

تم تحميل هذا الملف من موقع المناهج الإماراتية



*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/ae>

* للحصول على أوراق عمل لجميع مواد الصف الخامس اضغط هنا

<https://almanahj.com/ae/5>

* للحصول على جميع أوراق الصف الخامس في مادة لغة انجليزية وجميع الفصول, اضغط هنا

<https://almanahj.com/ae/5english>

* للحصول على أوراق عمل لجميع مواد الصف الخامس في مادة لغة انجليزية الخاصة بـ الفصل الثالث اضغط هنا

<https://almanahj.com/ae/5english3>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف الخامس اضغط هنا

<https://almanahj.com/ae/grade5>

للتحدث إلى بوت المناهج على تلغرام: اضغط هنا

https://t.me/almanahj_bot

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise theme vocabulary. To speak about jobs and personal qualities. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about personal qualities and famous people • understand specific information about people's jobs and personal details • complete notes about famous people.
Link to prior learning: <ul style="list-style-type: none"> • Describing people and jobs 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas. 		
Key vocabulary: <i>artist, explorer, scientist, inventor, business person, brave, kind, caring, intelligent, clever, fun</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson introduces a range of new lexical items to talk about jobs and personalities. Ask learners to start a Vocabulary journal in their notebooks. They write the words they find the most difficult to remember and add a sentence to contextualise them. 		
Resources/equipment needed: Learner's Book page 162 Activity Book page 124 Audio Track LB61		

UNIT 11 LESSON 1 TASKS/ACTIVITIES

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

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

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

Activity Book page 124	Word study: Activity 1 1. Ask learners to complete the sentences with a job. Feedback Check the answers as a class. Write them on the board and insist on accuracy. Answers 1 inventor; 2 explorer; 3 business person; 4 scientist; 5 artist		
Activity Book page 124	Writing: Activity 2 1. Write ‘special jobs’ on the board and draw a circle around it. 2. Start a spidergram by eliciting from learners ‘ <i>special jobs</i> ’ that they know. Write these on the board around the ‘ <i>special jobs</i> ’ circle. 3. Direct learners to the rubric and have them write three more ‘ <i>special jobs</i> ’ of their own. Feedback Nominate learners to write their answers on the board. Ask them if they know any famous people who do this job. Answers Learners’ own answers.		
	Differentiation activities (Support): 1. Allow learners to copy jobs from the board.		
	Differentiation activities (Stretch): 1. Ask learners to describe what kind of people do these jobs.		
Resources	Plenary 1. Learners discuss in groups who they think the most interesting person is. 2. Learners compare their answers as a whole class and see who is the most popular famous person.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally or through other media. (G5.2.1.1.5) Participate in collaborative short conversations with others in small and larger groups with relative ease, using complete sentences and appropriate lexis, making comments, expressing needs and emotions, and varying the sentence patterns as needed to maintain the exchange. (G5.4.3.1.4) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To practise target structures. To speculate. Listening: To listen for information. To listen and complete notes. Writing: To complete notes and sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speculate about people's jobs and personal qualities • understand personal information about famous people • complete notes about famous people.
Link to prior learning: <ul style="list-style-type: none"> • Describing people and jobs 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker. 		
Key vocabulary: <i>writer, film director, mountain climber, caring, fun, creative, brave, clever</i> Key expressions/structures: Modal verbs of speculation: <i>can't be, must (not) be, might (not) be, could be, I'm sure ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The key structures of this lesson require speculation skills. Encourage learners to give reasons for their deductions to ensure they have grasped the concept of speculation. 		
Resources/equipment needed: Learner's Book page 163 Activity Book page 125 Audio Track LB62		

UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter						
	<ol style="list-style-type: none"> 1. Write the anagram <i>granic</i> (caring) on the board. Ask learners to unscramble the word. 2. Ask them what other words they can remember from Lesson 1 to describe people's personalities. 						
Resources	Main activity						
Activity Book page 125	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners look at the people in the pictures and choose an adjective from Lesson 1, Activity 2 to describe them. <p>Feedback</p> <p>Discuss the answers as a class. Ask learners to give reasons for their choice. Don't worry about naming the jobs yet.</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;">Suggested Answers</div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a caring/clever</td> <td style="width: 50%;">d clever/creative</td> </tr> <tr> <td>b fun/creative</td> <td>e caring/clever</td> </tr> <tr> <td>c brave/fun</td> <td>f creative/clever</td> </tr> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair weaker learners with stronger, more confident learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners suggest other adjectives to describe these people. 	a caring/clever	d clever/creative	b fun/creative	e caring/clever	c brave/fun	f creative/clever
a caring/clever	d clever/creative						
b fun/creative	e caring/clever						
c brave/fun	f creative/clever						
Learner's Book page 163	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the pictures. Ask them if they know the people in the photos. 2. As a group, ask learners to guess their jobs. Keep this brief. 						
Learner's Book page 163	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners how sure they are about their guesses. 2. Explain that they can use certain words to show that they are making a speculation about something, that is to say, they are saying what they think based on clues. 3. Show a picture of someone writing; for example, you can use picture f in Activity Book, Lesson 2, Activity 1. Ask learners: <i>What do you think his job is?</i> Elicit possible answers. They will probably say: <i>He's a writer.</i> 4. Ask learners: <i>Could he be a student?</i> Write the question on the board. Underline <i>could</i>. Learners will probably say yes, because he's writing and he's in a library. 5. Say: <i>So, he could be a writer or he might be a student.</i> Write this sentence on the board. Underline <i>could</i> and <i>might</i>. 6. Focus on the <i>Use of English</i> box and read the examples together. Explain the degrees of certainty shown by the modal verbs: <i>could</i> and <i>might</i> are used when we are not too sure about something, <i>must</i> and <i>can't</i> when we are sure about what we are saying. Explain that <i>can't</i> is the opposite of <i>must</i> in this context. 7. Ask them to focus on the structure of the sentences and answer the question. 8. Then, in pairs, ask learners to complete Activity 2. They choose the correct meaning a or b for each sentence, 1 and 2. 						

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

Activity Book page 125	Use of English: Activity 2 1. Refer learners to the <i>Use of English</i> box and remind them of the degrees of certainty. 2. Learners complete the sentences with the correct modal verb. Feedback Nominate learners to write the answer on the board. Answers Possible answers 2 could/might; 3 can't; 4 must; 5 could/might		
Resources	Plenary 1. Ask learners who is the most famous person in their country and what adjectives they can use to describe this person.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.1.1.1.1) Understand and respond to main idea and relevant details in stories, information accounts, personal recounts, commentaries and descriptions, read aloud or presented orally, or through other media. (G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read for gist and specific information. Writing: To complete sentences by answering questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about famous people who help others • read for specific information about people's actions and lives • read and match headings to paragraphs • write sentences to demonstrate understanding of a written text.
Link to prior learning: <ul style="list-style-type: none"> • Describing people and activities 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural skills: Exercise the rights and obligations of citizenship at local, state, national and global levels. 		
Key vocabulary: <i>space, astronaut</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson focuses on specific reading subskills such as identifying the main idea in a paragraph. Use the <i>Reading strategy</i> boxes and get learners to explain how they are doing an activity, as this helps them to reflect on their own learning. 		
Resources/equipment needed: Learner's Book pages 164–165 Activity Book page 126 Pictures of logos of Dubai Cares or Emirates Red Crescent		

UNIT 11 LESSON 3 TASKS/ACTIVITIES

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

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

Learner's Book page 165	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Reading strategy</i> box and discuss the strategy with learners. 2. Look at each heading and elicit what clues learners can look for to identify the main paragraph theme and so be able to match to a heading, such as the same words from the heading or words that mean the same thing. For example, <i>Family life</i> is probably about the person's parents, brothers and sisters. 3. Ask learners to complete Activity 3 alone. <p>Feedback</p> <p>Monitor, asking questions and encouraging learners to look for key words to match a paragraph to a heading. Check answers with the class and ask them what words in the paragraph helped them match a heading.</p> <p>Answers</p> <p>1 About Sheikh Hamdan; 2 Family life; 3 School life; 4 Good things he has done</p>
Learner's Book page 165	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to read the sentences and choose the correct option to complete each one. 2. Tell them to re-read the text in Activity 2 if they need help. <p>Feedback</p> <p>Check the answers as a class and ask learners to explain their answers.</p> <p>Answers</p> <p>1 b; 2 b; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Show learners where they can find the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall any information they know or have retained about Fazza.
Activity Book page 126	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the check box and ask them to tick the ideas that will help them match headings to paragraphs. 2. Learners read the text and match headings a–d to each paragraph. 3. Ask them to explain what helped them decide. <p>Feedback</p> <p>Check answers with the class.</p> <p>Answers</p> <p>Look at a heading and think about the key words you might find in the paragraph./Look for key words in each paragraph.</p> <p>1 b; 2 a; 3 d; 4 c</p>

Activity Book page 126	Activity 2 1. Learners read the text again and answer the questions in pairs. Feedback Ask one learner from each pair to say the answers. Check the answers as a class. Answers 1 Yes, they do. 2 You can't sit down, walk or lie in bed. 3 Special suits. 4 He has spent the most time in space.		
Resources Learner's Book page 165	Plenary Talk: Activity 5 1. In groups, learners discuss the questions and compare answers. Encourage the use of modals for speculation.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G5.4.2.1.3) Write simple and compound declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency. Reading: To read a text to determine context. Listening: To listen for details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand the meaning of new vocabulary from context • listen and complete biographical notes.
Link to prior learning: <ul style="list-style-type: none"> • Learning about famous peoples' lives 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker as it applies to learning a language. 		
Key vocabulary: <i>amazing, famous, generous, caring, beautiful, chimpanzees</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might try to understand every word in the gist listening task. Encourage them only to listen for key words to help them understand the main meaning of the text. 		
Resources/equipment needed: Learner's Book page 166 Activity Book page 127 Audio Track LB63		

UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

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

<p>Learner's Book page 166 Audio Track 63</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Explain that learners will listen to the second presentation again and will complete notes. 2. Focus on the <i>Listening</i> strategy box and explain that these strategies will help them complete the notes. 3. Focus on the notes and encourage learners to think about the information they will need to listen for in the audio; for example; a year, a noun or a verb. 4. Learners listen and complete the notes about Jane Goodall. <p>Feedback</p> <p>Play the audio a few times. Check the answers as a class. Peer check before nominating learners to write the answers on the board.</p> <p>Answers</p> <p>1 Jane Goodall; 2 1934; 3 watching the animals and birds in her garden; 4 Africa; 5 animals in Africa</p>
<p>Activity Book page 127</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the photo and ask them what they see (Ahmed receiving a prize). Ask learners what kind of prize they think he is receiving and why. Encourage learners to use modals of speculation. 2. Ask learners if they have ever heard of Ahmed Zewail and the Nobel prize. If they haven't, explain that this prize is given to very special people in the world who have done very good things. 3. Direct learners to the task rubric and set a time limit (five minutes). <p>Feedback</p> <p>Allow learners to check in pairs before whole class feedback. Display the text and nominate learners to underline the target vocabulary on the board. If you can't display the text, nominate learners to write the adjectives on the board.</p> <p>Answers</p> <p>famous, generous, caring, intelligent, kind</p>
<p>Activity Book page 127</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Model the task by writing on the board: <i>Someone who has very good grades in school is _____</i> 2. Explain that the missing word is one of the adjectives from Activity 1. 3. Elicit possible answers and write the correct adjective in the gap (<i>intelligent</i>). 4. Set the task and allow learners to complete this in pairs. <p>Feedback</p> <p>Nominate one learner from each pair for the answers.</p> <p>Answers</p> <p>1 caring; 2 generous; 3 intelligent; 4 famous; 5 amazing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check learners have understood the adjectives by personalising concept check questions like <i>Do you know anyone who is intelligent? Who is that?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write gapped sentences of their <i>own</i> for their partners. Allow learners to write gapped sentences for other adjectives that these learners know.

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

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify specific words. Speaking: To confirm information. Writing: To use synonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify target lexis while listening to a presentation • improve a presentation by using a range of lexical items • use question tags to check facts.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe people 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker as it applies to learning a language. 		
Key vocabulary: <i>beautiful, exciting, interesting, caring</i> Key expressions/structures: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might use a rising intonation in question tags. Model and contrast rising and falling intonation, highlighting the different meanings these convey in question tags. 		
Resources/equipment needed: Learner's Book page 167 Activity Book page 128 Audio Tracks LB64–65 and AB16		

UNIT 11 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember about Ahmed Zewail from Lesson 4 in the Activity Book. Elicit some of the adjectives used to describe him and his father. Write them on the board.
Resources	Main activity
Learner's Book page 167	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about Jane Goodall. Ask if any of the words on the board from the Starter activity can be used to describe her. Why? 2. Ask learners to discuss and compare their thoughts in pairs.
Learner's Book page 167	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that one of the things that helps make a presentation more interesting is the use of adjectives. 2. Look at the presentation about Jane Goodall and ask learners to read it as it is. What do they think about it? Does the word <i>nice</i> (in blue) give any special information about the nouns it accompanies? What adjectives could they use instead? 3. In pairs, ask learners to replace the word <i>nice</i> with an adjective from the box. 4. Tell learners to use their dictionaries to help them. <p>Feedback</p> <p>Do not confirm answers at this stage.</p>
Learner's Book page 167 Audio Track 64	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Listen to the audio to check answers. <p>Feedback</p> <p>Discuss the answers as a class. Ask: <i>Has the presentation improved?</i></p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 interesting; 2 exciting; 3 beautiful; 4 caring</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners which adjectives they found the most difficult. They choose one to three adjectives, copy them in their Vocabulary journals and add a definition or an example. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they know other synonyms for these words.

<p>Learner's Book page 167 Audio Track 65</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Read the notes in the <i>Use of English</i> box and the examples. Model falling intonation and highlight the downwards arrow. 2. Provide some more examples and ask learners to provide their own. 3. Ask learners to read the sentences with the correct intonation. 4. Play the audio and ask learners to check if their intonation was right. 5. Play each sentence again, pausing after each for learners to repeat. <p>Feedback Use choral and individual drilling.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners exaggerate the falling intonation at first until they can say the sentences more naturally. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to test each other with question tags of their own.
<p>Activity Book page 128 Audio Track 16</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and complete them with the correct question tag alone. Refer them to the <i>Use of English</i> box. 2. Then listen, check and have learners repeat with the correct intonation. <p>Feedback Use choral and individual drilling. Write answers on the board.</p> <p>Answers</p> <p>1 wasn't he?; 2 did he?; 3 wasn't he?; 4 didn't he?; 5 wasn't she?</p>
<p>Activity Book page 128</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric with the learners. Make it clear that pairs must decide who is Jane and who is Ahmed before they start the interview. 2. Model the task with one of the stronger learners by asking them one true question and one false question of your own. 3. Have learners decide who is Ahmed and who is Jane. Time permitting, they can swap roles after they've asked their three questions. 4. Have learners write their questions first, monitor for accuracy, then learners complete the task by interviewing each other in pairs. <p>Feedback Have learners with challenging questions perform the interview for the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <p>Discuss which presentation the learners preferred, the one about Jane Goodall or Ahmed Zewail. Why?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.7) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.</p> <p>(G5.3.4.2.2) Identify relationships among words including synonyms, antonyms, homonyms (e.g. <i>see/sea, ate/eight</i>), homographs (e.g. <i>lead</i> – to go first with followers behind/a type of metal), and multiple or nuanced meanings.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write notes for presentations. Speaking: To make presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write short notes based on prompts for oral presentations • make an oral presentation of a person they admire.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives to describe people and phrases to express biographical data 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to access all forms of information efficiently and effectively, manually and technologically, so learners will be able to communicate verbally and in writing in English. 		
Key vocabulary: Language of presentations: <i>For my presentation I'm going to talk about ... , I think he/she is ...</i> Key expressions/structures: Question tags		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be short of ideas for their presentations. Be prepared with names of famous people and fact files to help learners prepare their talk. 		
Resources/equipment needed: Learner's Book page 168 Activity Book page 129 Access to the Internet Strips of paper with statements and question tags		

UNIT 11 LESSON 6 TASKS/ACTIVITIES

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

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

Activity Book page 129	Challenge: Activity 1		
	<ol style="list-style-type: none"> 1. Focus learners' attention on the pictures. Ask learners if they remember the names of these famous people (<i>Ed Viesturs, Ahmed ibn Majid, Jane Goodall, Ismail Matar</i>). Write their names on the board. 2. Model the task by eliciting from learners any facts they remember about these people. For example, <i>Ed Viesturs is a famous mountain climber</i>. Write this on the board. 3. Learners complete the task in pairs. Allow them to look in the Learner's Book for facts. 		
	<p>Feedback</p> <p>Monitor and support as needed. You can use this as an informal assessment opportunity. Have learners write their sentences on a piece of A4 paper and exchange with another pair for peer correction. Did the pairs write the same information about each person?</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the basic facts to make a sentence; for example, Jane Goodall/chimpanzees (<i>Jane Goodall worked with chimpanzees</i>). 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write about more than one person. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Discuss which presentation the learners preferred and why. Do they enjoy presenting in front of an audience? Why?/Why not? 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.			
(G5.4.1.1.3) Write short, simple reports or explanatory texts to present information related to topics of interest or study.			
(G5.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read questions and fill in missing words to demonstrate an understanding of topics covered.</p> <p>Writing: To write speculations demonstrating an understanding of vocabulary and themes covered.</p> <p>Speaking: To develop learners' ability to participate in conversations and check facts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 1–6 • revise vocabulary related to jobs, personal qualities, biographical details • check information with a partner • reflect on their own learning.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of Unit 11, Lessons 1–6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Vocabulary from Unit 11, Lessons 1–6</p> <p>Key expressions/structures: Expressions and structures from Unit 11, Lessons 1–6</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Refer back to Lessons 1–6 		
<p>Resources/equipment needed:</p> <ul style="list-style-type: none"> • Learner's Book page 169 • Activity Book page 130 		

UNIT 11 LESSON 7 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Write the anagram <i>ragnic</i> on the board. Tell learners this is a word to describe a person but the letters are in the wrong order. Can they unscramble the word? (<i>caring</i>) 2. Run a team competition. Teams prepare anagrams (three to five words) of adjectives they have seen to describe people. One learner per team to write their words on the board. Assign one point for a word and one point for correct spelling.
<p>Resources</p> <p>Learner's Book page 169</p>	<p>Main activity</p> <p>Can you remember? Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to match the words with their definitions. 2. If you have to, remind learners that they came across the words in Lesson 1. <p>Feedback</p> <p>Ask learners to explain why they chose which definition to go with which word.</p> <p>Answers</p> <p>1 b; 2 d; 3 e; 4 c; 5 a</p>
<p>Learner's Book page 169</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write sentences about the people in the pictures, using the words in the box. 2. Learners write sentences alone. Monitor for accuracy. <p>Feedback</p> <p>Have early finishers write their sentences on the board then read them out in whole class feedback.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 130</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Model the task by writing on the board: <i>My friend isn't at school today. He _____ be ill.</i> Ask learners to complete the gap with one possible modal (<i>must/might/could</i>). Write possible answers in the gap. 2. Ask learners what helped them decide (<i>the first sentence</i>). 3. Refer learners to the rubric. Ask them for the difference between <i>must, might, can't, could</i>. Do any of the modals have the same meaning? (<i>must</i> = we're almost sure; <i>can't</i> = we don't think this is possible; <i>might/could</i> = we think this is possible). 4. Learners complete the task alone. <p>Feedback</p> <p>Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 must; 2 might/could; 3 can't, might/could; 4 must; 5 might/could</p>

Activity Book page 130	Activity 2		
	1. Learners compete the task alone. 2. Learners then ask each other the questions in pairs.		
	Feedback Early finishers write the answers on the board. Lead choral/individual drilling making sure learners use correct falling intonation on the tags. Then have learners ask and answer the questions in pairs.		
	Answers 1 d; 2 a; 3 e; 4 b; 5 c		
Activity Book page 130	Differentiation activities (Support): 1. Learners give monosyllabic answers.		
	Differentiation activities (Stretch): 1. Learners extend their answers and give additional information.		
	Look what I can do! 1. Guide learners to the <i>Look what I can do!</i> statements. 2. Advise them to read these and if they agree, put a tick in the box. 3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement. Feedback Self-reflection.		
Activity Book page 130	Differentiation activities (Support): 1. Support with key vocabulary and phrases from Unit 11 if needed to make link between lexis and content.		
	Differentiation activities (Stretch): 1. Learners can search for and note down activities from the Learner's Book and Activity Book where they demonstrated these skills in Lessons 1–6.		
Resources	Plenary		
	1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G5.2.1.1.6) Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion). (G5.3.4.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves. (G5.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To predict content and read for gist. Writing: To connect ideas using conjunctions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • check their predictions on the content of a short biography and demonstrate understanding of the main idea of each paragraph • complete sentences on a sequence of events using appropriate conjunctions.
Link to prior learning: <ul style="list-style-type: none"> • Personal qualities and achievements 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>outer space, rocket, skydiver, helicopter, brave</i> Key expressions/structures: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not understand the linking function of conjunctions. Consider presenting two parts of the sentences from the reading text on two pieces of card, then showing how the conjunction literally joins the two ideas to make one sentence. 		
Resources/equipment needed: Learner's Book page 170–171 Activity Book page 131 Photos of dangerous sports		

UNIT 11 LESSON 8 TASKS/ACTIVITIES

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

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

Learner's Book page 171	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Read the <i>Writing tip</i> with the class and draw learners' attention to the words in blue in the reading text. 2. Add some examples of your own; for example, write gapped sentences on the board and ask learners to supply the correct conjunction. 3. Learners complete Activity 4 alone. <p>Feedback</p> <p>Early finishers write the answers on the board. Check the answers as a class. Ask learners if any of these sentences could be true of them.</p> <p>Answers</p> <p>1 because; 2 so; 3 but; 4 and</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners cross out conjunctions as they go along. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences of their own with the target conjunctions. 		
Activity Book page 131	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity alone then they compare their choices with a partner. <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 f; 2 a; 3 d; 4 b; 5 e; 6 c</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class if they would like to be famous. Why?/Why not? What are the good things and bad things about being famous? Help with additional vocabulary as necessary. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G5.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop oral fluency in talking about achievements. Writing: To plan and write a short text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about their own achievements • plan and organise ideas to write about themselves • write about themselves using appropriate linkers to join ideas.
Link to prior learning: <ul style="list-style-type: none"> • Personal qualities and achievements, people's lives 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: Not applicable Key expressions/structures: Conjunctions: <i>so, and, but, because</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be able to organise their ideas into logically linked paragraphs. Use the previous texts about famous people in this lesson as models to highlight the central topic of each paragraph and the order in which the topics are arranged. 		
Resources/equipment needed: Learner's Book page 171 Activity Book page 132		

UNIT 11 LESSON 9 TASKS/ACTIVITIES

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

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

Activity Book page 132	Write: Activity 1		
	1. Refer to the two headings in the table. Ask which one is about an action (<i>A good thing I've done</i>) and which one is about a feeling (<i>Why it was special</i>).		
	2. Model the task by referring to the first sentences and asking if it describes a feeling or an action (<i>an action</i>). Indicate that learners should write this sentence under the first heading.		
	3. Now ask learners to find a sentence that says how my friend felt (<i>My friend was so happy and this made me happy too.</i>) Indicate that learners should write this sentence under the second heading.		
	4. Give learners time to look at the sentences and ask about any unknown words. 5. Learners complete the task alone.		
	Feedback		
	Nominate learners for the answers.		
	Answers		
	a - c; b - e; d - h; f - g		
	Differentiation activities (Support):		
	1. Learners can complete just two of the rows.		
	Differentiation activities (Stretch):		
	1. Learners can compare these achievements with their own.		
Resources	Plenary		
	1. Play a guessing game with the class. Learners take turns to give some information about a famous person they have read about in this unit or some other famous person. The others have to guess who it is.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G5.4.1.1.1) Produce simple but clear and coherent written texts of five or more simple and compound sentences using appropriate connectives.			
(G5.4.2.1.1) Build on and continue applying concepts learned previously.			
(G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i> , <i>but</i>).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop accuracy in learners' ability to talk about well-known figures. Reading: To develop learners' ability to infer meaning of words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about biographical facts • read to gain a general understanding of a text and identify missing words.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to description of places and people 21st Century Skills: <ul style="list-style-type: none"> • Learners will be able to make connections using English standards to other disciplines. 		
Key vocabulary: <i>country, desert, amazing, rules, kind</i> Key expressions/structures: Past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process of completing the cloze task by monitoring and guiding them to clues in the text. 		
Resources/equipment needed: Learner's Book page 172 Activity Book page 133 Dictionaries Photo of HH Sheikh Zayed bin Sultan al Nahayan		

UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

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

Learner's Book page 172	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Discuss who the man in Activity 2 is in small groups. Then feed back with the whole class. 2. Learners complete the speaking task in pairs or small groups. Allow learners some time to make notes before speaking. <p>Feedback</p> <p>Ask learners who the man in the text is and to justify their answers. Show the photo of Sheikh Zayed if learners haven't guessed.</p> <p>Ask one person from each group to write on the board one thing that everyone in their group learned.</p> <p>Answers</p> <p>The great man is HH Sheikh Zayed bin Sultan al Nahayan.</p>
Activity Book page 133	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the definitions in Activity 1 and ask them if they know the word. 2. Ask learners to look back at the text about Sheikh Zayed and find the answers. <p>Feedback</p> <p>Early finishers write the answer on the board. Insist on correct spelling.</p> <p>Answers</p> <p>a generous; b desert; c amazing; d rule</p>
Activity Book page 133	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write sentences using three of the vocabulary items. <p>Feedback</p> <p>Ask pairs to report back on what their partners wrote.</p> <p>Answers</p> <p>1 amazing; 2 rule; 3 generous</p>
Activity Book page 133	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Model the task by writing the linking words and the gapped example sentence on the board. 2. Ask learners: <i>Why did Sheikh Zayed work hard? (He wanted to help his people.)</i> Ask learners which linking word answers 'why' (<i>because</i>). 3. Learners complete the task alone. <p>Feedback</p> <p>Nominate early finishers to write their answers on the board, then lead whole class feedback. Ask learners to hold up their hand if they think the answers on the board are correct.</p> <p>Answers</p> <p>1 because; 2 so; 3 but; 4 and</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what the best thing Sheikh Zayed did was.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic
--------	----------	--------------	--------------

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
-------------	-------------------------	------------------	-----------------

Quiz	Student presentation	Written work and feedback	Verbal feedback
------	----------------------	---------------------------	-----------------

Standards/SLOs:

(G5.2.1.1.8) Explain personal ideas and understanding in the light of the discussion; draw conclusions in reference to information gained from the discussions.

(G5.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.

(G5.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' oral fluency. Listening: To develop learners' ability to listen for gist and detail. Reading: To develop learners' ability to read for gist and detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speculate about the plot of a story and make predictions • listen to a story about a Ruler and a gardener • read a story about a Ruler and a gardener.
Link to prior learning: <ul style="list-style-type: none"> • Past simple regular and irregular verbs; lexis to describe characters 21st Century Skills: <ul style="list-style-type: none"> • Exercise the rights and obligations of citizenship. 		
Key vocabulary: <i>merchant, eagle, claws, debt, reward, borrow</i> Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners need to understand the story well in order to speculate on the reasons for the ruler's actions. Guide the learners by focusing on the qualities that a ruler has and how he demonstrates these. 		
Resources/equipment needed: Learner's Book page 173 Activity Book page 134 Audio Track LB 66		

UNIT 11 LESSON 11 TASKS/ACTIVITIES

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

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

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When learners have finished, ask them which words they have found the most difficult. Then ask them to choose a maximum of three words to write in their Vocabulary journal. They can draw a picture or write a definition to help them remember. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to justify their choices when selecting an answer. What information in the text reflects their choice?
<p>Activity Book page 134</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the first paragraph, then they reorder the remaining paragraphs. 2. Encourage learners to use intertextual clues; for example, paragraph 1 ends with a question, so the next paragraph must start with an answer. 3. Ask individual learners for answers and write these on the board to avoid misunderstandings. <p>Feedback</p> <p>Learners can complete the task in small groups before whole class check. Encourage collaborative learning.</p> <p>Answers</p> <p>1 A; 2 E; 3 D; 4 C; 5 B</p>
<p>Activity Book page 134</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the words in bold and ask learners to guess the meaning from the context. 2. Learners complete the activity alone. <p>Feedback</p> <p>Learners can check and compare their answers with peers before whole class check.</p> <p>Answers</p> <p>1 reward; 2 borrow; 3 debt</p>
<p>Resources</p>	<p>Plenary</p>
<p>Activity Book page 134</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Discuss the events of the story with the class. 2. In groups, learners discuss their answer and share their ideas with the rest of the class. 3. The class then vote for the most likely answer.

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

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences and fill in missing words to demonstrate an understanding of topics covered. Writing: To write about themselves using conjunctions. Speaking: To develop learners' ability to participate in conversations and talk about themselves.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 11, Lessons 8–11 • revise vocabulary related to jobs and personal qualities • write about themselves and their achievements • reflect on their own learning.
Link to prior learning: <ul style="list-style-type: none"> • Review of Unit 11, Lessons 8–11 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Vocabulary from Unit 11, Lessons 8–11 Key expressions/structures: Expressions and structures from Unit 11, Lessons 8–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Refer back to Lessons 8–11 for guidance 		
Resources/equipment needed: Learner's Book page 174 Activity Book page 135		

UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

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

	<p>Differentiation activities (Support):</p> <p>1. Allow learners to make notes before they speak.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners talk about other activities they would/wouldn't like to do.</p>
Activity Book page 135	<p>Vocabulary: Activity 1</p> <p>1. Learners complete Activity 1 alone.</p> <p>Feedback</p> <p>Learners can check their answers in pairs. Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 scientist; 2 writer; 3 artist; 4 business person; 5 caring</p>
Activity Book page 135	<p>Write: Activity 2</p> <p>1. Ask learners to think about the personal achievements they spoke about in Lesson 9.</p> <p>2. Give learners some time to look back at Lesson 9 if they wish before completing Activity 2 alone.</p> <p>Feedback</p> <p>Monitor and support as needed. Ensure learners are completing sentences logically after the conjunctions. Time permitting, ask each learner to read out their sentences to the class. Otherwise, learners compare answers in pairs. Were anyone's answers the same?</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <p>1. Allow learners to complete only the first part of the sentence. Assist them in completing the second part by asking prompting questions.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners ask their peers questions about what they wrote.</p>
Activity Book page 135	<p>Look what I can do!</p> <p>1. Guide learners to the <i>Look what I can do!</i> statements.</p> <p>2. Advise learners to read these and if they agree, put a tick in the box.</p> <p>3. If they disagree, they should place a cross in the box. They can then write a short sentence explaining why they can't do that statement.</p> <p>Feedback</p> <p>Self-reflection</p>
Resources	Plenary
Activity Book page 135	<p>1. Discuss the <i>Look what I can do!</i> statements as a group and have learners compare answers. Which activities did they find difficult? Which were easy?</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G5.2.1.1.6) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G5.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G5.4.2.1.4) Use coordinating conjunctions (for example, <i>and</i>, <i>but</i>).</p>			

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

UNIT 11 LESSON 13 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read instructions. Speaking: To share information and opinions about special people. To rehearse a presentation. Listening: To listen actively to their partner's ideas and information. Writing: To write about a (famous) person.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and follow instructions to prepare a presentation • exchange ideas and information about a (famous) person of their choice • write about a (famous) person • rehearse their presentation about a (famous) person.
Link to prior learning: <ul style="list-style-type: none"> • Reading and understanding biographies 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently. 		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about the prospect of presenting in front of the whole class in the next lesson. Allow time for learners to rehearse with a partner and provide guidance and support during this stage if required. 		
Resources/equipment needed: Learner's Book page 176 Coloured pens/pencils A3 size paper (Project 1) Access to the Internet (Project 2)		

UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 5	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to class presentations. Speaking: To present a project orally to their peers. Reading: To read their peers' work. Writing: To take notes and write self-reflection stage.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a biography about a special person to their classmates • ask and answer questions about the presentations • read a selection of their classmates' biographies • reflect on their learning • reflect on their presentation and areas of development.
Link to prior learning: <ul style="list-style-type: none"> • Biographies and achievements • Making presentations 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: Not applicable Key expressions/structures: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • None needed. 		
Resources/equipment needed: A bag/envelope containing pieces of paper with the learners' names on A large piece of flipchart paper with a drawing of a tree but no leaves Tape or sticky tack to stick the biographies to the branches of the tree		

UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

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

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