i>Monday</i></p> <p><b>Learner(s):</b> <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><b>Feedback</b></p> <p>Allow the learners to mark their own work. Give the answers and confirm the usage according to the Language detective.</p> <p><b>Answers</b></p> <p>1 In 2 at 3 On 4 At</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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>
<p><b>Activity Book</b> page 139</p>	<p><b>Word study: Activity 1</b></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><b>Feedback</b></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><b>Answers</b></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>

<b>Activity Book page 139</b>	<p><b>Read: Activity 2</b></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><b>Feedback</b></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;"><b>Answers</b></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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<b>Resources</b>	<b>Plenary</b>
	<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 of 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen to speakers for specific information about times. <b>Speaking:</b> To talk about their own life using time expressions with the present simple. <b>Reading:</b> To read a blog for specific information about times. <b>Writing:</b> To write times using <i>o'clock, half past, quarter past, quarter to</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• say and write times using <i>o'clock, half past, quarter past</i> and <i>quarter to</i></li> <li>• use time expressions in relation to their own experiences</li> <li>• discuss their daily habits with a partner using the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Prepositions of time</li> <li>• Telling the time</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>o'clock, half past, quarter past, quarter to; get up, school begins, school ends, get home, eat dinner</i> <b>Key expressions/structure:</b> 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>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Despite the widespread use of digital clocks, reading and understanding analogue clocks remains a vital skill. The shading in the Language detective clocks on page 200 helps to make the use of quarters and halves clear. This can be tied in with work in mathematics.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 200 Activity Book page 140 Audio Track 109 Audio Track 31 (AB) 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).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 200</b></p>	<p><b>Main activity</b></p> <p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Learner's Book page 200</b></p> <p><b>Audio Track 109</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read or play the audio to the learners as they follow in their books.</li> </ol> <p><b>Feedback</b></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>
<p><b>Learner's Book page 200</b></p>	<p><b>Read and talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the Language detective 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.</li> <li>2. Now allow two or three minutes for learners to read the text again and decide what Rashed usually does at the indicated times.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 8.00 – Rashed gets up</li> <li>2 10.30 – Rashed goes to football club</li> <li>3 11.15 – Football club finishes/Rashed goes to the mosque</li> <li>4 4.45 – Rashed watches television</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>



<b>Activity Book</b> <b>page 140</b>	<p><b>Word study: Activity 1</b></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><b>Feedback</b></p> <p>Allow the learners to swap books and mark each other's work. Read out the correct answers.</p> <p><b>Answers</b></p> <p>1 three o'clock 2 half past eleven 3 half past five 4 quarter to seven 5 quarter past twelve 6 one o'clock</p>																		
<b>Activity Book</b> <b>page 140</b> <b>Audio Track 31</b>	<p><b>Listen: Activity 2</b></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><b>Feedback</b></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><b>Answers</b></p> <table border="1" data-bbox="479 1044 1253 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><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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
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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																	
<b>Activity Book</b> <b>page 140</b>	<p><b>Let's do it: Activity 3</b></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><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own conversations about their habits</p>																		

<b>Resources</b>	<b>Plenary</b>		
	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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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) Give personal information.</p> <p>(G4.2.1.1.2) Talk about habits.</p> <p>(G4.2.1.1.6) Participate in collaborative short conversations with others at grade-appropriate level, making comments and expressing 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>(G4.3.6.1.3) Connect the information and events in a text or story to life experiences.</p> <p>(G4.4.3.1.2) Use language structures of prepositional phrases of time.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about a text. To work as a whole class to complete a challenge. <b>Reading:</b> To read an information text about Mount Everest. <b>Writing:</b> To write a paragraph based on facts provided.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand a detailed information text about Mount Everest</li> <li>• use spelling rules to understand and use superlative adjectives</li> <li>• write sentences using superlative adjectives</li> <li>• write a summary paragraph of five sentences from factual prompts.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of the superlative</li> <li>• Large number words</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>highest, coldest, most dangerous, iciest, strongest, bravest, oldest, biggest, most difficult</i> <b>Key expressions/structure:</b> 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>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	1. Show the learners a short video depicting Mount Everest, preferably including the use of ladders at Khumbu Ice Fall.
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 201</b>	<p><b>Let's do it: Activity 1</b></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><b>Feedback</b></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;"><b>Answers</b></p> <p>The class arranged in height order.</p>
<b>Learner's Book page 201</b>	<p><b>Read: Activity 2</b></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><b>Feedback</b></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;"><b>Answer</b></p> <p>1 8,850 metres                  2 -60°C in winter                  3 80 years old                  4 sixteen                  2 highest, coldest, most dangerous, iciest, strongest, bravest, oldest, biggest, most difficult</p> <p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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>

<b>Learner's Book</b> <b>page 201</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the Language detective 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.</li> <li>2. Look together at the worked example. Then ask learners to work independently to write four more sentences using the prompts.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Death Valley is the hottest place on Earth.</li> <li>2 Vostok is the coldest place on Earth.</li> <li>3 The Atacama Desert is the driest place on Earth.</li> <li>4 The Amazon is the widest river on Earth.</li> <li>5 The Nile is the longest river on Earth.</li> </ol>
<b>Activity Book</b> <b>page 141</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></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><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide sentence prompts on the board for each item in the Fact File.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G4.3.4.1.1) Read and understand factual texts. (G4.3.4.1.3) Summarise or retell facts in a text. (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). (G4.3.7.2.1) Use context clues such as words and phrases to understand the meanings of unknown words. (G4.3.7.2.6) Use dictionaries or other online or print references to find the precise meanings of words and phrases. (G4.4.3.1.2) Use language structures of superlatives. (G4.4.3.1.3) Write simple 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. (G4.4.5.1.3) Summarise information in their own words.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 4	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to email addresses. <b>Speaking:</b> To practise saying email addresses. <b>Reading:</b> To read an email. <b>Writing:</b> To write an email to a friend using appropriately informal language.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use some common irregular comparatives and superlatives</li> <li>• read an informal email</li> <li>• write an informal email to a friend.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of adjectives, including superlatives</li> <li>• Time expressions</li> <li>• Letter writing</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>underscore, dot, @, To, From, Subject; Hi, See you soon, awesome</i> <b>Key expressions/structure:</b> email addresses; structure of informal emails; use of the present simple and the past simple to describe experiences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<p><b>Learner's Book</b> page 203</p> <p><b>Audio Track 110</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Depending on your learners' confidence, you may want to revise letter names (saying the alphabet) before playing the audio.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Choral reading of the addresses:  jake@mydaysout.com  waleed123@emirateshost.ae  olivia_j@post4me.co.uk  fouzia8@oud.sch.ae</p>
<p><b>Learner's Book</b> page 203</p>	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.)</li> <li>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></li> <li>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 Writing tip box with the class.</li> <li>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.</li> </ol>



	<p><b>Feedback</b></p> <p>Say: <i>Where was Khalwa at quarter past four? Raise your hand when you hear the answer. Then list some options: at home? in her tent? in a noisy city? on the summit? (correct answer) at the bottom of the mountain?</i></p> <p><b>Answer</b></p> <p>At 4.15 am, Khalwa was on the summit of Mount Everest.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Focus attention on teaching points 3 and 4 above.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>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><b>Activity Book page 142</b></p>	<p><b>Write: Activity 1</b></p> <p>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.</p> <p>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.</p> <p>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> <p><b>Feedback</b></p> <p>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><b>Answers</b></p> <p>Learners' completed emails which you may like to take in for correction.</p> <p><b>Differentiation activities (Support):</b></p> <p>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><b>Differentiation activities (Stretch):</b></p> <p>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><b>Resources</b></p>	<p><b>Plenary</b></p> <p>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.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information. <b>Speaking:</b> To work in pairs to compare three mountains. <b>Reading:</b> To read an email. <b>Writing:</b> To write sentences using times.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• work in pairs to compare three mountains using information provided</li> <li>• listen and complete sentences using comparatives and superlatives</li> <li>• listen to and complete an email</li> <li>• write times in words</li> <li>• write sentences about habits at specified times.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of comparative and superlative adjectives</li> <li>• Time expressions</li> <li>• Email structure and vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>higher, wetter, more humid, warmer, highest, drier; in the morning, in the afternoon; o'clock, half past, quarter past, quarter to</i> <b>Key expressions/structure:</b> simple sentences using comparative and superlative adjectives; time expressions using prepositions; email addresses and basic informal email structure		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• If your learners struggle with the two listening activities in the Learner's Book, dictation practice may be beneficial.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 204 Activity Book pages 143–144 Audio Tracks 111 and 112 Audio Track 32 (AB)		

## 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><b>Listen and talk: Activity 1</b></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><b>Feedback</b></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><b>Answers</b></p> <p>1 Moreeb Dune is <b>higher</b> than Mount Everest. False                  2 The mangrove forest is <b>wetter</b> than the desert. True                  3 The rainforest is <b>more humid</b> than the mangrove forest. True                  4 The Arctic is <b>warmer</b> than the rainforest. False                  5 Mount Everest is the <b>highest</b> mountain in the world. True                  6 The rainforest is <b>drier</b> than the desert. False</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Work with learners to connect each comparative/superlative from the gap-fill with its base form orally.</p> <p><b>Differentiation activities (Stretch):</b></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><b>Listen: Activity 2</b></p> <p>1. Discuss the Listening strategy 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><b>Feedback</b></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><b>Answer</b></p> <p>1 rashed101 2 colder 3 wettest 4 afternoon 5 mountains</p>

**Activity Book**  
**page 143**  
**Audio Track 32**  
**AB**

**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  $-15^{\circ}\text{C}$  and  $-27^{\circ}\text{C}$  E

usually between  $7^{\circ}\text{C}$  and  $-20^{\circ}\text{C}$

**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.*

<b>Activity Book page 143</b>	<b>Word study: Activity 2</b> 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. <b>Feedback</b> Give the first sentence prompt and ask three or four different learners to complete the sentence orally. Repeat for the other times provided.  <b>Answers</b> Learners' completed sentences using the times half past ten, quarter to one, three o'clock, quarter past eleven.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 144</b>	<b>Assessment box: Activity 3</b> 1. Ask learners to complete the assessment box at the end of the lesson for themselves. Do any remedial teaching as necessary.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for words containing the diphthong /ɪə/. <b>Speaking:</b> To practise saying words containing the diphthong /ɪə/. <b>Reading:</b> To read about the solar system. <b>Writing:</b> To create a Fact File for a new planet.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• convey facts about the solar system</li> <li>• understand and use new adjectives relating to landscape and weather</li> <li>• say common words containing the diphthong /ɪə/</li> <li>• write summary notes for a planet in our solar system</li> <li>• write a Fact File for an invented planet.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of superlatives</li> <li>• Adjectives to describe landscape</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>rocky, cloudy, rainy, stormy; smallest, largest, highest, shortest, sunniest, most beautiful; year, hear, here, ear, we're</i> <b>Key expressions/structure:</b> <i>Earth is small and rocky. Mercury is the sunniest planet.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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></li> <li>Over the course of the discussion, pre-teach the words in the Vocabulary box on page 207: <i>planet, solar system</i> and <i>space</i>.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 205</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Feedback</b></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;"><b>Answers</b></div> <p>Earth</p>
<b>Learner's Book pages 205 and 206 PCM 13</b>	<p><b>Read: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Read the passage to the class and use verbal stress to indicate when you give an answer to a quiz question.</li> <li>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.</li> <li>Read the passage again, allowing the learners to check and amend their quiz responses, then conduct the Feedback detailed below.</li> </ol> <p><b>Feedback</b></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;"><b>Answers</b></div> <p>1 a 2 a 3 c 4 b 5 c 6 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>PCM 13 can be used as a further memory aid.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>



<p><b>Learner's Book</b> page 206 <b>Audio Track 113</b></p>	<p><b>Listen and talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and Speaking tip to the learners. Drill the word <i>year</i> chorally and individually to check the diphthong sound.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>hear, here, ear, we're, year</p>
<p><b>Activity Book</b> page 145</p>	<p><b>Let's do it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Look in detail at the Language detective 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>.</li> <li>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).</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>

<b>Activity Book</b> <b>page 145</b>	<p><b>Write: Activity 2</b></p> <ol style="list-style-type: none"> <li>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></li> <li>2. Allow learners time in pairs to think of ideas, before asking them to work independently to complete the task.</li> <li>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.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own planet Fact Files</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and complete a passage of text. <b>Speaking:</b> To work together to answer comprehension questions on a reading passage. <b>Reading:</b> To read about a nocturnal creature. <b>Writing:</b> To write vocabulary from the lesson.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete a text using information obtained from a listening passage</li> <li>• use size, colour and shape adjectives</li> <li>• understand and use body part nouns relating to a desert creature</li> <li>• label a diagram of an animal using body part nouns.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Knowledge of desert creatures (Unit 3)</li> <li>• Adjectives and nouns to describe an animal</li> <li>• Adjective order (Unit 7)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Introduce creative thinking activities, such as brainstorming, to learn to share and respect all ideas.</li> </ul>		
<b>Key vocabulary:</b> <i>body, claws, nose, ears, spikes; small, long, pointed, sharp, spiky</i> <b>Key expressions/structure:</b> 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>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<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>
<b>Resources</b>	<b>Main activity</b>
<p><b>Learner's Book</b> page 207</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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>)</li> <li>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>.</li> <li>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>.</li> </ol> <p><b>Feedback</b></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> <p style="text-align: center;"><b>Answers</b></p> <p>All of the animals are nocturnal apart from the camel.</p>
<p><b>Learner's Book</b> page 207</p> <p><b>Audio Track 114</b></p>	<p><b>Listen and read: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Before playing the audio, allow two to three minutes for the learners to familiarise themselves with the passage.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></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> <p style="text-align: center;"><b>Answers</b></p> <p>1 deserts 2 body 3 nose 4 claws 5 tunnels 6 sleeps 7 finds 8 eggs 9 sharp 10 ball</p>

	<p><b>Differentiation activities (Support):</b></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><b>Differentiation activities (Stretch):</b></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><b>Learner’s Book page 207</b></p>	<p><b>Talk: Activity 3</b></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><b>Feedback</b></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><b>Answers</b></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><b>Activity Book page 146</b></p>	<p><b>Word study: Activity 1</b></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><b>Feedback</b></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><b>Answers</b></p> <p>Anti-clockwise the completed labels should read: 1 ears, 2 nose, 3 claws, 4 body, 5 spikes</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give the learners the answers to be copied into the correct locations.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask these learners to add more labels for body parts.</p>

<b>Activity Book</b> <b>page 146</b>	<b>Word study: Activity 2</b> 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. <b>Feedback</b> 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. <b>Answers</b> 1 night 2 cool 3 scorpions 4 pointed 5 tunnels 6 hair 7 insects 8 sharp 9 ball		
<b>Resources</b>	<b>Plenary</b> 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>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific detail and to check answers. <b>Speaking:</b> To work together to match pictures to new vocabulary. <b>Reading:</b> To read size, shape and colour adjectives. <b>Writing:</b> To write an animal Fact File following instructions and an example.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use size, shape and colour adjectives to describe animal photos</li> <li>• combine size, shape and colour adjectives to provide more complex descriptions</li> <li>• write an animal Fact File.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Knowledge of desert creatures (Unit 3)</li> <li>• Adjectives and nouns to describe an animal</li> <li>• Adjective order (Unit 7)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>wings, scales, paws, claws, fur, feathers, tail, ears, spikes, nose; long, small, large, pointed, white, black, brown</i> <b>Key expressions/structure:</b> 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>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
<b>Learner's Book page 208</b>	<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>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 208</b>	<p><b>Talk about it: Activity 1</b></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><b>Feedback</b></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 style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>a Arctic fox   b saw-scaled viper   c snowy owl   d fruit bat</p>
<b>Learner's Book page 208</b> <b>Audio Track 115</b>	<p><b>Word study and listen: Activity 2</b></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><b>Feedback</b></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 style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p><b>Arctic fox</b> It has long white fur. / It has short pointed ears. / It has four paws.</p> <p><b>Saw-scaled viper</b> It has brown scales. / It has long sharp teeth. / Be careful – it is poisonous!</p> <p><b>Snowy owl</b> It has large wings. / It has long sharp claws. / It has soft white feathers.</p> <p><b>Fruit bat</b> It has short brown fur. / It has large pointed ears. / It has wings but no feathers and no tail.</p>



	<p><b>Differentiation activities (Support):</b></p> <p>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> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Talk to more confident learners about how these creatures are suited to life in the desert or life in the snow.</p>
<p><b>Activity Book page 147</b></p>	<p><b>Use of English: Activity 1</b></p> <p>1. Look closely at the worked example, drawing attention to the capital letter and full stop.</p> <p>2. Encourage everyone to work silently and independently to rewrite the sentences from the prompts provided, adding capital letters and full stops.</p> <p><b>Feedback</b></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><b>Answers</b></p> <p>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>
<p><b>Activity Book page 147</b></p>	<p><b>Write: Activity 2</b></p> <p>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> <p><b>Feedback</b></p> <p>Read the suggested minimal answer (below) to the class. Take in their books for more formal assessment and marking.</p> <p><b>Answer</b></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><b>Resources</b></p>	<p><b>Plenary</b></p> <p>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.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></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		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a poem. <b>Speaking:</b> To work together to answer comprehension questions on a poem. <b>Reading:</b> To read a poem for gist and specific detail. <b>Writing:</b> To write the first lines of the verses of a poem.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use picture clues to follow the meaning of a poem</li> <li>• read a poem for gist</li> <li>• understand new adjectives to describe sounds and movements</li> <li>• understand new verbs to describe sounds and movements</li> <li>• read for specific details.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Regular and irregular verbs in the past simple</li> <li>• Work on poetry including similes</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>jump, hop, climb, wiggle, creep, crawl, slither; crash, bang, loud; sharp, pointy, slimy</i> <b>Key expressions/structure:</b> <i>Things that ..., Anything that ..., That's what I'm afraid of.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 209–210 Activity Book page 148 Audio Track 116 Audio Track 33 (AB) 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"> <li>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></li> <li>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.)</li> <li>3. Introduce two new movement words used for spiders: <i>creep</i> and <i>crawl</i>.</li> </ol>
Resources	Main activity
<p><b>Learner's Book</b> page 209</p>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. This could also be set as a group brainstorm activity.</li> </ol> <p><b>Feedback</b></p> <p>Ask each group to read their lists. Assist with pronunciation and add any obvious omissions.</p> <p><b>Answers</b></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><b>Learner's Book</b> pages 209–210 <b>Audio Track 116</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus attention on the poem and the pictures. Discuss what the pictures show.</li> <li>2. Read the first Reading strategy box to the class. Discuss whether the learners use any of these techniques when they read for gist.</li> <li>3. Play the audio at least twice with the learners following in their books.</li> </ol> <p><b>Feedback</b></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><b>Answer</b></p> <p>She is afraid of certain animals and some noises.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

<p><b>Activity Book</b> page 148 <b>Audio Track 33</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Play the poem again while the pairs discuss the options.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>4, 6, 5, 2, 3, 1</p>
<p><b>Learner’s Book</b> page 210</p>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the second Reading strategy 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.</li> <li>2. Allow at least ten minutes for learners to work in groups on the comprehension questions.</li> <li>3. Learners should take notes during their discussion, but make clear that they do not need to write detailed answers.</li> </ol> <p><b>Feedback</b></p> <p>Work through the questions, taking suggestions from individuals and aiming to take contributions from every member of the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Worms, although more confident learners may notice that the wording is <i>like wriggly worms</i>, which allows for a broader answer.</li> <li>2 a runaway tram (again a wider interpretation is possible, for example, thunder [indicated in the picture])</li> <li>3 claws</li> <li>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)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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 ...</i>, <i>Anything that ...</i>, <i>That’s what I’m afraid of</i>) and you reading the rest.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

<b>Activity Book page 148</b>	<p><b>Write: Activity 2</b></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><b>Feedback</b></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;"><b>Answers</b></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>
<b>Resources</b>	<b>Plenary</b>
	<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		
<b>Learning objectives:</b> <b>Listening:</b> To match animal pictures to animal sounds. <b>Speaking:</b> To discuss and practise rhyming words from a poem. <b>Reading:</b> To read a poem for gist and specific detail. <b>Writing:</b> To write key vocabulary in word families.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a poem for specific details</li> <li>• understand and use new adjectives to describe sounds and movements</li> <li>• understand and use new verbs to describe sounds and movements</li> <li>• explore the use of rhyme in a poem.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Regular and irregular verbs in the past simple</li> <li>• Work on poetry including rhyming words</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>wiggle, squish, squirm, creep, crawl, hang, slither, quiver, stroke; crash, bang, hiss, growl, roar, purr; cute</i> <b>Key expressions/structure:</b> Word families (verbs, adjectives, nouns); rhyming words		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 211 Activity Book page 149 Audio Track 117 Audio Track 33 (AB) 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).

<b>Resources</b>	<b>Starter</b>
	<p>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.</p>
<b>Resources</b>	<b>Main activity</b>
<p><b>Learner's Book page 211</b> <b>Audio Track 117</b></p>	<p><b>Listen: Activity 1</b></p> <p>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.</p> <p>2. Play the audio twice to allow the learners to match the sounds to the pictures.</p> <p><b>Feedback</b></p> <p>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.</p> <p><b>Answers</b></p> <p>1 d 2 c 3 b 4 a</p>
<p><b>Learner's Book pages 211</b></p>	<p><b>Word study: Activity 2</b></p> <p>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.</p> <p>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.</p> <p><b>Feedback</b></p> <p>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.</p> <p><b>Answers (possible)</b></p> <p>Verbs: go bang, hangs, quiver Adjectives: wriggly, slimy, pointy Nouns: tram, ceilings, fur</p>



<p><b>Learner's Book</b> page 211</p>	<p><b>Talk: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Look at the example rhyming words (<i>worms, squirm</i>) in the Language detective box and locate them in verse 1.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Answers</b></p> <p>worms / squirm, bang / tram, crawl / walls, slither / quiver, roar / claws, purr / fur</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Focus on pronouncing the rhyming sounds rather than the spelling variations.</li> <li>2. Decide on a selection of rhyming words together and then allow less confident learners to focus on the sentence construction.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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>.</li> </ol>
<p><b>Activity Book</b> page 149 <b>Audio Track 33</b></p>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the phrases before listening to the poem again and matching each phrase with a verse.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 Verse 3; 2 Verse 2; 3 Verse 6; 4 Verse 1; 5 Verse 5</p>

<b>Activity Book</b> <b>page 149</b>	<b>Word study: Activity 2</b> 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. <b>Feedback</b> 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. <b>Answers</b> 1 worm, spider (or insect), snake 2 storm, lion, cat 3 bang, wiggle, roar, slither, creep/crawl, purr		
<b>Resources</b>	<b>Plenary</b> 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.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (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 of 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		
<b>Learning objectives:</b> <b>Listening:</b> To listen and complete a passage about a planet. <b>Speaking:</b> To work in pairs to describe an animal. <b>Reading:</b> To read information about a planet. <b>Writing:</b> To write a verse of poetry using verbs of movement, adjectives and nouns		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen for specific adjectives and complete a text</li> <li>• work with a partner to describe an animal using size, colour and shape adjectives in the correct order</li> <li>• work with a partner to write a new verse for the poem 'Scary things!!' using new verbs, adjectives and nouns.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of comparative and superlative adjectives</li> <li>• Use of size, colour and shape adjectives</li> <li>• Descriptions of animals</li> <li>• Descriptions of planets</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>fastest, biggest, smaller; long, pointed, sharp, small, windy, spiky; wings, scales, paws, claws, fur, feathers, tail, ears, beak; flap, peck, loud, fast, hungry</i> <b>Key expressions/structure:</b> 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>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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"> <li>1. On the board, write the initial letter of each planet name, followed by letter spaces. For example: M _ _ _ _ _ .</li> <li>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.</li> </ol>
Resources	Main activity
<b>Learner's Book</b> <b>page 212</b> <b>Audio Track 118</b>	<p><b>Listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Look back at page 205 with the class and review the adjectives in the <i>Use of English</i> box.</li> <li>2. Read the rubric, then ensure everyone has their pens ready before playing the audio twice.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 cold 2 windy 3 fastest 4 the Sun 5 biggest 6 smaller</p>
<b>Learner's Book</b> <b>page 212</b>	<p><b>Talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Read the rubric and the example exchange to the class. Then set pairs to describing the animals.</li> <li>3. Circulate during the discussions to ensure that learners stay focused on the task.</li> </ol> <p><b>Feedback</b></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><b>Answer</b></p> <p>Learners' own descriptions</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

<b>Activity Book</b> <b>page 150</b>	<p><b>Word study: Activity 1</b></p> <p>1. Read the rubric to the class. The learners should be able to complete this matching task very quickly.</p> <p><b>Feedback</b></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><b>Answers</b></p> <p>1 d 2 a 3 b 4 c 5 Learners' own answers</p>
<b>Activity Book</b> <b>page 150</b>	<p><b>Write: Activity 2</b></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><b>Feedback</b></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><b>Answers</b></p> <p>Learners' poem verses</p>
<b>Resources</b>	<b>Plenary</b>
<b>Activity Book</b> <b>page 150</b>	<p><b>Assessment box: Activity 3</b></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>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<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		
<b>Learning objectives:</b> <b>Listening:</b> To listen to check answers to a task. <b>Speaking:</b> To say email addresses. To play a guessing game with a partner using known information about planets. To discuss habits using time expressions. <b>Reading:</b> To read email addresses. <b>Writing:</b> To write sentences from prompts, using comparative and superlative adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>review and practise key vocabulary and structures from Unit 12.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Use of comparative and superlative adjectives</li> <li>Use of time expressions to discuss habits</li> <li>Descriptions of planets</li> <li>Email addresses</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>on (Monday); at half past/quarter past/quarter to; at, dot, underscore; tallest, drier, most beautiful, older, newest, cooler</i> <b>Key expressions/structure:</b> Time expressions using prepositions <i>on</i> and <i>at</i> to convey habits; simple sentences using comparative and superlative adjectives; email addresses		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 213 Audio Track 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to look back through Unit 12 in their Learner's Books.</li> <li>2. Ask: <i>Which is your favourite photo? Why?</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book</b> <b>page 213</b> <b>Audio Track 119</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. To prepare for the activity, replay Audio Track 110 from Lesson 5. Allow everyone to follow in their books and read chorally.</li> <li>2. Read the rubric, then allow pairs to read the new email addresses to each other.</li> </ol> <p><b>Feedback</b></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; text-align: center;"><b>Answers</b></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>
<b>Learner's Book</b> <b>page 213</b> <b>PCM 13</b>	<p><b>Talk: Activity 2</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Shuffle the pairs and allow them to work on the game.</li> </ol> <p><b>Feedback</b></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; text-align: center;"><b>Answer</b></p> <p>Learners' own questions and answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can read sentences from the main information text on page 206, but should change the planet name to 'it'.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage more confident learners to combine facts into complex sentences, for example, <i>It is smaller than Earth, but bigger than Mercury.</i></li> </ol>



<b>Learner's Book page 213</b>	<p><b>Read: Activity 3</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Shuffle the pairs and allow them to work on the four prompts.</li> </ol> <p><b>Feedback</b></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><b>Answers</b></p> <p>Learners' own answers</p>
<b>Learner's Book page 213</b>	<p><b>Write: Activity 4</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. If possible, place the learners in groups and give each group picture prompts of suitable UAE locations to provoke comparative and superlative sentences.</li> </ol> <p><b>Feedback</b></p> <p>Ask individuals to hold up a prompt picture and give a sentence using that location.</p> <p><b>Answers</b></p> <p>Learners' own sentences using <i>tallest, drier, most beautiful, older, newest, cooler</i>.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners to write more complex sentences using conjunctions.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

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

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to feedback from peers. <b>Speaking:</b> To present their project to the class. <b>Reading:</b> To read and follow directions. <b>Writing:</b> To write poetry from prompts using descriptive adjectives. To write a quiz using comparative and superlative adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• either: work in pairs to write a quiz</li> <li>• or: work individually to write a fact file</li> <li>• reflect on their recent learning experiences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of comparative and superlative adjectives</li> <li>• Animal fact file and use of adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results.</li> </ul>		
<b>Key expressions/structure:</b> Adjectives to describe animals, planets and landscapes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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
	<ol style="list-style-type: none"><li>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.</li></ol>
Resources	Main activity
<b>Learner's Book</b> pages 207, 214	<p><b>Project 1: Create a quiz</b></p> <ol style="list-style-type: none"><li>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></li><li>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.</li><li>3. Learners draft quiz sentences, Be on hand at this point to check their statement sentences. Allow learners to adjust their work as necessary.</li><li>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.</li></ol> <p><b>Project 2: Create your own fact file</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. Encourage the learners to work in two stages: first creating rough notes, then a neat version with headings and full sentences.</li><li>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.</li></ol> <p><b>Use of technology for presentation projects:</b></p> <p>As with any exercise, you should model the activity in front of learners to act as their guide.</p> <p><b>Presentation software:</b></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><b>Images:</b> 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><b>Presentation technique:</b> 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><b>Differentiation activities (Support):</b></p> <p><b>Project 1</b> 1. Provide fact sheets for a number of locations which can be used as source material for the quizzes.</p> <p><b>Project 2</b> 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><b>Differentiation activities (Stretch):</b></p> <p><b>Project 1</b> 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><b>Project 2</b> 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>
<b>Resources</b>	<p><b>Plenary</b></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>

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

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 4</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to feedback from their peers. <b>Speaking:</b> To present their project to the class. <b>Reading:</b> To read and follow directions. <b>Writing:</b> To write poetry from prompts using descriptive adjectives. To write a quiz using comparative and superlative adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• either: work in pairs to write a quiz</li> <li>• or: work individually to write a fact file</li> <li>• reflect on their recent learning experiences</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Use of comparative and superlative adjectives</li> <li>• Animal fact file and use of adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results.</li> </ul>		
<b>Key expressions/structure:</b> Adjectives to describe animals, planets and landscapes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>Resources/equipment needed:</b> 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).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Learner's Book page 214</b>	<p><b>Project 1: Creat a quiz</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Return the completed quizzes to their authors for marking. They should award a mark out of six.</li> <li>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?</li> <li>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.</li> </ol> <p><b>Project 2: Create your own fact file</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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></li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>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.</li> </ol>



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

**LEARNER BOOK**

**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.

### 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

### 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.

### 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!

### 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.

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Things that go bang  
Anything loud  
Like a runaway tram  
That's what I'm afraid of.

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That makes me quiver  
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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 11

Postcard template

A large rectangular frame representing a postcard. In the top-left corner, there is a smaller rectangular box containing the text "Place Stamp Here" arranged vertically. To the right of this box, there are four vertical lines extending from the top edge of the postcard frame down to a horizontal line that spans the width of the postcard. This horizontal line is positioned approximately one-third of the way down from the top edge, creating a space for an address above and a space for a message below.

**PCM 12**

**Board game**

	<b>1</b> How often do you do sport?	<b>2</b> MISS A TURN	<b>3</b> Tell your group something you never do	<b>4</b> How often do you help your family?	<b>5</b> Go back one space
<b>6</b>	<b>7</b> Tell your group something you always do at school	<b>8</b>	<b>9</b> GO FORWARD TWO SPACES	<b>10</b> What does your friend sometimes say to you?	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b> GO BACK 1 SPACE	<b>15</b> What sport do you sometimes play?	<b>16</b>	<b>17</b>
<b>18</b> GO FORWARD TWO SPACES	<b>19</b>	<b>20</b>	<b>21</b> MISS A TURN	<b>22</b>	<b>END</b>

planet

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

