

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف دليل المعلم Success to Bridge

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السادس](#) ← [لغة انجليزية](#) ← [الفصل الثاني](#)

روابط مواقع التواصل الاجتماعي بحسب الصف السادس



روابط مواد الصف السادس على تلغرام

[الرياضيات](#)

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المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

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United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Term 2 material 2017

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Grade 6 Teacher's Guide

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates





دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

بيض صنائِعنا خُضْرُ مَرابِعنا
سودُ وقائِعنا حُمْرُ مَواضِينا

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



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



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



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



رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير

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

1. متحدون في المسؤولية

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

4. متحدون في الرخاء

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

3. متحدون في المعرفة

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

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Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 6 Explorers Pages 87–100	Explorers Exploring space Antarctica, deserts Eating customs	Question forms Linking expressions about time Numbers	Read a blog post about an expedition to the Senegal river Read a story <i>The Boy Who Biked The World</i> Read an article about space exploration Write a story about space exploration and a blog post about an exploration	Listen to someone talking about a trip to Antarctica Listen to people planning an exploration trip Listen to a story Listen to a talk about eating customs around the world Talk about explorers Talk about space exploration Have a conversation about going on an exploration Discuss blogs Discuss travel Discuss eating customs from other countries Talk about location-based games on smartphones	History: famous explorers Geography: places explored Design and technology: location-based games on smartphones		Expressing opinions The role of exploration: in the past and today Customs around the world: eating and welcoming people
Unit 7 Jobs and work Pages 101–114		Present continuous could / couldn't (+ verb)	Read a poem about jobs Write a job advertisement	Listen to people describing how they got their jobs Listen to idea for a design for a work uniform Listen to a poem Talk about peoples jobs Talk about the clothes people wear for work	Social science: jobs	Compound nouns Television jobs Clothes and Uniforms Suffix <i>-er</i>	Express opinions Speculate Create and describe To use personal knowledge Discussion To select information Working hard/setting goals

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 8 Communication Pages 115–128		Present continuous for future arrangements Polite requests	Read a poem about a thank you letter Write a post for an online forum	Listen to voicemail messages Listen to conversations Listen to phrases Listen to a poem Talk about ways of communicating Talk about homework Talk about forums Talk about thank you letters	Design and technology: communication	Verb/noun collocations	Gestures in other countries Explaining a problem Being polite online
Unit 9 Travellers' Tales Pages 129–142		Nouns with <i>-ing</i> Adjectives + prepositions	Write a poem about a dream holiday Read and talk about a special journey	Listen to conversations Listen to someone describe a special place Listen to a presentation Talk about holiday activities Talk about the night sky	Geography: holiday locations	Holiday activities Descriptive adjectives Verbs Expressions with <i>take</i>	Learning from family members

Welcome to *Bridge to Success Grade 6*

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

Bridge to Success Grade 6 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

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

B Unit structure

Bridge to Success Grade 6 contains twelve units, spread over three terms. Each unit in the Grade 6 Learner's Book is structured as follows.

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

E Customising your lessons

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

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

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

Before using the Learner's Book

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

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

While using the Learner's Book

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

Using the Activity Book and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

G Common mistakes

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

Spelling errors

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

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

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Learning centres/stations

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

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

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

Experiential learning

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

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

Look–say–cover–write–check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories / story time

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

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem Based Learning (PBL)

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

Challenge Based Learning (CBL)

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

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

Task Based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss reasons for making expeditions in the past. Reading: To identify main themes and specific information in short descriptions of expeditions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand a text about famous explorers and their expeditions • discuss important expeditions • understand and use lexis related to exploration.
Link to prior learning: <ul style="list-style-type: none"> • Use the grammar points and any relevant vocabulary presented in previous units 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively 		
Key vocabulary: <i>dangerous, difficult, journey, sail, travel, diary</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be possible that learners find the idea of exploration / expedition a little out of date. Explain that the unit will address the idea of exploring both in the past, the present and the future. 		
Resources/equipment needed: Learner's Book page 87 Activity Book page 69 A map of the world or a globe, a cardboard box or other container, access to the Internet if possible		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
<p>Learner's Book page 87</p>	<ol style="list-style-type: none"> 1. Invite learners to tell you if they have visited a new place during their holidays or recently. Elicit what new things they discovered and how their trip made them feel, i.e. excited, happy, interested to learn about the people/country they visited, etc. Write <i>explore</i> on the board and tell learners that this is what people do when they visit a new place and go around to find out what is there. Ask learners to discuss in small groups how important exploring is and have them think about the past as well as the future. Gather some interesting ideas and put them on the board. 2. Explain to learners that the unit is going to focus on explorations both in the past, the present and the future. Write <i>past</i> → <i>present</i> → <i>future</i> on the board and make sure that learners understand the sequence of these points in time. The distinction will be useful as you progress in the unit. 3. Bring out your map of the world or globe, or use a projector if you have access to one. Point to the UAE and say <i>We are here</i>. Then point to another part of the world, preferably on another continent and ask learners how they could get there, i.e. by aeroplane. Then ask them to think about how people were able to travel in the past, when aeroplanes, cars, trains, etc. had not yet been invented. 4. Invite learners to write their ideas on a piece of paper and then collect their papers in your box. 5. Place the box with learners' answers at the front of the class and have one learner at a time come to the front and pick one piece of paper. Have them read aloud the written answer and discuss any interesting ideas.
Resources	Main Activity
<p>Learner's Book page 87</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Invite learners to read the questions and share their ideas in pairs. 2. Help learners by putting the names of some famous explorers on the board or allow them to do some online research if this is possible. <p>Feedback Invite each pair to present their answers to the rest of the class and make a list of famous explorers that the learners know.</p> <p>Answers</p> <p>Learners' own answers.</p>

<p>Learner's Book page 87</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Put learners in pairs and ask them to look at the photos and predict what the texts are about – <i>some famous explorers and what they discovered/travelled for</i>. Have each pair call out their ideas and write a few on the board. Challenge your learners by asking them to share their knowledge on the three explorations presented but do not confirm their answers. Allocate one learner at a time to read a paragraph from the text and help with any pronunciation problems or unknown vocabulary. You could follow the route of the expeditions on your world map or globe to make the reading material more engaging. Allow learners a few minutes to match the headlines to the texts. <p>Feedback When completed, ask one learner at a time to read aloud the headline that matches each paragraph. Ask if other learners agree, and why, before writing the answers on the board.</p> <p>Answers</p> <p>A 3; B 2; C 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask this group of learners to underline what each expedition accomplished. This will help them focus on the most important information and find the correct heading for each text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Extend this activity for these learners by asking them to think of another appropriate headline for each expedition. Share their ideas with the rest of the class.
<p>Learner's Book page 87</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> Invite one learner to come up to the board and allocate individual learners to call out one vocabulary item at a time highlighted in blue font in the reading texts. Encourage learners to help with any spelling difficulties. Allow learners a couple of minutes to match the items to their definitions. <p>Feedback Ask for volunteers to read a definition aloud and the rest of the class call out the matching vocabulary item. Check answers this way.</p> <p>Answers</p> <p>a sail; b difficult; c dangerous; d diary; e travel</p>
<p>Activity Book page 69</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the three reasons for the expeditions and ask them to complete the matching activity on their own. <p>Feedback Ask learners to check their answers in pairs before checking them as a class.</p> <p>Answers</p> <p>A 2; B 3; C 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Help weaker learners by asking them to focus on the information they have highlighted for Activity 1 in their Learner's Book. Point out that the headings contain the same information but in a more general way.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge stronger learners to complete the matching task from memory and write down any other details they remember from the reading texts.
<p>Activity Book page 69</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the heading of the text and share their ideas on what the text is about. Elicit that <i>age</i> has a second meaning, i.e. a period of time in history. 2. Invite learners to go through the words in the box and give you a brief definition for each one. 3. Allow learners one minute to complete the task on their own. <p>Feedback</p> <p>Ask learners to call out the words in the order they appear without reading the whole text and write the words in the correct order on the board. Invite volunteers to come up to the front of the class, look at the words and use them to repeat the content of the text, without focusing on replicating it. Allow them to be as creative as they can.</p> <p>Answers</p> <p>1 travel; 2 sail; 3 dangerous; 4 diaries</p>
<p>Activity Book page 69</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners read the questions individually and allow them a couple of minutes to think about their answers. Encourage them to take notes. 2. Divide learners into small groups of 3–4 and have them discuss the questions and find out whether they agree or not. 3. Circulate and help with any pronunciation or vocabulary problems. <p>Feedback</p> <p>Invite one learner from each group or pair to present their findings in the form of the most popular answer. You could also hold a class vote on the most popular expedition.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Hangman</i> with the vocabulary items from Activity 3 in the Learner's Book, page 87. 2. Divide learners in pairs and have them work together in calling out letters and guessing the word. Make sure their books are closed. 3. Each pair is allowed to call out letters as long as the letters appear in the word. Once a letter is not used, then the next pair continues. Allow any pair to guess the word.

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.
- (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.
- (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text.
- (G6.3.1.1.6) Understand the purpose and content of a range of information texts (for example, historical information, world knowledge, announcements).
- (G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.
- (G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest.
- (G6.3.4.1.1) 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.
- (G6.4.1.1.3) Write notes to summarize the main points of a read text, using key words from the text as needed.
- (G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.
- (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss space travel. Reading: To identify main ideas and specific information in a short description of a space expedition. Writing: To write a story about space travel.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the differences between explorations in the past and in the present/future • read for main ideas and detail • understand and use vocabulary related to space exploration.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary on exploration presented in Lesson 1. • Reasons for expeditions in the past discussed in Lesson 1. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>planet, space, spaceship, hope, weather</i> Key expressions/structure: <i>space exploration, space travel, space traveller</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners of this age group should be very interested in space exploration and eager to talk about this topic even though the ideas and vocabulary can be challenging. Help learners by providing additional support through images, dictionaries and online sources if this is possible, but keep language and ideas as simple as you can. 		
Resources/equipment needed: Learner's Book page 88 Activity Book page 70 Images of: planets, the solar system, a spaceship, the Earth, Mars, a small rubber ball, one dice per group/pair of learners, Internet access if possible		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put the images of the planets or solar system on the board and ask learners to name the planets they know. Elicit the words <i>planets</i> and <i>space</i> and write them on the board. Ask learners how people travel in space and present the image of the spaceship. Write + <i>ship</i> next to the word <i>space</i> and then = <i>spaceship</i> to show learners how this compound noun is formed. Then, show learners the image of the Earth and ask them to name it. Say <i>This is our planet. There is life here! Do you think we could live on another planet? Which one? Why?</i> Gather ideas and then show learners the image of planet Mars. Encourage them to tell the class what they know about this planet, i.e. it's red, it's a planet with seasons just like on Earth, etc.
Resources	Main Activity
<p>Learner's Book page 88</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners to open their books and look at the picture for 15 seconds, and then close their books again. Tell them that they are going to read a text. <i>What do you think the text is about?</i> Give them a minute to think about it alone. <p>Feedback</p> <p>Throw the rubber ball to one learner and ask them to tell the class what they think they are going to read about. Then encourage this learner to throw the ball to another learner until all the learners have had a chance to predict the topic of the text.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 88</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the heading of the text and have them confirm their predictions made in Activity 1. Ask: <i>Was your prediction correct?</i> and invite learners to call out <i>yes/no</i>. Ask learners who know about this future UAE exploration to hold up their hands. Elicit any facts and share with the class. Invite learners to read the text individually and answer the question. <p>Feedback</p> <p>Once all learners are ready, ask one learner to come up to the board and write the name of the spaceship. Encourage learners to give a definition of the name and how it connects to the exploration, i.e. <i>a good feeling about the future or something you want to happen, in this case the success of the space exploration.</i></p> <p style="text-align: center;">Answers</p> <p>The name of the spaceship is <i>Hope</i>.</p>

<p>Activity Book page 70</p> <p>Learner's Book page 88</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that you will now play a reading game in the Activity Book using the reading text in the Learner's Book. 2. Divide learners into small groups of three and give each group a dice. One learner in each group rolls the dice. They read the question that corresponds to the number on the dice and then name the learner in their group that needs to answer it. The other two learners confirm or correct the answer and they award one point for every correct one. The learner who answered is now the one who rolls the dice and asks the next question and so on. 3. If the dice shows a question that has already been answered, the learner asking the question can answer the question again or roll again. 4. Circulate and help, as necessary, with the rules of the game. <p>Feedback</p> <p>Once most groups have answered all the questions, find out who the winner of each group is. Elicit the answers and write them on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Mars 2 in 2020 3 Computers will drive the spaceship. 4 It will take one year. 5 What the weather is like and other important facts about the air around planet Mars 6 No
<p>Learner's Book page 88</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the highlighted words in blue in the reading text in Activity 2. Ask learners to guess the meanings. 2. Then the learners can use their dictionaries or their mobile phones to check, and then draw a picture that will help them remember. For example, for <i>hope</i> they could draw a picture of themselves thinking about something that they hope for. <p>Feedback</p> <p>Invite volunteers to draw a picture on the board, while others guess which word it is. Ask questions to check understanding. For example, <i>Can you go on a spaceship to Africa? (no) To Mars? (yes).</i></p> <p>Answers</p> <p>space: everything outside our planet, Earth spaceship: a kind of 'ship' that travels in space planet: a large, round thing in space that moves around the sun hope: a good feeling about the future or something you want to happen weather: if it's hot, cold, rainy, windy, etc.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage the weaker learners to try and guess the meaning of the words from the context. 2. Help them with any difficult definitions they may find in their dictionaries by reading example sentences which are usually provided under the definition. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge this group of learners by asking them to write example sentences with the target lexis. Share their ideas with the rest of the class.

<p>Learners' Book page 88</p>	<p>Talk: Activity 4</p> <p>1. Ask learners to think about the question and write some notes on their reasons.</p> <p>Feedback</p> <p>Put learners in groups of three and ask them to discuss their answers and compare their reasons. Then have each group present their opinions and reasons to the rest of the class. Find out what the most popular answer/reason is.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Support the weaker learners by referring them back to the reading texts in both their Learner's and Activity Book for this lesson. This will help them find reasons as well as refresh the target lexis.</p> <p>Differentiation activities (Stretch):</p> <p>1. Challenge these learners to think of two more reasons and have them present their ideas to the class.</p>
<p>Activity Book page 70</p>	<p>Write: Activity 2</p> <p>1. Ask the learners to work in pairs or small groups and think of a story in which they can use these words. Check that they remember <i>popcorn</i> and <i>scientist</i> from Term 1.</p> <p>2. You could allow the learners to decide on the story together, as they can learn from each other in the process. However, it is a good idea to tell them that each learner needs to write the story in their Activity Book.</p> <p>3. Encourage the learners to use past simple and past continuous (covered in Term 1), and review this grammar briefly if necessary.</p> <p>4. Circulate and help with ideas as well as any new vocabulary needed.</p> <p>Feedback</p> <p>Put two pairs of learners in one small group and have them read their stories aloud. Ask them to choose which story they would like to read to the rest of the class and allocate one learner from each group to be the narrator. Invite all narrators to come to the front of the class and read their stories aloud and round up the task by holding a class vote on the most interesting/exciting story.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Play the game <i>Hot Seat</i> to revise vocabulary from Lessons 1 and 2. You could include some vocabulary from the first term.</p> <p>2. Ask a confident learner to come and sit at the front of the classroom with his/her back to the board (in the <i>Hot Seat</i>). Explain to the class that you are going to write a word from the last lesson on the board and they have to explain it to their classmate in the <i>Hot Seat</i> – but they must not say the actual word or give a translation. They can use any other method to give clues about the word (for example, give definitions, an example sentence with the word missing or use mime).</p> <p>3. Their classmate has to listen and guess the word. To add an element of competition you could ask learners to work in teams and award points for clues given that lead to the learner in the <i>Hot Seat</i> to guess the correct answer.</p> <p>4. If learners have not played this game before, play one practice round to make sure learners understand the rules.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.1.1.5.1) Make predictions about forthcoming information drawing on specific details in the text.</p> <p>(G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.</p> <p>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.2) Use language structures of:</p> <ul style="list-style-type: none"> • time phrases, • past continuous, • past continuous interrupted by past simple. 			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an account of an expedition to Antarctica and answer questions. Writing: To write questions with <i>How many/What/Which</i> + noun.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about an expedition to Antarctica • predict the content of a listening text about Antarctica • listen for detail in the context of travel to Antarctica • ask and answer questions with <i>How many/What/Which</i> + noun.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary on exploration presented in previous lessons. 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key expressions/structure: <i>How many/What/Which</i> + noun ... ?		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be confused about the difference between <i>what</i> and <i>which</i>. Follow the teaching strategy provided for Activity 1 of the Activity Book in the notes below to ensure learners' full understanding and correct use of the grammar point. 		
Resources/equipment needed: Learner's Book page 89 Activity Book page 71 Audio Track 37 (LB) Audio Track 6 (AB) Images or short video clips of animals that are common in Antarctica, such as crabeater seals, emperor penguins, albatrosses, killer whales.		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. With books closed, show learners the images or video clips of the animals that live in Antarctica and ask them to guess where they live. <i>Which country do you think they live in? Is it a hot place or a cold place?</i> 2. If none of the learners know, tell them that all these animals live in Antarctica and gather any facts learners know about this continent. For example, <ul style="list-style-type: none"> • Antarctica is double the size of Australia • 98% of it is covered by ice • It is a desert • The average temperature is -63°C • About 1,000 – 5,000 people live there, but only in research stations. 3. Put learners in pairs and have them brainstorm how their country is different from Antarctica. Challenge them to think of any similarities. 4. Draw a table with two columns, headed <i>similarities/differences</i> and invite learners to come up to the board and write their ideas.
Resources	Main Activity
Learner's Book page 89	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the two pictures and invite a learner to read the question. 2. Allow learners a few minutes to brainstorm reasons in their pairs. <p>Feedback</p> <p>Invite learners to share their ideas with the rest of the class and allow them to come to the board to write reasons for visiting these two different environments. Have them list their ideas separately for each photo.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 89	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they will be listening to Khalid, a pupil from Abu Dhabi who visited Antarctica with some classmates and his teacher. Tell them to look at the question and the box in Activity 2. Put the learners in pairs and ask them to decide what they think he liked and disliked. 2. Highlight the advice in the <i>Listening strategy</i> box and explain that reading the questions and possible answers before listening will also help learners to understand when listening. <p>Feedback</p> <p>Ask learners to stand up if they think he liked the food, and sit if he did not; then do the same with the ice, the animals and the weather. Do not tell the learners the answers at this point, as they are going to listen to find out.</p> <p>Answers</p> <p>Learners' own answers.</p>

<p>Learner's Book page 89</p> <p>Audio Track 37 (LB)</p>	<p>Listen: Activity 3</p> <p>1. Tell the learners to listen and put a tick or a cross. Play the audio.</p> <p>Feedback</p> <p>Ask the learners to check their answers in their pairs. Elicit the answers and put them on the board. Ask stronger learners to tell you the words and phrases that support their answers. Play again, pausing at the correct answer, if necessary.</p> <p>Answers</p> <p>Khalid liked: a, b, c Khalid didn't like: d</p> <p>Differentiation activities (Support):</p> <p>1. If these learners are finding it difficult to follow the listening task, offer them further support by giving them a copy of the audioscript and asking them to find the answers in the text.</p> <p>2. Ask them to highlight the parts of the text that helped them find the answers.</p> <p>Differentiation activities (Stretch):</p> <p>1. Invite the strong learners to write down words and phrases that support their answers and have them check their answers in pairs.</p>
<p>Activity Book page 71</p> <p>Audio Track 6 (AB)</p>	<p>Listen: Activity 1</p> <p>1. Ask learners to read the sentences before they listen to the audio again and try and remember what he said. Reassure the learners that they will be able to listen again and do not need to remember all the answers. Do not do feedback at this point.</p> <p>2. Play the audio once again, pausing where necessary, until learners have completed their answers individually. Allow the learners to compare answers in pairs.</p> <p>Feedback</p> <p>Write 1 to 6 on the board. Ask the learners to put their pencil in the air for true, and their eraser in the air for false. Where the answers are false, elicit the correct sentence and write it on the board. Allow stronger learners to offer help with this second task.</p> <p>Answers</p> <p>1 F Khalid is a student from Abu Dhabi that visited explorers in Antarctica. 2 T 3 F They sailed to Antarctica. 4 F He saw penguins, whales and seals. 5 T 6 T</p>
<p>Learner's Book page 89</p>	<p>Use of English: Activity 4</p> <p>1. Copy the examples from the <i>Use of English</i> box on the board and underline the question words <i>How many</i>, <i>What</i> and <i>Which</i>. Ask learners what kind of words follow (<i>nouns</i>) and underline those in a different colour so that the structure is clearly visible.</p> <p>2. To make sure learners differentiate between the use of <i>what</i> and <i>which</i>, explain that <i>which</i> is used to refer to a specific set of items, a 'closed' choice or a few possibilities, (for example, <i>Which islands ... ?</i> – there are only a few possibilities in this case; <i>What islands ... ?</i> would open up the possibilities far too wide to be the correct answer here); whereas <i>what</i> is more general and open and implies a far wider choice of possibilities.</p> <p>3. Allow learners a few minutes to complete the missing question words individually.</p>

	<p>Feedback Allocate a number to each learner randomly and call out one number at a time for the corresponding learner to read a question out loud and then another number for the answer.</p> <p>Answers</p> <p>1 How many; 2 What; 3 Which/What; 4 How many/(Which); 5 What; 6 How many</p>
<p>Learner's Book page 89 Audio Track 37 (LB)</p>	<p>Listen: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the learners: <i>Do you remember the answer to any of these questions?</i> Elicit one or two possible answers, without telling the learners whether or not they are correct, and then ask the learners to work in pairs or small groups to answer the questions. Tell learners that for number 4 they should answer the question '<i>How many ...</i>' as the answer to '<i>Which ...</i>' is not in the text. 2. Play the audio. Elicit the answers. If necessary, play the audio again and ask the learners to say <i>stop</i> each time they hear an answer. <p>Answers</p> <p>1 8; 2 -46°C; 3 penguins, whales and seals; 4 10; 5 soup; 6 30°C</p>
<p>Activity Book page 71</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Set a time limit for this ordering task and congratulate the learners that finish quickly. 2. If there's time, ask them to write any other questions they would like to ask about an expedition to the desert. 3. Circulate and help any learners that are having difficulty with ordering the questions. Help them by asking them to underline the question words and nouns and pointing out that this group of words goes first. <p>Feedback Invite one learner to come to the board and write a question and then call out the next learner to come to the board.</p> <p>Answers</p> <p>2 How many days did you travel for? 3 Which countries did you travel in? 4 How many kilometres did you travel? 5 Which animals did you see?</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Divide learners into two groups, or, if you have a bigger class, into pairs, ideally one weak learner with a stronger one. 2. In their groups/pairs ask learners to think and take notes of possible answers to the questions in Activity 2, in their Activity Book. 3. Once all groups/pairs have answered the questions, ask a learner from each group or from different pairs to come to the front of the class and role-play an interview with an explorer who has just come back from the desert. Allow other learners to offer any other ideas or correct any mistakes in answers. 4. If there is enough time, put learners in new pairs and have them role-play the interview again. Circulate and help 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>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p> <p>(G6.3.1.1.5.1) Make predictions about forthcoming information drawing on specific details in the text.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to plans about an expedition to the desert and answer comprehension questions. Reading: To read plans about an expedition to the Red Sea and order paragraphs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main ideas and details of a presentation about an expedition to the desert • understand how a presentation is structured.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary on exploration presented in previous lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key expressions/structure: presentation language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to pre-teach some lexis prior to playing the audio to facilitate learners' understanding. These items are: <i>bee, compass, documentary, insect repellent, protect, scorpion, spider, tracks</i> (i.e. <i>animal tracks</i>). 		
Resources/equipment needed: Learner's Book page 90 Activity Book page 72 Audio Tracks 38–40 (LB) The following items or pictures of them: a compass, a map, an insect repellent, a camera Colourful marker pens, A4 sheets of paper, copies of questions for each group (see plenary)		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show learners the items you have brought or the pictures of them and elicit the English word for each one as you present them (<i>What's this in English?</i>). Ask learners what each item is for. 2. Tell learners that you are about to go on an expedition and that you are taking these items with you. Challenge them to guess where the expedition is taking place. Ideally, the insect repellent will help them guess that your expedition will be either at the sea or at the desert, as there are very few insects in freezing conditions. 3. Hold a class vote and then confirm what the right answer is – either to the sea or the desert.
Resources	Main Activity
<p>Learner's Book page 90</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the question with the learners and ask learners that have been to the desert to hold up their hands. Encourage them to come to the front of the class and give details about their experience – what they liked, didn't like, etc. 2. Put learners in pairs and have them work on the second question and write a list of the items they can think of. Circulate and help as necessary with any unknown vocabulary. Each learner will need a list. <p>Feedback Ask the learners to stand up with their lists and ask three or four other learners what they would take with them. If they want to, they can add more items to their own lists. Ask the learners to sit again, and elicit a few of the things they would take.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 90 Audio Track 38 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture of the map and of the desert sand cat and have them guess in pairs how the two images are connected. Gather ideas, but do not confirm at this point. Remind learners of the listening strategy presented in the previous lesson and have them come up with as many relevant words as possible. 2. Ask the learners to listen and answer the questions. Play the audio once and allow learners to note down their answers individually. <p>Feedback Ask learners to exchange their notes in their pairs and check their answers before checking as a class. Elicit the answers. Play the audio a second time if necessary.</p> <p>Answers</p> <p>They want to find out information about the wild sand cat – how and where it lives – so they can protect it better.</p>

<p>Learner's Book page 90 Audio Track 39 (LB)</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Check learners' understanding of the word <i>route</i> and make sure they remember it from Lesson 1. 2. Explain what they need to do by pointing to an imaginary route on the map and saying <i>From here I'm going to go to X, here and then move on to X, here</i> to give learners an idea of what language they will hear. 3. Play the audio once and repeat if necessary. Have learners draw the route individually. 4. Finally, ask a learner to read the second question and have them discuss their answers in pairs. <p>Feedback Have learners come up to the board and present their maps and find out if all the routes look the same. Then ask for volunteers to share their ideas on the second question and confirm the answer.</p> <p>Answers</p> <p>The route should be a line connecting cities Al Bahah and Abha and ending up in the Rub' al Khali desert.</p> <p>The boys make their presentation more interesting by using a map and pictures to explain the route of their expedition and planned activities. The visual image helps the audience to follow the presentation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To give some further practice to the weaker learners, write down the description of another route on separate pieces of paper. 2. Hand them out to these learners and invite them to read the plan and follow the route on the same map. This will help them better understand the target language. 3. Monitor and make sure they are drawing the route correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Draw these learners' attention to more information from this section (and build a more detailed picture of the planned expedition) by asking questions as follows: <i>Who will help the boys find their way in the desert? (A local guide), How will they know they have found where the wild sand cat lives? (They'll look for its tracks), How will they record the animals' movements? (With a video camera that records at night).</i> 2. If you wish, you can prepare these questions by writing them on sheets of paper for each learner to write their answers on.
<p>Learner's Book page 90 Audio Track 40 (LB)</p>	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Divide the learners into two groups, or an even number of small groups. Ask half the learners to brainstorm ideas about what kind of activities the explorers will do during the exploration, and half to brainstorm what they will do with their information after the exploration. 2. Have learners share their answers and put a few interesting ideas on the board. 3. Play the audio once and ask the learners to check their answers in their groups. <p>Feedback Ask the <i>During</i> and <i>After</i> group to say which of the predictions on the board were correct, and to add other information from the audio. Write the answers on the board.</p> <p>Answers</p> <p>During the expedition: they will use cameras to film the wild sand cat and check them every day; they'll take light clothes and insect repellent; they'll sleep in the desert.</p> <p>After: they'll make a TV documentary about wild sand cats in the Rub' al Khali desert.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support this group of learners, by asking them key questions, for example, <i>Do they want to find out facts about a wild animal? Which one? How?, What things will they take with them? Why?</i> 2. Allow them enough time to write their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite these learners to come to the front of the class and pretend they are one of the boys taking part in the desert expedition. Have them describe their plans, the route and what they will do during and after the expedition.
<p>Activity Book page 72</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that the three paragraphs are parts of the presentation they listened to in their Learner’s Book listening activities. 2. Allow them a couple of minutes to read through and order the paragraphs individually. <p>Feedback</p> <p>Elicit the answers and write them on the board. If possible, show the correct order on the IWB by asking a learner to come and move the paragraphs.</p> <p>Answers</p> <p>1 c; 2 a; 3 b</p>
<p>Activity Book page 72</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Allow learners a few minutes to match the paragraphs to their purpose. 2. Ask them to underline the parts in the text that justify their answers. Invite them to do this task individually. <p>Feedback</p> <p>Ask learners to check their answers in their pairs, before checking as a class. If possible, use the IWB or projector and underline the phrases as you elicit them.</p> <p>Answers</p> <p>Paragraph a: to show the route of the exploration trip Paragraph b: to give details about the exploration trip and what will happen after it Paragraph c: to present the location and reason for the exploration trip</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a <i>Reading Race</i> game with the text in the Activity Book on page 72. 2. Write these questions on separate strips of paper – make sure you have enough copies for each pair of learners: <ul style="list-style-type: none"> • Where will their exploration trip start? • Where will they go after Al Bahah? • What wild animal do they want to protect? • What kind of insects are there in the desert? • What will they use to cover their arms and legs? • What will they do when they get home? • Why will they close their tents? • How will they find out what the sand cats eat? 3. Tell learners they will be taking part in a reading race and divide them in pairs. 4. Ask them to open their Activity Books on page 72 and give the same question to each pair. Once a pair has written the answer, then give out the next question, but make sure that the answer is correct.

	<p>5. Continue this procedure until a pair has answered correctly all the questions correctly.</p> <p>6. Then go through the questions with the class and confirm the answers.</p>		
	Answers		
	<p>Al Bahah Abha the sand cat scorpions, spiders and bees light clothes make a TV documentary to keep out any dangerous animals they will record them with their video camera</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (for example, how to get around by walking or using public transportation).</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these features to locate information.</p> <p>(G6.3.2.1.3) Describe the key features of short informational texts (for example, introduction, details ordered by feature (for example, chronological order, compare and contrast, cause and effect, sequential and description).</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to plans about an exploration trip to the desert and identify specific information. Speaking: To give a presentation of their exploration trip plans using contractions. Reading: To read and understand the use of <i>while, until</i> and <i>as soon as</i> . Writing: To organise their presentation by keeping notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use time expressions with <i>while, until</i> and <i>as soon as</i> • plan an exploration trip • present their plans for their expedition to the class.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary on exploration presented in previous lessons • Language used to present plans for an expedition 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>compass, map, insect repellent, tent, video camera, light clothes</i> Key expressions/structure: <i>while, until, as soon as, contractions</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • An important part of learning English is how to sound natural, something which tends to elude learners whose main focus is on new lexis and grammar points. Use this lesson to highlight the fact that if learners use contractions they will not only sound more natural, but will be better able to understand fast, natural speech. 		
Resources/equipment needed: Learner's Book page 91 Activity Book page 73 Audio Tracks 39–40 (LB) The following items or pictures of them from previous lesson: a compass, a map, an insect repellent, a camera 2 board markers, a small rubber ball, sheets of lined paper		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Play <i>Chinese whispers</i> with target lexis or language from the previous lessons, as learners will need to use it for their expedition plans later on. Make sure you review these items before you play the game: <i>map, compass, documentary, insect repellent, protect, video camera, tracks, guide</i>. Show the items/pictures from the previous lesson and ask learners to name them aloud or simply call out a word for learners to give you a short definition. 2. Divide learners in two teams and place them in two lines. Give the first learner facing the board a board marker and then give the last learner at the back of the classroom a word or phrase from the previous lessons, i.e. <i>from Medina we'll go to Yanbu' al Bahr, compass, etc.</i> 3. The learners whisper the word or phrase to the learner in front and this continues until the learner at the front of the row has heard it and then they write the word on the board. 4. Award one point for each correct answer and find out who the winning team is once enough target lexis/language has been reviewed.
Resources	Main Activity
Learner's Book page 91	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that in this lesson they will continue to look at presentations, as at the end of the unit they will have to work on a similar project. 2. Put learners in pairs and have them discuss the starter question. Make sure they give a reason for their answer. <p>Feedback Ask each learner to present their partner's answer to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 91 Audio Tracks 39–40 (LB)	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the lexis in the word pool and check the meaning briefly (all these words have been introduced in this unit already). 2. Play Audio Tracks 39 and 40 again for learners to mark the items the boys mention. Point out that this first time they only need to mark the items. 3. Play the audio once again for them to note down in their notebooks the reasons the boys need the items. With a strong class, you can play the audio only once. <p>Feedback Tell learners that you will read an item and say a reason and that if they agree they must raise their hands. Do this giving correct as well as incorrect answers and check answers this way.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The learners should tick all items except 'food'. 2 compass and map – to show them the way light clothes – to cover their arms and legs tent – to camp insect repellent – to keep the insects away video camera – to record the wild sand cats

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow this group of learners to draw a picture, and to note down the meaning of the words in their own language, if they find it difficult to remember it in English. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge fast learners to write sentences using the words in the wordpool and have them read them aloud to the rest of the class.
<p>Learner's Book page 91</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the <i>Use of English</i> box. Write the example sentences on the board and ask learners in what sequence the actions in each sentence happen, to help them understand the use of these time expressions. For example, label each part of the sentence: A and B. Ask: <i>What happens first: A or B?</i> 2. Allow learners a few minutes to complete the matching task and have them check their answers in pairs. Walk around to check where they are having difficulties so that you can clear these up during feedback. <p>Feedback</p> <p>Read each sentence aloud and have learners give the correct answer in chorus. Ask questions to check understanding.</p> <p>Answers</p> <p>1 until; 2 while; 3 as soon as</p>
<p>Learner's Book page 91</p>	<p>Vocabulary and Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Say these two sentences aloud, emphasising the full and contracted form of <i>we are going to</i>: <i>We are going to camp there. / We're going to camp there.</i> Elicit that the contraction makes the second sentence sound more natural. 2. Draw learners' attention to the <i>Speaking tip</i> box and then have them complete the presentation with the correct words. <p>Feedback</p> <p>Read the presentation and pause before each space for learners to call out the missing word in chorus. Check answers this way.</p> <p>Answers</p> <p>1 while; 2 light clothes ; 3 compass; 4 until; 5 As soon as; 6 insect repellent</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put weaker learners in pairs and have them practise presenting the expedition plan so they get more familiar with the target language and review the lexis again. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge this group of learners to write another short piece of text to continue the expedition plan. 2. Have them come to the front of the class and present their work.

Activity Book page 73	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Allow learners a few minutes to complete the spaces with the time expressions. 2. Have learners exchange and correct their answers in pairs. <p>Feedback Once all learners have completed the task, throw the rubber ball to the learner you want to read a sentence and then invite this learner to throw the ball to another learner. Continue this way until you have checked all answers.</p> <p>Answers</p> <p>1 until; 2 while; 3 As soon as; 4 as soon as; 5 until</p>
Activity Book page 73 Track 7	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the picture and elicit the word <i>jungle</i>. Ask learners in which country this environment can be found in, i.e. Brazil, Malaysia, Sri Lanka, Congo, etc. Highlight the fact that it's a very popular environment for explorations. 2. Put learners in pairs and have them read the text before playing the audio. You could challenge them to find the missing contractions. 3. Play the audio for learners to complete the spaces and check any answers they may have guessed. <p>Feedback Put learners in small groups of three and have them read the text in turn. Monitor as they do this and make note of any pronunciation problems to go over with the class.</p> <p>Answers</p> <p>1 We're; 2 we'll; 3 we're; 4 we've; 5 we'll; 6 we're; 7 We'll</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Snowball Writing</i>. Give each learner a lined sheet of paper and ask them to write a short phrase that would start the plan for an expedition, i.e. <i>We're going to explore the desert</i>. 2. When they have finished their sentence, they must scrunch up their paper to a ball – so that it resembles a snowball. When you clap your hands, learners must start throwing their pieces of paper around the classroom. 3. If they see a piece of paper they must pick it up and continue to throw it. When you clap your hands again, learners must pick up a piece of paper near them and then write another sentence. 4. Repeat the activity as many times as possible. 5. In the end, allow each learner to read what's been written on each sheet of paper and vote on the most interesting expedition plan. 6. With a weaker class, you could ask learners to write lexis they remember from the previous lessons.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.3.4.1.1) 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>(G6.4.2.1.2) Use language structures of:</p> <ul style="list-style-type: none"> • time phrases, • past continuous, • past continuous interrupted by past simple. <p>(G6.4.3.1.2) Correctly use apostrophes.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To review lexis from Lessons 1–5. Writing: To review the use of time expressions <i>while, until</i> and <i>as soon as</i> and the use of question words <i>how many, what</i> and <i>which</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use lexis related to exploration (introduced in Lessons 1 to 5) • more effectively use time expressions with <i>while, until</i> and <i>as soon as</i> • more effectively ask and answer questions with <i>How many/What/Which</i> + noun.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary items and grammar points presented in Lessons 1–5. 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills 		
Key vocabulary: target lexis presented in Lessons 1–5 Key expressions/structure: <i>while, until, as soon as, how many/what/which</i> + noun		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners of this age group may find it difficult to give definitions of lexis in English. Allow them to be as creative as possible and encourage them to not think about mistakes they might make with grammar or pronunciation. The aim of the task is for them to communicate and learn from their mistakes. 		
Resources/equipment needed: Learner’s Book page 92 Activity Book page 74 A dice and a counter for each learner, a cardboard box or other container, pieces of paper		

UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. To recycle the target lexis and grammar points presented in Lessons 1–5 , play a game of <i>Running Dictation</i>. 2. Prepare 20 or so sentences using lexis and grammar points from Lessons 1–5, i.e. <i>The ship sailed until it reached the city of Yanbu al Bahr</i>. Fold the pieces of paper and place them in the cardboard box at the front of the class. 3. Divide learners into pairs and explain that one learner is the Runner and the other learner is the Writer in each pair. The Runner must run to the front of the class, take a piece of paper from the box, read it, fold the paper and put it back in the box. Then they must return to their partner as fast as they can and dictate the sentence to them. The Writer must write the sentence without any mistakes. This procedure continues until the pairs have written all the sentences. 4. To find the winning pair, check the sentences written and award the pair with the fewest mistakes. 5. If there is time, change roles and play again.
Resources	Main Activity
Learner's Book page 92	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Check that the learners remember how to play <i>Snakes and ladders</i>. 2. In this version, learners need to give a short definition of the word they land on and then move on if the definition is correct. Allow other learners to object to a definition, if they think it is not correct. If it is not correct, the learner needs to go back to his/her last position. Learners can use dictionaries if there is disagreement, or can call the teacher. 3. Divide the learners into groups of three to four, give out a counter to each learner and a dice to each group of learners and let the game begin. 4. Circulate and make sure the game is played correctly and that the definitions given are correct. <p>Feedback</p> <ol style="list-style-type: none"> 1. To wrap up the game, nominate the winner or winners. <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow these learners to look back in their notes or Learner's Book to help them remember any lexis they are finding difficult to define. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. With fast learners, you could ask them to make a sentence orally using the word they land on, after they have given the definition.
Learner's Book page 92	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Allow learners a few minutes to find and replace the words in italics with the linking expressions: <i>while, until</i> and <i>as soon as</i>. 2. Have them compare their answers in small groups of 3. <p>Feedback</p> <p>Check answers by calling out a number from 1–6 and a learner randomly and ask them to read the corresponding sentence.</p>

	<p>Answers</p> <p>2 <i>Once</i> – As soon as; 3 <i>so</i> – until; 4 <i>When</i> – as soon as; 5 <i>As</i> – While</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Offer further support to these learners, by asking them to write this note in their notebook: <i>While: two actions together over some time</i> <i>As soon as: two actions together at the same time</i> <i>Until: one action starts and one action stops</i> Encourage them to refer to the above note when completing the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge this group of learners to write the sequence of actions next to each item. Have them check their answers in pairs.
<p>Activity Book page 74</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> Allow learners to work on forming the questions individually for a couple of minutes. <p>Feedback</p> <ol style="list-style-type: none"> Ask the learners to come to the board randomly and ask the questions orally for the rest of the class to confirm and note down. To check understanding, you could ask for volunteers to give a quick answer to each question. Accept all logical answers as correct. Model and drill pronunciation briefly. Rub out one or two words in each sentence and continue drilling. Continue rubbing out words until only the numbers are left. This will help to consolidate the question forms. Note that the answers below are limited to appropriate questions to ask an explorer. Other questions are grammatically possible, but not likely in this context. <p>Answers</p> <ol style="list-style-type: none"> Which/How many countries did you visit? What/Which animals did you see? How many days did you travel for? What information did you collect? What food did you eat? How many people did you meet?
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Ask the learners to work on their own for a while and write answers to the questions from Activity Book, Activity 1 in their notebooks. Then ask the learners to stand up without their books (or with only their notebooks, for their answers) and mingle. Learners ask and answer one question to each learner before moving on to speak to another learner. Wrap up the review of Lessons 1–5 by asking learners to complete the <i>I can</i> statements in their Activity Books on page 74. Encourage them to be as honest as possible. Once all learners have completed the table, make note of any points that learners feel they need to improve on and provide additional support. This could be done by giving further activities or by explaining any unclear points to learners individually.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.2.1.1.7) Follow agreed-upon rules for discussions for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.2) Use language structures of:</p> <ul style="list-style-type: none"> • time phrases, • past continuous, • past continuous interrupted by past simple. <p>(G6.3.4.1.1) 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>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To differentiate between ordinal and cardinal numbers.</p> <p>Speaking: To practise ordinal and cardinal numbers.</p> <p>Reading: To read a blog post about an expedition on the Senegal River and identify the order of the events.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand a blog post about an expedition • use ordinal and cardinal numbers correctly.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Relevant vocabulary on explorations presented in previous lessons <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key expressions/structure: time references, ordinal and cardinal numbers</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Identifying ordinal and cardinal numbers is important for both written and spoken English. Stress this fact to learners and provide them with as much additional practice and support as necessary. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 93</p> <p>Activity Book page 75</p> <p>Audio Tracks 8–9 (AB)</p> <p>Access to the Internet if possible or a printout of a blog post, world map or globe</p>		

UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Before learners open their books, show them an example of a blog and elicit where they can find blogs, what their purpose is. If possible, show images that are as visually appealing as possible, such as a blog entry with photos from an expedition, or a travel blog. Choose examples that learners will engage with and relate to, for example, a blog from a school trip.</p>
Resources	Main Activity
<p>Learner's Book page 93</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the first question aloud and ask the learners to hold up their hands. Assign one learner to count the number of hands and write it on the board. 2. Put learners in pairs or small groups to discuss the second question (with at least one person in each group who does read blog posts) and encourage them to make a note of their partner's answers. 3. If there are no, or very few, learners who read blog posts, you can change this question to: 'Do you, or does anyone you know, keep a travel diary? What do you/they write in their travel diary?' <p>Feedback Put pairs of learners together in bigger groups to talk about their answers. Allow them to use their notes to do this.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 93</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to read a blog post about an exploration trip to the Senegal River, in West Africa. If possible, show them the route of the river on a map. Ask them to look at the photo in the Learner's Book and elicit ideas about the purpose of the trip. 2. Now ask them quickly to glance at the text and tell you what they notice about the paragraph order (it is mixed up). Ask them what they need to do in the next task (put the paragraphs in the correct order). 3. Next, draw their attention to the <i>Writing tip</i> box about time references and dates. Tell them that these references help the reader to follow more easily the sequence of events described in a blog post. <p>Feedback Have learners check their answers in pairs before checking them as a class. Invite learners to stand up and read two sentences each before nominating the next learner.</p> <p>Answers</p> <p>Paragraph order: c, a, b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To support these learners, ask them to find the time references first, and let them use these to decide on the order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast learners to find the time references and note them down in their notebooks. 2. Then put them in pairs and have them close their Learner's Books, look at their notebooks and tell each other what happened at each particular time reference.

<p>Learner's Book page 93</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Write this example on the board: <i>I had two ice creams yesterday. The first one was chocolate and the second one vanilla.</i> Underline <i>two, first</i> and <i>second</i>. Ask <i>How many</i> to elicit <i>two</i> and then <i>Which did I eat first, which did I eat last?</i> to elicit the use of <i>first</i> and <i>second</i>. Draw learners' attention to the <i>Use of English</i> box and explain that cardinal numbers tell us the amount of something; ordinal numbers tell us the order. Focus learners on the text and ask them to answer the questions. <p>Feedback Ask learners to call out the numbers in the order they appear in the text. As they do this, write them into two columns on the board: <i>Cardinal/Ordinal</i>.</p> <p>Answers</p> <ol style="list-style-type: none"> Cardinal numbers: two, one, four, five, three Ordinal numbers: second, fifth, first Time references: At about 11 am, at 6:30 pm, at 4:15 am
<p>Activity Book page 75</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Allow learners to complete the task on their own for a couple of minutes. <p>Feedback Invite a strong learner to come to the front of the class and nominate learners randomly to read the sentences and confirm whether the answers are correct. Check answers this way as a class.</p> <p>Answers</p> <p>2 two/second; 3 fourth/four; 4 three/third; 5 first/one</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Support these learners by encouraging them to refer to the <i>Use of English</i> box when completing the task. You could prepare and provide additional sentences for them to complete and check in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge the stronger learners to cover the <i>Use of English</i> box before they start completing the task. Encourage them to tell you what the next ordinal numbers are up to 10th and share with the rest of the class.
<p>Activity Book page 75 Audio Track 8 (AB)</p>	<p>Listen and repeat: Activity 2</p> <ol style="list-style-type: none"> Learners listen and repeat cardinal numbers expressing time and measurement. They have to note which number is pronounced differently to the others. <p>Feedback Repeat the cardinal numbers and pause after each one for learners to clap their hands if they think it is the number pronounced differently to the others. Check the answer this way as a class. Elicit from learners that the first three numbers show the time, whereas the fourth one shows a measurement – how long or tall something is.</p> <p>Answers</p> <p>Number 4 (the measurement) is pronounced differently.</p>

Activity Book page 75 Audio Track 9 (AB)	Listen and repeat: Activity 3 1. Invite one learner at a time to write a number on the board from 1–5 and then have the class say in chorus the ordinal and cardinal version of it. 2. Tell learners they will hear numbers and they need to identify which one it is. Do an example with the class. 3. Play the audio once and repeat again if necessary. Feedback Read aloud the answers and give some incorrect ones. Invite learners to confirm as a class whether they are correct or not. Check answers this way. <table border="1" data-bbox="479 559 1526 606"> <tr> <td>Answers</td> </tr> </table> 1 fourth; 2 third; 3 five; 4 sixth			Answers
Answers				
Resources	Plenary 1. Wrap up the lesson with a quick quiz, using the information from the blog post, to see how much learners can remember about the exploration on the Senegal River. Recycle the vocabulary as well as the <i>Use of English</i> point, for example ask questions such as: <i>How long was the first crocodile Adnan saw?</i> <i>What did he do at 11 am?</i> 2. To make the quiz more fun, divide the learners in two groups and have them confer before giving their answer each. 3. Keep count of the correct answers and announce the winning team once the quiz is over.			
Learning styles catered for (✓):				
Visual	Auditory ✓	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: (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems. (G6.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information. (G6.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.				

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening and reading: To read and listen to an extract from a novel about a young explorer. To answer questions about story content and themes. Speaking: To discuss story themes about welcoming visitors.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen and read an extract from a novel about a young explorer • make comparisons between situations described in the story and their own experience.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary on explorations presented in previous lessons 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing 		
Key vocabulary: <i>crowd, explain, spend, surprised, unusual</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is some unfamiliar and higher-level lexis in the story extract for learners of this age. However encourage learners to focus on the main idea of the story rather than on any words they don't know. They should not be discouraged from reading literature in English. There will always be words they will need to look up or even ignore for the sake of the narration. Learners need to enhance the skill of deducing the meaning of unfamiliar lexis from the context. 		
Resources/equipment needed: Learner's Book page 94 Activity Book page 76 Audio Track 41 (LB) Photographic images of Ethiopia, a world map or globe, items people take on a journey/trip, i.e. a compass, a map, a camera, insect repellent, sunglasses, a sunhat, sun screen, items from a first aid kit, a passport, etc., a dictionary or access to the Internet if possible, copies of statements about the reading text (see plenary)		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put the following objects (if available) in a bag: a compass, a map, a camera, insect repellent, sunglasses, a sunhat, sun screen, items from a first aid kit. Take the bag around the classroom and let learners feel it and try and guess the objects. As they guess, take the objects out. Then cover them and see how many learners can remember. When learners have guessed all the objects, ask them what they have in common (items you take on an expedition or journey). Hopefully learners will remember some of the vocabulary from the previous lessons in this unit.
Resources	Main Activity
Learner's Book page 94	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the questions. Ask them to discuss these in pairs first, then share as a class. Monitor and help as necessary. <p>Feedback Invite learners to share their ideas with the rest of the class by coming to the front of the class and miming ways of greeting people. The rest of the class could guess the respective country, for example people in Japan bow their heads, people in Europe shake hands. (The related vocabulary is developed further in Unit 8).</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers.</p>
Learner's Book page 94 Audio Track 41 (LB)	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the title of the text and the illustration. Challenge them to predict what the story is about and have them share their ideas in small groups. Ask them to describe the illustration and then read the three questions. Then tell learners to listen and read this first part of the text, looking for the answers. Stress that, at this point, they only need to look for this information and not worry about words they do not understand. Play the audio and tell learners to read, listen and answer the questions. <p>Feedback After reading/listening, go through the answers with the class.</p> <p style="text-align: center;">Answers</p> <ol style="list-style-type: none"> Abai comes from Ethiopia. Tom comes from England. Tom is going to have dinner. ('And they had arrived at the perfect moment: dinner time. There was plenty of food for Tom as well as all the family.') <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Offer help to this group of learners by telling them that they must infer the answers from the context rather than look for a specific word/sentence in the text. You could provide some further guidance by pointing out in which paragraph they can find the answer to each question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask stronger learners to quickly write a short summary of the story using simple language and invite them to read it aloud to the rest of the class.

Learner's Book page 94	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> Put the words on the board and challenge learners to remember how they are connected to the story. Ask learners to look up the meanings of any unknown lexis in the dictionary or online. <p>Feedback Invite learners to share the definitions. Ask questions to check understanding.</p> <p>Answers</p> <p>spend: to use time doing something, in this case to stay for the night crowd: a big group of people surprised: how you feel when something strange happens explain: to make something easy to understand unusual: something different</p>
Activity Book page 76	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Put learners in groups of three and ask them to close their Learner's Books and work on the ordering task together. Allow learners to open their books, and read to check their answers. <p>Feedback Once all groups are ready, have them appoint a representative. Each representative reads out loud one event in the order they think it happened in the story, until all sentences have been used.</p> <p>Answers</p> <p>d 1; c 2; f 3; a 4; e 5; b 6</p>
Activity Book page 76	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Learners could work in pairs to complete the task, but all learners should write the story in their Activity Book. Allow them to look at the definitions of the words but ask them to close their Learner's Book and use their memory to remember what the items refer to in the story. Point out that the words are in the order they appear in the text to help the learners. <p>Feedback Once all pairs have produced a summary of the story, invite them to share their work with another pair and check how either pair has used the items.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow weaker learners/groups to refer back to the story in their Learner's Book to help them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge these learners to write as much detail as they can, and then present their ideas to the rest of the class.
Activity Book page 76	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> With a small class put learners in two groups, one (Group A) with a happy smiley face ☺ at the top, and the other (Group B) with a sad face ☹ at the top. With a larger class, divide learners into small groups and label them, making sure that there is an equal number of A and B groups.

	<p>2. Read the question aloud and then allow learners to come up with as many answers as possible, and to note down their ideas.</p> <p>Feedback Ask learners from Group A to stand up and go to one side of the class and Group B to stand on the other. One learner from each group reads aloud one idea for a learner of the opposite group to reply with one of their ideas. Check answers this way.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Copy these statements about the reading text onto separate pieces of paper, one for each group of learners: <ul style="list-style-type: none"> 1 <i>Injera</i> is a kind of animal. 2 Tom didn't want to go to Abai's house. 3 Tom wants to eat something. 4 Tom travelled around Ethiopia on his bike. 5 There are ten people in Abai's family. 6 Abai's family knew that Tom was coming to their house. 7 Tom is English. 8 Abai's family had many visitors like Tom. 9 When Abai and Tom got to the house it was time for breakfast. 10 Tom loves eating food from other countries. Tell learners that they will play a memory game. Divide learners in pairs and ask them to decide which learner has the strongest memory. Those learners need to come to the front of the class. Then call out one number from 1–10 randomly and nominate the learner from the ones who are sitting down to read the corresponding statement. The partner with the strong memory standing up needs to recall the story and say if the statement is True or False. If they answer correctly, the pair gets one point. If they can support their answer by recalling details from the story, they get one more point. Keep track of the score and at the end of the game announce the winning pair. <p>Answers</p> <p>1 F It's a kind of food. 2 F Tom wants to go to Abai's house – "Thanks a lot, that would be great" 3 T 4 T 5 F There are eight people in Abai's family. 6 F Abai's family didn't know; they were surprised. 7 T 8 F No, they didn't; Tom was an unusual visitor. 9 F No, it was time for dinner. 10 T</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.1.1.7) Read short narratives and factual details, express their views and opinions about the characters and plot, and relate it to own experience.</p> <p>(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.</p> <p>(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening and reading: To listen to and read an extract from a novel about a young explorer. Answer questions about story content and themes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen and read an extract from a novel about a young explorer • use participles ending in <i>-ed</i>.
Link to prior learning: <ul style="list-style-type: none"> • Content of the story from Lesson 8 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing 		
Key vocabulary: <i>fork, knife, noisy, plate, tray</i> Key expressions/structure: participles ending in <i>-ed</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • To ensure learners fully understand the grammar point of participle adjectives ending in <i>-ed</i> presented in this lesson, give many examples to demonstrate this before moving on to the actual presentation in the <i>Use of English</i> box. You could also offer an example with participle adjectives ending in <i>-ing</i> and contrast the two forms, but do not insist if your learners seem a little apprehensive. 		
Resources/equipment needed: Learner's Book page 95 Activity Book page 77 Audio Track 42 (LB) PCM 2; dictionary or access to the Internet if possible; strips of paper with target language from the lesson; paper bags		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
PCM 2	<ol style="list-style-type: none"> 1. Start the lesson by reviewing the story from the previous lesson, in a matching task as follows. 2. You will need one copy of PCM 2 for each group of learners, cut up into segments as indicated for each Learner A, B and C. 3. Put learners into groups of three and name them <i>Learner A</i>, <i>Learner B</i> and <i>Learner C</i>. Give each learner their respective part of the story and tell learners that each one must work on their own piece and complete the spaces with the missing sentences. 4. Then ask them to work together to put the pieces of the story in the correct order. You could make this into a racing task by allowing five minutes for the task and congratulating the first team to finish. 5. If there is time, allow learners in each group to read the story and check their answers. 6. Invite one group to come to the front of the class and read the story out loud for the rest of the class to confirm or correct. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learner A:</p> <ol style="list-style-type: none"> 1 Then he pushed his heavy bike 2 They were very surprised 3 then laughed, <p>Learner B</p> <ol style="list-style-type: none"> 1 You can spend the night 2 some <i>injera</i> 3 I'm always hungry <p>Learner C</p> <ol style="list-style-type: none"> 1 And they had arrived 2 about riding around the world 3 It was not always delicious <p>Order of story: Learner B, Learner A, Learner C</p>
Resources	Main Activity
Learner's Book page 95	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to brainstorm how the story of Tom will continue. 2. Allow learners to make notes of their ideas. <p>Feedback</p> <p>Put learners in small groups to discuss their ideas and decide on which is the most probable one. Then have them share with the rest of the class and make some notes on the board.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learners' own answers.</p>

<p>Learner's Book page 95</p> <p>Audio Track 42 (LB)</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners to read and listen to the rest of the story, and check their predictions. 2. Now go through the Glossary item and ask learners if they have a similar dish to the stew described in the story. Tell learners not to worry about any other unknown words, but offer a brief explanation for any queries expressed. 3. Allow learners to read and answer the questions for both parts and take notes of their answers in their notebooks. 4. Ask them to check in pairs while you walk around, assisting as necessary. <p>Feedback Once all learners have answered the questions, elicit which predictions were correct. Then invite a learner to give an answer in a random order and then nominate another learner to guess which question it answers. Check answers this way as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The family asked questions about Tom's expedition. 2 Abai or his Dad translated the questions. 3 A bread called injera, stews and cooked vegetables. 4 They ate the food with their hands (without plates, knives or forks) and they shared it. 5 No, it wasn't, because everybody was talking. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow weaker learners to look up words in their dictionaries and note down their meanings, to help them find the answers to the questions. Also point out that the questions follow the order of the story. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge this group of learners to think of other questions focusing on details in the story and note them down in their notebooks. 2. Put these learners in pairs and have them exchange their questions and answer them as fast as possible. 3. Gather their questions and use them for a quick quiz with the entire class.
<p>Learner's Book page 95</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work on this matching activity on their own for a couple of minutes. 2. Point out that they need to write the singular form of the nouns. 3. Ask the learners which word has a letter that we do not say (<i>k</i> in knife) 4. Check pronunciation of all the words. <p>Feedback Ask learners to check answers in pairs, before checking as a class.</p> <p>Answers</p> <p>1 fork; 2 tray; 3 plate; 4 knife; 5 noisy</p>
<p>Activity Book page 77</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Point out to learners that the clues are for the target lexis in the story in their Learner's Book. Ask them to try and solve it without looking at the text. 2. If they are having difficulty remembering, put the lexis on the board. <p>Feedback Put learners in pairs and have one learner read the clue and the other come to the board and write the correct word for the rest of the class to call out <i>correct!</i> or <i>incorrect</i> accordingly.</p>

	<p>Answers</p> <p>Across: 1 noisy; 2 plate;</p> <p>Down: 3 knife; 4 bike; 5 tray</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put these learners in pairs and allocate each learner to work on the <i>Across</i> or <i>Down</i> clues. This will allow them to work faster. Then have them share their answers in their pairs before checking answers as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Put stronger learners in pairs and challenge them to make clues for other words in the story and then guess each other's items.
<p>Activity Book page 77</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Ask learners to guess something that you (the teacher) are interested in. When you get a suitable reply, write gapped sentences on the board and elicit the form of the missing participle adjective, for example <i>I am _____ in photography. (interested)</i>. Explain that these adjectives show how someone feels. Give learners some more examples, so they can notice the pattern by understanding the meaning (this is preferable than just having them try and understand the concept). Draw their attention to the example outlined in the <i>Use of English</i> box in the Activity Book and explain that a participle is a verb form. Invite learners to brainstorm some examples and put them on the board. Then ask learners to complete the sentences with the participle adjectives of the given items. <p>Feedback</p> <p>To go through the answers call out an item randomly for learners to respond with the answers in chorus.</p> <p>Answers</p> <p>1 surprised; 2 tired; 3 interested; 4 pleased</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Wrap up the lesson by writing various target language from the lesson onto strips of paper. Include non-target lexis, as well, for example <i>table, questions, eat together</i>, etc. as long as it's appropriate for this level of learners. Fold and put the strips of paper into a paper bag. Divide learners in pairs, pairing up a weak learner with a stronger one. With a big class, make sure you have enough strips of paper by having two bags with the same number of language items. Go around the class with your bag and invite learners in each group to pick four strips of paper. If any strips are left, give them out to the pairs but make sure that all of them have the same number of items. Once this procedure has been done, tell learners that they must now unfold their strips and write a short story containing the words they have. To make this more fun, set a time limit for the pairs to complete their stories. Invite one pair at a time to come to the board and read out their stories. End the game by having the class vote on the best one.

Learning styles catered for (✓):			
Visual	Auditory ✓	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>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot</p> <p>(G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text</p> <p>(G6.3.4.1.1) 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>(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify specific information in a description of eating habits around the world. Speaking: To discuss similarities and differences in eating habits. Reading: To read a description of eating habits around the world and extract specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to descriptions of eating customs around the world • read about eating customs around the world • understand and use lexis related to food • discuss the eating habits around the world and in their country.
Link to prior learning: <ul style="list-style-type: none"> • Relevant vocabulary to food and eating habits 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing 		
Key vocabulary: <i>bowl, fried chips, gloves, soup, spoon</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be aware of different eating habits from around the world. They may also be sensitive about the ones in their country. Try to present these facts in a fun way and not offend your learners in any way by talking about topics which may be unacceptable in their culture. The aim of this lesson is to promote a feeling of multiculturalism and raise your learners' interest in other cultures. 		
Resources/equipment needed: Learner's Book page 96 Activity Book page 78 Audio Track 43 (LB) Printouts of images of traditional food from around the world stuck on cardboard, coloured pens, strips of cardboard, map of the world or globe		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Before the lesson research and print images of traditional food from around the world, for example, taco/Mexico, noodles/China, moussaka/Greece, pizza/Italy, fish and chips/Britain, sushi/Japan (Do not include any food/drink prohibited in the UAE). Stick these photos onto separate pieces of cardboard. 2. Tell learners that this lesson will focus on food and how people eat food around the world. 3. Hold up one image at a time and ask learners to call out the name of the country they think the food comes from. Once it has been guessed correctly, invite a learner to come to the front of the class and choose a coloured marker to write the country on a separate strip of cardboard. 4. Repeat this process, until all countries have been guessed and you have an equal number of images and countries. 5. Put the images on the board next to their respective countries for learners to look at during the lesson.
Resources	Main Activity
<p>Learner's Book page 96</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Introduce the topic of this lesson by asking them to remember how Aiba's family in Ethiopia ate their food in Lesson 9 – they shared their food, ate it without any plates, knives or forks. Ask the learners whether they think Tom was surprised by this. (Possibly he was, as many people from England eat off their own plate with a knife and fork). 2. Put learners in groups of three or four and ask them to discuss the questions and assign one learner to make notes of their answers. Monitor and help as necessary. <p>Feedback Invite one learner from each group to come to the front of the class and present their findings. Discuss any interesting facts.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 96 Audio Track 43 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the two photos and ask them to identify what food it is, where it comes from and if they've ever tried it – pictures show a bowl of soup from Japan and a taco from Mexico. Ask learners to predict what the listening task will be about – <i>food from around the world, how people around the world eat, etc.</i> 2. Then go through the rubric and ask learners to close their Learner's Book. Write the question on the board (<i>Which countries does he talk about?</i>) and tell them to write the answers in their notebooks. Point out that they need to focus only on the countries mentioned and not worry about other details. 3. Play the audio once and repeat if necessary. <p>Feedback Ask for volunteers to give a name of a country mentioned in the audio and then invite a different learner to come to the board and show where the country is on the map. Help learners with this, if they find it difficult.</p> <p style="text-align: center;">Answers</p> <p>Countries mentioned in this order: Japan, Mexico, Chile, Brazil, Kenya, Alaska, Greece, China (note that <i>Greek people</i> and <i>Chinese people</i> are mentioned instead of <i>Greece</i> and <i>China</i>)</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If weaker learners are having trouble identifying the countries, play the audio once again for them and pause after a country is mentioned. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to make further notes on what is mentioned about each country and have them cross check their notes with each other. 2. Have them present their notes to the rest of the class.
<p>Learner's Book page 96</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Write the list of words on the board and ask learners to brainstorm definitions or use them in sentences orally to ensure they are familiar with the items. 2. Erase the words from the board and challenge learners to cover the words and try to write them next to the correct picture from memory. <p>Feedback Call out the numbers randomly for learners to respond in chorus with the correct answer.</p> <p>Answers</p> <p>1 gloves; 2 fried chips; 3 bowl; 4 spoon; 5 soup</p>
<p>Learner's Book page 96 Audio Track 43 (LB)</p>	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the tables and predict what the missing words may be. Challenge them to complete any words they are sure about. 2. Play the audio again for learners to complete the answers. <p>Feedback Copy the table on the board and fill in only the names of countries. Have one learner at a time read aloud a sentence and then come to the board to write the missing words in the correct box. Then play the audio a second time to check the answers.</p> <p>Answers</p> <p>Japan: spoon, bowl Mexico: hands Chile: knife, fork Brazil: pizza Kenya: wash Alaska: gloves Greece: plate China: Leave</p>
<p>Activity Book page 78</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to cover the words and try to complete the text from memory. Allow them to work in pairs to do this. 2. Then let them look at the words, and write them in the correct place. <p>Feedback Ask one learner at a time to come to the board and write an answer in the correct order and then read aloud the text and pause before each space for learners to call out the answer in chorus.</p> <p>Answers</p> <p>1 soup; 2 bowl; 3 Spoons; 4 fried chips; 5 gloves</p>

<p>Activity Book page 78</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>I didn't need a spoon to eat my soup</i> on the board, and ask: <i>What country is this? Do you remember?</i> Explain to learners that this activity is connected to what Mansour said in Activity 2 in their Learner's Book on page 96. 2. Ask the learners to work alone to read the sentences and write the correct country. Point out that they do not need to use all the countries. 3. Ask the learners to check in pairs, using the text in Activity 1 to check. <p>Feedback</p> <p>Ask each pair of learners to stand up and have one of them read a quote and the other the country it matches. Check answers this way as a class.</p> <p>Answers</p> <p>1 Japan; 2 Kenya; 3 China; 4 Mexico</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow weaker learners to work on the answers they are certain of and then refer to Activity 4 in their Learner's Book for the ones they are not sure about. 2. Ask them to think of what travellers visiting the other countries would say and have them note down their ideas to share with the rest of the class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge stronger learners to think of what travellers to other countries would say without looking at the text and then have them present their ideas to the rest of the class. 2. You could turn this into a guessing game, where one strong learner reads aloud their idea for the rest of the class to guess the country.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Hand out the cards with images of food and names of countries used in the Starter activity to learners, so that each learner is holding one. 2. Bring all learners to the front of the class and then invite them to walk around and search for their matching pair. Check that all pairs are correct. 3. Wrap up the lesson by holding a class vote on which habit they found the most unusual or interesting.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films.</p> <p>(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future).</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.4.1.1) 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: 11
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to a conversation about a location based game and identify specific information.</p> <p>Speaking: To discuss location based games and give their personal opinion.</p> <p>Reading: To read facts and a conversation about location based games.</p> <p>Writing: To write answers to personal questions with reference to the lesson topic.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen to and read facts / conversations about location based games • discuss their opinion about location based games.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Relevant vocabulary on orientation <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>anywhere, GPS, reach, team</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Location based games may be a type of recreation unfamiliar to your learners because of their age and culture. Introduce it and focus on how orientation skills have become a fashion and a game theme, rather than a skill necessary for survival and exploration. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 97</p> <p>Activity Book page 79</p> <p>Audio track 44 (LB)</p> <p>A GPS enabled smartphone if possible, strips of paper, a cardboard box or other container, printouts of the listening script from Activity 3 on Learner's Book page 97, sheets of A4 paper, coloured pens</p>		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>GPS</i> on the board and invite volunteers to give an explanation of what this system is. Explain that <i>GPS</i> means <i>Global Positioning System</i> and that it is a system that uses a satellite to find and show the position of any object on earth. 2. Demonstrate an example of this by showing learners a GPS map on your smartphone or if you do not have one available, draw learners' attention to the photo of a GPS map on a mobile screen. 3. Put these questions on the board: <i>Do you or your parents have a GPS in your or their mobile phone? Do you use it? What for?</i> 4. Invite learners to mingle and find out as much information as they can about their classmates. After a couple of minutes, ask each learner to choose another learner and present what information they found out about them.
Resources	Main Activity
Learner's Book page 97	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the title of the lesson and the photo of the person playing a location based game. Have learners brainstorm ideas on what the person is doing. Put any interesting ideas on the board. 2. Put learners in pairs and have them discuss the questions. Monitor and help with vocabulary and language structures as necessary. <p>Feedback Invite each pair to present what their partner told them to the rest of the class and write the names of the games mentioned on the board. Find out if there is one which is the most popular and invite a strong learner to explain the rules.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 97	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>TouchScreenGo!</i> on the board and ask learners what they think it is – <i>a location based game</i>. 2. Allow learners a couple of minutes to study the facts about <i>TouchScreenGo!</i> and then hold a class vote on whether they would like to play this game or not. Restrict their answers to a simple <i>yes</i> or <i>no</i>. 3. Invite learners to think about the reason for their answer and give out a strip of paper to each learner. Ask them to write their reason and put their strips of paper in the cardboard box. Point out that they must not write <i>Yes</i> or <i>No</i>, i.e. <i>because it's dangerous</i> (for a <i>No</i> answer), <i>because it's fun</i> (for a <i>Yes</i> answer). <p>Feedback Once this procedure is over, invite one learner at a time to come to the front of the class, pick a strip of paper and read it out loud for the rest of the class to call out if it's a <i>Yes</i> or <i>No</i> answer.</p> <p>Answers</p> <p>Learners' own answers.</p>

<p>Learner's Book page 97</p> <p>Audio Track 44 (LB)</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in the box and elicit their meaning. Allow learners to make note of the meaning in their notebooks. 2. Ask learners to read the sentences before listening to the audio. Explain that this will help them focus on the information they need to find. 3. Play the audio once and repeat if necessary for learners to complete the spaces. <p>Feedback Read aloud the sentences giving correct/incorrect answers randomly for individual learners to confirm or correct. Check answers this way as a class.</p> <p>Answers</p> <p>1 yesterday; 2 GPS; 3 running; 4 map; 5 anywhere; 6 team</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide support to these learners by giving them printouts of the listening script. Have them refer to the text to complete the sentences. 2. Put these learners in pairs and have them role-play the dialogue for some additional practice. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge stronger learners to cover the given items and complete the spaces from what they hear. 2. Put these learners in pairs and ask them to role-play the dialogue from memory.
<p>Activity Book page 79</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>Treasure Hunt</i> on the board and elicit what the two words mean – <i>a box with coins, jewellery, etc. that pirates used to look for and to look for something</i>. Ask learners if they know this game and if they've ever played it. Ask <i>What do you need to find the treasure? (a map)</i>. 2. Draw learners' attention to the image of the <i>Treasure Hunt</i> map and ask them if they think it's easy to follow compared to a GPS map. 3. Tell learners they will role-play a conversation focusing on this game. Divide learners into different pairs, and ask them to decide who is A and who is B. 4. Ask each learner to study their respective card in the Activity Book and think about the language they will need. Circulate to help with vocabulary, language structures and pronunciation. 5. When they are ready, the learners can role-play their conversations using the prompts. 6. If there is time, ask them to swap roles. <p>Feedback Allow stronger learners to role-play in front of the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Invite weak learners to use the prompts and make notes of the language structures they will use. Monitor and help as necessary. 2. Allow them to refer to their notes while doing the speaking task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to come to the front of the class and role-play the dialogue from memory.

Activity Book page 79	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners write their answers to the questions, giving reasons and as much details as possible. Circulate, helping learners where necessary. 2. If time, then put learners in pairs, ideally a weak learner with a stronger one, and have them exchange their answers and find out whether they agree or not. <p>Feedback Collect writing at the end of the lesson and give feedback on the ideas and language used.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Put learners in groups of three and give each group a sheet of A4 paper and some coloured pens. Each group of learners needs to allocate a learner to be the artist who will draw their treasure map. They all work together in deciding what the map will show, how difficult the route will be, what the treasure is. 2. Once all groups have produced their maps, invite a learner which is not the artist from each group to come to the front of the class and hold up their map. The third learner in each group needs to present their map, i.e. what it shows, what the treasure is, etc.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G6.1.1.1.6) Listen, respond to and follow multi-step instructions or directions (for example, how to get around by walking or using public transportation).

(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.

(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future).

(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.

(G6.2.1.1.7) Follow agreed-upon rules for discussions, for example gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.

(G6.3.1.1.9) Read and understand basic procedural manuals with multi-steps and illustrations (for example, how to use computer commands or video games).

(G6.4.1.1.1) Produce connected texts of six or more simple, compound or complex sentences for a range of purposes.

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To review lexis and grammar points from Lessons 7 – 11. Reading: To read a schedule of a visit at a zoo and complete a blog post with time references. Writing: To review the use of participle adjectives ending in <i>-ed</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> practise lexis and grammar points presented in Lessons 7 – 11.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary items and grammar points presented in Lessons 7 – 11 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: target lexis presented in Lessons 7 – 11 Key expressions/structure: target structures presented in Lessons 7 – 11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel slightly hesitant when it comes to revision pages. Encourage your learners by stressing the fun part of this section and that they shouldn't worry if they don't remember all of the lexis/grammar points presented in Lessons 7 – 11. That is the point; for them to revise and establish a firmer knowledge of the target language. 		
Resources/equipment needed: Learner's Book page 98 Activity Book page 80 Coloured pencils; A4 sheets of paper		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give out a sheet of paper and a coloured pencil to each learner and divide learners in pairs. 2. Write this sentence on the board: <i>Things I found out in Lessons 7 – 11.</i> 3. In their pairs, learners work together to note down what they remember from these lessons. Allow them enough time to discuss and write their ideas. Monitor and help as necessary. 4. Invite each pair to present their ideas together and give as much details as they can about what they remember from Lessons 7 – 11. 5. Find out if there is any certain topic or point that stands out among your learners and discuss it with your class.
Resources	Main Activity
<p>Learner's Book page 98</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in groups of three. Put weaker learners in groups together, and stronger learners together. 2. Tell the learners that they are going to play a game to practice vocabulary from Unit 6. 3. Ask learners to turn over their sheets of A4 paper so that they have a clean page in front of them. 4. Write the numbers 1 to 11 vertically down the board, one under another, and ask the learners to do the same on their pieces of paper. 5. Ask the learners to put their pencils down. 6. Ask them to open their Learner's Book on page 98 and tell you what they see. (a treasure map) 7. Tell learners that when you say <i>Go!</i> they can pick up their pencils, and, working silently on their own, write the answer to each clue until they reach the treasure. If they do not know an answer, they can leave it blank and come back to it. 8. The first learner in each group to solve all the clues shouts <i>treasure!</i> and the other players in his group need to put their pencils down. Point out that the order of the answers needs to match the route on the map. So, learners cannot cheat by solving the easier clues first. <p>Feedback</p> <p>Once a learner shouts <i>treasure!</i> go to that group and check if this learner has all the answers correct. It would be a good idea to copy the answer key on a piece of paper to make your cross check faster. If the answers are correct, inform that group that the game is over. If there are any incorrect answers, mark them, hand the sheet back to the player and announce that the game is still on, until a player shouts <i>treasure!</i> again and has found all the correct answers.</p> <p>At the end of the game, announce the winners in each group and have them read out the clues and answers to the rest of the class.</p> <p>Answers</p> <p>1 gloves; 2 with their hands; 3 5; 4 knife; 5 GPS; 6 third; 7 noisy; 8 wash your hands; 9 Learners' own answers; 10 soup; 11 China</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. With weaker learners, allow them to go through Lessons 7 – 11 to find their answers. The point is for them to revise what has been taught so far, rather than have them stick to one clue and possibly give up. Monitor and encourage them as they play the game. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give learners a further task, to use all the answers in a short story. Invite them to read their stories out loud to the rest of the class.
<p>Activity Book page 80</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Before they open their Activity Books, invite learners to tell you if they have visited the Al Ain Zoo and what they know about it. 2. Dictate the following to the learners: 9.30 am, 11 am, 12.15 am, 1.30 pm, 3.45 pm, 5 pm. 3. Ask the learners to open their books and check their dictation by looking at the times in Activity 1. 4. Ask the learners to look at the text about a visit to Al Ain Zoo and find out what time the writer visited the lions (9.30). Elicit where in the text the answer is (paragraph 1), and show the learners that a therefore matches with e. 5. Ask the learners to read the blog and match the other times (1 to 6) and events (a to f). <p>Feedback</p> <p>Tell the learners that they need to mime the answers, and only the teacher is allowed to talk. For example, you say <i>What happened at 9.30?</i> and the learners pretend to be arriving at the park, or pretend to be lions. You say: <i>Oh, so they arrived at the park and visited the lions?</i> Then ask the learners to make sentences. For example, <i>At 1.30 pm they had lunch.</i></p> <p>Answers</p> <p>2 f; 3 b; 4 a; 5 c; 6 d</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners of this group use the times to write a short blog post about what they did at the weekend to give them some further practice with writing blogs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put stronger learners in pairs and have one learner cover the blog post to check their partner's memory of what happened at each time. Then they swap roles.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Backs to the board</i> with vocabulary from Unit 6. 2. Wrap up the review of Lessons 7 – 11 by inviting learners to complete the <i>I can</i> statements in their Activity Books. Encourage them to be as honest as possible. 3. Once all learners have completed the table, make note of any points that learners feel they need to improve on and provide additional support. This could be done by giving further activities or by explaining any unclear points to learners individually.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.2.1.4) Use features of text organisation to obtain knowledge (for example, tables, pictures and diagrams).</p> <p>(G6.3.4.1.1) 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>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To review lexis and grammar points from Unit 6.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • revise lexis and grammar points presented in Unit 6.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary items and grammar points presented in Unit 6 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: target lexis presented in Lessons 7–11 Key expressions/structure: target structures presented in Lessons 7–11		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners of this age may be competitive when playing games. Make sure that the tasks are delivered in a fun way and even allow learners to help one another. The aim is for them to enjoy themselves while revising the target points in Unit 6, rather than just win. 		
Resources/equipment needed: Learner’s Book page 99 A small rubber ball, one dice per each group of learners, one counter for each learner PCM 3		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Warm learners up for this unit revision lesson, by telling them that they will play a memory game. 2. Ask the learners to stand in a circle. Hold the rubber ball for all learners to see and say <i>insect repellent!</i> and throw the ball to a learner. This learner must say the first thing that comes to memory from the unit, either a word or a topic and then throw the ball to another learner of their choice. 3. With a strong class, challenge learners to say sentences, i.e. <i>Tom was a boy who travelled around the world on his bike.</i> 4. Play this game for a couple of minutes, until all learners have had at least one turn.
Resources	Main Activity
<p>Learner's Book page 99</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Divide learners into small groups of three and give out one dice to each group and a counter to each learner. 2. Tell them that to have a quick look at the board game in their Learner's Book and read the questions silently for a couple of minutes. Explain the rules of the game; they have to roll the dice and answer the question they land on. If they answer correctly they can roll the dice again. If the answer is wrong, the next player gets to play. For the questions that do not have a correct answer, learners should provide a well-structured answer to be able to continue. The first learner to get to the finish point is the winner. 3. Circulate and make sure that the game is played according to the rules and that the answers are correct. If you spot any incorrect ones, ask the other two learners in their group to correct the mistake. <p>Feedback Once all groups have a winner, announce the names of the winners. Play another round with different groups if time permits.</p> <p>Answers</p> <p>2 third 8 We're going to use a compass and we'll camp in the desert. All other questions: Learners' own answers.</p>
<p>Learner's Book page 99</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in bold and tell them to think of these words when looking for the correct question word. 2. Allow learners to work on their own with this activity and circulate to offer help if necessary. 3. Put learners in pairs to check their answers. <p>Feedback Invite learners to read one question and their partner to answer with the given answer. Check answers this way as a class.</p> <p>Suggested answers</p> <ol style="list-style-type: none"> 2 What things do they have on their ship? 3 How many dolphins have they seen? 4 How many days will the voyage take?

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give further support to this group of learners by asking them to copy this structure in their notebooks: <i>Question word + noun ... ?</i> 2. Ideally they will be able to identify which question word to use, which is the aim of the task. If not, then provide the question words for them to use. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put fast learners in pairs and ask them to write three more similar answers. Then have them exchange their ideas and write the correct question. Share their work with the rest of the class.
<p>Learner's Book page 99</p>	<p>Punctuation: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners what a contraction is and give an example on the board, i.e. <i>He is going to travel to Egypt. → He's going to travel to Egypt.</i> 2. Allow learners a couple of minutes to complete the task on their own. <p>Feedback</p> <p>Divide learners in two groups, <i>the contractions</i> and <i>the full forms</i>. Have them stand on either side of the classroom. Call out one learner from <i>the full forms</i> to step forward and read out loud an item and then invite a learner from <i>the contractions</i> to step forward and read the corresponding answer. Check answers this way as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 2 I've been at this school for five years. 3 When I'm older, I'll probably learn to drive. 4 Next month we're going on a school trip. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide weaker learners with further practice; put them in pairs and have them look through the unit in search of other sentences with contracted forms. 2. This time have them work on the sentences the other way round, i.e. change the contractions to full forms. Monitor and help as necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put this group of learners in pairs and have them tell each other if the sentences are true for them or not. If they aren't, invite them to correct them so they are true.
<p>Resources</p> <p>PCM 3</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Establish that learners remember what space exploration is from the reading text in Lesson 2 in their Learner's Book on page 88. 2. Give out one copy of PCM 3 activity to each learner. 3. Focus learners on Activity 1 and ask them to imagine a space traveller by answering the prompt questions. They write their ideas in the box under the questions. They could also draw their space traveller, if time permits and you think your class would enjoy this. 4. Now focus their attention on the jumbled questions in Activity 2. Look at the example in question (a) together. Write the jumbled words for question (a) on the board; ask learners to turn over their handouts (so they can't see the answer) and elicit the correct order of the question. Then ask them to do the same for questions (b–f), and write their own question (or questions, if you want to extend the activity) for g.

5. Tell learners that they must also imagine and write the answers for each question using the boxes underneath each one. Circulate and monitor while they are writing to help with expression and vocabulary.
6. When they have finished, have them read each other's answers to questions (a–g), and look for similarities and differences in the imagined space traveller profiles and answers.
7. Alternatively, you could set this up as a role play by having pairs of learners assuming the identity of their imagined space travellers and answering their partner's questions in that role. Then, as a consolidation, they write the answers in the boxes after the speaking activity.

Answers

- 1 Learners' own answers
- 2
 - a What food do you eat in space? (and learners' own answers)
 - b What clothes do you wear? (and learners' own answers)
 - c What things do you study in space? (and learners' own answers)
 - d What things do you talk about with the other space travellers? (and learners' own answers)
 - e How many days have you been in space? (and learners' own answers)
 - f What things do you miss from home? (and learners' own answers)
 - g Learners' own answers

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).
- (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.
- (G6.2.1.1.7) 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).
- (G6.4.2.1.1) Build on and continue applying concepts learned previously.
- (G6.4.3.1.2) Correctly use apostrophes.
- (G6.3.4.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the plan for the project; revise unit themes. Reading: To research their project ideas. Writing: To organise and write a blog post imagining a day in their expedition; (or) prepare their plans for an exploration; revise unit themes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a blog post about an expedition • prepare their plans for an exploration • work together in a team to produce a joint presentation.
Link to prior learning: <ul style="list-style-type: none"> • Text style and lexis on planning an exploration and writing a blog post about an exploration 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English 		
Key vocabulary: target lexis from Unit 6 and any new vocabulary from learners' research Key expressions/structure: any from Unit 6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may show a preference for the blog project rather than the project of presenting plans for an exploration trip, in order to avoid the oral part of the task. Encourage learners to take on the presentation project, so that the two projects are divided equally among them. Also, let them know that they will all take part in the presentation and not just the learners preparing it. 		
Resources/equipment needed: Learner's Book page 100 Access to the Internet or printouts of travel blog posts/expedition stories, etc.; map of the world or globe		

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Use your Internet access to present and go through some interesting blog posts or stories about expeditions or exciting travels. If you find that the level of the material is too high, adapt it to your learners' level, so they can understand better.2. The aim of this activity is to focus learners on the two writing types, so give out printouts of the texts you find, if this is possible. It will help them more if they have visual contact with the texts.3. Invite learners to read the examples out loud and ask comprehension questions, as well as questions focusing on details. Ask them to identify the text types and whether they remember what the relevant ones in the unit were about.4. Finally, tell learners that this lesson will help them prepare for their project.
Resources	Main Activity
Learner's Book page 100	<p>1 A blog post from an exploration</p> <ol style="list-style-type: none">1. Put learners in one group and take them through the step-by-step instructions presented in the Learner's Book. Allow learners to do some online research if this is possible in order to help find information about their chosen place. If you this is not possible, prepare some details on each kind of environment to give to learners.2. Draw their attention to the instruction in stage 2 to help focus and organise their research.3. If learners need some support when they reach the stage of imagining a typical day during the expedition, tell them to imagine themselves in the environment of the expedition first (for example, in the jungle, on a ship, in the Antarctic, etc), then visualise the experience using all senses, for example <i>What can they see? Hear? Smell? Is there any food? What does it taste like? Then focus them on emotions – how does the experiences make them feel? Are they happy, enthusiastic, excited? Worried, tired? A mixture of emotions ... ?, etc.</i>4. For the writing part of the project, ask learners to work individually. When they are at the drafting stage, ask them to create a first draft and check this for accuracy in grammar and word choice. Make sure the draft answers the questions outlined in stage 2.5. When they have produced a satisfactory draft, ask them to copy it onto clean paper for display; they can decorate it with sketches or pictures if time permits. <p>Feedback</p> <p>Either display the texts on the classroom wall and ask learners to walk around and read, or pass the texts around from group to group, so each text is read by each group. As learners read the texts, they need to answer the questions in stage 2.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 100	2 A presentation of exploration plans 1. Put learners in groups of three to do the presentation project. Take them through the step-by-step instructions presented in the Learner's Book. 2. Spend time helping them to choose what kind of expedition they will go on. Draw their attention to the topic areas listed in stage 2 to help focus their research and organise their notes. 3. When learners are drafting the presentation, monitor and make sure they are using sequencing phrases to guide the audience through the presentation. 4. Allow time for preparing visuals for the presentation, for example, slides and pictures that are relevant to their expedition. Feedback Give learners time to practise the presentation in their groups, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, etc.). Answers Learners' own answers.		
Resources	Plenary 1. Write this question on the board: <i>Why is exploring/travelling important?</i> 2. Put learners in small groups to discuss the question and give them a time limit to come up with six reasons. 3. You could turn this into a game and award points to the first group who come up with six reasons, based on what they have studied in Unit 6. Possible answers to learn about other people and countries to find new places to protect animals to find new life, i.e. in space, etc.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others. (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view. (G6.3.3.1.2) Gather information from several texts or different media on the same topic to demonstrate understanding of the subject. (G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events. (G6.4.2.1.2) Use language structures of: time phrases, past continuous, past continuous interrupted by past simple. (G6.4.4.1.2) 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. (G6.4.4.1.4) Present information, concepts and ideas using a variety of formats.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to the presentations of a project, comment and ask questions.</p> <p>Speaking: To give a short, rehearsed presentation (three-five minutes) (with or without technology) on exploration plans, briefly giving reasons and explanations for plans and actions. To respond appropriately to a limited number of straightforward follow up questions.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> ask questions relevant to a presentation of a project and a presentation on the results of a survey take part in a presentation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Vocabulary and structures from Unit 6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and innovation: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
<p>Key vocabulary: target lexis from Unit 6 and any new vocabulary from learners' research</p> <p>Key expressions/structure: any from Unit 6</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Learners delivering the presentation may focus primarily on the correct use of language. Remind them that the tone of voice, pausing, maintaining eye contact with the audience, as well as the use of visual aids is equally important for a successful presentation. Encourage them to apply these features as best as they can and not worry so much about making mistakes as they speak. Learners taking the role of the audience may struggle to find further questions to ask. Allow them to be as imaginative as possible and take part in asking some questions yourself once that stage of the presentation has arrived. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 100</p> <p>Any visuals used in previous lesson for the presentation, i.e. slides, pictures, etc.</p>		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Arrange the classroom so that it's ready for the presentations. Make sure that the audience can clearly see the visuals and the presenters.2. Before the presentations start, invite learners to recall a blog post they read in the previous lesson by briefly describing its content. Ask them to recall the most interesting and exciting facts. If the blogs are still displayed on the classroom walls, allow learners to move around in order to find some more interesting details.
Resources	Main Activity
Learner's Book page 100	Presentations <ol style="list-style-type: none">1. Give learners time to practise the presentation in their groups once again, before moving on to the actual presentation. Help them go over their parts and make sure that they remember the sequence of their roles and how to use the visuals.2. When learners give their presentations, ask the audience to write answers to the questions in stage 2, as well as any other interesting fact.3. Allow the audience to ask the presenters further questions at the end of each presentation and encourage the presenters to answer them using their imagination. Make sure that each learner in the audience has asked at least one question.4. After listening to all the presentations, put learners in groups to consider all the expeditions and decide which one was a) the most important; b) the most interesting; c) the most dangerous. Then have a vote to decide as a class on one example for each category.

	Feedback Offer some verbal feedback directly to the presenters and to the audience who have asked questions. You may wish to assess learners' performance using the table below.				
		Great!	Very good!	OK	Not so good
	Pronunciation	Sounds almost like a native speaker.	Easy to understand.	Slightly difficult to understand.	Incomprehensible.
	Completion of task	Extensive information provided. It includes detailed information about the topic.	Adequate information provided. It includes general information about the topic.	Information provided was limited. It includes some information about the topic.	The information provided in the presentation is inaccurate or very vague. No attempt made to engage the audience with facts.
	Fluency	Natural pattern of speech.	Occasional pauses.	Frequent pauses.	It does not flow.
	Language control	Mastery of basic language structures with none to few mistakes.	Emerging control of basic language structures, some mistakes do not affect comprehension.	Some mistakes but still comprehensible.	Inadequate and or inaccurate use of most basic language structures.
	Tone of voice, body language and eye contact	Appropriate tone of voice. Body language accompanies speech. Eye contact with the audience is established.	Audible tone of voice. Some movements or gestures that enhance articulation. Consistent use of direct eye contact.	Acceptable tone of voice. Very little movement or descriptive features. Minimal eye contact.	Inaudible tone of voice. No movement or descriptive features. No eye contact.
	Differentiation activities (Support): 1. This group of learners may give a quick and short presentation, leaving little opportunity for further questions and discussion. Encourage the audience to come up with as many questions as they can and allow these learners to discuss between them if they have difficulty answering any question. Assist with ideas as well as language issues.				
	Differentiation activities (Stretch): 1. Allow these learners to deliver their presentation for a longer period of time and make sure they inspire their audience to ask further questions. Encourage them to maintain their presentation language and body language, tone of voice, etc. while answering these questions.				
Resources	Plenary				
	Ask learners to vote on which exploration they would like to go on and invite them to give at least one reason for their answer based on the presentations.				

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.1.1.1.2) Listen to and take notes for requests for information and personal and factual details.
- (G6.1.1.1.7) Identify and summarise a speaker’s points; identify the reasons a speaker provides to support his claims.
- (G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future).
- (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.
- (G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.
- (G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
- (G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to four people's accounts of how they came to do the jobs they do; match to a picture by listening for key words.</p> <p>Speaking: To talk about which job sounds the most interesting; discuss skills and interests that you have which might lead to a job in the future.</p> <p>Reading: To read a description of a job.</p> <p>Writing: To write opinions about which jobs sound interesting.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand and use lexis related to jobs • listen for gist in the context of jobs • read for detail in the context of jobs • talk about jobs • write opinions about jobs.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Jobs and work <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>car mechanic, marine biologist, vet, science teacher, police officer</i></p> <p>Key expressions/structure: <i>good at + noun, keen on + noun.</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners often find it difficult to grasp the key words in a listening activity. Ensure learners that this is a skill that they will develop the more they practise and it often helps to quickly write down what they think the key terms are even if they later decide that they are not relevant. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 101</p> <p>Activity Book page 81</p> <p>Audio Track 45 (LB)</p> <p>Poster paper or IWB slides; images representing different jobs</p>		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to look at how different people got their jobs. 2. Show learners images that represent well-known jobs or ones specific to the country/culture in which you work, for example, a keypad, a PC, a car mechanic's tool, a doctor's stethoscope, a nurse's thermometer, a police officer's hat. Ask learners to look at the image and guess the job. 3. Learners could then do the same activity in pairs, drawing an image from a job for their partner to guess. Then focus them on the first page of the unit and ask if they can see any of the jobs they talked about in the pictures.
Resources	Main Activity
Learner's Book page 101	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Read the questions in Activity 1 together first. Then put learners in pairs and ask them to talk about the questions. 2. Monitor learners, walking around while learners are talking and assisting with vocabulary for jobs as they may not know the English word for the jobs in their families. <p>Feedback Ask learners to share their ideas as a class. Elicit any unusual jobs that learners may have talked about.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers.</p>
Learner's Book page 101	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the words in the box. Read through them together and ask learners to match them to the pictures. <p>Feedback Go over answers with learners. Do some pronunciation work on difficult sounds, word stress and connected speech to prepare learners for the listening task.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>a car mechanic; b marine biologist; c vet; d science teacher; e police officer</p>
Learner's Book page 101 Audio Track 45 (LB)	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to four of the people in the pictures on page 101 describing how they got their jobs. 2. Tell them: <i>Listen. Which job is each person talking about?</i> 3. Pause the audio after each speaker to allow them time to write the word. <p>Feedback Ask learners to check their answers with a partner. Elicit responses and check as a class.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>1 vet; 2 science teacher; 3 car mechanic; 4 marine biologist</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Continue to support this group, by asking them the questions in Activity 3 after more able learners have already answered them.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they can think of other jobs where you need to do well in maths and science.
<p>Learner's Book page 101</p>	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Read the question aloud, and then put learners in pairs to answer. 2. Walk around, helping where necessary. Do not correct learners while they are talking, but make notes of correct and incorrect language used, paying particular attention to use and pronunciation of the jobs words. <p>Feedback Ask learners to go to one corner if they think being a vet is the most interesting job, another if they think being a science teacher is the most interesting, and so on for the four corners of the room. Elicit a couple of reasons from each group: <i>Why did you choose vet?</i> Tell learners to sit down. Correct pronunciation of the vocab again where necessary. You could note on the board some good examples of language, and some incorrect examples, and elicit corrections.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 81</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. To ensure learners understand the meaning of a water slide (a slide into a swimming pool) refer learners to the two pictures and answer the questions as a class. 2. Read the questions aloud: Have you ever been on a water slide? Where? Was it dangerous? 3. Ask learners to discuss these questions in pairs. Walk around while learners are talking and assist with vocabulary. <p>Answers</p> <p>Picture 1 The boy is in the park./He is sliding down a park slide. Picture 2 The boy is in a water park./He is sliding down a water slide.</p>
<p>Activity Book page 81</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners that they are going to read about Ahmed. He is a water slide tester. Ask: <i>What do you think he does in his job?</i> Do not confirm or deny the learners' ideas, so that they are motivated to read the text and find out. 2. Divide the class into pairs, with learner A and learner B. 3. Learner A sits at one end of the classroom. 4. Place the text to be read on the wall at the other end of the room. 5. Give learner A the statements. Learner A reads statement 1 to learner B. 6. Learner B runs to the text to find the answer and then runs back to dictate the answer to learner A. 7. Learner A then tells learner B statement 2 and so on. 8. The first pair to answer all the questions wins. 9. Swap roles halfway through so they both get a chance to scan the text. <p>Feedback Ask if the learners' predictions were correct. Elicit the answers to the questions and write them on the board that that all the learners can check their answers.</p> <p>Answers</p> <p>1 F; 2 T; 3 T; 4 F; 5 fun; 6 know how other people build things</p>

Activity Book page 81	<p>Write: Activity 3</p> <p>1. Read aloud the example with the learners. Learners complete the task.</p> <p>2. This activity could be done in class if there is time, or could be set as homework.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <p>1. Play the game of <i>What's my job?</i> Describe one of the jobs in the Learner's Book Lesson 1 Activity 2 without mentioning the name.</p> <p>2. Set this up with an example: <i>I'm really good at science and maths and I love working with people but my job is about helping animals. What's my job? (You're a vet.)</i></p> <p>3. Ask individual learners or in small groups to come to the front of the class and do the same with the other jobs.</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>(G6.1.1.1.1) Understand, respond to and summarise main idea and relevant details in TV and radio programs, audio recordings and films.</p> <p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest.</p> <p>(G6.3.4.1.1) 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: 2
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for and recognise adjective, preposition and noun phrases. Speaking: To speak about skills, interests and fascinations around the theme of a future job. Critical thinking: To express opinions about different jobs; make assumptions about future jobs based on own skills and interests.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the concept of a compound noun • understand and use some compound nouns related to jobs • understand and use adjectives (with dependent prepositions) to express interest and ability, in the context of jobs • talk about which future job they would like to do and why.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Lesson 1 • Listening and reading texts from Lesson 1 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: compound nouns: <i>car mechanic, marine biologist, vet, science teacher, police officer, conservation group</i> Key expressions/structure: <i>good at + noun; good with + noun; keen on + noun; work hard at + noun; interested in + noun; crazy about + noun</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners get confused with compound adjective/noun combinations. Tell learners that if they are unsure it is good practice to check the compound noun in the dictionary. 		
Resources/equipment needed: Learner's Book page 102 Activity Book page 82 Audio Track 45 (LB) Toothbrush and a tube of toothpaste, or images of these things Small pieces of card or paper with one word on each paper/card: <i>car, TV, maths, marine, conservation, documentary, biologist, group, mechanic, teacher</i> . You will need one card per learner. Ensure that you have matching pairs (see LB Activity 1 answers).		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Show learners a toothbrush and a tube of toothpaste or show them pictures of these familiar items.2. Ask learners what the two words are that make up these items (tooth brush, tooth paste). Do not offer any further explanation as this is just to initiate the concept of compound nouns. Go straight into Activity 1.
Resources	Main Activity
Learner's Book page 102	<p>Word study: Activity 1</p> <ol style="list-style-type: none">1. To introduce the concept of compound nouns, put a selection of nouns on the board and ask learners first of all to tell you what kind of words they are (nouns), for example <i>tree, science teacher, job, motorbike, palm tree, marine wildlife</i>.2. Ask learners which nouns have just one part and which have two parts (one part = <i>tree, job</i>; two parts = <i>science teacher, motorbike, palm tree, marine wildlife</i>). Elicit that if learners are not sure if a compound noun is one word or two words, they can check in a dictionary.3. Explain that nouns with two parts like these are called <i>compound nouns</i>. Circle the examples on the board; then focus attention on the <i>Use of English</i> box and go through the explanation.4. Focus learners on Activity 1. Ask the learners to match a word in the first column with a word in the second column to make a compound noun. Elicit one example and then let the learners work alone.5. When they have matched them, they should check with their partner.6. Ask learners to match the parts in a mingling activity. Give each learner one piece of paper or card that you have prepared (see <i>Resources</i>) and tell them to walk around and find the person with a word which forms a compound noun from the listening task. <p>Feedback Elicit answers from the learners. When the learners have found the right partner ask them to write the compound noun on the board.</p> <p>Answers</p> <p>1 d; 2 a; 3 e; 4 b; 5 c</p>

Learner's Book
page 102
Audio Track
45 (LB)

Use of English: Activity 2

1. Ask learners to turn back to Lesson 1 in their Learner's Book. Put them in pairs and ask them to tell each other what they can remember about what the four speakers talked about, asking about what interests and skills the speakers had that led to their choices of job.
2. Ask the learners to look at Activity 2 of Lesson 2 and (silently) read the sentences 1 to 5 in Part 1 to see if they can remember the missing word. They do not need to write.
3. Tell the learners to listen and write the missing word. Play the audio, and pause after the first sentence. Elicit the answer, to check that all the learners know what to do. Then pause after each sentence to give them a chance to write.
4. Practice the pronunciation of the sentences as a class. Read out the phrases and ask learners to repeat the phrase chorally and individually. Ask learners to repeat the sentences to their partner. Monitor the class and assist with pronunciation where necessary.
5. Now focus learners on the structure of the target phrases in the sentences. Ask them to find the adjectives in each sentence (*crazy/hard/good/interested*) and then tell you what kind of words follow (prepositions and nouns: *about animals/at maths/with kids/in engines*). Then focus their attention on the *Use of English* box in the Learner's Book and read the explanation and two example sentences.
6. To introduce Part 2, write v__ on the board and elicit the missing letters (vet). Ask the learners which statement 1 to 5 was said by the vet. Write 2 next to *vet*.
7. Focus learners on part 2 of Activity 2. Ask them to work individually to complete the jobs from lesson 1 and match them with statements 1 to 4.

Feedback

Elicit correct answers from learners and write them on the board. Elicit that if learners are not sure which preposition to use, they can check in a dictionary. Ask learners questions to check their understanding. For example:

To check *crazy about animals*: *Does she like animals? (yes) Does she like animals a lot or a little? (a lot)*

To check *good with kids*: *Does she like the children she teaches? (yes) Does she understand children? (yes).*

To check *interested in engines*: *Does he think engines are boring (no)*

Answers

Part 1: 1 I've been **crazy** about animals since I was a little girl.

2 I had to work really hard **at** maths and science

3 I think I'm quite **good** with kids in general.

4 I became really interested **in** engines.

Part 2: vet, science teacher, car mechanic, marine biologist

Differentiation activities (Support):

1. Instead of pausing after each speaker, you could pause immediately after the focus sentence has been read, ask learners to repeat the line and then complete the gaps.

Differentiation activities (Stretch):

1. For an extra challenge, ask these learners to shout, *Stop!* after they hear the target sentence, then pause the audio.
2. When you go through the answers, give learners an extra challenge by reading some sentences correctly and some incorrectly; they have to listen carefully in order to decide if the sentence is correct or not and correct any incorrect sentences, for example: Teacher: *I've been **interested about** animals since I was a little girl.* Learners: *No! I've been **crazy** about animals since ...*
3. Ask learners to tell you which person said each sentence. (1 vet; 2 vet; 3 science teacher; 4 car mechanic)

<p>Learner's Book page 102</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to write answers in their notebooks to the following questions to get them accustomed to using the phrases in Activity 2 and applying them to their own experience: <ul style="list-style-type: none"> 1 Write three things that you are good at (for example, school subjects, hobbies, personal qualities). 2 Now write three things that you are interested in. 3 Now write something that you are really fascinated by (for example, a place, topic, person, gadget). 2. Critical thinking: Tell learners to compare their responses to their partners. Then ask them to discuss with their partner how the interest and talents that they've noted down might lead to a job in the future. 3. Demonstrate the task with the whole class first. Ask a confident learner to tell you about a job he / she is interested in and why; then either write the learner's response on the board as an example, or elicit a sentence as follows: <i>I'd like to be a pilot because I'm very interested in planes. I'm also good at science and I know a lot about ...</i> 4. Ask learners to practise making similar statements in pairs. Monitor and circulate, helping out with vocabulary and encouraging the use of the target phrases. <p>Feedback Ask volunteers or nominate learners to share their thoughts and 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. Continue to support this group, by assisting them with their answers in Activity 3. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they can write the reason for their answers in Activity 3 points 1–3.
<p>Activity Book page 82</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to make six compound nouns from jumbled words in the word cloud. Elicit an example. 2. You could turn this into a class competition, with a time limit. Divide the class into small groups. Assign each group a number or letter and write them on the board in columns. 3. Give groups extra points for coming up with more compound nouns from their own knowledge. 4. The group who has the most points wins. <p>Feedback Elicit answers from individual learners.</p> <p>Answers</p> <p>car mechanic; marine biologist; police officer; science teacher; TV documentary Learners may come up with other possible answers (for example, science documentary)</p>

Activity Book page 82	Use of English: Activity 2 1. Write the first sentence on the board and elicit the first answer (on). Then elicit possible ways to finish the sentence (for example surfing, sport, music, cooking, or any answers the learners give you). 2. Learners complete the rest individually, with their Learner's Books closed, choosing a correct preposition and completing the sentence. 3. Ask learners to open their Learner's Books and check the prepositions. Feedback Elicit answers from individual learners. Write the answers and a few of the learners' examples on the board. Answers 1 on; 2 by; 3 at; 4 in; 5 about; 6 at; 7 with Learners' own answers		
Resources	Plenary 1. Tell learners to walk around the class and tell each learner one sentence they wrote in Activity Book Activity 2. They should tell each learner a different sentence. 2. Set a time limit. Mingle with the learners and assist where necessary. 3. Bring the class together and ask individual learners to tell the class on what they learned about their classmates.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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: (G6.1.1.1.2) Listen to and take notes for requests for information and personal and factual details. (G6.1.1.1.5) Listen to descriptions of people and things to obtain information. (G6.3.4.1.1) 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. (G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words. (G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read about someone who loves her job; practise skimming techniques to understand the sense and main points of the text.</p> <p>Speaking: To talk about personal qualities that are important to certain jobs.</p> <p>Listening: To watch a short clip of a television programme.</p> <p>Critical thinking: To speculate what personal qualities are needed for different types of job.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify what sort of jobs people do in front of the camera and behind the scenes to make a TV programme • read a text quickly first to get the general sense and then more slowly to understand the main topics • understand and be able to use new vocabulary for media jobs and personal qualities.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Personal qualities • Vocabulary from Lessons 1 and 2 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Media jobs: <i>camera operator, reporter, director, presenter, weather presenter</i>; Personal qualities: <i>confident, friendly, calm, interested, boring</i></p> <p>Key expressions/structure: What kind of jobs do ... Yes / No questions Are you a Vet? Do you work with animals?</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners feel they do not know enough about a topic to participate in answering questions. In Activity 2 you could first mime the actions of a few of the jobs such as a camera operator or make-up artist to raise the schema and then ask learners about the sort of jobs people do in media jobs. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 103</p> <p>Activity Book page 83</p> <p>Video clip of a relevant children's TV programme (if possible)</p>		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Introduce the topic by playing <i>Ten questions</i>. 2. Either nominate one learner to think of a job and the rest of the class guess what that job is by asking up to ten <i>Yes/No</i> questions, or put learners in pairs to do the activity. For example, Learner A: <i>Are you good at maths?</i> Learner B: <i>Yes</i>; Learner A: <i>Do you work with animals?</i> Learner B: <i>Yes</i>; Learner A: <i>Are you a vet?</i> Learner B: <i>Yes</i>. So Learner A wins as they guessed in less than 10 questions.
Resources	Main Activity
Learner's Book page 103	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Show a short (1–2 minute) video clip of a popular children's television programme to introduce the topic and generate interest. Ask: <i>What programme is this? Put your hand up if you like this programme. Do you know who made it?</i> Elicit what learners know (maybe the names of the actors or director, or the names of some of the jobs). 2. Focus learners' attention on the questions in Activity 1 of their Learner's Books and ask them to discuss the answers in pairs or small groups. Walk around, helping and feeding in language where necessary. <p>Feedback Ask a few learners to report back to the class on their answers to activity one.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support): If you think learners might struggle to think of relevant words themselves, you could give them a list of TV jobs and ask them to compare against a favourite TV programme/s, identifying ones that might apply. Either write the jobs on the board</p> <p>Differentiation activities (Stretch): Dictate the words and ask learners to write them down; then work in pairs to decide if they are relevant to the programme/s in question.</p>
Learner's Book page 103	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the media jobs listed in the box and read each one together. Ask them what the jobs have in common (all connected with TV) and elicit or tell them that they are <i>media</i> jobs – types of jobs that communicate information to the public (i.e. you and me). 2. Some of these jobs may have been mentioned in Activity 1. Ask learners to look up any unknown words in their dictionaries. 3. Alternatively, you could put learners in teams and make this into a competition, adding a few more words and definitions to stretch learners further: Definitions competition 1. Each team nominates one team member as their writer. 2. The teacher reads out the meaning of one of the jobs in Activity 2 (see Answers to this activity, for example, <i>This word/phrase means someone who controls the camera that films people and scenes for TV.</i>) 3. The team collaborate, decide on the answer and the writer writes down the job on a piece of paper as quickly as they can. 4. The group writer raises their hand to show that they have written the answer.

	<p>5. The first team-writer to write the correct job with the correct spelling wins a point. Continue until all the definitions have been read out. At the end, the team with the most points wins.</p> <p>Feedback Monitor learners and assist where necessary. Elicit real examples to check understanding.</p> <p>Answers</p> <p>camera operator: someone who uses a camera to film people on television director: someone who tells the actors in a TV programme what to do presenter: someone who introduces a programme on TV weather presenter: someone who tells us about the weather (on TV) actor / actress: someone who acts in a film, TV programme or play</p> <p>Differentiation activities (Support): Continue to support this group, by supplying the Arabic translation or by asking them to write the Arabic translation of the jobs: camera operator, director, presenter, weather presenter and actor/actress from Activity 2.</p> <p>Differentiation activities (Stretch): Encourage able learners to think of one or more jobs in the media business, for example lighting technician, stage props person / manager.</p>
<p>Learner's Book page 103</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Focus attention on the texts. Tell learners that they are going to read about someone who loves her job. Ask them to look at the picture and predict: <i>This woman does one of these jobs</i> (point to Activity 2). <i>Which one do you think she does? Why?</i> Do not give them the answer yet. 2. Now ask them to read the text quickly and identify the job that the woman is talking about. Give them a time limit of about two minutes. This is in preparation for the focus on skimming techniques in the next stage. 3. Ask them to check their answer in pairs after reading. <p>Feedback Elicit their responses as a class. Check learners are clear about vocabulary items, <i>chat show</i>, <i>off air</i> and <i>on camera</i>. Ask them to find the items in the text by asking questions, for example <i>What kind of TV programme does the presenter present?</i> (a chat show); <i>find an expression which means when the programme isn't on TV and we can't see it</i> (off air), and <i>when the TV presenter is talking to the camera</i> (on camera).</p> <p>Answer</p> <p>She is a (TV) presenter.</p>
<p>Learner's Book page 103</p>	<p>Read: Activity 4</p> <ol style="list-style-type: none"> 1. Focus learners on the <i>Reading strategy</i> box. 2. Draw learners' attention to the idea of approaching a text in two stages: the first time reading a text quickly to understand the general meaning, and not worrying if they do not understand every word or phrase; the second time, reading more slowly, noticing key words to understand the main topic of each paragraph. 3. Ask learners which approach they think makes more sense: <i>read slowly, trying to understand every word and every part of a text the first time you read it</i> or <i>read the text quickly first to get the general sense and then more slowly to understand the main topics</i>. Encourage learners to see that the second approach will support them better in managing this lesson's reading task. 4. Focus learners on Activity 4 and ask them to read the text again to match the questions to paragraphs 1–3.

	<p>5. Read each question together first, then draw learners' attention to the numbered paragraphs in the text.</p> <p>6. Give them a time limit of about five minutes to read the text again and match.</p> <p>7. Ask them to work individually, then compare their answers with their partner.</p> <p>8. Monitor and support as needed. Make sure the learners are on task.</p> <p>Feedback Check answers and ask learners which words in the text helped them match to the questions (for example, Paragraph 1: <i>introduce the show ... interview children</i>; Paragraph 2: <i>love my job because ...</i>; Paragraph 3: <i>enthusiastic ... confident</i>).</p> <p>Next take learners through the reading strategy outlined above.</p> <p>First ask them why they think you gave them a strict time limit in which to do the tasks in Activity 3 and 4. Elicit or point out that this was to ensure that they just focused on the main points and didn't have time to worry about unknown phrases and words. This means that they will be able to read more quickly and understand more than they realise, if they are not continually focusing on unknown words.</p> <p>Point out that it is still possible to understand the sense of the text, even if they can't understand every word. If they have done Activity 3 and 4 successfully, they should begin to see how the strategy works.</p> <p>Explain to learners that this technique is called <i>skimming</i>.</p> <p>Answers</p> <p>a 2; b 3; c 1</p>
<p>Learners' Book page 103</p>	<p>Vocabulary: Activity 5</p> <p>1. Focus learners on the words in blue in the text.</p> <p>2. Ask them to underline the sentence that each word is in, and guess what it means.</p> <p>3. Allow learners to discuss in pairs.</p> <p>Feedback Elicit answers, and check understanding by miming. For example, get a worried, agitated look on your face and say, <i>Do I look calm? (no)</i> Then ask the learners to mime the words. For example, <i>How do you walk when you feel confident?</i> (Learners should stand up and walk around the room confidently, with their shoulders back and their heads up).</p> <p>Answers</p> <p>Learner's own answers.</p>
<p>Activity Book page 83</p>	<p>Vocabulary: Activity 1</p> <p>1. Learners complete gapped sentences with the correct adjective.</p> <p>2. You could turn this into a group competition. Divide the questions up between the members of the group.</p> <p>3. The group exchange and agree on their answers.</p> <p>4. The group raise their hands when all their questions have been answered.</p> <p>5. The teacher makes a note of the first group to finish.</p> <p>6. All groups report back to the class.</p> <p>7. If the group that finished first has all the correct answers they win if not the teacher should award first place to the next group who finished with the most correct answers.</p> <p>Feedback Elicit responses and check as a class. Check pronunciation, eliciting and marking the stress pattern.</p> <p>Answers</p> <p>2 confident; 3 friendly; 4 calm; 5 boring</p>

Activity Book page 83	Vocabulary: Activity 2 1. Focus learners on the crossword and ask them to show you with their hands which way the <i>across</i> words go and which way the <i>down</i> words go. 2. Ask the learners to work alone or in pairs to do the crossword. 3. Circulate and help where necessary. Encourage learners to try the crossword without looking at their books, as if they can do that they will remember the words better. Then allow them to look in their books if they need to, particularly to check spelling. Feedback Elicit answers from individual learners and write them on the board. Answers Across: 1 weather; 2 presenter; 3 actor Down: 4 actress; 5 director; 6 camera		
Resources	Plenary 1. In pairs ask learners to list adjectives to describe a well known TV presenter in the UAE. Set a 1 minute time limit. 2. As a whole class nominate learner pairs to report back to the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.1.1.1.1) Understand, responds to, and summarize main idea and relevant details in TV and radio programs, audio recordings, and films. (G6.3.2.1.1) Recognize how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information. (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information. (G6.3.4.1.1) 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. (G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words. (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end. (G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words. (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: Talk about personal qualities that are important to certain jobs; interview someone you know about their job.</p> <p>Writing: Write about the job of someone you know using answers from the interview.</p> <p>Critical thinking: Speculate what personal qualities are needed for different types of job.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read an interview about a job • interview a family member or friend about their job • write about the personal qualities required for certain jobs • Identify antonyms for adjectives presented in the previous lesson.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Adjectives from Lesson 3 • Jobs from Lessons 1 to 3 • Lexical phrases from Lesson 2 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Vocabulary: <i>camera operator, news reporter, confident, friendly, calm, interested, boring, actor, doctor</i></p> <p>Key expressions/structure: <i>To be a doctor, I think you need to be ... and ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may find it difficult to distinguish shades of meaning among closely related adjectives. Tell learners that this comes with practice and use. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 104</p> <p>Activity Book 84</p>		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play backs to the board using vocabulary learnt in Lessons 1–3. Include the following, which need to be revised for this lesson: <i>camera operator, confident, calm, boring, interested, friendly, work hard, crazy about, keen on, good at.</i>
Resources	Main Activity
Learner's Book page 104	<p>Talk about it: Activity 1</p> <p>1. Ask the learners to look at the picture and discuss the questions in pairs.</p> <p>Feedback Elicit that there is a camera operator in the picture. Ask questions about the man holding the microphone <i>What is he doing? Why? What's his job?</i> Elicit that he is a news reporter.</p> <p>Answers</p> <p>Learner's own answers.</p>
Learner's Book Page 104	<p>Read: Activity 2</p> <p>1. Tell the learners that they are going to read an interview with Sultan about his job.</p> <p>2. Say: <i>Usually a news reporter asks the questions, but in this interview the news reporter is going to answer questions about his job.</i></p> <p>3. Ask the learners to read the four sentences (a to d) silently and decide which one goes in gap number 1. Elicit that it is b, and tell them to write b.</p> <p>4. Ask the learners to find where the other sentences go, working alone.</p> <p>5. Ask learners to check in pairs.</p> <p>Feedback Elicit the answers and write them on the board.</p> <p>Answers</p> <p>1 b; 2 d; 3 c; 4 a</p>
Learner's Book Page 104	<p>Read and write: Activity 3</p> <p>1. Learners read the text again and write a short description of the job using headings.</p> <p>Feedback Fast finishers can write the answers on the board.</p> <p>Answers</p> <p>Job title: news reporter for a local TV channel.</p> <p>What he does: he goes to the news scene. Then he stands in front of a film camera and reports to TV viewers at home.</p> <p>Why he likes it: He enjoys telling viewers about the good things people do in their communities.</p> <p>What qualities are needed to do the job. Why?: He needs to be confident in front of the camera and behind it too. He must not be shy and he needs to stay calm in case there are any problems.</p>

<p>Activity Book page 84</p>	<p>Talk: Activity 1</p> <p>1. Focus attention on the pictures and ask learners to work in pairs. Tell them to choose two pictures that interest them and give them a minute or two to think of personal qualities that might be needed for those jobs. Then put them in pairs and ask them to tell their partner about the qualities they need to do those jobs. Do an example together first as a class, eliciting key words and phrases by gapping an example sentence as follows:</p> <p><i>To be a doctor, I think you need to be ... (good at science) and interested in ...</i></p> <p>Feedback</p> <p>Ask learners to read out a sentence about a job and have other learners guess what it is, for example: <i>For this job you need to be good at art and know about flowers and plants</i> (a florist).</p> <p>Example answers:</p> <p>Florist – <i>interested in flowers; friendly and good with people (for selling)</i> Actor – <i>confident; interested in people; have lots of energy</i> Doctor – <i>good at science; know about parts of the body and medicines; good with people; confident, friendly, calm</i> Architect – <i>good at drawing, maths and science; clever about buildings and how they are used</i></p>
	<p>Differentiation activities (Support):</p> <p>Continue to support this group, by asking them the questions individually about the qualities needed for the jobs in Activity 2, for example <i>What is a doctor good at?/Is a doctor good at science?</i></p>
	<p>Differentiation activities (Stretch):</p> <p>Allow early finishers to choose other jobs to talk about. You could put these learners into groups and give each a different type of job or a category (for example, <i>jobs caring for people; working with animals; working with children, etc.</i>) ask them to brainstorm job titles and qualities needed.</p>
<p>Activity Book page 84</p>	<p>Write: Activity 2</p> <p>1. Give learners a minute to think about a job that they know well. For example, the job of someone in their family, or a job that they would like.</p> <p>2. Ask them to make notes about the answers to the questions.</p> <p>3. Tell the learners that this is to help them with the role-play that they are going to do next.</p> <p>Feedback</p> <p>Circulate, helping where necessary. No group feedback is necessary.</p> <p>Answers</p> <p>Learner's own answers.</p>
<p>Activity Book page 84</p>	<p>Talk: Activity 3</p> <p>1. Model and drill pronunciation of the four questions, with natural intonation and contractions.</p> <p>2. Ask learners to find a new partner to work with.</p> <p>3. Ask them to stand up, without their books if possible, and role-play the interview.</p>

	<p>Feedback Invite a pair of stronger learners to role-play their interview in front of the class.</p> <p>Answers Learners' own answers.</p>		
	<p>Talk and write: Homework Activity</p> <ol style="list-style-type: none"> 1. Ask learners to interview a family member or friend about their job. 2. Learners should ask the questions and write notes about the responses in their notebooks. 3. Learners then write up their notes in the form of a description of the person's job, what they do and the qualities they need to do their job. 4. Focus them on the text in Lesson 3 Activity 3 as a model but point out that the pronoun will change from 'I' to 'he' or 'she', for example <i>My aunt is a dentist. She looks at people's teeth and finds out if they are healthy or not ... To do her job, she needs to be good at ... and good with ...</i> 5. Point out that they can use the correct order of the questions as a structure for their description, for example What the person does in their job / Why they like it (or not!) / What qualities are needed. <p>Answers Learners' own answers.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to write a description of a person's job without writing the name of the job. Learners should write on a post-it-note or a piece of paper that they can hold and show other learners. Write some examples on the board, for example <i>This person is good at science and loves animals (a vet).</i> 2. Ask learners to walk about the class showing their descriptions of a job to their classmates to read and guess the name of the job. Circulate and assist where necessary. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.			
(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.			
(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions.			
(G6.3.1.1.3) Summarise or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.			
(G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest.			
(G6.3.4.1.1) 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.			
(G6.4.1.1.3) Write notes to summarize the main points of a read text, using key words from the text as needed.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To prepare and deliver a presentation about an idea for a uniform design for work or school.</p> <p>Listening: To listen to a presentation about an idea for a work uniform design and notice features of content.</p> <p>Critical thinking: To create and describe an idea for a uniform design. Describe how the design addresses practical issues.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the main idea and supporting details from listening to a presentation • collaborate and brainstorm ideas in planning a presentation • understand and use vocabulary to describe uniforms.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Identifying key words. Presentations <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation: Reinforce creative thinking activities - such as brainstorming - and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English reading, speaking, listening and writing). 		
<p>Key vocabulary: Features on clothing; <i>stripe, inside pocket, sleeve, logo, waterproof material, light, belt with pockets, alarm, office worker, teacher, florist, postman / postwoman, fire fighter, police officer, nurse, chef</i></p> <p>Key expressions/structure: modals of probability, for example <i>It could / might be a uniform for a ... because ... ; It can't be ... because ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Creating visuals may distract learners into fixating on the drawings. Encourage learners to express their thoughts and opinions on the topic while working towards the end product so the design component doesn't over shadow the language learning. Ensure that enough time is allocated to learners in the planning stage which should activate schemata on the topic. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 105</p> <p>Activity Book page 85</p> <p>Audio Track 46 (LB)</p> <p>Pictures of work uniforms for different types of jobs and one picture of a non-uniform job (for Warm up); poster or A3 paper, coloured pens</p>		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> Put pictures on the board of several uniformed jobs (for example, ones listed in Activity 1 and/or ones that are specific to your area). Include a picture of a non-uniformed job (for example, an office worker, teacher, florist, etc.). Elicit the names of the jobs from learners and then ask which one is the odd-one-out and why. Elicit that the non-uniformed job is different because the other jobs all have <i>uniforms</i>.
<p>Resources</p> <p>Learner's Book page 105</p>	<p>Main Activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the picture and go over the explanation of a postman. Ask learners: Why do you think he wears a hat? Is it so people know he is a postman or are there other reasons? (Answer – It is part of the uniform which shows that his job is to deliver the post but the hat also protects him from the rain and cold weather). Explain to learners that many countries in the world such as the UK and USA have postmen and postwomen who deliver the post straight to people's homes in all types of weather. They often have to walk a lot therefore their uniform is designed to protect them from bad weather. Ask learners as a class if anyone they know wears a uniform to work. Talk generally about different uniforms and input/highlight vocabulary that will be useful for later stages. Talk about the kind of clothes people wear to work that are not part of a uniform. Next put learners in small groups and ask them to talk about what people wear for the jobs listed in Activity 1. You could focus the task more by asking them to pick three specific ones to talk about or allocate specific jobs to each group. <p>Feedback</p> <p>Conduct a quick feedback, asking learners to share some initial ideas at this stage. Input/highlight vocabulary that will be useful for later stages.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 105</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> Ask learners first if they know of any other jobs (not mentioned in Activity 1) in their country which have a uniform. Then focus on one job in particular (for example, a firefighter) and put a representative image on the board. Elicit a key duty in that job and ask learners how the uniform helps the person do that aspect of the job. Ask learners to talk in pairs about other aspects of the uniform in question that help the person do the job. Then ask them if they can think of any other things that designers have to think about when they design any work uniform. Stimulate learners' thought processes by giving prompts to answer this question, for example <i>Would a postman wear shoes with a heel?</i> (No!) <i>Why not?</i> (Because he has to walk a lot.) <i>Would a fire fighter wear a t-shirt?</i> (No! Because he has to protect his arms.) <p>Feedback</p> <p>Elicit learners' ideas and build up a list on the board. This will assist learners in Activity 3 and the problem solving exercise later in the lesson (when they design a work uniform).</p>

	<p style="text-align: center;">Answers</p> <p>Designing a work uniform: considerations (example answers)</p> <p>The climate and weather in the country where they work ... What the person has to do in their job, for example do they have to move a lot or move quickly? Will they have to do lots of walking, running, climbing, carrying, lifting, cleaning?</p> <p>Are there any safety or security issues with the job?</p> <p>People's different shapes, sizes and ages.</p> <p>Whether men or women or both will wear the uniform.</p> <p>If the uniform needs to have distinctive colours or logos so it will be easily recognised by people in a shop, street, from a distance, at night time, etc.</p> <p>The times that the person will be working, for example when it is dark.</p> <p>The cost of the uniform.</p> <p>and Learners' own answers.</p>
<p>Learner's Book page 105 Audio Track 46 (LB)</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to Luca presenting his idea for a work uniform. Before they listen, draw their attention to the illustration and ask which job they think the design is for. Encourage them to use modals of probability in their answers and to give reasons, for example <i>It could/might be a uniform for a ... because ...</i> 2. Ask learners to describe the illustration. If they mention words that will later come up in the listening task, write them on the board, to help learners with the listening task. 3. Tell learners that they are going to listen to the whole presentation. They need to listen to find out which job the uniform design is for. 4. Draw their attention to points made in Activity 2 (regarding what designers think about when they are designing uniforms) and tell them that Luca will mention some similar points. They need to listen and identify which similar points Luca makes. 5. Note: Stress to learners that they are only listening for the information outlined above and not to worry about words or parts of the presentation that they don't understand. <p>Feedback</p> <p>Elicit which job Luca's design is for and ask learners to identify other ideas mentioned from the list on the board from Activity 2. Tick them clearly so learners can reference them easily in the next activity.</p> <p style="text-align: center;">Answers</p> <p>Luca is presenting an idea for a telephone engineer's uniform.</p> <p>Possible ideas from Activity 2 that are mentioned are:</p> <p><i>Climate and weather.</i></p> <p><i>What the person has to do in their job – in this case, lots of walking, carrying things.</i></p>

<p>Learner's Book page 105</p> <p>Audio Track 46 (LB)</p>	<p>Word Study: Activity 4</p> <ol style="list-style-type: none"> Learners listen again and write the correct letter next to each word in the box. Elicit the first answer to make sure the learners know what to do. Go through the answers as a class, then ask learners to find as many of these features as they can on their own clothes and on any clothing that might be nearby (for example, jackets or PE kit). <p>Feedback Elicit responses from individual learners.</p> <p>Answers</p> <p>a stripe; b inside pocket; c logo; d sleeve; e waterproof material</p> <p>Differentiation activities (Support): Support weaker learners by pointing to the features of the uniform during the listening.</p> <p>Differentiation activities (Stretch): Challenge stronger learners by asking them to identify features of the uniform that are not in the word box, for example Belt with pockets, a protective hat.</p>
<p>Activity Book page 85</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> Ask learners to discuss the three questions in pairs. <p>Feedback Make time for class feedback to share ideas as this will help learners to prepare for their presentation to their partner.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Activity Book page 85</p>	<p>Present it: Activity 2</p> <ol style="list-style-type: none"> Tell learners that they are now going to prepare their own presentations about their own ideas for work uniforms. Ask the learners why Luca used a diagram, and then focus their attention on the <i>Speaking tip</i>. Go through key points from Luca's presentation that they can draw on: 1) his illustration of his design idea; 2) his use of vocabulary to describe special clothing features, labelled on his picture; 3) his use of specific phrases to direct his audience's attention to the illustration as he speaks; 4) the way his design reflects solutions to problems he sees with the current postmen's uniform. Give the learners time to prepare their presentations. They could either do this individually, or in pairs. Ask learners to work in pairs or groups and take turns in presenting their design to each other. Write a few points on the board to help them present their design to their partner, for example: purpose of presentation (what the new design is for and why the current design needs changing); explanation of each new feature and the reason why it has been included (using the illustration to guide the explanation); an overall comment about the design as a whole.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> At the end, have a vote on the best design idea. Alternatively, you could have several categories – most realistic idea/craziest idea/best art work, etc.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.</p> <p>(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To consolidate skimming techniques to understand the sense and main idea of the text. To find, understand and match relevant information between related sentences.</p> <p>Write: To recall key words and expressions using previously learned adjectives and nouns.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • Identify and match key information from separate but related sentences thereby demonstrating comprehension of key information • Identify adjectives and nouns and the formation of compound nouns.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Identifying key words. Skimming a text. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>car mechanic, marine biologist, maths teacher, science teacher, police officer</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>Learners may continue to mix up the noun and adjective forms. Tell them:</p> <ol style="list-style-type: none"> 1. a noun is a word that refers to a thing, person, place or defining a form or substance of something, for example teacher, mechanic. 2. an adjective is a word that describes a noun, for example science teacher so <i>science</i> acts as an adjective as it describes the kind of teacher. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 106</p> <p>Activity Book page 86</p>		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to review the work covered in Lessons 1 to 5 and they will start by playing a game. 2. Divide the class into two groups of three to four and ask one learner from each group to come to the front of the class. Write one of the words from Lessons 1 to 5 on a piece of paper that only these learners can see. 3. The learners need to go back to their group and draw a picture of the word, without speaking. 4. Their teams need to guess the word. 5. The first team to guess the word wins the point for the team. 6. Do the same with other target vocabulary, changing learners to give others a turn to draw.
Resources	Main Activity
Learner's Book page 86	<p>Strategy Check!: Activity 1</p> <ol style="list-style-type: none"> 1. Learners do a multiple-choice exercise to support their understanding of the reading strategy (skimming). 2. Ask learners to do this alone, and then check in pairs. 3. Allow learners to look back to lesson 3 to check if they need to. <p>Feedback Elicit the answers.</p> <p>Answers</p> <p>Read quickly first to get the general sense of the whole text. ✓ Then read the text more slowly to understand the main topic of each paragraph. ✓</p>
Learner's Book page 106	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to practice skimming skills. 2. Explain that they must do this quickly and they don't have to understand the entire text. 3. Set a one minute time limit, and then allow learners to check in pairs. <p>Feedback Elicit the answer.</p> <p>Answer</p> <p>c</p>
Learner's Book page 106	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners in different teams of three to four for a class quiz. Mix stronger and weaker learners. 2. Give a time limit to answer all the questions and write them on paper. <p>Feedback</p> <ol style="list-style-type: none"> 1. Swap papers and ask each group to mark a different group's paper, and award points.

	<p>Answers</p> <p>1 a vet; a science teacher; a car mechanic; a marine biologist. Compound nouns: science teacher; car mechanic; marine biologist</p> <p>2 A presenter. Personal qualities needed: (five from) to be enthusiastic (about people and their lives); have lots of energy; to be confident; to be good with children especially; to be friendly and calm (or other appropriate answers offered by learners)</p> <p>3 The uniform is designed for a telephone engineer. Features: (three from) it is like a tracksuit; dark blue with a green and white stripe. The top is a jacket with a zip and inside pockets and the post office logo; There are zips at the bottom and zipped pockets on the side. On their feet, the postmen wear trainers.</p> <p>4 Learners' own answers.</p> <p>5 a2; b3; c1</p>
<p>Activity Book page 86</p>	<p>Word study: Activity 1</p> <p>1. Focus attention on the <i>Use of English</i> box and go through the explanation.</p> <p>2. Learners match the two parts of the compound nouns a–d with 1–4 and check their answers in pairs.</p> <p>Feedback Monitor learners and assist where necessary. Check answers as a class.</p> <p>Answers</p> <p>1d car mechanic; 2a marine biologist; 3b maths teacher; 4c police officer</p> <p>Differentiation activities (Support):</p> <p>1. Support weaker learners by allowing them to work in pairs. Ask these learners what qualities you need to have for these jobs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners if they can think of more job words to add to the table.</p> <p>2. Challenge stronger learners by asking them to create similar sets of compound nouns (in their notebook) for their peers to identify as an outside class activity.</p>
<p>Activity Book page 86</p>	<p>Write: Activity 2</p> <p>1. Learners write a paragraph about a type of job that interests them, including the skills they think they need to do the job well. Ensure learners include personal qualities covered in lesson 3. Write them on the board: fascinating, confident, enthusiastic, friendly and calm. Circulate and assist learners with the structure, grammar and spelling.</p> <p>Feedback Ask individual learners to read their paragraph to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Focus learners on the <i>Look what I can do!</i> box and ask them to tick the box that applies.</p> <p>2. Ask the learners to tick the box that is true for them.</p> <p>3. Assign one 'can do' statement to each pair of learners. Tell learners they have one minute to find where they can revise this information in the Learner's Book or activity book and to make a note of the lesson number.</p> <p>4. Collate the information and write it on the board. Ask learners to copy this in their notebooks as a reference for future study.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.4.1.1) 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>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read three unusual job advertisements and notice features of content, style and use of language. Writing: To use the present continuous in the context of job advertisements.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a set of job advertisements and distinguish features of content and organisation • identify the present continuous for present actions related to the theme of jobs and advertisements.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: modal verbs, present continuous 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>space traveller; scientist</i> Key expressions/structure: present continuous tense to describe actions happening now. ... <i>is really good at ... / ... is fascinated by ... / ... is keen on ... / ... is very interested in ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners may question why they are studying a topic such as jobs that is not immediately relevant to them. Explain to learners that jobs and advertisements are a part of everyday life. Even before they leave school they may have to apply to a school advertisement (a part in a school play or a special responsibility) stating why they are best for the job so it is important to learn about this topic.		
Resources/equipment needed: Learner's Book page 107 Activity Book page 87 Job advertisements from magazines, newspapers, the Internet (authentic or invented) (for Warm up)		

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put learners in small groups and distribute some simple job advertisements (for example, classifieds) from newspapers, magazines, online, etc. (authentic or invented). Elicit the text type (job advertisements) and the type of jobs they are advertising. Elicit more details as appropriate, depending on time available and learner ability. Alternatively, you could project the advertisements and ask learners to answer the same questions by looking at the images on the screen. Explain to learners that you are all going to look at more job advertisements in the lesson today.
Resources	Main Activity
Learner's Book page 107	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the questions in Activity 1. They can answer this question in pairs, or as a class. Monitor learners and interact with them during their discussions. <p>Feedback Encourage learners to give as much background information as possible in their responses to the team.</p> <p>Answers</p> <p>Suggestions: Job advertisements – in newspapers, on websites, on TV, on notice boards in public places (shops, offices, etc.) Through a recruitment agency (people who are paid to find jobs for other people) Through word-of-mouth (when someone tells you that a job is available)</p>
Learner's Book page 107	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> Focus learners on the advertisements in Activity 2. They match the words to the advertisements. Monitor learners and interact with them during their discussions. <p>Feedback Elicit answers and ask for reasons.</p> <p>Answers</p> <p>a space traveller; b scientist</p>
Learner's Book page 107	<p>Read: Activity 3</p> <ol style="list-style-type: none"> Critical thinking: Focus learners on the statements (1– 4) in Activity 3. Do the first one together. Ask learners to do the task individually, then check answers with their partner. <p>Feedback Go over the answers with the class. Ask the learners which of the two jobs they would like, and ask the 'space travellers' to go to one side of the room and the 'scientists' to the other side.</p> <p>Answers</p> <p>1 space traveller; 2 scientist; 3 space traveller; 4 scientist</p>

	<p>Differentiation activities (Support):</p> <p>1. Support weaker learners by allowing them to work in pairs or on a one to one basis ask these learners which job they would like to do in the future and why, whilst assisting them with the language where necessary.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners which job they would like, and how their chosen job links in with skills and interests they already have.</p>
<p>Learner's Book page 107</p>	<p>Use of English: Activity 4</p> <p>1. Focus learners on the target language by writing the following on the board: <i>We _____ for a space traveller.</i> Ask the learners to read the text and find the missing words: <i>are looking</i></p> <p>2. Ask learners to identify the action in the sentence (are looking).</p> <p>3. Ask them if it is a regular action or something happening at the moment (at the moment).</p> <p>4. Ask them if the interviewers have found the people for the job and establish that no, they are still looking – so the action is ongoing/continuous.</p> <p>5. Focus learners on the form and ask how we make the sentence (with be + verb + -ing).</p> <p>6. Focus learners on the question in Activity 4 and ask them to complete it in pairs.</p> <p>Feedback Go over the answers with the class. Write the answers on the board and elicit the other forms. (<i>they are; you are</i>)</p> <p>Answers</p> <p>The form of the verb, <i>to be</i>, changes according to the pronoun. I am looking .../I'm looking ... He/she is looking .../He's looking ... We are looking/We're looking</p>
	<p>Differentiation activities (Support):</p> <p>1. Continue to support this group, by going over the changes according to the pronoun in Activity 4: I am looking ... He/she is looking ... If possible, do this on a one to one basis if these learners are not clear on the subject verb conjugation.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners if they can think of other unusual jobs.</p>
	<p>Read: Activity 1</p> <p>1. Ask the learners to look at the pictures and describe what they see. <i>What are the people in the pictures doing?</i></p> <p>2. Ask them to read the first lines of three advertisements and match each to a picture.</p> <p>Feedback Elicit answers from individual learners.</p> <p>Answers</p> <p>1 c; 2 a; 3 b</p>
<p>Activity Book page 87</p>	

Activity Book page 87	<p>Read: Activity 2</p> <ol style="list-style-type: none"> Put learners in small groups to complete this activity. Set a time limit, to ensure learners remain on task. Learners match lines from the rest of the advertisements to the correct jobs in Activity 1 and write the correct letter. <p>Feedback Elicit the answers from individual learners.</p> <p>Answers</p> <p>2b; 3b; 4a; 5c; 6a</p>		
Activity Book page 87	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> Ask the learners to choose three of the job words in the box (from previous lessons) and draw a picture. Explain that drawing a picture is a useful way to help learner remember new words. Learners can help each other or use dictionaries to check words they're not sure of. <p>Feedback Learners sit in pairs or groups and show each other their pictures.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Divide the class into two teams and tell each team that you will give a description of a job and they must decide what the job is. The team that shouts out the correct answer first wins the point. For example: <i>Must like flying in planes.</i> (a pilot) <i>Must be interested in science.</i> (a scientist). <i>Must like animals.</i> (a vet) If the learners cannot guess you can give them clues. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	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>(G6.3.1.1.6) Understand the purpose and content of a range of information texts (e.g., historical information, world knowledge, announcements).</p> <p>(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.</p> <p>(G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings and subheadings to understand the meanings of unknown words.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.3.1.2) Correctly use apostrophes.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write an advertisement for an unusual job. Critical thinking: To use own knowledge to think of ways people can get a job; to match abilities and interests to suitable jobs; to create an advertisement for an unusual job.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • produce a short advertisement with appropriate features and use of language • evaluate a variety of job advertisements and select one they would wish to do.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: modal verbs, present continuous 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>gardener, fascinating, confident, enthusiastic, friendly, calm</i> Key expressions/structure: present continuous to describe actions happening now; <i>must be good at/with; is really good at ... / ... is fascinated by ... / ... is keen on ... / ... is very interested in ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <p>Some learners may feel that their work is not grammatical. Refer learners to the advertisement for a gardener in Activity 1 and ask them to repeat the full sentence and then the short sentence: <i>You must be crazy about flowers and plants./Must be crazy about flowers and plants.</i> Tell learners it takes practice to write in short sentences but if they read different advertisements they will notice that short sentences are a required feature.</p>		
Resources/equipment needed: Learner's Book page 108 Activity Book page 88 Paper for learners to write advertisements on so that they can be displayed on the walls Old magazines for learners to cut out pictures to decorate their advertisements (optional)		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners to imagine that you can no longer teach their class, and the school needs to find a new English teacher to teach them. 2. Tell them that the Head of the school has asked for their help in finding a new teacher. Ask the learners what qualities the teacher should have. Elicit one example. (For example, <i>She/he must be good with children. She/he must make lessons fun.</i>) 3. Put learners in small groups and ask them to make a list of qualities. 4. Elicit one or two from each group.
Resources	Main Activity
<p>Learner's Book Page 108</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit <i>gardener</i>. For example, draw a picture on the board, find a picture on the Internet, or ask <i>What do you call a person who works in other people's gardens?</i> 2. Ask: <i>What sort of person does a gardener need to be?</i> 3. Elicit answers and write them on the board. Accept all answers without saying <i>yes</i> or <i>no</i>. 4. Give learners one minute to read and check whether the advertisement has the same ideas. 5. Allow learners to check in pairs. <p>Feedback Elicit answers and tick the ones on the board that were the same. Ask the learners to guess what having <i>green fingers</i> means (good at gardening).</p> <p>Answers</p> <p>Crazy about flowers; calm; not afraid of insects</p>
<p>Learner's Book page 108</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Writing tip</i> by writing some full versions of sentences from the advertisements in Lesson 7 on the board. For example, <ul style="list-style-type: none"> • You must know a lot about planets. • You must be fascinated by science. 2. Ask them if these sentences are the same as those that appear in the advertisements in Lesson 7. If they don't notice immediately, ask them to find the sentences in the text and tell you how they are different. 3. Ask learners why they think shortened sentences are used in advertisements. Elicit or explain that advertisements need to communicate a lot of information in as few words as possible. Advertisers usually have to pay for every word they use and this means they have to miss out some words. 4. Focus them on the advertisement text in Activity 1 and explain that the text has two problems: <ul style="list-style-type: none"> • some of the sentences are too long • there are mistakes in the grammar in some of the sentences. 5. Ask them to correct the text and then check with their partner. <p>Feedback Go through the answers, read the text aloud with errors and ask learners to either call out, <i>Stop!</i> and then tell you the correction, or put their hands up when they hear an error.</p>

	<p>Answers</p> <p>1 We are looking ... ; We are waiting ...</p> <p>2 You must be crazy ... ; You must be calm ... ; You must love ...</p>
<p>Learner's Book page 108</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> To help learners generate ideas for writing their own job advertisements, put them into small groups and ask them to brainstorm ideas using the following categories: <i>Unusual jobs; A job you would like to do; A job you would like someone to do for you; A job you would like someone to do in your school</i> Learners need to think of two ideas to form into job advertisements, using the examples in Lesson 7 Activity 2 as models. Draw their attention to the order of the advertisement text, as explained in Lesson 7 Activity 2: kind of person/qualities and abilities needed/where to get more information/where interviews take place. When learners have completed a first draft, ask them to swap with a partner (or another pair, if learners are collaborating on this task) and proofread each other's work, checking grammar (use of present continuous), spelling and use of shortened sentences where possible. When learners are ready, ask them to write their final versions on a piece of paper that can be displayed on the wall, and ask them to draw a picture or decorate their texts with pictures from a magazine. When final drafts are completed, ask learners to display them on the classroom wall. Ask learners to walk around and read each other's job advertisements, then choose one job that they would like to do. <p>Feedback Assist learners with vocabulary and spelling (as this will be very specific according to learners' individual ideas).</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 88</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Before learners open their books, write on the board: <i>Right now my sister _____ for exams.</i> <i>I _____ English</i> Elicit the missing words (<i>is studying; am learning</i>) and write them on the board. Ask learners to read the <i>Use of English</i> box. Learners complete sentences using the correct form of the present continuous with verbs in the box. Assist learners where necessary, pointing out the verb <i>to be</i> and the <i>ing</i> form of the main verb. <p>Feedback Elicit answers from learners and write them on the board. Highlight the negative (4 and 6) and question (5) form. Elicit both the contractions and the full forms.</p> <p>Answers</p> <p>2 am sending (I'm sending); 3 is reading; 4 are not sitting (we aren't sitting); 5 are (you) speaking; 6 not watching (I'm not watching)</p>

Activity Book page 88	Use of English: Activity 2		
	<ol style="list-style-type: none"> 1. Ask learners to work in pairs and choose one topic to write 3 sentences. (Alternatively, assign the topics yourself). 2. Learners complete sentences about themselves using the present continuous. 3. Monitor learners and assist with grammar and spelling. <p>Feedback Nominate learner pairs to share their sentences with the class and write a few examples on the board.</p>		
	Answers		
	Learners' own answers.		
	Differentiation activities (Support): Continue to support this group, by giving them an example of a sentence for their topic in activity 2 (for example, <i>At the moment, I am working on a presentation in my science class.</i>)		
	Differentiation activities (Stretch): If these learners finish early ask them to write one sentence for each of the other topics.		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. To practice present continuous, tell the learners about one or two of your family members or friends, and what you think they are doing right now. For example, <i>I think my husband is working. I think my mother is reading a book.</i> Elicit that this is now, so you need to use present continuous. 2. Ask learners to think for a moment about one or two of their own family members or friends and what that person is probably doing at the moment. 3. Learners tell each other in small groups. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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:			
(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.			
(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			
(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.			
(G6.4.4.1.2) 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: 9
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening and reading: To listen to and read a poem about jobs and work. To answer questions about poem content and themes.</p> <p>Vocabulary: Suffixes: jobs with <i>-er</i>, <i>-or</i>, <i>-ist</i> endings.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • categorise jobs under artistic, practical and helpful • identify suffixes <i>-er</i> and <i>-ist</i> • identify the root word and the <i>-er</i> suffix.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Listening and reading to literature <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>teacher, teach; writer, write; doctor, builder, actor, fire fighter, police officer, car mechanic</i></p> <p>Key expressions/structure: suffixes <i>-er, -ist</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>Learners often look for rules to guide them in their language learning. At this stage focus on the verb and <i>-er</i> suffix, for example <i>teach/teacher</i>. However, tell learners the suffixes <i>-er</i>, <i>-or</i>, and <i>-ist</i> can all be added to a base word to name a person for example, <i>build/builder; biology/biologist</i>.</p>		
<p>Resources/equipment needed:</p> <p>Learner's Book page 109</p> <p>Activity Book page 89</p> <p>Audio Track 47 (LB)</p> <p>Pictures of jobs (optional), poster paper and pens (optional). Sets of vocabulary cards, one for each small group of learners, with job words from Unit 7</p>		

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put learners into small groups and give each a set of the vocabulary cards you have prepared. Ask them to turn over the cards so they cannot see the words. Then ask one learner in each group to pick up a card, read it, but not show it to the other team mates. Ask the learners with the cards to act or mime the job on the card. Do a demonstration with the class beforehand if necessary. The other learners in the group have to guess the job. If they guess correctly, they keep the card. The winner in each group is the learner who has collected the most cards by guessing correctly. At the end of the miming activity, ask learners to put all the cards together on their tables, face up so they can see the names of the jobs.
Resources	Main Activity
<p>Learner's Book page 109</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the questions in Activity 1. Ask them to discuss these in pairs or small groups, using the jobs on cards in front of them for ideas. <p>Feedback Elicit a few ideas from learners about what kind of jobs they would like.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 109 Audio Track 47 (LB)</p>	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> Tell learners that they are now going to read and listen to the last part of a poem about jobs called <i>You can be anything</i> by Teri Hopkins. Ask them to describe the illustrations on page 109. Tell the class to read listen, and find the lines in the poem that match the three pictures. Stress that, at this point, they only need look for this information and not to worry about words they do not understand. Play the audio. Ask learners to check in pairs, reading the poem again if they need to. <p>Feedback Elicit responses from learners and write the jobs mentioned in the poem on the board.</p> <p>Answers</p> <p>a scientist: lines 7–8; b police officer: lines 5–6; c firefighter: lines 3–4</p>

<p>Activity Book page 89</p> <p>Learner's Book page 109</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Write the first sentence on the board, and ask the learners: <i>Does the poem mean this?</i> (yes) Tick the statement on the board. 2. Ask learners to open their Activity Books and their Learner's Book, and put a tick or cross next to the other sentences. 3. Monitor learners. <p>Feedback Elicit answers from the learners and write them on the board.</p> <p>Answers</p> <p>1 ✓; 2 x; 3 ✓; 4 x</p>
<p>Activity Book page 89</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Allow learners to read the question and talk in groups for a few minutes. <p>Feedback Ask learners who agree to put up their hands and tell you why. Then ask learners who disagree to put up their hands and say why.</p>
<p>Learner's Book page 109</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners back to the Learner's Book. 2. Learners complete the table with the correct base verb. Tell learners the <i>-er</i> ending in the job-words in the table is called a suffix. Some job-words come from the verb for example, teacher comes from teach. Learners write the verb next to the job. <p>Feedback Whilst monitoring ask individual learners to create a sentence using the noun and the verb, for example the science teacher teaches in classroom 6.</p> <p>Answers</p> <p>teacher/teach; presenter/present; writer/write; builder/build; reporter/report</p>
<p>Activity Book page 89</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on the picture and elicit the job (builder). 2. Learners complete the words for jobs with the correct suffix. Elicit the first answer. 3. Then they identify the jobs that appear in the extract of the poem. <p>Feedback Ask learners to get three pieces of paper and write <i>ist</i>, <i>er</i> and <i>or</i>. Say the number and ask learners to hold up the right paper. Then model and drill pronunciation.</p> <p>Answers</p> <p>1, 2, 3: ist 4, 5, 6, 7: er 8, 9, 10: or Jobs in poem: scientist, fire fighter, police officer.</p>
<p>Resources</p>	<p>Plenary</p> <p>To wrap up, carry out a whole class discussion. Ask learners the following question: <i>What advice would you give to others about choosing the right job?</i> Encourage learners to share their ideas.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.4.2.3) Apply knowledge of suffixes (for example, -ing, -ly), prefixes (for example, over-, un-) roots, word patterns, and known words to determine word meanings.</p> <p>(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write thoughts about something that is possible or not using <i>could</i> / <i>could not</i> . Speaking: To discuss poem themes about job types and attitudes to work. Language focus: To use <i>could</i> for possibility.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and read a poem and answer questions about its content • consider what young people should do to help them get the jobs they want when they are older.
Link to prior learning: <ul style="list-style-type: none"> • Reading and group work • Poem from lesson 9 • Jobs vocabulary from the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>fire fighter, police officer, scientist, similarities, advice</i> Key expressions/structure: Answering questions <i>How many ... ? / What point do you think ... ? / What advice would you give ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In group work some learners can be shy and not forthcoming with sharing their thoughts or allow the stronger learners to dominate. Stress to the more able learners that part of learning is to interact with their peers and it is good practice to encourage shy or less able learners to participate by asking them what they think before offering the answer to their group.		
Resources/equipment needed: Learner's Book pages 109 and 110 Activity Book page 90 Audio Track 47 (LB) Anagrams of job words, written in large letters, one on each piece of paper. For example, tve (vet), ecstnitsi (scientist), tacerhe (teacher) One die for each group of about 3 learners		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Have a board race to practice the spelling of job words. 2. Draw a vertical line down the middle of the board. 3. Learners stand in two lines facing the board. The two learners in front have a board pen each. 4. Hold up an anagram (see <i>Resources</i>), and the learners need to race to write the word on the board with the correct spelling. The learners in the team can help, but only the learner in front can write. 5. Once one learner has written the correct spelling, rub out what the other person wrote. 6. These learners hand the pen to the next learner, and go to the back of the line. 7. Continue until you have used all the anagrams. 8. At the end, you can count the points in each team by counting the number of words.
Resources	Main Activity
<p>Learner's Book pages 109–110</p> <p>Audio Track 47 (LB)</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners what they remember about the poem. 2. Tell learners that they are going to read and listen to the poem again. 3. After playing the audio, put them into groups of three or four with a die for each group. 4. Each learner takes a turn to role the die and answer a question. 5. Each questions can be answered more than once, so continue for about ten minutes and then stop the learners. 6. Circulate, listening to learners' interactions and noting strong points and areas where learners may need help. <p>Feedback As a class elicit some of the learner's answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The poem extract mentions three jobs (fire fighter, police officer, scientist), so the learner can choose one of these and give their own reasons. 2 You can have any job, but you should choose a job that will make you feel happy, and you will need to keep trying. 3 Learners' own answers. 4 Learners' own answers. 5 Learner's own answers. 6 try / sky; choose / lose (learners could also find other words in the poem that rhyme, such as you / do) <p>Differentiation activities (Support): Put these learners in a group with stronger learners, who can help them.</p> <p>Differentiation activities (Stretch): Ask these learners to explain their ideas during feedback.</p>

Learner's Book pages 109–110	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to find the word <i>could</i> in the poem, and circle it. Then ask them to underline the sentences with <i>could</i>. This will stress how frequently the structure appears in the poem, (emphasising the poem theme of possibility). 2. Ask three different learners to read one <i>could</i> sentence each. 3. Read the two lines of the poem from the <i>Use of English</i> box. 4. Focus learners on the three definitions for <i>could</i> in Activity 2. 5. Ask learners to work alone and choose a, b, or c. 6. Ask learners to check in groups. <p>Feedback Elicit the answer from a learner and write it on the board.</p> <p>Answers</p> <p>3 It is possible that you will be a fire fighter or a police officer.</p>
Activity Book page 90	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write the first sentence on the board and elicit the answer, so that that learners can see what they need to do. 2. Elicit what comes after <i>could</i> (verb in infinitive), and ask whether or not we use <i>to</i>, as in <i>could to work</i>. (no, <i>could work</i>). 3. Learners work alone to complete gapped sentences with <i>could</i> or <i>couldn't</i> and a verb from the box. 4. Check in pairs. <p>Feedback Ask fast finishers to write the answers on the board, and then ask the other learners whether the answers on the board are right. Correct them if necessary.</p> <p>Answers</p> <p>2 could learn; 3 could watch; 4 could help; 5 could be; 6 couldn't travel</p>
Activity Book page 90	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Give or elicit an example. 2. Learners complete sentences with <i>could</i> or <i>couldn't</i> to make them true for them. 3. If you are short of time, you could ask learners to choose two sentences. Fast finishers can continue and do the others, and the rest could be finished at home. <p>Feedback Write some of the learners' examples on the board.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support weaker learners by checking their sentences on a one to one basis. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish early ask them to check the sentences of other learners if appropriate.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to think of what a family member <i>could do if they + verb</i> and to share it with the class. For example, if my mother learned to drive she could go out shopping more often.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement</p> <p>(G6.2.1.1.9) Listen to, review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.</p> <p>(G6.3.1.1.3) Summarize or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Writing: To write some rhyming lines using the poem as a model.</p> <p>Critical thinking: To discuss the kind of job you'd like to have and why; to discuss attitudes towards work and jobs; to consider the steps needed to achieve a goal.</p> <p>Values: To work hard and set goals.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read about goal-setting • talk with other learners about their goals • write about goals • collaborate and agree on class goals.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • <i>could</i> for possibility • jobs vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Initiative and self direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project. 		
<p>Key vocabulary: jobs vocabulary</p> <p>Key expressions/structure: <i>How often ... ? When ... ? How long ... ?</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>In group work some learners can be shy and not forthcoming with sharing their thoughts or allow the stronger learners to dominate. Stress to the more able learners that part of learning is to interact with their peers and it is good practice to encourage shy or less able learners to participate by asking them what they think before offering the answer to their group.</p>		
<p>Resources/equipment needed:</p> <p>Learner's Book page 111</p> <p>Activity Book page 91</p>		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write on the board: N___ g___ u___ r___ f___ t___ s___ Tell the learners that this is a line from the poem from Lessons 9 and 10 (<i>Never give up, reach for the sky</i>). Ask them to guess/remember the words. If necessary, mime, draw, or give clues until they guess. Explain that this lesson is about reaching for the sky – achieving your goals. Explain to learners the concept of goals: Something that someone intends to do in their job or life to make things better. Tell learners about your goals as a teacher. Keep it simple and relate them to your learners' lessons, for example: <i>One of my goals as a teacher is to make sure that all my learners join in the class activities – even the shy ones. The action I will take to achieve this goal is to include more games in the lessons where everyone has to take part. Another goal for me is to help my learners improve their end of year exam results. The action I will take to achieve this goal is to ... etc.</i>
Resources	Main Activity
Learner's Book page 111	<p>Write: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the picture and elicit the job in the illustration (footballer). First brainstorm words to describe what a footballer does (for example <i>kicks the ball, scores goals, tackles, dribbles the ball</i>, etc.). Then ask learners to work in pairs to make a sentence, using any of the words on the board. Write the sentences on the board. Possible Answer: <i>You could be a footballer who kicks and scores</i> (Learners' own answers). Next, ask learners to use their own ideas and vocabulary to write two sentences about other jobs. Distribute some photos of different jobs to give them ideas. Tell them to try and make the sentences rhyme if possible but allow non-rhyming sentences if you think this would be more manageable for them. <p>Feedback During feedback, ask learners to read out sentences they have written for the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> As an alternative to having learners construct their own rhyming sentences, put the following sentences on the board, or on pieces of paper, in a mixed up arrangement, and ask these learners to match rhyming pairs. <ul style="list-style-type: none"> <i>You could be a florist who sells beautiful flowers./ You could be an architect who designs buildings and towers.</i> <i>You could be a police officer who protects the law./ You could be a dentist caring for teeth that are sore.</i> <i>You could be a reporter who tells us the news./ You could be anything you like but you must choose!</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask these learners to write more sentences, and to try and write sentences that rhyme. They could then make this into their own poem at home.

Learner's Book page 111	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the <i>Values</i> heading and read through the first question together. 2. Then put learners into pairs to discuss the questions. They need to talk about the questions, drawing on their personal experiences. <p>Feedback Conduct a short feedback; ask learners to volunteer answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learners' Book Page 111	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the example, and then work alone to write about the goals they discussed in Activity 2. 2. Monitor and help learners, answering questions and providing one on one help with their writing. Make a note of which learners require extra support with writing. <p>Feedback No formal feedback is necessary here.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide extra support to these learners while monitoring. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to write as much as they can, and to check their own work for accuracy of grammar and spelling.
Activity Book page 91	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on Ali's notes in question 1 and ask the class what they think Ali wants to achieve. Give them a short time to read and take in the text and answer question 1. 2. Ask learners to read question 2 and underline the answers in Ali's notes. <p>Feedback Elicit what actions Ali is going to take to achieve his goal. If they are slow to respond, ask the following questions to focus them on the target points:</p> <ul style="list-style-type: none"> • <i>How often is Ali going to practise? When? How long?</i> (everyday, half an hour after school and Saturday mornings) • <i>Who is he going to tell about his goals?</i> (Dad and Ahmed) • <i>When is the United match? (28th Aug) Who's he going to watch?</i> (the strikers – the people who score the goals) • <i>When are the trials for the under-12s school team?</i> (10th and 11th September) <p>Answers</p> <p>1 Ali wants to be a striker in the school football team.</p> <p>2 Ali is going to: practise every day, half an hour after school and Saturday mornings (he says when he is going to practice and for how long); let people close to him know what he wants to achieve so that they are better able to help him; watch a football match on a specified date with the particular aim of watching how the strikers play (to pick up tips); put his name down for the trials for the new school team; attend the trials on the 10th and 11th September.</p>

Activity Book page 91	Activity 2: Talk		
	1. Now ask learners to write down a goal that they want to achieve. Give them a short time to think about it. If they are stuck for ideas, focus them on the topic areas in question 1.		
	2. Then ask them to work in pairs again, tell each other their goals and help each other to write a list of actions that will help them achieve their goal (using Ali's notes as a model).		
	Feedback Ask confident learners to share their ideas with the class.		
	Differentiation activities (Support): Support weaker learners by helping them to write down a goal that they want to achieve.		
	Differentiation activities (Stretch): Ask these learners to write very specific action points, and add time-frames (in other words, when they will do each action).		
Resources	Plenary		
	Choose a class goal. This could be something that you (the teacher), or the class as a whole, would like your class to aim for. Elicit action points and write them down on poster paper for achieving the class goal. Then put on the wall and vote on the best plan. Make a class commitment to follow that plan.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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:			
(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.			
(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.			
(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.			
(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events.			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To enable learners to revisit key vocabulary and structures in the context of contextualised sentences. To revise the different meanings of key vocabulary.</p> <p>Listening/Speaking: To consolidate language learning skills in the context of a game.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use key vocabulary from Units 7 to 11 in the context of contextualised sentences • recall and consolidate meaning of previously learned vocabulary and language in context.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis and structures related to Unit 7 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>police officer, car mechanic, vet, a fire fighter, presenter, doctor, scientist, footballer, actor, zip, logo, waterproof material, calm, boring, fascinated by, enthusiastic about</i></p> <p>Key expressions/structure: present continuous</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>All learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key vocabulary, structures and skills at the same pace. Identify which parts of the review learners have problems with and provide further support or refer them to where in the Learner's Book they can revise this work.</p>		
<p>Resources/equipment needed:</p> <p>Learner's Book page 112 Activity Book page 92</p>		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	Say to learners <i>This phrase has three words, they begin with J, A and W and it is the title of the unit you are studying.</i> Answer: Jobs and Work. Ask learners to play this game by choosing a job and in pairs see if their partner can guess the job word.
Resources	Main Activity
Learner's Book page 112	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Learners complete sentences 1–6 by choosing the correct answer, a–c. Elicit the answer to the first question so that the learners know what to do. Sentences cover key items introduced or revised in Lessons 7–11 in Unit 7. Monitor learners and assist where necessary. <p>Feedback Ask the learners to sit if they think the answer is <i>a</i>, stand for <i>b</i>, and jump up and down for <i>c</i>.</p> <p>Answers</p> <p>1 c; 2 a; 3 b; 4 b; 5 c; 6 b</p>
Learner's Book page 112	<p>Read, speak, listen, write: Activity 2</p> <ol style="list-style-type: none"> Whisper to the learners <i>What am I doing? How am I talking?</i> and elicit the word, <i>whisper</i>. Ask learners to read the instructions silently. Then elicit how the game works. Give learners a minute or two to choose one of the sentences from activity 1 and practice saying it to themselves until they can remember the whole sentence without looking at the book. When all learners can recall their chosen sentence by memory ask them to close their books. Put learners in groups, or, for a whole class game, in a line or a circle. Let the learners play the game. Note: Most of the time the initial meaning is lost in the succession of whispers and the results can be quite funny, so keep the atmosphere light. This game encourages team work and tests listening and speaking skills. To add a competitive element, divide the class into teams. The team that matches the original sentence most closely scores a point. <p>Feedback Monitor the class and resist assisting if learners do not understand the whisper. Encourage them to say what they think they heard.</p>
	<p>Differentiation activities (Support): Support weaker learners by allowing them to quickly look at their book if they forget their sentence.</p>
	<p>Differentiation activities (Stretch): Allow these learners to use their own job related sentence, but you should check it before the game.</p>

<p>Activity Book page 92</p>	<p>Use of English: Activity 1</p> <p>1. Learners complete sentences 1–4 by choosing the correct answer, a–c. Sentences cover key items introduced or revised in Lessons 7–11 in Unit 7.</p> <p>Feedback Ask learners to sit for <i>a</i> and stand or jump for <i>b</i>.</p> <p>Answers</p> <p>1 b; 2 b; 3 a; 4 b</p>
<p>Activity Book page 92</p>	<p>Listen: Activity 2</p> <p>1. Assign learners one of the jobs in Activity 1: Learner 1 car mechanic; Learner 2 presenter; Learner 3 nurse; Learner 4 actor; Learner 5 car mechanic; and so on. Ask all the car mechanics to raise their hands and ask them <i>What are you?</i> Do the same for the other jobs. Write the the following on the board: <i>Car mechanic, presenter, nurse, actor, all jobs</i></p> <p>Explain to learners that they will play the change chairs game and if their assigned job is called out those learners have to change chairs. Tell learners that if <i>all jobs</i> is called out they must all change chairs (no one can stay in the same chair and there will be one less chair than there are learners). Go over the rules of the game below: It might be a good idea to do a small dummy run and then start the game again.</p> <p>Change Chairs Game</p> <ul style="list-style-type: none"> • Form a circle of chairs, one fewer than there are learners. • The learner without a chair stands in the centre (the best way to choose a learner to come to the centre is to put names in a hat or close your eyes and point to the register to randomly select a learner). • The learner in the centre calls out the name of one, two or three of the jobs, and each person assigned to those jobs jumps up and rushes around class trying to find an empty seat to sit in. Meanwhile, the learner in the middle does the same, hoping to leave someone else standing without a chair to sit in. • One person will be left without a seat and is out of the game and should sit away from the game area. <p>Randomly choose another learner to come to the centre as in step 2. Follow step 3 and remind learners that they can also call out ‘All jobs’ if they want the whole class to change chairs or when there are not many learners left in the game.</p>
<p>Activity Book page 92</p>	<p>If you snooze you lose: Activity 3</p> <p>1. Learners that have to leave the game early can get on with completing this activity. However, Activity 2 should generate a lot of fun and laughter so you may wish to allow them to watch while the game proceeds. If so you can set this activity as homework or use it in the plenary a whole class activity.</p> <p>2. Learners complete sentences 1–3 by choosing the correct answer, a–c. Sentences cover key items introduced or revised in Lessons 7–11 in Unit 7.</p> <p>Feedback Check answers as a class following the change chairs game or in a following lesson if set for homework. Ask the learners what the title of activity 3 means (<i>If you snooze you lose</i>). Answer: this is an idiom (phrase) used to warn people who are not paying attention (who are sleeping/snoozing) or who wait too long to do something they need, want, or aspire to, that they may miss out and lose an opportunity (a game or other aims in life).</p> <p>Answers</p> <p>1 a; 2 b; 3 b</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Focus learners on the <i>Look what I can do</i> box and ask them to tick the box that applies. 2. Ask the learners to tick the box that is true for them. 3. Assign one 'can do' statement to each pair of learners. Tell learners they have 1 minute to find where they can revise this information in the Learner's Book or activity book and to make a note of the lesson number. 4. Collate the information and write it on the board. Ask learners to copy this in their notebooks as a reference for future study. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	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>(G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (e.g., how to get around by walking or using public transportation).</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.3.4.1.1) 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>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To enable learners to revisit key vocabulary and structures in the context of a game. Listening/Speaking: To reinforce the importance of team building and collaboration with others.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use key vocabulary from Units 1 to 12 in the context of a game • recall and consolidate meaning of previously learned vocabulary and language in context.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures related to Unit 7 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language 		
Key vocabulary: vocabulary from Lessons 1 to 12 Key expressions/structure: expressions and structures from Lessons 1 to 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: All learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key vocabulary, structures and skills at the same pace. Identify which parts of the review learners have problems with and provide further support or refer them to where in the Learner's Book they can revise this work.		
Resources/equipment needed: Learner's Book page 113 One die per group Small blank pieces of paper. You will need up to 5 per learner		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Give the learners small, blank pieces of paper. 2. Ask them to work in groups and find vocabulary in the book that they would like to revise. They should focus on Unit 7, but they can also choose words from earlier in the book. 3. Ask them to write one word or phrase on each paper. 4. Put all the words on the floor at the front of the classroom. 5. Ask the learners to draw a plan of their house OR draw a picture or family tree of their family. 6. They should then come to the front of the classroom and look for words that they can add to their picture. For example, <i>car mechanic</i> could be written next to the garage; <i>marine biologist</i> next to a family member who loves the sea. They can be quite creative about making these associations – in fact, the more creative they are, the better the activity will assist their memories. 7. Learners tell each other in pairs why they placed the words where they did.
Resources	Main Activity
<p>Learner's Book page 113</p>	<p><i>Game: Snakes and Ladders</i></p> <ol style="list-style-type: none"> 1. Go over the rules in the Learner's Book of the game <i>Snakes and Ladders</i>. 2. Put learners in groups of three to four. 3. Distribute counters to each and a dice to each group. 4. Tell learners to put their counter on the space that says 'start'. 5. Go over a few moves of the game with an able learner showing the class how you can advance up and go down the snake. <p>Feedback Monitor learners and assist where necessary. Ensure learners' sentences are structurally correct.</p> <p>Answers</p> <p>2 fire fighter(s); 3 pilot/space traveller; 4 Learners' own answers; 5 scientist; 6 weather presenter; 7 presenter/TV presenter; 8 actor/doctor (and other answers); 9 presenter/camera operator/director/actor/actress (and others); 10 Learners' own answers; 11 gardener; 12 Learners' own answers; 13 camera operator; 14 Learners' own answers; 15 Learners' own answers; 16 maths teacher/teacher; 17 teacher/writer (and others); 18 postman; 19 biologist/florist (and others); 20 doctor; 21 science/being calm (and learner's own answers); 22 Learners' own answers; 23 Learners' own answers; 24 school teacher, school boy, school girl (and others)</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Invite learners to talk about an area of Unit 7 where they feel they need more practice and why.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G6.3.4.1.1) 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>(G6.3.4.2.3) Apply knowledge of suffixes (e.g., -ing, -ly), prefixes (e.g., over-, un-) roots, word patterns, and known words to determine word meanings.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To deliver a presentation about a job you would like to have.</p> <p>Writing: To organise and prepare notes for a presentation; to prepare and write a quiz about different jobs.</p> <p>Critical thinking: To select information to include in the presentation or quiz; to consider a job you would like to have and the reasons why; to make assumptions about qualities needed to do certain jobs; to apply new skills and language acquired in Unit 7 to project work and revision activities.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify their own preferences from a choice of activities • use sequencing phrases to guide the audience through their presentation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis and structures related to Unit 7 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project 		
<p>Key vocabulary: compound nouns; adjectives describing personal qualities; features on clothing; suffixes</p> <p>Key expressions/structure: recycling language points from Unit 7: prepositions after adjectives; present continuous forms (actions happening now); <i>could</i> (expressing possibility)</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>Learners may spend most of their time talking about what they are going to do, leaving little time for documenting the procedure. Encourage learners to set personal time limits and make notes as they progress during their preparation for the presentations.</p>		
<p>Resources/equipment needed:</p> <p>Learner's Book page 114</p> <p>Electronic slides (if available)</p>		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Give an example of a short presentation to the class and project or write it on the board. For example, <i>Hello everyone. Today we are going to work on projects. In teams, you need to choose and create a presentation or a quiz and present it to the class.</i> <i>First of all, your team will look at what they need to do for a presentation. As well as this, they will look at quizzes and presenting the results. Then, your team will choose which project to do and work together as a group. Finally, you will present your work to the class.</i> <p>(Put the bold phrases in a different colour so that they stand out.)</p> <ol style="list-style-type: none"> 2. Tell learners to read the paragraph and in pairs write down the sequence phrases. 3. Put learners into groups and ask them to scan the two options and decide as a group which project they will do. <p>Feedback Elicit answers and highlight / underline the opening phrase, sequence words and phrases.</p> <p>Answers</p> <p>Hello everyone. Today we are going to; First of all; As well as this; Finally</p>
<p>Resources</p> <p>Learner's Book page 114</p>	<p>Main Activity</p> <p>Project notes:</p> <ol style="list-style-type: none"> 1. Either go over both the quiz and presentation procedures with the whole class or divide the class by their chosen project. Therefore, addressing/teaching the quiz groups while the groups collaborate on their initial thoughts; and then do the same for the presentation groups. 2. The preparation for the projects should be done in Lesson 14 and the presentation of the projects in Lesson 15. 3. Inform learners of the following points so they can plan for time limits when preparing to present the projects: In order to ensure that each group get an equal amount of time to present and receive feedback, set a time limit for each group, for example quizzes / presentations survey should be three to five minutes long and feedback no more than two minutes.
<p>Learner's Book page 114</p>	<p>Project 1: A quiz about different jobs</p> <ul style="list-style-type: none"> • Learners can do this project in pairs or small groups. Take them through the step-by-step instructions presented in the Learner's Book. • Ask learners to write a rough draft first and check it for grammar, vocabulary and spelling. Then ask them to write the quiz in a presentable form and decorate with pictures. • Finally, they hand their quiz to groups of learners to complete. They will need to make copies for each group. • When the groups of learners have finished doing the quiz, they hand it back for marking. The team should compare the scores across the class. • The team present the results and tell the class how they made the quiz.

	<p>Project 2: Do a presentation about a job you would like to have</p> <ul style="list-style-type: none"> Depending on the language and confidence levels of your learners (and class time available) they could do this task either in pairs or small groups. Although the presentation theme is a personal one, learners could still work together and choose a job that interests both or all of them. Take them through the step-by-step instructions presented in the Learner's Book. Critical thinking: Spend time talking to them about the type of job they wish to focus on. Draw their attention to the content areas outlined in stage 2 to help focus their research and organise their notes. Also, refer them to the text in Lesson 3, for useful background in describing a job. <p>Note: The choice of job could be quite serious or funny depending on the personalities of your learners. Allow them to interpret the theme in any way that engages them or feels comfortable. With regard to researching the job in question. Learners could also interview someone who actually does the job that interests them, if this could be arranged (using the questions in Lesson 3 Activity 4).</p> <ul style="list-style-type: none"> When learners are drafting the presentation, monitor and make sure they are using sequencing phrases to guide the audience through the presentation. <ol style="list-style-type: none"> Allow time for preparing visuals for the presentation, for example slides and pictures relevant to the job in question. Give learners time to practise their presentation, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, etc.). If learners are delivering a presentation on their own, team them up in pairs, so they can practise and listen to each other's. 		
Resources	Plenary		
	1. Ask learners if they have any concerns or points of interest concerning the projects. Learners who have already presented could tell the class what they think went well and what they thought they could have done better.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.			
(G6.2.1.1.7) 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).			
(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.			
(G6.3.4.1.1) 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.			
(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			
(G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address.			
(G6.4.4.1.2) 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.			
(G6.4.4.1.3) Summarize and organize the information in their own words giving credit to the source.			
(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats..			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to a presentation on a project, commenting and asking questions.</p> <p>Speaking: To give a short, rehearsed presentation on the results of a quiz and how it was created or a presentation on a job learners would like to have. To respond appropriately to a limited number of straightforward follow up questions.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • give a short presentation on a project based on Unit 7 • use sequencing phrases to guide the audience through their presentation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis and structures related to Unit 7 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language 		
<p>Key vocabulary: compound nouns; adjectives describing personal qualities; features on clothing; suffixes</p> <p>Key expressions/structure: recycling language points from Unit 7: prepositions after adjectives; present continuous forms (actions happening now); <i>could</i> (expressing possibility)</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <p>During the presentations, some learners who are waiting to present may not focus on the learners who are presenting their projects. Stress to learners the importance of listening to and focusing on the presentations which can contribute to their own performance by them picking up on the positive and negative aspects.</p>		
<p>Resources/equipment needed:</p> <p>Learner's Book page 114</p> <p>Electronic slides (if available)</p>		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter																																								
	1. Ask at least one person from each group to share with the class something good about their teamwork from the previous lesson. Ensure learners are given adequate time to set up and that the audience are attentive and ready to take notes and ask questions.																																								
Resources	Main Activity																																								
Learner's Book page 114	1. Give learners time to practise their presentation, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, etc.). 2. When learners deliver the presentation, ask the class to think of a question they would like to ask about the project. 3. Try to ensure that each learner has asked a question or offered feedback on one of the presentations. 4. Conduct a feedback session at the end of the presentations of the projects where the audience share points they found interesting. Feedback Offer some verbal feedback directly to the presenters and to the class who have asked questions. You could give learners a handout as in the example below to assess learners' performance. Make sure learners are clear on the meaning of the feedback. <i>Watch the presentations. Tick (✓) the box if the presenters do the following:</i> <table border="1" data-bbox="553 1117 1362 1413"> <thead> <tr> <th>Presentations</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Introduced the topic</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Said when questions are allowed</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Looked at the audience</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tried not to read from notes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spoke loudly and clearly</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spoke not too fast and not too slow</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Smiled and looked confident</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Presentations	1	2	3	4	Introduced the topic					Said when questions are allowed					Looked at the audience					Tried not to read from notes					Spoke loudly and clearly					Spoke not too fast and not too slow					Smiled and looked confident				
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Resources	Plenary																																								
	1. A final question: Ask learners to recall which advice is given in the poem in Lesson 9. Give learners a minute to think about this or allow them to quickly look in their books. Answer ... you must try, never give up, it really doesn't matter whatever you choose, As long as you're happy you never will lose, REACH for the sky.																																								

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.2.1.1.7) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.</p> <p>(G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.</p> <p>(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts, and feelings.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand instructions. Speaking: To ask and answer questions about different means of communication. Reading: To read for specific information. Writing: To write personalised sentences about their favourite means of communication.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their lexical range using verb/noun collocations in the context of means of communication • develop their scanning reading strategies • discuss their communication preferences • write complex sentences about communication preferences.
Link to prior learning: <ul style="list-style-type: none"> • Verb/noun collocations • Present simple • Talking about preferences using present simple 21st Century Skills: <ul style="list-style-type: none"> • ICT literacy: Introduce learning to apply digital technologies effectively 		
Key vocabulary: <i>communication, an email, a text, a blog, a call, a note, a mobile (phone)</i> Key expressions/structure: <i>raise your hand, reply to/write/send an email, reply to/write/send a note, make a call, reply to/send/write a text, write a blog</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the new collocations may be challenging for learners in terms of identifying where the correct word stress lies. Ensure that clear oral models are given to learners and provide choral and individual drilling. Monitor carefully during pair/group work to upgrade learners' pronunciation as required. 		
Resources/equipment needed: Learner's Book page 115 Activity Book page 93		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Draw a circle on the board and write <i>Communication</i> in the middle. 2. Elicit some examples from the whole group and ask learners to brainstorm other examples with their partner or small group. Write the examples around the main circle. 3. Ask learners which means of communication they use and which they like or do not like, and why communication technology is important (for example, <i>can keep in touch with friends and family, both at home and in other countries, can look for new information, can help with homework</i>).
Resources	Main Activity
<p>Learner's Book page 115</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think back to the <i>Starter</i> activity and count how many different ways people communicate. Add more examples to the board mind map as they come up. Ask learners to read the definition box. 2. Ask learners to work in pairs and ask and answer the questions. 3. Monitor while learners are on task to input content and assist as necessary. <p>Feedback Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers. Possible answers: We communicate with people through speaking, writing and body language. There are many different ways within each method, for example speaking: chatting, shouting, whispering, laughing, crying; writing: emailing, texting, writing letters, writing notes, advertising, news reports; body language: eye contact, gestures, ways of sitting, standing.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are finding the task challenging, prompt them to use the pictures in their Learner's Book or one of the communication means on the board. Provide support and prompts as necessary. Praise efforts for learners attempts to communicate their ideas, rather than focusing on grammatical accuracy of their utterances. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to work with another partner and repeat the questions to recycle the task and develop fluency.

<p>Learner's Book page 115</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in different pairs or in small groups and discuss the questions. 2. Monitor while learners are on task and pick up good content and language ideas. 3. Ask learners to check their answers with a different partner or small group before feedback. <p>Feedback Nominate learners based on the feedback from monitoring. Ask learners to report back on their pair or small group. Use this opportunity to elicit some of the lexis from Word Study: Activity 3 (for example, <i>send an email, raise your hand</i>).</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 115</p>	<p>Word Study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the verbs and nouns in the box. 2. Give a model with the whole group so that learners are clear what they have to do in the task. For example, <i>Can you raise an email (no), Can you raise your hand? (yes)</i>. Ask learners to write these examples in their notebooks. 3. Learners work individually. Monitor learners carefully while on task to input as needed. <p>Feedback After learners have checked their answers in pairs/small groups, nominate learners to come to the board and write up their responses. Model and drill each collocation (for example, <i>raise your hand, send an email</i>), checking pronunciation.</p> <p>Answers</p> <p>raise your hand; send an email/a text/a note; write an email/a text/a note/a blog; make a call/a note; reply to an email/a text/a note</p>
<p>Activity Book page 93</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Before the learners open their books, write the first sentence on the board. Elicit the verb/noun phrase. Ask the learners if it is true in your classroom, and put a tick if it is. 2. Ask learners to work individually. 3. Learners check the underlined phrases in pairs, and then tell each other which sentences are true for them. <p>Feedback Nominate learners by name and write the verb/noun phrases on the board. Correct pronunciation if necessary. Call out each question and ask learners to raise their hands if it is true for them.</p> <p>Answers</p> <p>1 raise our hands; 2 writes notes; 3 wrote a blog; 4 sending texts; 5 replying to emails</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with more able learners during the pair check to encourage peer correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with a less able learners during the pair check to encourage peer correction.

Activity Book page 93	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Elicit a couple of examples from the whole group, for example, <i>I don't write blogs but I write notes.; I send text messages and emails.</i> 3. Ask learners to work individually and monitor while learners are on task. <p>Feedback</p> <p>Nominate learners to write some of their examples on the board. Choose learners to write on the board based on what you observed while monitoring. Praise content ideas as well as accurate usage of the verb/noun collocations.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. To round off the lesson, ask learners to brainstorm all the communication means they can think of in three minutes and write a list. 2. Encourage learners to use their Learner's Book and Activity Book to maximise the vocabulary input for the task. 3. The teacher divides the class into groups of three to five learners and one learner from each group sits in a chair with their back to the board, facing their group. Initially the teacher writes one of means of communication (for example, send a text) on the board so that the learners sitting with their backs to the board cannot see the word. Each group gives prompts, hints or definitions to help the learners guess the word. A correct guess wins a point. 4. Once learners have had a few practice rounds, hand over to the learners who can then choose which words to write on the board. Monitor to ensure that points are awarded correctly.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.

(G6.3.4.1.1) 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.

(G6.4.2.1.1) Build on and continue applying concepts learned previously.

(G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

(G6.4.3.1.5) 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: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions about appropriate gestures in their context. Reading: To develop reading for specific information in a text about culturally-specific gestures. Writing: To spell gesture-related lexis accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • scan a reading text about culturally-specific gestures • develop their awareness of the appropriateness of gestures in different contexts • speak more fluently about gestures in their own context • spell gesture-related lexis more accurately.
Link to prior learning: <ul style="list-style-type: none"> • Verb/noun collocations • Cultural awareness and appropriacy • Present simple 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Learners can engage in the topic of global citizenship and what it means to learners in other countries by discussing and sharing written essays through various forms of media 		
Key vocabulary: <i>shake your head, make eye contact, a handshake, to wave your hand, to bow, to nod</i> Key expressions/structure: present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When reading texts, this learner level needs to develop the reading strategy of continuing to read, even when faced with unknown lexis. It is important for the teacher to encourage learners not to stop reading when they come across a word they don't know, but to keep reading until the end. 		
Resources/equipment needed: Learner's Book page 116 Activity Book page 94		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board, write: <i>Goodbye, I don't know, Don't do that!, Come here, Yes, No, Well done!</i> As an example, mime one of them (for example, wave for <i>goodbye</i>), point to the board and say: <i>What am I saying?</i> (Goodbye) 2. Ask the learners: <i>How can you say 'Yes' with no words?</i> Pairs then work together to think of how they communicate the other examples on the board. 3. Use these to elicit some vocabulary, including <i>gestures</i>. Add ideas to the board.
Resources	Main Activity
<p>Learner's Book page 116</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures. <i>What can you see?</i> Use the responses to elicit one example of the exercise. 2. There is no need to teach this vocabulary before the learners do the exercise. The learners will remember more if they have a chance to try the activity first, drawing on what they already know. 3. Ask the learners to match the words in the box with the pictures. 4. Ask learners to work individually. Monitor while learners are on task and check that they know what to do. <p>Feedback After learners have checked their answers in pairs or small groups, write the answers on the board so that the learners can check their own answers. This will encourage learner autonomy. Check understanding by asking the learners to show you the gestures.</p> <p>Answers</p> <p>a a handshake; b make eye contact; c shake your head; d a nod; e a bow; f wave your hand</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to help each other, and to look up the unknown words in the dictionaries if they need to. Focus learners on using the words in the box to ensure they are using the correct spelling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners, but ensure that they do not dominate the task. These learners should help their peers with spelling.
<p>Learner's Book page 116</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Give an example of the task by underlining the first example in the text. 3. Ask learners to work individually to underline the other language examples in the text. <p>Feedback After learners have checked their answers in pairs/small groups, nominate learners by asking them to raise their hands. Alternatively, an answer key can be shown on the IWB (if applicable), so that learners can check their own answers.</p>

	<p>Answers</p> <p>In many parts of the world, adults say hello to each other with a <u>handshake</u>. In many places it is important to <u>make eye contact</u> when you are talking to someone. In Saudi Arabia, <u>shaking the head</u> from side to side means ‘no’ and it is rude to sit in front of someone with your legs crossed.</p> <p>In Thailand, people greet each other with their palms together (fingers pointing up) and <u>bowing</u> their heads. In China, people say hello with a small <u>nod</u> and a <u>bow</u>. In England, people <u>nod</u> to say ‘yes’ and <u>shake their heads</u> to say ‘no’.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to underline the key words in the questions and the text to help them focus on the key information during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish quickly, ask them to support their peers.
<p>Learner’s Book page 116</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the text again and decide which gestures are the same in their country. 2. Learners discuss with their partner or small group. 3. Monitor while learners are on task to listen for examples of accurate/inaccurate use of language. Also note examples of good ideas and lexis to focus on during the feedback stage. <p>Feedback</p> <p>Nominate learners for feedback by name. Write some examples of accurate/inaccurate language use from the task on the board and ask learners to identify the issues. Learners then work in small groups to upgrade the inaccurate language. Do not indicate who said the sentences or phrases on the board.</p> <p>Answers</p> <p>Learners’ own answers.</p>
<p>Activity Book page 94</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Learners work individually and circle the gestures that people use in their context. 3. Ask learners to compare their answers in pairs or small groups. <p>Feedback</p> <p>Monitor while the learners are in pairs/groups, and then choose a few questions to discuss as a class, focussing on the more interesting or controversial ones. If necessary, review the meaning and pronunciation of the new vocabulary again.</p> <p>Answers</p> <p>Learners’ own answers.</p>
<p>Activity Book page 94</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to one of the words or expressions from this lesson that they want to remember. They draw a picture of themselves using the gesture. For example, waving good bye to their friend after school. 2. Learners then show their drawing to their partner or small group and describe the picture. Learners ask and answer questions about the picture. 3. While learners are working in pairs or small groups, listen for some examples of inaccurate/inaccurate language use from the task. 4. Write examples of this language on the board (including examples of correct language) for the feedback stage.

	<p>Feedback Nominate learners by asking them to talk about their partner's drawing. Then ask learners to work in small groups to identify and correct the inaccurate language on the board. Do not indicate who made the inaccurate/inaccurate examples that are on the board.</p> <p>Answers Learners' own answers.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. To round off the lesson, ask the learners if they liked the text about gestures in different countries, and what they found interesting. 2. As a whole group, ask learners what they think they will be focusing on in the next lesson. Encourage all learners to participate and brainstorm ideas. Praise all efforts to contribute 3. Write the learners' predictions on the board, or make a note of them, and tell learners that they will find out in the next lesson were correct. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.</p> <p>(G6.3.4.1.1) 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>(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer questions about different non-verbal communication means. Reading: To read for specific information in a text about non-verbal communication in Jordan. Writing: To write a short paragraph about culturally-specific gestures in their own context Listening: To listen to and follow instructions		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop scanning sub skills in a text about non-verbal means of communication • talk and write about gestures in their own context • understand and use lexis related to gestures • be more aware of gestures in their own and other cultures.
Link to prior learning: <ul style="list-style-type: none"> • Gesture and communication lexis • Verb/noun collocations • Writing a short paragraph 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>Pleased to meet you, I don't understand, Don't do that! Yes, I agree, I don't agree, raise your hand, send/reply to an email, send/reply to a note, make a call, send/reply to a text, write a blog</i> Key expressions/structure: present simple positive and negative		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Writing can be very challenging for learners at this level, and many will rush through such tasks, focusing on completion rather than the quality of what they are producing. Providing a written model of the task that learners will replicate themselves provides clear scaffolding for learners. Consider the interaction pattern for this writing task as well as providing a collaborative writing product will encourage learners to work together, peer-teach during the process. 		
Resources/equipment needed: Learner's Book page 117 Activity Book page 95 A map of the world or of the Middle East (optional)		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember their predictions from the previous lesson. If not, write up some of their predictions about Lesson 3 content. 2. Ask learners if they want to add anything else to the predictions list. 3. Tell learners that in today's lesson, they are going to be talking about gestures in their country, which may or may not be different to the gestures from other countries.
<p>Resources</p> <p>Learner's Book page 117</p>	<p>Main Activity</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they will work in small groups. 2. Set a timer (counting down) on the IWB, or on your phone. 3. Tell learners they have three minutes to try and remember as many verb/noun collocations from previous lessons as they can. <p>Feedback Nominate learners quickly and randomly around the class, asking each learner to provide one collocation.</p> <p>Answers</p> <p>The collocations were: raise your hand, send/reply to an email, send/reply to a note, make a call, send/reply to a text, write a blog.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may find recalling the lexical chunks challenging, so encourage them to use their Activity and Learner's Books to help them provide input and contribute to the small group task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure that these learners are distributed amongst all groups to provide support for less able learners. These learners can be the scribes for the group.
<p>Learner's Book page 117</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in the same groups and discuss questions 1–5. <p>Feedback Ask each group to decide on a learner from their group to give their answers. Nominate a group to answer each question, and then ask the other groups if they have any different answers.</p> <p>Answers</p> <p>Learner's own answers. Possible answers: 1 raise your hand; 2 send a text/send email; 3 make a call; 4 reply to an email/text; 5 make a call/send a text or email</p>
<p>Learner's Book page 117</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners how they can communicate <i>hello</i> without talking. Elicit learner's ideas and write them on the board. 2. Ask the learners to complete the table individually. 3. Monitor while learners are on task to provide help with the meanings of the expressions, and pointing out errors that the learners can self-correct. <p>Feedback Ask learners to swap books with their partner and check their spelling. Monitor while learners are doing this. Provide input and upgrade as necessary.</p>

	<p>Answers</p> <p>Learners' own answers.</p> <p>Some possible answers: 2 smile and wave; 3 shake hands; 4 nod your head; 5 shake your head</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide these learners with additional time to complete the written task, and allow these learners to work in pairs to support each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to provide more information in their examples.
<p>Learner's Book page 117</p>	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners: <i>What am I 'saying'/communicating?</i> Mime one of the expressions in the box, without talking, and elicit the expression. 2. Put learners into pairs. One learner begins by miming one of the examples in the box using non-verbal communicative means. His/her partner tries to guess. Then they swap. 3. Monitor to check that the learners know what to do. 4. This kinaesthetic activity will help the learners to remember the words and expressions and will raise awareness about how to read other people's gestures. <p>Feedback</p> <p>Ask learners how many of the gestures they guessed accurately. Nominate some pairs to model some of the gestures.</p> <p>Answers</p> <p>Learners' own answers/gestures</p>
<p>Activity Book page 95 Map of the world or the Middle East</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Using the map, ask the learners to point to Jordan. Elicit what learners know about gestures in Jordan. 2. Ask the learners to read the first two sentences of the text (silently) and tell you whether this is the same or different in their country. 3. Elicit answers and tell learners to put a tick or a cross according to their context. 4. Ask them to read the rest of the text and do the same. 5. Ask learners to check their answers in pairs/small groups. Circulate and help where necessary. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Check understanding by asking the learners to show you the gestures. Where they put a cross, ask the learners to say something about their country. This will help to prepare them for the writing activity.</p> <p>Answers</p> <p>This depends on the learners' context(s).</p>
<p>Activity Book page 95</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Focus the learners' attention on the picture, and elicit the English phrase to describe the greeting (the men are rubbing noses). This greeting is used in some cultures: in Qatar and the UAE (mainly between men), as well as among the Inuit (in Alaska) and the Maoris (in New Zealand). 2. Ask learners to read the task instructions.

	<p>3. Tell learners they are going to write a short paragraph about gestures in their country. They can use the paragraph about Jordan as a guide, but they should try to think of their own ideas.</p> <p>4. Learners work in small groups to encourage peer collaboration and teaching.</p> <p>Feedback Ask groups of learners to read each other's examples and mark them.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Revise vocabulary from the unit, play a traditional English action game called <i>Simon Says</i>. You could choose to change this to <i>Ali Says</i> (for male classes) or <i>Amna Says</i> (for female classes). 2. Ask learners to stand up and listen to the instructions. For example, <i>Simon says raise your hands</i>. 3. Every time the name Simon (or Amna or Ali) starts the instruction (<i>Simon says nod your head three times</i>), learners do the movement. 4. If there is no name (<i>Nod your head three times</i>) the learners should not do the action. If they do the action, they leave the game. 5. Do a few practice examples, until everyone understands the rules. Then start playing. 6. As the game progresses, you can deliver the instructions more quickly, until there is one learner left, who is the winner. 7. Alternatively, you can encourage more learner-centredness by asking the learners to work in groups, and one learner gives the instructions for their group. Give time for learners to write down multi-step instructions in their groups, then swap the instruction lists with another group.

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.
- (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.
- (G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.
- (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.
- (G6.3.4.1.1) 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.
- (G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.
- (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in spoken messages. Speaking: To ask and answer questions about their personal messaging preferences. Reading: To read for gist information in short messages. Writing: To take notes while listening.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about sending messages to others listen for gist and specific information in the context of voicemail messages skim read short written messages understand and use expressions to invite, remind, inform and request.
Link to prior learning: <ul style="list-style-type: none"> Functional language Requests Gesture and communication lexis 21st Century Skills: <ul style="list-style-type: none"> Information literacy: 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: <i>giving information, asking someone to do something, an invitation, an email, a note, a text (message), a shopping list</i> Key expressions/structure: <i>Please could you ... ?, Just wanted to invite you to ... , We're going ... , This is to let you know that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Although the learners at this level will have encountered functional language and be using chunks of language to express different meanings, they may not be aware that the chunk of language as a whole communicates the meaning, whether it is an invitation, giving information, expressing agreement, etc. It is key that the teacher highlights that the chunk works as a whole unit, and provide/ elicit other endings, for example, <i>Please could you give me a pen, Please could you help me? Please could you say that again?</i> It would be useful for the learners to incorporate these chunks of language onto classroom language posters hanging on the walls. This provides a quick reference tool for learners and the teacher to refer to as needed. 		
Resources/equipment needed: Learner's Book page 118 Activity Book page 96 Audio Track 48 (LB)		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to play a game. 2. Divide the class into groups of three or four. 3. Draw three columns on the board, with the following headings: <i>speaking, writing, gestures.</i> 4. Ask learners to brainstorm five ways of communicating in each of these categories. 5. Ask each group to choose one learner to be a 'runner' who writes up the answers on the board.
Resources	Main Activity
<p>Learner's Book page 118</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Ask learners to discuss their answers in pairs/small groups. 3. Monitor while learners are on task to inform feedback. <p>Feedback From the monitoring notes, nominate learners who had interesting ideas.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Learner's own answers. 2 Learner's own answers. Possible answers may include: send a text/email; leave a message on voicemail; send a note/letter; ask someone else to give someone a message for you verbally; use instant messaging. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor these learners carefully to provide prompts and input as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of two more ways that they can send messages to people.
<p>Learner's Book page 118 Audio Track 48 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the four pictures in their Learner's Book and elicit what they can see in the pictures. 2. Tell learners that they are going to listen to four different messages. Before they listen, ask them to predict: <i>Do you think the message will be good news or bad news?</i> 3. Learners listen and then match the message to the picture, and decide whether it's good or bad news. 4. Learners then check their answers in pairs or small groups. Monitor to assess whether the learners need to listen again or not. <p>Feedback Nominate learners by asking them to raise their hands. Use the pictures to elicit <i>dentist, front door</i> and <i>tarantula.</i></p> <p>Answers</p> <p>Message 1 b; Message 2 c; Message 3 d; Message 4 a All messages are bad news.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to support less able learners during the pair checking stage of the task.

	<p>Differentiation activities (Stretch):</p> <p>1. Support these learners by pausing the audio to allow additional processing time.</p>
<p>Learner's Book page 118 Audio Track 48 (LB)</p>	<p>Use of English: Activity 3</p> <p>1. Ask learners to read the sentences. Ask them if they remember any of the missing words.</p> <p>2. Learners listen and complete the sentences.</p> <p>3. Learner's check in pairs.</p> <p>Feedback Nominate learners to write the answers on the board.</p> <p>Answers</p> <p>1 could you; 2 remind you; 3 invite you; 4 let you know</p>
<p>Learner's Book page 118</p>	<p>Use of English: Activity 4</p> <p>1. Elicit the first answer.</p> <p>2. Ask learners to work in pairs and match sentences 1 to 4 with the purposes a to d.</p> <p>Feedback Elicit the answers. Check understanding by asking for examples. For example, <i>When do you invite someone to do something? When do you remind someone to do something?</i></p> <p>Answers</p> <p>a 3; b 2; c 4; d 1</p>
<p>Activity Book page 96</p>	<p>Read: Activity 1</p> <p>1. Ask learners to read the messages and match them to the message types.</p> <p>2. Give them a time limit of one minute.</p> <p>3. Learners then check their answers in pairs or small groups.</p> <p>Feedback Nominate a learner to write the answers on the board.</p> <p>Answers</p> <p>1 a text message; 2 an email; 3 a shopping list; 4 a note</p>
<p>Activity Book page 96</p>	<p>Read: Activity 2</p> <p>1. Ask learners to read the messages from the previous task again.</p> <p>2. Learners match the messages with their purpose.</p> <p>3. Ask learners to check their answers in pairs or small groups.</p> <p>Feedback Nominate a learner to write the correct answers on the board.</p> <p>Answers</p> <p>a 1; b 3; c 2; d 4</p> <p>Differentiation activities (Support):</p> <p>1. Provide extra support for these learners by monitoring carefully and providing prompts and additional input as needed. Prompt the learners to think of what is on a shopping list and why the person has written it.</p> <p>Differentiation activities (Stretch):</p> <p>1. For fast finishers, ask these learners to work in pairs and discuss what they might write as a reminder, when they want someone to do something, when they want to invite someone and when they want to give information.</p>

Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to work in small groups of three or four. Each group chooses three types of written text for example, an email, a shopping list, and a text message. 2. Working in their groups, learners write a brief examples of their three chosen texts, with their group number written on the top of all the texts. 3. Ask learners to stick their written texts on the wall, but all mixed up. Tell learners they are going to have a reading race to see which group can correctly identify the different types of text. Ask all learners to look at other groups' texts and make a note of which type of text. The first group to complete the task with accurate answers, wins.

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.1.1.1.2) Listen to and take notes for requests for information and personal and factual details.
- (G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition and expressing likes and dislikes.
- (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others.
- (G6.3.1.1.3) Summarise or retell main ideas, facts and key details in a text; retell the main events in stories and folktales from diverse cultures; identify the theme.
- (G6.3.1.1.6) Understand the purpose and content of a range of information texts (for example, historical information, world knowledge, announcements).
- (G6.3.4.1.1) 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.
- (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.
- (G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in spoken texts. Speaking: To ask and answer questions about their future arranged plans. Reading: To read and follow instructions. Writing: To write personalised and accurate examples of the present continuous for future arranged plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use present continuous to talk about future arrangements • listen for specific information in the context of future arrangements • speak and write about their future arrangements
Link to prior learning: <ul style="list-style-type: none"> • Present continuous (form) • Talking about the future • Messages types 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>this evening, at the weekend, tomorrow evening, on + day of the week, tarantula, bag, catch</i> Key expressions/structure: present continuous for future arrangements		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The learners will be aware of the form of the present continuous, but may be unaware that the same form can be used in different contexts, with completely different meanings. It is essential that the language is embedded in a relatable context before the teacher clarifies. Providing clear written models of the form on the board, as well as clear, natural oral models is key for learners to support them during the accompanying tasks. 		
Resources/equipment needed: Learner's Book page 119 Activity Book page 97 Audio Track 49 (LB)		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show some pictures on the IWB, or from your phone, that represent some of your arrangements (for example, for the weekend). For example, a picture of a place the learners are likely to be familiar with, a picture of a sport and a picture of a meal. 2. To make this as authentic as possible, you should ideally use activities that involve other people (meeting a friend for dinner), since we usually use present continuous for arrangements with other people. 3. Ask learners to describe what they can see in the photos. 4. At this point, tell learners that these are all things that you are visiting, doing and eating (this weekend) and today the learners are going to be thinking about what they are doing as well.
Resources	Main Activity
<p>Learner's Book page 119</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners read the task instructions. 2. Ask learners to work in small groups, using the key words provided in the box. 3. Monitor while learners are on task, to inform who you will nominate during the feedback stage. <p>Feedback Nominate learners based on what the teacher picked up during the monitoring.</p> <p>Answers</p> <p>Message 1: Hi Ameer, Hisham here. I think I've left my pet tarantula at your house. He was in my backpack and I think he escaped while we were watching TV. If you find him, please could you catch him for me? Don't worry, he's very friendly and won't bite ... unless he's hungry ... I'm playing football after school tomorrow so I'll collect him on my way home. Thanks! Bye!</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate by looking back at the previous lesson, so that they can provide input for the small group task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they can remember any of the other messages from the previous lesson.
<p>Learner's Book page 119 Audio Track 49 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the four gapped examples in their Learner's Books. 2. Tell learners they are going to listen to the four messages, and they need to complete the sentences. Elicit from the learners if they have to listen and understand everything (no). Give learners time to read through the task before playing the audio so they are clear what they are listening for. 3. Learners complete the task and then check their answers in pairs or small groups. 4. Note that sentence 1 is from message 1, and sentence 2 is from message 2, etc. <p>Feedback Write the answers on the board to encourage self-correction and learner autonomy.</p>

	<p>Answers</p> <p>1 I'm playing football after school tomorrow. 2 We're taking off your front door at 2 o'clock this afternoon. 3 We're meeting at the cafe next to the cliff at 10 o'clock. 4 Dr. Jones isn't seeing you on Friday. He's seeing you today at 4 o'clock.</p> <p>Differentiation activities (Support):</p> <p>1. Listening to an audio without visual support can raise anxiety for these learners. It is key that the teacher emphasises that learners do not need to listen and understand everything. Pause the audio to provide additional processing time for these learners and support them in achieving the task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to check their answers with less able learners during the peer checking stage to encourage peer teaching.</p>
<p>Learner's Book page 119</p>	<p>Write: Activity 3</p> <p>1. Ask learners to read the <i>Use of English</i> box. Elicit from the learners if the examples are talking about the past, present or future (future). Elicit from learners if they are arrangements (yes).</p> <p>2. Highlight the use of the contraction by writing some examples on the board. Give two clear oral models and then drill the group as a whole and then individually to upgrade their pronunciation.</p> <p>3. Ask learners to work in pairs and ask and answer the questions. Learners should write their partner's responses. Model the task with a more able learner so that the whole group is clear what they have to do in the task, and to check that they know what forms to use for each part of the task. (<i>Are you ... ? ; I'm ... ; He's/She's ...</i>)</p> <p>4. Monitor carefully while learners are on task and upgrade and/or provide input as necessary.</p> <p>Feedback Nominate learners by asking them to raise their hands. Praise content ideas as well.</p> <p>Answers</p> <p>Learners' own answers, but will be using present continuous for future arrangements. For example: Oral answers: 1 I'm verb + <i>ing</i> tomorrow evening; 2 They're/My family is + verb + <i>ing</i> at the weekend; 3 I'm not verb + <i>ing</i> at the weekend Written answers: 1 He's/She's verb + <i>ing</i> tomorrow evening; 2 His/Her family is + verb + <i>ing</i> at the weekend; 3 He's/She's not verb + <i>ing</i> at the weekend.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage these learners to participate fully in the pair work task but encourage them to brainstorm ideas about their plans for this evening, their family's plans for the weekend and things they're not planning to do at the weekend. This will provide them with input before the task begins.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask fast finishers to think of two more questions they can ask their partner about future arrangements. Pairs then ask and answer.</p>

Activity Book page 97	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the text and answer the questions. 2. Give them a 30 second time limit. <p>Feedback</p> <p>Keep feedback brief, and move on to the next task. Check understanding of <i>zoo</i> by eliciting a local example or asking the learners what you can see in the zoo.</p> <p>Answers</p> <p>It's an email. They're visiting the zoo.</p>
Activity Book page 97	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Use of English</i> box and complete the message using the correct form of the words in the box. 2. While learners are on task, monitor to provide input/error correction as needed. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback</p> <p>Reveal the answer key on the IWB so that learners can check their own answers. Alternatively, nominate a learner to write the correct answers on the board, only writing up the gapped answer, not the entire sentence.</p> <p>Answers</p> <p>Hi Amir</p> <p>Here are the arrangements for next Friday's visit to the zoo. We (1)'re meeting at the entrance at 10am. At 10.30am, we (2)'re going on a tour of the Reptile House and at 12pm we (3)'re having lunch at the café. (4) Are you bringing your brother? My cousin (5) isn't coming anymore, so there is space for one more.</p> <p>See you there!</p> <p>Bilal</p>
Activity Book page 97	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Give an example of one of your own plans, and write it on the board. 2. Learners work individually to answer the questions. 3. Ask learners to swap books with their partner/someone in their group and check whether present continuous is used accurately. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers, but all should use the present continuous for future arranged plans.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Tell learners they are going to play a true or false game. Model the task for learners by writing three examples on the board about your future plans, and provide a mixture of true or false examples, without making it too obvious for example. 2. Encourage learners to ask questions to guess which examples are true/false. 3. Learners then work in small groups to come up with their group plans (a mix of true and false). Learners then read their examples out and the other groups guess whether they are true or false. 4. Points are awarded for correct guesses and the teacher keeps score on the board. The group with the most points at the end of the game is the winner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions and expressing degrees of certainty.</p> <p>(G6.1.1.1.7) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will.</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.2) Use language structures of: time phrases, past continuous, past continuous interrupted by past simple.</p> <p>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences.</p> <p>(G6.4.3.1.2) Correctly use apostrophes.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in texts about future arranged plans. Speaking: To ask and answer questions about their own future arranged plans. To participate in a roleplay. Reading: To read and follow instructions. Writing: To write accurate sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • review and consolidate their lexical range of theme related vocabulary • listen for specific detail • write and respond to notes with different purposes, for example a reminder, an invitation and giving information.
Link to prior learning: <ul style="list-style-type: none"> • Verb/noun collocations • Present simple • Talking about preferences using present simple • Cultural awareness and appropriacy • Using key word strategies • Talking about the future using present continuous • Functional language for different written purposes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>communication, an email, a text, a blog, a call, a note, a mobile (phone), a hug, shake your head, make eye contact, a handshake, to wave your hand, to bow, to nod</i> Key expressions/structure: Present continuous for future arranged plans, present simple, <i>raise your hand, send/reply to an email, send/reply to a note, make a call, send/reply to a text, write a blog, Please remember to ... , Do you want to join us? , Would you like to ... ? Just wanted to invite you ... , This is to let you know that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be focusing on a variety of lexis and structures in this lesson from Lessons 1–5, so it is key that the teacher gives clear models of tasks throughout. Encourage learners to look through Lessons 1–5 of their Learner’s Book and Activity Book to find other examples and develop autonomy during tasks. 		
Resources/equipment needed: Learner’s Book page 120 Activity Book page 98 Audio Track 50 (LB) PCM 4, dice and counters for each team Coloured pens/pencils for learners to complete parts of the board game. About three small pieces of paper per learner (for example, you could cut scrap pieces of A4 paper into four or six pieces each)		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter																												
	<ol style="list-style-type: none"> 1. Ask learners to look through Unit 8 of their Learner's Book and choose the lesson (from Lessons 1–5) that they liked the most. 2. Learners discuss their favourite lessons in small groups, telling each other why they liked their specific choice the most. 3. Ask each group to raise their hand if they liked Lesson 1, Lesson 2 and so on, eliciting answers from the groups. 																												
Resources	Main Activity																												
Learner's Book page 120 Audio Track 50 (LB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures of Maryam and Tariq. Say: <i>Look at the pictures. What do you think Maryam and Tariq are doing? Who are they talking to?</i> Elicit some ideas but do not tell the learners whether they are right or wrong. 2. Tell the learners: <i>We're going to listen Maryam and Tariq talking about their plans. What do you think their plans are? Talk in pairs.</i> 3. Give learners time to read through the grid for both Maryam and Tariq. 4. Ask learners to listen and tick the activities that Maryam and Tariq are doing in the future. Play the audio. 5. Ask learners to check their answers in pairs or small groups, while you have a quick glance at their papers to see whether the class got the answers mostly correct. <p>Feedback Elicit the answers. If learners struggled, play the audio again, asking the learners to say <i>stop!</i> when they hear an answer.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="7">Answers</th> </tr> <tr style="background-color: #d3d3d3;"> <th></th> <th>meet friend</th> <th>play tennis</th> <th>visit grandparents</th> <th>go to Dubai</th> <th>play computer games</th> <th>meet friend</th> </tr> </thead> <tbody> <tr> <td>Maryam</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Tariq</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by pausing the audio to provide additional processing time. The audio can be played again, as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to pair check their answers with less able learners to provide opportunities for Peer Teaching. 	Answers								meet friend	play tennis	visit grandparents	go to Dubai	play computer games	meet friend	Maryam			✓			✓	Tariq				✓	✓	✓
Answers																													
	meet friend	play tennis	visit grandparents	go to Dubai	play computer games	meet friend																							
Maryam			✓			✓																							
Tariq				✓	✓	✓																							
Learner's Book page 120 PCM 4	<p>Do you remember?: Activity 2</p> <ol style="list-style-type: none"> 1. Provide a copy of the board game (PCM 4) for each group of about three learners, and a counter for each learner. 2. Model the task for learners so they know what they have to do, particularly <i>Go forward/back</i> and <i>Miss a Turn</i>. 3. The youngest in the group starts, and play continues in a clockwise direction. 																												

	<p>4. Learners take turns to roll the dice and follow the instructions.</p> <p>5. When a learner reaches <i>Finish</i>, the game stops.</p> <p>6. Monitor learners while on task to provide input/error correction as needed.</p> <p>Feedback Provide feedback on any errors or problems that you noticed while monitoring.</p>
<p>Learner’s Book page 120</p>	<p>Vocabulary: Activity 3</p> <p>1. Write on the board: <i>Write a _____: when you write a diary online.</i></p> <p>2. Elicit the missing word.</p> <p>3. Ask learners to work individually to write the words.</p> <p>4. Ask them to check their answers with their partner or small group.</p> <p>Feedback When most learners are finished, allow fast finishers to write the missing words on the board. Check that these answers are correct, and then ask learners to swap books with a partner and check that their partner has spelt the words correctly.</p> <p>Answers</p> <p>1 blog; 2 Reply; 3 Raise; 4 Greet; 5 Shake</p> <p>Differentiation activities (Support):</p> <p>1. For these learners, encourage them to use their Learner’s Books and Activity Books to help support them with their spelling. Praise learners for doing this.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to think of other examples to write for their partner, using other words from Lessons 1–5. Learners then exchange their words and write the correct spelling.</p>
<p>Activity Book page 98</p>	<p>Write: Activity 1</p> <p>1. Provide an example: write the key words from number 1 on the board, and elicit the message.</p> <p>2. Encourage learners to look at Lesson 4 in their Learner’s Books to provide scaffolding with the, for example functional language exponents for a reminder, giving information, asking someone to do something and an invitation. Alternatively, the functional exponents could be elicited from the learners are written on the board to provide extra support for learners during the task.</p> <p>3. Learners work in pairs to complete the task.</p> <p>4. Ask learner pairs to check with another pair in a small group.</p> <p>Feedback Nominate learners to come to the board to write their answers. Learners correct and/or upgrade their own work.</p> <p>Answers</p> <p>Learners’ own answers. Suggested answers:</p> <p>1 Please remember to finish your art projects by next Friday.</p> <p>2 We’re playing football at Khalaf’s house at 5 pm on Tuesday. Do you want to join us?</p> <p>3 I can’t go to the zoo on Friday. Would you like to go next week instead?</p> <p>4 Please do Activity 2 for English homework for Sunday.</p>

<p>Activity Book page 98</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to play a game and they have to listen carefully to the instructions. 2. Show a picture of a postman/woman and elicit the word (from Unit 7). Then tell the learners that today you are their postman/woman. 3. Each learner will have three small pieces of paper, and they should write two notes to two different learners. 4. Model the task for learners by writing a short note to one of the learners. Highlight for learners that their notes need a purpose, for example could be a reminder, an invitation or giving information. 5. Learners have to write their notes as quickly as they can, and write another learner's name at the top. When learners finish writing a note, they have to shout "Postie! Postie" and the teacher delivers it. All notes must be replied to, using the same piece of paper. 6. This is a fast-paced and very interactive task and the teacher must move very quickly to deliver notes. 7. By the end, all learners should have three replies to their notes. 8. (You could choose to write names on the papers before the lesson, and assign the papers randomly, so that all learners receive the same number of notes.) <p>Feedback Ask learners to work in small groups to categorise their notes into the three category purposes, for example a reminder, giving information and inviting.</p> <p>Answers</p> <p>Learners own answers, but may be using the following functional exponents: Please remember to ... , Do you want to join us?, Would you like to ...? Just wanted to invite you ... , This is to let you know that ...</p>
<p>Activity Book page 98</p>	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Ask learners to read the 'can do' statements and tick the box that's true for them. 2. It is important to emphasise that there are no correct answers, and learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners then compare their answers in pairs or small groups. <p>Feedback For homework, ask the learners to review Units 1–5, and, in particular the lessons they found more difficult. They should write down any questions they have about the work this term.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to play a vocabulary game and must listen carefully to the instructions. 2. Put learners into two teams: Assign learners: A, B, A, B around the classroom. Then tell the As to go to one side of the room and the Bs to another. 3. Two learners from each team (A and B) will come to sit in two chairs facing their groups and with their backs to the board. 4. The teacher writes words or phrases from Unit 8, and from other units. 5. The learners facing the board need to mime the words (no speaking), and one of the seated learners needs to guess the word or phrase. 6. Award points to each team for being the first to guess correctly.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.4) Talk about future plans using present continuous for future, going to, and will.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.3.4.1.1) 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: 7
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for key words in a dictagloss task. Speaking: To re-tell a story using key words and features of connected, natural speech. Reading: To read and understand instructions Writing: To produce a short story, based on key word prompts. To write short notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for specific information • develop team collaboration skills during a text-build • develop awareness of connected speech features such as weak forms, contractions and sentence stress • review and consolidate present continuous for future arrangements.
Link to prior learning: <ul style="list-style-type: none"> • Reasons/purposes for writing • Features of connected speech • Present continuous for future arrangements 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>computer games, grandparents, really busy, tennis, free time</i> Key expressions/structure: present continuous for future arranged plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This may be the first time that the learners have actively participated in a dictagloss task. It is key that the teacher tells the scripted story at natural speed, using slight pauses for commas and the end of sentences. The key words will naturally be stressed in the sentences and there will be weak forms for <i>a</i>, <i>and</i> and <i>to</i>. The learners will also have the key words on cards to order during the initial story. 		
Resources/equipment needed: Learner's Book page 121 Activity Book page 99 Audio Track 50 (LB) Key words written on coloured card for each group: <i>Friday, catching, plane, sister, Sharjah, eating, restaurant, watch, film, TV, Saturday coming home, relaxing</i> Post it notes or small squares of paper for the learners to write on		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Take five minutes to answer learner's questions about the work covered this term so far.
Resources	Main Activity
Learner's Book page 121	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at what they remember about Maryam's and Tariq's plans. Ask them to look at Lesson 6 again to remind themselves. 2. Ask the learners to look at the key words and phrases in the box. Ask <i>Do you remember? Who said 'Dubai'? Maryam or Tariq?</i> (Tariq). Tell the learners to write <i>T</i> next to Dubai. 3. Ask the learners to do the rest in pairs. <p>Feedback No feedback should be done at this point. Simply tell the learners that they are going to listen and check.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learner's own answers</p>
Learner's Book page 121 Audio Track 50 (LB)	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to listen to the audio and check. 2. Play the audio. 3. Allow learners to check in pairs. 4. Play the audio again if the learners need you to. <p>Feedback Call out each word/phrase and say: <i>Raise your hands if you think it's Tariq</i> and then <i>Raise your hands if you think it's Maryam</i>.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Dubai T; really busy M; grandparents M; tennis T; get home M; computer games T; Tuesday evening T; free time M</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure that these learners are working with more able learners during this task and involve them in the feedback stages. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure these learners are working with less able learners to provide support as needed.
Learner's Book page 121	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. At this point you can choose to divide the class into two groups (one group listens to Tariq and one to Maryam), or you can ask the whole class to listen to only Tariq or Maryam. If you have a strong class, they could all listen to both texts. Whichever you choose, continue with this for Activities 4 and 5. 2. Play the audio again so that the learners can write more key words. 3. It is important to tell to learners not to worry if they do not hear everything. 4. Give learners additional time after listening to work together in pairs or groups and discuss their choices. Weaker learners should be working with stronger learners. 5. Play the audio one more time so that the learners can add more key words.

	<p>Feedback Do not conduct a feedback session at this point, but monitor attentively during the pairwork. Assess whether the pairs have enough words written down to reconstruct the text, and play the audio again if it's necessary.</p> <p>Differentiation activities (Support): 1. Show these learners the audio script for a few minutes to help them. Reassure them that they do not need to write every word.</p> <p>Differentiation activities (Stretch): 1. Ask these learners to think write as much as they can.</p>
<p>Learner's Book page 121</p>	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to continue to work in the same pairs or small groups, with weaker and stronger learners together. 2. The learners will now use their key words to rewrite the text about Maryam or Tariq. They do not need to write the text in exactly the same way as the original, but they do need to focus on using present continuous as accurately as they can. 3. Each learner should write the text. 4. Monitor attentively to provide help where needed. 5. Re-group learners so that they are working with someone new, and ask them to swap books and check for correct use of present continuous. Monitor and help. <p>Feedback Ask a learner from each group to read their text.</p> <p>Answers</p> <p>Learner's own answers. Texts should more-or-less follow the content of the Audio Track 50, but will probably be a bit different. They should use present continuous.</p>
<p>Learner's Book page 121</p>	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Write the texts on the board or IWB: Tariq's or Maryam's (or only one, if you chose to use only one text). 2. Provide choral drills of the text, by chunking phrases and asking the whole group to repeat. Complete the texts twice in this way. 3. Erase a couple of the key words, and again, the group chants the text. Keep removing the text in this way until all the key words are removed, as well as the grammar words. 4. As a whole group, chant the now-erased text. 5. Ask learners to work in pairs, with one person who did Tariq and one who did Maryam. One learner tells the story while the other one acts it out using mime and gesture. Then they swap to tell the other story. 6. Monitor while learners are on task to prompt them as needed. Pay particular attention to the use of contractions and also weak forms.
<p>Activity Book page 99</p>	<p>Talk and write: Activity 1</p> <ol style="list-style-type: none"> 1. Model the task by asking one or two learners a question each from the cloud. For example, <i>What are you doing tomorrow?</i> If the learners say they have no arrangements, ask another question. 2. Learners work in pairs and ask and answer the questions, and make notes. 3. Then ask learners to write a few sentences about their partner's plans. 4. Monitor while learners are on task to upgrade/provide input as needed. Take notes of examples of good ideas and accurate/inaccurate examples to focus on during the feedback stage.

	<p>Feedback Note some examples of good ideas on the board and elicit from learners why they are successful utterances. Then note an equal number of correct/incorrect language examples on the board and elicit from learners which are which. Learners can then upgrade the incorrect examples in small groups. It is essential not to indicate who made any of the utterances on the board.</p> <p>Answers</p> <p>Learners' own answers, but will be using present continuous for future arranged plans.</p>
<p>Activity Book page 99</p>	<p>Write and talk: Activity 2</p> <ol style="list-style-type: none"> Note that this activity can be done for homework if there is not enough time. Elicit from learners who their favourite sports people or film actors are and why. Tell learners that they are to imagine they are their favourite sports person or film actor and they have to think about what their future plans are. Model the task by telling the learners which famous person you have chosen, and allowing them to tell you what your arrangements are. Learners make notes about their future plans, in the role of their favourite sports star of film actor. <p>Feedback Circulate, correcting and helping.</p> <p>Answers</p> <p>Learners should all be using present continuous for future arrangements.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Tell the learners that they are still the famous person in Activity 2, and all the famous people are going to meet each other at a tourist venue in your area (name the venue). Model the task by taking on the role of the famous person you chose in Activity 2. Introduce yourself to a learner and ask about his/her future arrangements. Ask the learners to stand and mingle, taking their books with them if they need to.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions and expressing degrees of certainty.</p> <p>(G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G6.3.1.1.3) Summarise or retell main ideas, facts, and key details in a text; retell the main events in stories, and folktales from diverse cultures; identify the theme.</p> <p>(G6.3.4.1.1) 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>(G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.</p> <p>(G6.4.3.1.2) Correctly use apostrophes.</p> <p>(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. To listen and infer mood. Speaking: To ask and answer questions about homework. To discuss predictions about what a person will say, based on their notes. Reading: To read and understand notes. Writing: To make notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • predict a scenario based on a person's notes • discuss appropriate behaviour in a difficult situation • express their opinions about homework • listen for specific information and infer mood of speakers.
Link to prior learning: <ul style="list-style-type: none"> • Making requests • Reasons/purposes for writing • Past simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>angry, Internet, late, sorry</i> Key expressions/structure: past simple, present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be aware of the different moods that can be inferred through speakers in terms of their choice of language and tone of voice. As the audio has no visual support, it is key that the teacher highlights during feedback stages, that Nabeel's responses were not polite, for example inappropriate in terms of both tone and choice of language. This is followed built on in Lesson 9, but still key for the learners to be made aware of during this lesson. 		
Resources/equipment needed: Learner's Book page 122 Activity Book page 100 Audio Track 51 (LB)		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they like homework or not. Elicit a few responses from the whole group and encourage them to provide a rationale for their choice. 2. On the board, write Advantages and Disadvantages and elicit a few examples for each, for example, <i>Homework helps us learn</i> under Advantages and <i>Homework is sometimes difficult</i> under Disadvantages. 3. Split the class into two teams and line them up, one in front of the Advantages column and the other in front of the Disadvantages. As a group, learners work together to try and think of 4 points for each column.
Resources	Main Activity
Learner's Book page 122	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and answer the questions in pairs. 2. Monitor while learners are on task to assist as needed. <p>Feedback Ask learners to raise their hands.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to take notes before they participate in the speaking task as this will provide them with prompts to refer to.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of two additional questions they can ask their partner or group about homework.
Learner's Book page 122 Audio Track 51 (LB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the picture of Nabeel and his teacher. Tell them that they are going to listen to Nabeel talking to his teacher about his homework. 2. Ask learners to work in pairs and discuss what they think the teacher feels, how Nabeel feels and what they think the problem is. Note some of the learners' predictions on the board. 3. Read questions 1 and 2 aloud and ask the learners to listen and answer. 4. Learners listen and note their answers. Ask the learners to check their answers in pairs or small groups. Monitor to get an idea of how well the learners understood. <p>Feedback Nominate learners by name. Play the audio again if necessary.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Nabeel hasn't done his homework/handed in his science project and the teacher is annoyed. 2. He couldn't finish the project because he had no Internet connection at home.

<p>Learner's Book page 122 Audio Track 51 (LB)</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions for the task. In pairs, learners see if they can remember any of the answers before they listen. Tell learners they will have the opportunity to hear the audio again. 2. Learners listen and complete the task. 3. Ask learners to check their answers in pairs. During the pair check, monitor carefully to decide whether another playing of the audio is needed. <p>Feedback Ask learners to hold up their pencil if they think the answer is true and their eraser if they think the answer is false. Ask learners to correct the false statements.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 True 2 False. He is only telling the teacher 'now' (in the dialogue). 3 True 4 False. The teacher is angry because Nabeel didn't tell him sooner that he couldn't hand in his homework on time. 5 False. Nabeel doesn't say sorry (or make any attempt to make the situation better). <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio to give these learners additional processing time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support less able learners during the pair or small group checks.
<p>Activity Book page 100</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs or small groups to discuss the questions. 2. Monitor while learners are on task to inform your nomination choices during feedback. <p>Feedback Ask the learners to raise their hands if they thought Nabeel did the right thing. These learners move to sit together in a group, leaving the learners who thought he didn't do the right thing sitting together. Elicit reasons why they think Nabeel did/didn't do the right thing.</p> <p>Answers</p> <p>Nabeel could have apologised for handing in the homework late. He could have told the teacher about the problem before the teacher had to call him back (instead he tried to leave the classroom without saying anything).</p>
<p>Activity Book page 100</p>	<p>Read and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Speaking tip</i> box. 2. Learners then read Hamdan's notes, who had the same problem as Nabeel. 3. Learners work together in small groups to answer the questions. <p>Feedback Nominate learners for feedback by asking them to model with their partner.</p> <p>Answers</p> <p>Learners' own answers. However, Hamdan's notes do suggest that he is going to suggest an alternative date to hand the homework in to the teacher (and that he has taken the time to think of a solution to the problem).</p>

Activity Book page 100	Write: Activity 3 1. Ask learners to write down what they think Hamdan said. Circulate while the learners are busy and help with language. Feedback Elicit some possible answers from the learners. Note that the learners will be listening to the dialogue in the next lesson. Do not correct the content of their ideas, but do correct the language where necessary. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers.		
Resources	Plenary 1. To round off the lesson, ask the learners to read through each other's predictions and discuss whether they agree or disagree. 2. Learners can erase any predictions they think are not realistic, leaving only a few more realistic predictions on the board. Encourage learners to do this by themselves, rather than indicating which predictions to leave or erase. 3. Take a photo of the board or save the IWB screen so that you can use it in the next lesson. Tell learners they will find out what happens when Hamdan talks to his teacher in the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future). (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions. (G6.2.1.1.8) Maintain focus on the main ideas and key details as new ideas and perspectives are presented; ask for clarification if needed, make statements to link their comments to the remarks of others. (G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot. (G6.3.1.1.5) Make predictions about forthcoming information drawing on specific details in the text. (G6.3.4.1.1) 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. (G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed. (G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information and order phrases correctly. Speaking: To practise giving and responding to polite requests. Reading: To read and answer questions. Writing: To make preparatory notes for a roleplay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their oral fluency and confidence in a roleplay in the context of polite requests • use polite requests to ask for things • develop awareness of appropriate language use • describe a problem and provide a solution.
Link to prior learning: <ul style="list-style-type: none"> • Requests • Functional language • Appropriate use of language 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>Could I ... , Can I ... ? , polite, impolite; break (broke); borrow</i> Key expressions/structure: <i>The reason is because ... , Can I ask you about something? Thanks very much, I need to ask for ... Can I ... ? , I'm sorry but ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unaware of the importance of using appropriate language in the classroom, so this is an ideal opportunity for the teacher to raise their awareness of the importance of appropriate language use in the classroom. This can be done by giving clear models of language for learners and encouraging them to use them as well. Polite requests are key classroom (and real world) language and should be used by both the teacher and learners in every lesson, for example, <i>Could/Can I borrow a pencil, please? Can I go out, please? Could I have a drink of water?</i> 		
Resources/equipment needed: Learner's Book page 123 Activity Book page 101 Audio Track 52 (LB) Small slips of paper for plenary task		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners they are going to play a spelling game at the board. 2. Divide the board into three or four columns. Learners stand in lines, one behind another, all facing their column on the board. 3. The teacher calls out a word for the learners to spell and the learners at the front write the word. They then pass the pen to the next learner and go to the back of the line. 4. This is an ideal opportunity to review and recycle previously learned lexis. The choice of lexical items depends on the learners and could include items the teacher has noticed some of the learners have repeated errors with. 5. The pen is passed backwards along the group line, so that everyone has the opportunity to help. Members of the team can help the writer by spelling the word aloud. 6. The team who spells the lexis accurately and first, is the winner and gains a point.
Resources	Main Activity
<p>Learner's Book page 123</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners if they can remember their predictions from the previous lesson about what Hamdan said to his teacher. 2. Encourage the learners to discuss in groups. 3. Reveal the previous lesson's IWB slide, or picture of the learners' predictions from Lesson 8. Ask learners how many of the predictions were correct. <p>Feedback Learners can tick the examples on the board that they remembered.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners by praising their ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to give a rationale for their predictions.
<p>Learner's Book page 123</p> <p>Audio Track 52 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the phrases in the grid in their Learner's Book. Give learners enough time to read through these carefully, so that they are clear what they are listening for. 2. Tell learners they are going to listen to Hamdan talking to his teacher and they have to put the phrases in the same order as they hear them on the audio. 3. Learners listen to the audio and number the phrases in the correct order. <p>Feedback Write the answers on the board so that the learners can check their own answers to question 1. Elicit the answer to question 2, and ask the learners what made him polite (the language he used, the fact that he told the teacher the problem, and his tone of voice).</p> <p>Answers</p> <p>1 1 b; 2 d; 3 f; 4 a; 5 e; 6 c</p> <p>2 Hamdan</p>

	<p>Differentiation activities (Support):</p> <p>1. Pause the audio to give these learners additional processing time. Replay the audio if required.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners if they can remember any of the information from the listening. Pairs can discuss together.</p>
<p>Learner's Book page 123</p>	<p>Role-play: Activity 3</p> <p>1. On the board write the phrase <i>Give me a pencil</i>. Elicit from the learners if this is polite or not (not) and then ask them how to make this into a polite request, for example <i>Can you give me a pencil, please</i> or <i>Could you give me a pencil, please?</i> Ask the learners if these are polite or not (both are polite) and which one is more polite (<i>Could you give me a pencil, please?</i>). Ask the learners to read the <i>Use of English</i> box. Drill the examples, chorally and individually.</p> <p>2. Tell the learners they are going to do a role-play in pairs. Learners can choose one of the examples from their Learner's Book, or choose one of their own. Give learners enough time to think about what they are going to say, possibly writing notes as prompts.</p> <p>3. Check understanding of 'borrow' and 'break/broke'.</p> <p>4. Provide some written examples on the board. For example, <i>Mum! Could I talk to you about something? I'm sorry but I broke your favourite plate. The reason is ...</i> Make sure that the phrases from Activity 2 are clearly highlighted on the board and tell learners they need to try and use these phrases in their role-play.</p> <p>5. After learners have had time to write their notes, ask learners to perform their role-play in pairs.</p> <p>Feedback</p> <p>Ask learners to perform their role-play in pairs. Another learner sits with the pair and gives one point for each target phrase they use. The roles are then reversed with the observer participating in the role-play and learners.</p> <p>Answers</p> <p>Learners' own answers, but will be using the functional phrases from Activity 2.</p>
<p>Activity Book page 101</p>	<p>Use of English: Activity 1</p> <p>1. Ask learners to read the <i>Use of English</i> box and circle the correct answer.</p> <p>2. Ask learners to complete the task individually.</p> <p>3. Learners then check their answers in pairs.</p> <p>Feedback</p> <p>Ask learners to hold up one hand if they think the answer is borrow for number 1, or two hands if they think it is borrowed. Repeat the same strategy for number 2.</p> <p>Answers</p> <p>1 borrow; 2 play; 3 borrow</p>
<p>Activity Book page 101</p>	<p>Use of English: Activity 2</p> <p>1. Ask the learners to read through the four impolite requests.</p> <p>2. Give a model for the learners so that they are clear what they have to do in the task. Ask learners to look a number 1 <i>Is this polite?</i> (No) and ask them how they can make this more polite (refer learners to <i>the Use of English</i> box).</p> <p>3. Ask learners to complete the task individually. Learners then check their answers in pairs or small groups.</p> <p>Feedback</p> <p>Nominate learners by name.</p>

	Answers		
	<p>1 Could/Can I have a pencil, please?/Please can I have a pencil?</p> <p>2 Could/Can I go to my friend's house to play football, please?</p> <p>3 Could/Can I have two more days to finish my homework, please?</p> <p>4 Could/Can I use the laptop to do my homework, please?</p> <p>(Note that, in all these example, <i>please</i> can go at the beginning or end of the sentence.)</p>		
Resources	Plenary		
	<p>1. To round off the lesson, ask the learners to make a list of 10 to 20 items in the room. Learners work in two groups and write the items on small slips of paper and put them in a bag you will then use them for this fun and competitive game.</p> <p>2. For each round of the game, one learner from each group comes to the front of the room and draws an object from the bag. The learners then take turns making requests related to that object and using that object in the sentence. For example, if the object is pencil, learners may ask questions like the following: <i>Could I borrow a pencil? Can I have a pencil? Could you hand me that pencil?</i> When a learner can no longer think of a request associated with the object, the round is over and the other team scores a point. Once you have gone through all the items on the list, the team with the most points scores.</p> <p>3. This is not only a great way of practicing polite requests; it is also a fun way of reviewing vocabulary.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions.</p> <p>(G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot.</p> <p>(G6.3.4.1.1) 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>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand staged instructions. Speaking: To discuss appropriate means of communication. Reading: To scan an online blog for specific information. Writing: To write a dos and don'ts list for writing on an online blog.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their scanning sub skills using an online forum • discuss online forums and appropriate means of written communication • collaboratively write a list of <i>dos</i> and <i>don'ts</i> to consider when writing and responding to comments on an online forum.
Link to prior learning: <ul style="list-style-type: none"> • Communication • Different means of communication • Functional language 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: 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: <i>online forum, polite, impolite, friendly, informal, friendly, unfriendly, to write online</i> Key expressions/structure: <i>What does everyone else think? I see your point, (name), Maybe we could ... ?, I agree with (name), I think we should ... , I think it's a good idea , but not ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unaware of the importance of using appropriate style, language and content in an online forum environment. It is key that the teacher highlights this during the lesson and provides input during the poster-making stage where the learners write a dos and don'ts poster for online forum etiquette. 		
Resources/equipment needed: Learner's Book page 124 Activity Book page 102 Internet-sourced blog appropriate to the age of the learner group, or Internet-sourced visuals of online blogs Prepared sets of the informal, polite and friendly phrases on coloured cards for each group for the plenary stage of the lesson Coloured pens/pencils and A3 poster paper (one poster for group) for AB Write: Activity 2		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. On the IWB, show an image of an online forum and elicit from learners what it is, why people write on online forums, what sort of topics they write about etc. Alternatively, the teacher could find images of different online forums from the Internet. 2. Ask learners what kind of topics online forums are about, for example, films, sport, an event, a fun run. 3. Ask learners to work in pairs and discuss what sort of online forums would interest them and why.
Resources	Main Activity
Learner's Book page 124	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions in their Learner's Book. 2. Learners discuss the questions with a different partner or in a small group. 3. Monitor carefully as this will inform the feedback stage. <p>Feedback Ask the learners who have written on an online forum to stand up and tell the rest of the group about the topic. If none of the learners have written on a forum before, ask them if they would like to do this.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to look at the online forum on the IWB/visuals of online forums and prompt them to discuss what they can see if they are finding the pair/small group work task challenging. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to look at some online forums on the Internet (the teacher will have to source these sites before the lesson to ensure appropriate content and visuals for the learners) and choose one they like, comparing their answers with their partner or small group.
Learner's Book page 124	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the question in their Learner's Book and clarify for learners that they do not need to read and understand everything from the text, for example only focus on the answer to the question. 2. Learners complete the task individually. 3. Ask learners to check their answers in pairs or small groups. <p>Feedback Nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' ideas include: spending the money on laptops for the school, buying some new sports equipment for the school and buying some new books for the library.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to underline the information in the text in a different colour. This will help learners locate the information during the pair check. During the instruction stage, the teacher can tell these learners that they are looking for three ideas in the text.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work in small groups and think of another two examples that the learners in the text could spend the money on and why.
<p>Learner’s Book page 124</p>	<p>Word Study: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read 1–5 and match the bolded expressions in the text with a function. 2. Give a model of the task, so that learners are clear what you want them to do. 3. Learners work individually on the task. Ask learners to then check their answers in pairs or small groups. <p>Feedback Ask learners to write the answers on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I agree 2 I think it’s a good idea to ... , but not ... ; I can see your point, but ... 3 What does everyone else think? 4 Maybe we could ... ; I think we should ... <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with a more able learner during the pair checks to provide peer teaching and support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners. Alternatively, these learners could work in pairs and discuss any other phrases that they know which introduce a point, agree, partly agree, encourage other people to respond and make a suggestion.
<p>Activity Book page 102 Learner’s Book page 124</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instruction for the task. 2. Learners then discuss in pairs, using dictionaries to clarify the vocabulary from the box as needed. If learners are unsure about the difference between <i>formal</i> and <i>informal</i>, use examples to demonstrate. Ask them to compare writing an email to the head teacher to writing one to their best friend. How are the styles different? Then establish that the head teacher’s email would be <i>formal</i> and the friend’s would be <i>informal</i>. 3. Monitor carefully while learners are on task to provide input and error correction as needed. <p>Feedback Ask learners to stand up if they used the words polite, friendly and informal in their discussions. Nominate learners to give reasons for their choices.</p> <p>Answers</p> <p>Polite, informal and friendly</p>

<p>Activity Book page 102</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Writing tip</i> box and tell them that they are going to make a poster about the <i>Dos</i> and <i>Don'ts</i> of writing on an online forum. Elicit from learners what they remember from the previous task, for example it is important to be polite. Ask a learner to draw a colon on the board, and elicit that we can use a colon to introduce a list. Remind the learners to use colons on their posters. 2. Learners work in small groups to brainstorm ideas about <i>Do's</i> and <i>Don'ts</i>. Monitor while learners are on task to provide prompts and input content and language as needed. 3. Ask learners to write their <i>Dos</i> and <i>Don'ts</i> on their posters. Learners can use visuals and colour to make their posters more visually appealing and engaging. <p>Feedback</p> <p>Ask learners to stick their posters around the classroom. Ask all learners to then stand up and read the other groups' posters. Learners then give feedback to others, for example what they liked about their posters, if the advice was useful, etc.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Suggested answers</p> <p><i>Dos</i>: Be polite, friendly and informal, use people's names, think carefully about what you write, keep your message short and to the point, acknowledge other points of view, invite others to respond and share discussion.</p> <p><i>Don'ts</i>: Be impolite/rude or unfriendly, disagree with everyone, call people names, use bad language, use all capital letters (this is the same as shouting), Try not to write anything that is not relevant to the topic. Don't dominate the discussion – let other people have space to respond.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure these learners are fully involved in the collaborative task, by designating them as the note-taker during the brainstorming stage of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure these learners are dispersed equally throughout all groups during the brainstorming stage of the task. If these learners dominate, the teacher may need to increase their profile in the group and nominate other learners to give ideas and suggestions.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, the teacher arranges the groups into teams and tells the learners that they will get a set of cards. The teams have to organise them into two categories: friendly/informal and polite as quickly as they can. (These cards will use the phrases from the online forum text.) 2. Give the cards to the different teams, but tell learners not to look at them until the timer has started. 3. Start the timer. Learners work quickly to categorise the phrases. The first team to categorise the phrases accurately, wins.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.2.1.1.7) Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion).</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.3.4.1.1) 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>(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.</p> <p>(G6.4.3.1.4) Use colons to introduce a list.</p> <p>(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information in a poem about thanking the sun. Speaking: To discuss sending and receiving thank you letters. Reading: To read for specific information. Writing: To write a short thank you poem and letter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • develop their listening for specific information skills • develop their scanning skills while reading a text • write a short, personalised thank you letter and poem • develop their lexical range.
Link to prior learning: <ul style="list-style-type: none"> • Communication purposes • Adjective + noun collocations • Descriptive adjectives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>to send/receive a thank you letter, sun, light, heat, hot, trees, flowers</i> Key expressions/structure: present simple, present perfect simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may find the brainstorming of words and phrases associated with the sun to be quite challenging and only focus on the physical properties, for example, <i>big, hot, round</i> and <i>yellow</i> . It is essential that the teacher provides input at this stage to encourage the learners to think a little more laterally. For example, the teacher could prompt the learners to think about what the sun does (gives heat and light, grows plants, vegetables and fruit, provides Vitamin D, etc).		
Resources/equipment needed: Learner's Book page 125 Activity Book page 103 Audio Track 53 (LB) Copy of answer key (one per learner) for AB Read: Activity 1		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners to work in two teams. Set a timer on the IWB or on your phone as a countdown clock for three minutes. 2. Tell learners they have to choose one person to write, and the rest of the group gives ideas to write. Learners have to think of as many different reasons why someone writes a letter, for example, to invite someone, to ask for information, etc. 3. Set the countdown clock and set learners on task. The group with the most ideas is the winner.
Resources	Main Activity
<p>Learner's Book page 125</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from learners what kind of letter they would write if someone did something for them or helped them (a thank you letter). Elicit some more ideas from learners what other reasons they would write a thank you letter. Elicit from learners what to send and to receive mean by drawing simple visuals on the board. 2. Ask learners to read the instructions in their Learner's Book and discuss with a partner. 3. Monitor carefully while learners are on task to input on content as needed. Note good or interesting content ideas for the feedback stage. <p>Feedback Learners who have sent or received a thank you letter to stand up and tell the other learners why they sent or received a thank you letter.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prompt these learners to think about things they would say thank you for, for example, a friend gives them some help with their homework. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of an additional three reasons why they would send a thank you letter to someone.
<p>Learner's Book page 125</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that there are lots of different reasons for writing a thank you letter and they are going to read a thank you poem to the sun. 2. Ask learners to draw a picture of the sun, with rays/lines coming out of it. Draw one on the board as an example. 3. Ask learners to work in small groups and think of words and phrases associated with the sun and write them around their picture of the sun. Elicit one or two examples from the learners before setting up the groups. 4. Monitor learners while they are on task to provide input on language, lexis and content. <p>Feedback Ask learners to swap mindmaps and add different words from their own mind map to increase the content.</p>

	<p>Answers</p> <p>Learners' own answers, but could include round, yellow, big, hot, light, heart, grows plants/flowers/vegetables</p> <p>Differentiation activities (Support):</p> <p>1. Prompt these learners to think of what the sun does (for example, provides heat and light, helps things grow).</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to think of another two words and phrases for their mind maps.</p>
<p>Learner's Book page 125 Audio Track 53 (LB)</p>	<p>Read and Listen: Activity 3</p> <p>1. Tell the learners that they are going to read and listen to a <i>Thank you</i> poem to the sun. Learners should listen and tick if any of their words and phrases were mentioned.</p> <p>2. Check understanding of lexis by asking a learner to draw a picture on the board.</p> <p>3. Play the audio track while learners listen and complete their while-listening task.</p> <p>4. Ask learners to pair check their answers. Monitor during the pair check to inform whether an additional playing of the audio is needed.</p> <p>Feedback Ask learners how many of their words were in the poem.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 103</p>	<p>Read: Activity 1</p> <p>1. Ask learners to use the words in the box to complete the thank you letter.</p> <p>2. Learners complete the task individually. Monitor and provide input where needed.</p> <p>3. Ask learners to check their answers in pairs or small groups.</p> <p>Feedback Provide an answer key for the learners to check their own work and develop learner autonomy.</p> <p>Answers</p> <p>Dear baby brother, Just a line to say, Thanks for your big smile, And funny face. You play all day. And cry at night. I can't sleep. But I love you anyway. My baby brother.</p>
<p>Activity Book page 103</p>	<p>Write: Activity 2</p> <p>1. Tell learners they are going to write a short poem about one of the topics, or they can choose their own. Highlight that the poem does not need to rhyme.</p> <p>2. Ask the learners to use the template as a guide. Learners work together during the brainstorming stage to maximise ideas and support each other.</p> <p>3. Learners can write their poems on pieces of A4 paper and colour/add visuals as needed. Monitor while learners are on task and help where necessary.</p>

	<p>Feedback Ask learners to swap their poems with another learner. Their peer reads to check that the poem follows the template provided.</p> <p>Answers Learners' own answers, but will use the guided template.</p> <p>Differentiation activities (Support): Ask these learners to work in pairs.</p> <p>Differentiation activities (Stretch): Ask these learners to add an extra two lines to their poem.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> To round off the lesson, ask learners to write their names on a piece of paper and fold it up. All names are put in a bag. Learners then pull a name out of the hat (without telling/showing who it is). If a learner pulls their own name out of the bag, they should put it back and select another name. Learners then write a poem to the chosen learner, using the previous activity's template. This is an excellent way to develop learners' appreciation of their classmates and develop stronger rapport and group dynamics. Ask learners to give their poems to their peers. Learners can then read their personalised poems. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.</p> <p>(G6.3.4.1.1) 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>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p> <p>(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen for specific information in a class discussion.</p> <p>Speaking: To debate the options for a school trip.</p> <p>Reading: To read for detailed information.</p> <p>Writing: To write a thank you poem or letter to their teacher.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • develop their listening for specific information skills • develop their scanning skills while reading a text • write a short, personalised thank you letter and poem • develop their lexical range. Review and consolidate their lexical theme-related vocabulary • review functional language for introducing a point, agreeing, partly agreeing, encouraging other people to respond and making suggestions in the context of an online forum • reflect on their language strengths and areas to develop • listen for specific information in a class discussion.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Functional language • Polite requests • Appropriate language on an online forum • Thank you letters <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>What does everyone else think? I see your point ... , I think we should ... , I agree, Maybe we could ... ?,</i></p> <p>Key expressions/structure: <i>Could/Can you ... please?</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners of this age and level tend to focus on completing their own work and can focus on completion of tasks quickly, rather than working collaboratively with their group and focus on the content of their products. Throughout the lesson, it is important for the teacher to raise awareness of this by praising learners who take care with tasks, work well with their group and help each other. 		

Resources/equipment needed:

Learner's Book page 126

Activity Book page 104

Audio Track 10 (AB)

Exponents and corresponding functions from Learner's Book *Use of English: Activity 1*, written on cards. You will need one set per group. Keep these for Lesson 13

A soft ball for the plenary activity

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. As a warmer activity, ask learners to stand in two teams at the board. 2. The teacher gives a letter of the alphabet, and the learners have to write a noun that begins with that letter. The first team to write a word correctly gains the point. 3. To make it a little more challenging for learners, the teacher could write a list of high frequency words on the board that that learners are not allowed to use, for example <i>pen, pencil</i> (for the letter P) and <i>book, ball</i> for the letter B).
Resources	Main Activity
Learner's Book page 126	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to play a game in groups. Ask learners to read the examples in their Learner's Book, but not to start this task just yet. 2. Divide the learners in small groups of four and give them a set of the exponents and functions. Tell learners not to turn the cards over yet. Tell learners that they have to match the exponents with the correct functions, and the first team to do this correctly are the winners. 3. Learners then match the exponents to the functions. <p>Feedback Call out the function, and the learners hold up the correct exponent. Learners can then complete Activity 1 in their Learner's Book to recycle the language.</p> <p>Answers</p> <p>1 I agree. ; 2 I see you point, but ... ; 3 What does everyone else think? ; 4 I think we should ... , Maybe we could ... ?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure these learners are spread amongst the small groups equally, so they have more able learners to provide input and correction as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of an additional exponent for each of the functions categories.
Learner's Book page 126	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instructions. 2. Provide a model for the group, so that the learners are clear what they have to do in the task. 3. Ask learners to work with a partner and discuss the answers. <p>Feedback All learners stand up and change pairs. Learners ask and answer the polite requests. Upgrade as needed.</p> <p>Suggested answers</p> <ol style="list-style-type: none"> 1 Could/can I have a drink of water, please? 2 Could/can I go out the classroom, please? 3 Could you let me use your book because I forgot mine? 4 Could/can I have a pencil and a pen, please?

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to look back through their Learner’s and Activity Books to use as prompts for this task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of two more impolite requests. Learners then swap their examples and discuss how they could make them more polite.
<p>Learner’s Book page 126</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the task instruction and complete the task individually. They could choose to write the poem to their parents, or to another family member. 2. Ask learners to check with a partner and upgrade and correct as needed. 3. Give each learner a pieces of paper and ask them to write the poem in their best handwriting, and draw a picture, and give it to their family member. <p>Answers</p> <p>Learners’ own answers.</p>
<p>Activity Book page 104 Audio Track 10 (AB)</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Open Activity Books. 2. Tell the learners that the class has raised some money, and they are deciding what to do with it. Ask them to read and answer the questions. 3. Conduct feedback on question 1. 4. Play the audio. 5. Learners then check their answers in pairs or small groups. 6. Conduct feedback on question 2. <p>Feedback</p> <ol style="list-style-type: none"> 1. Elicit answers. 2. Give each small group of learners the exponents from the box in their Activity Book, and learners can hold up the correct exponent during the feedback stage. <p>Answers</p> <p>1 trip to historical place; science trip; trip to theme park; a new sport 2 c I agree 3 d I see your point 4 a What does everyone else think? 5 e Maybe we could go 6 f I think that’s a good idea</p>

<p>Activity Book page 104</p>	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Focus the learners so that they listen carefully to the task instructions. 2. Tell learners they are going to work in groups of 4 or 5, and all learners have to speak during the discussion about how to spend the money on a school trip. Nominate a more vocal learner to be the first to start the discussion. At this point, elicit some useful language on the board (the exponents from the previous task as a support for learners). Another option might be to give each learner in the group one or two of the exponents on cards and they have to use them in the discussion. 3. Monitor the groups while they are on task to ensure all are participating. <p>Feedback Ask learners how many of the exponents learners used in their discussion, and where each group decided to go on their school trip.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure these learners are participating in the group discussion. Give them additional time to think about what they are going to say, before the task begins. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to move to another group that may be finding the task a little more challenging.
<p>Activity Book page 104</p>	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick the box for their ability. 2. It is important to emphasise that there are no correct answers, and learners should look back through their Learner's Book and Activity Book to remind themselves of the tasks they found easy or more challenging. 3. Learners then compare their answers in pairs or small groups. <p>Answers</p> <p>Learners' tick their own choices for the 'can do' statements.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, tell learners that they are going to play a game. Ask learners to stand in a large circle, all facing inwards. The teacher models the task by naming one of the learners, then asking a question and throwing the soft ball (underarm) to the named learner. The questions can be a review of general information questions, or specific questions about today's lesson. 2. If a learner cannot answer the question, or is too slow in responding, they are out of the circle and sit down. If a learner asks a repeated question, they are out of the circle. 3. The game should move faster and faster, until one learner is left: the winner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.1.1.1.7) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.3.4.1.1) 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>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and repeat a poem. Speaking: To discuss differences in polite and impolite excuses. To brainstorm ideas. Reading: To read for detailed information. Writing: To spell lexis and language from Unit 8 accurately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on their language strengths and areas to develop • work collaboratively to complete a variety of pair-based tasks • review Unit 8 language and lexis • briefly review the whole of Grade 6.
Link to prior learning: <ul style="list-style-type: none"> • Different gestures to communicate meaning • Verb/noun collocations • Functional language for making an excuse • Functional language for introducing your point, partly agreeing and encouraging other people to respond • Dos and don'ts regarding online etiquette. 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation Skills: Introduce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills 		
Key vocabulary: Unit 8 vocabulary Key expressions/structure: Unit 8 expressions and structures		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Activity 3 may require additional time for the learners to scan and find the differences between the two boys' excuses to their teacher. The teacher can allocate more time and also prompt learners if they are struggling with the task. Consider the pairings carefully for this task in particular. 		
Resources/equipment needed: Learner's Book page 127 Audio Track 53 (LB) Seven large (A3) pieces of paper for <i>Starter</i> . In the middle of each piece of paper write the name of one of the Grade 6 units (1 to 7) in a cloud/circle/sun. Topics: <i>Life experience; School; Sport; The Big Screen; Inventions; Explorers; Jobs and Work</i> . Functional exponents on strips of paper for each group, for Write: Activity 4 A5 pieces of paper for Write: Activity 7 A ball		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the learners that before they revise Unit 8, you're going to spend a few minutes remembering Units 1 to 7. 2. Put the seven A3 pieces of paper on the walls around the room. Ask learners to stand next to one of the papers with a pen in hand. Rearrange the learners so that the number of learners at each paper is similar. (If there are few than 14 learners then use fewer papers, and choose which units to exclude). 3. Learners have one minute to write on the paper anything they can remember from that unit: words, phrases, names. They can also draw quick pictures if they want to. The idea is to trigger the memories associated with those lessons, which will help them to remember the language they learned there. 4. When you clap your hands, each group moves on to the next paper, in a clockwise direction. 5. Do four or five rounds like this. 6. Then tell the learners they can go and look at their books for one minute to remind themselves about the units. 7. After one minute, tell them to close their books, and for two minutes they can move around the room and write on any of the papers about anything they remember. 8. If possible, leave the papers up after this activity, and allow learners to add more words when they think of them.
Resources	Main Activity
<p>Learner's Book page 127</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners that they are now going to do some activities to review unit 8, and they will be working with a different partner /group for each task. Put them in pairs or small groups and ask them to open their Learner's Books and their notebooks. 2. Ask learners to read the task instructions for Activity 1. 3. Set a two-minute timer for this task so that learners get on task quickly. <p>Feedback Throw a ball to one pair and ask them to name a verb/noun collocation. Ask them to throw the ball to another learner to name one, and so on.</p> <p>Answers</p> <p>Learners own answers, but could include raise your hand, send an email/text/message, reply to an email/text/message, make a call, write a note/thank you letter, write on an online forum.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Think carefully about the interaction patterns for this task before the lesson begins. Plan to group these learners in small groups, rather than pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to collaborate and not dominate the pair task by stating that additional points will be given to those pairs that work well together and help each other.

<p>Learner's Book page 127</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Change pairs/groups. (One way to do this is to assign learners as A, B, A, B all around the class. Then ask all to stand up and move clockwise to the next available chair. You can repeat this for each activity.) 2. Set the task and the timer. <p>Feedback Ask learners to mime their answers.</p> <p>Answers</p> <p>Learners' own answers, but could include shaking hands, bowing, hugging, shaking/nodding head, waving hand, eye contact.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look back through their Activity and Learner's Book if they are finding it challenging to come up with ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners can think of an additional two gestures, they gain an extra point for their pair.
<p>Learner's Book page 127</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. This task may take a little longer for learners as it involves them scanning to find three differences between Nabeel's and Hamdan's excuses. 2. Change pairs for the task and elicit from the whole group what they can remember about Nabeel and Hamdan. 3. Learners work in pairs to find three differences between Nabeel and Hamdan's excuses. <p>Feedback Reveal the answers on the IWB or write on the board.</p> <p>Answers</p> <p>Nabeel tells the teacher first that he hasn't done the homework before the teacher has to 'chase' him/Nabeel tries to leave the classroom without mentioning it. Hamdan told Mr Quasimi <i>before</i> the homework deadline that his homework would be late/Nabeel told him on the day of the deadline. Hamdan said sorry for the late homework/Nabeel didn't. He apologised for having to hand the homework in late. Hamdan gave the teacher a simple direct explanation about the problem/Nabeel started rambling and going into unnecessary details. Hamdan told Mr Quasimi when he could hand in the homework (i.e. he offered a solution to the problem)/Nabeel didn't mention this or offer any alternatives.</p>
<p>Learner's Book page 127</p>	<p>Write/talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to look back at the online forum from Lesson 12. 2. Learners have to write two phrases for each of the functions. <p>Feedback Give each team a set of exponents from the task. Ask them to arrange them under the three headings.</p> <p>Answers</p> <p>Learner's own answers, but may include: Giving an idea: I think we should ... I think it is (better to) ... Partly agreeing: I think it's a good idea to ... , but not ... I can see your point but ... Encouraging other people to respond: What does everyone else think? What do other people think? What do you all think?</p>

<p>Learner's Book page 127</p> <p>Audio Track 53 (LB)</p>	<p>Listen: Activity 5</p> <ol style="list-style-type: none"> 1. Change partners. 2. Set the timer and ask the learners to brainstorm words from the poem without looking. 3. Play the audio and allow learners to add more words. <p>Feedback Read the poem together as a class, either with or without the audio.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 127</p>	<p>Write: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to work with a different pair and brainstorm as many different dos and don'ts as they can remember for writing online. 2. Remind learners that there are their original posters on the wall from this task from a previous lesson. This task could be managed as a running dictation, for example one runner and one writer per pair. The runner runs to the poster, reads and remembers what is written (this will be done in small chunks of language, rather than whole pieces of text) and runs back to the writer and dictates what they have written. <p>Feedback Ask learners to check their answers using the online etiquette posters on the classroom walls from Lesson 10.</p> <p>Answers</p> <p>Dos: Be polite, friendly and informal, use people's names, think carefully about what you write, keep your message short and to the point, acknowledge other points of view, invite others to respond and share discussion.</p> <p>Don'ts: Be impolite/rude or unfriendly, disagree with everyone, call people names, use bad language, use all capital letters (this is the same as shouting), Try not to write anything that is not relevant to the topic. Don't dominate the discussion – let other people have space to respond.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Give the learners feedback as a class on what they have done well in the review activities. 2. If you noticed any common errors, elicit the correct form/pronunciation. 3. Ask them which areas from Grade 6 they think still need work, and ask them to look at those pages in their books again for homework.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.3.1.1.4) Describe, compare and contrast two or more characters in a story, how they interact and impact the plot.</p> <p>(G6.3.4.1.1) 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>(G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.</p> <p>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</p> <p>(G6.4.3.1.4) Use colons to introduce a list.</p> <p>(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give their opinion and share ideas about topics. Reading: To read and understand instructions and descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • share ideas and collaborate on a project • research relevant information to complete projects • use a greater range of theme-related lexis and structures.
Link to prior learning: <ul style="list-style-type: none"> • Unit 8 topics and themes 21st Century Skills: <ul style="list-style-type: none"> • Social and cross-cultural skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences. 		
Key vocabulary: Unit 8 vocabulary Key expressions/structure: Unit 8 expressions and structures		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their projects in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i> 		
Resources/equipment needed: Learner's Book page 128 Project 2: optional set up of an online forum, for example a wiki Coloured paper, scissors, glue, coloured pens and pencils, poster paper, recording equipment (a phone would suffice to capture audio, or if available, learners could share a recording device for each small group.) 1) You can prepare an example of each project pre-lesson, so that learners can see what the final product will look like and have a model they can handle and get ideas from. You could also provide a good model/messy model for one of the projects, to raise learners' awareness of the importance of the presentation of their work, for example organisation, use of colour and visuals, neat handwriting and general tidiness. 2) Prepare a project checklist for learners that includes the following key points: <i>My work is organised, My handwriting is neat, My spelling is correct, I used correct capital letters and full stops, I wrote my name on the poster, I listened to my friends' ideas and helped my team, I helped tidy the desk and put the rubbish in the rubbish bin.</i> For both projects, prepare examples for learners so they have a visual model as their end goal.		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board write both project titles. 2. Tell learners that they are going to be working in a team for one of the projects. 3. Nominate learners to be in the Project 1 or Project 2 group, judiciously balancing stretch and support learners throughout both project groups.
Resources	Main Activity
Learner's Book page 128	<p>A communication poster: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and read the project instructions. Clarify any questions learners may have about their project. 2. Ask learners to brainstorm in groups the points they would like to make on their communication poster. Monitor learners while on task to provide language input, giving examples on the board as needed. Refer learners to Lessons 1 and 2, or let learners access the Internet to research the information they need. 3. Once learners have produced the information they need, encourage them to think about the layout of their communication poster. Monitor the groups carefully. If possible, suggest that learners use technology for presenting their projects. 4. See notes below: Use of technology for presentation projects. <p>Feedback Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need further support in the understanding and execution of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Consider the pairings carefully for this task, so that the support and stretch learners work together.
Learner's Book page 128	<p>Create a discussion forum: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to choose a topic that is interesting for all of them. 2. This task can either be set up as an online written forum, or an open class discussion activity. Setting up an online forum would involve setting up a private wiki space for learners before this lesson. 3. There are three simple steps to do this: 1. Register – everyone who's going to contribute to the wiki needs to create an account at wikispaces. 2. Create the wiki – next you create the wiki – this is really simple and completely intuitive so long as you're familiar with basic word processing tools. You can add as many pages as you like and add backgrounds and pictures if you wish but equally you can keep things simple if you prefer. Look at the examples to get some ideas. 3. Add users – once you've created the basic template for your wiki, add the other users (who've already been registered in step 1) and then they too will be able to edit the wiki. Another option would be for the teacher to set up a PowerPoint "online forum" and the learners work together to write their responses on the "online forum." Please see http://www.wikihow.com/Use-Microsoft-Office-PowerPoint. 4. See notes below: Use of technology for presentation projects.

	<p>5. If the activity is going to be a class discussion, give learners time to choose their topic and also brainstorm language that they will need for the task. Encouraging learners to look back at Lesson 10 will support them in this task. Learners should be given the opportunity to practice the discussion in small groups initially and then build up into one large group. This will encourage recycling of the functional language and also help to develop fluency and confidence.</p> <p>Feedback Ask learners to report on how their project is progressing as they work through the project stages. Step in to support learners as needed and focus them on the task.</p> <p>Differentiation activities (Support): 1. These learners will need further support in the understanding and execution of the task.</p> <p>Differentiation activities (Stretch): 1. Consider the pairings carefully for this task, so that the support and stretch learners work together.</p>
	<p>Use of technology for presentation projects</p> <p>Presentation software: Generic software programs such as PowerPoint contain all the features that the learners will need. Children can select from the numerous template options (or use one you have prepared), and then experiment with font, colour of text, size of text — as well as the options for direction of text boxes, speed of slideshow, etc. Images are easily inserted and audio clips can be created without the use of an additional program. You may, of course, wish to explore other, education-specific software options, such as Prezi. For interactive whiteboards (IWB), programs such as ActivInspire offer far more than presentation work and can be integrated across all subjects. For tablets, educational apps such as Book Creator can be used confidently by learners in Grade 6.</p> <p>Images: The learners should be able to complete an online search, for example, using Google images, and save their selected image to a designated area of their computer. Images on wikipedia, for example, contain clear icon instructions for downloading images. Designated royalty-free image sites are also useful, for example www.freedigitalphotos.net. In all cases, teachers should trial likely searches before the lesson and be able to suggest the best search terms. Alternatively, teachers can prepare a folder of pre-selected images for the learners to use. This might include photos/scans of the learners and their work, for example their drawings.</p> <p>Presentation technique: Unless variety is the aim, ensure that all learners present the same task using the same technology, for example all via the IWB, or all via tablets. The learners should be encouraged to interact with technology throughout their learning, for example highlighting items on the IWB. These skills can then be used in their presentations. Adapt your process to the presentation in hand. So, for a single screen presentation, the learners could hold their own tablets and talk at the same time. For more complex work, it would be best for you to hold the tablet and allow the learner to interact at key points only. This would also be the case if you want the learners to focus on their oral skills rather than the interaction with IT per se.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the project preparation lesson, give all the learners the Project checklist and ask them to tick or cross the items as applicable. 2. Encourage the learners to compare their checklist with their partner or small group. If any learner has a cross, the team needs to check their project again and address errors, as required. 3. Ensure that you have collected all of the project samples at the end of lesson and store carefully for the next lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.2.1.1.7) Follow agreed-upon rules for discussions for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.</p> <p>(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p> <p>(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to each other's ideas and opinions. Speaking: To ask and answer questions about each other's projects. Reading: To read an online forum. To read a communication poster. Writing: To write simple notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • ask and answer questions about their projects • listen for details in their peers' spoken texts • read for detail in their peers' written texts • give constructive feedback on their peers' projects.
Link to prior learning: <ul style="list-style-type: none"> • Unit 8 topics and themes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This makes many learners anxious, and in particular less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board. 		
Resources/equipment needed: Learner's Book page 128 Project checklist from previous lesson, but focusing on these aspects: <i>My work is organised. My handwriting is neat. My spelling is correct. I used correct capital letters and full stops.</i> The teacher can write these on the board, and learners can use them as a guide when giving feedback to their peers.		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to work with the same project preparation groups as the previous lesson. 2. Give learners time to read through their projects again to make final adjustments, practice their commentaries and upgrade the visual presentations as required. 3. Monitor learners and provide input on content and language if required. Distribute learners' projects.
Resources	Main Activity
	<p>A communication poster</p> <ol style="list-style-type: none"> 1. Ask the pairs/small groups for this project to stand up at the front of the class with their work. Nominate pairs/small groups from Project 2 to create small groups of four. 2. Ask Project 1 learners to show their projects to their Project 2 peers. Learners can read through the information on the posters, and ask and answer clarifying questions if needed. Project 1 learners respond and draw Project 2 learners' attention to the visuals, to help support comprehension. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also noting any examples of language that are particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback Ask the Project 2 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to prompt less able learners and ask questions about their projects.
	<p>Create a discussion forum</p> <ol style="list-style-type: none"> 1. Ask all the Project 2 learners to stand up and, with their Project 2 partner, tell them to move to a different Project 1 pair/small group. 2. Project 2 learners read their online forum and Project 1 learners listen and comment. Project 2 learners can highlight the function language they used. If the teacher has decided for the Project 2 learners to have an oral discussion, Project 2 learners sit in a circle, with the Project 1 learners standing behind and taking notes. If the teacher has provided the Project 2 learners with access to a PowerPoint online forum, the learners can have a printed out copy to discuss with their Project 1 partners. 3. During the small group presentations, it is essential that you monitor carefully to ensure that the learners are on task, and also noting any examples of language that is particularly creative. Also note common examples of incorrect language to focus on for delayed correction. <p>Feedback Ask the Project 1 learners to give feedback on their peers' work, using the first four points of the Project checklist as a guide.</p>

	Differentiation activities (Support): 1. Encourage these learners to participate in answering questions about the project and don't allow more able learners to dominate the presentation or the discussion.		
	Differentiation activities (Stretch): 1. Encourage these learners to prompt less able learners and ask questions about their projects.		
Resources	Plenary		
	1. To round off the lesson, ask learners to work together to mount their projects on the wall. 2. Encourage learners to work together to decide how they want to display their materials on the walls. 3. Encourage learners to look at the finished projects on the wall and make comments, for example, which project do they like the best and why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition and expressing likes and dislikes.</p> <p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments and expressing needs and emotions.</p> <p>(G6.2.1.1.7) Follow agreed-upon rules for discussions for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.</p> <p>(G6.2.1.1.9) Listen to review and reflect on ideas under discussion; demonstrate understanding of different points of view.</p> <p>(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to children talking about holiday activities they would and wouldn't like to try and understand the reasons why; identify functional language expressing imaginary situations.</p> <p>Speaking: To talk about holiday activities.</p> <p>Reading: To read and understand a short dialogue related to the topic of the lesson.</p> <p>Writing: To write the new vocabulary from the lesson correctly, with visual and written prompts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen for specific information about holiday activities • understand and use lexis related to holiday activities • read a dialogue about holiday activities.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Holidays and activities <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>surfing, bungee-jumping, rock-climbing, camel-trekking, skiing, snorkelling</i></p> <p>Key expressions/structure: nouns with <i>-ing</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might want to put the definite article before the activities. Through the listening and speaking activities in this lesson, you should be able to reinforce the fact that it is not required. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 129</p> <p>Activity Book page 105</p> <p>Audio Tracks 54 and 55 (LB)</p> <p>Poster paper, electronic slides, video clips of adventurous holiday activities (optional)</p>		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Provide some pictures or short video clips of holiday and travel activities (look through the unit for ideas) and ask the learners: <i>What do you think the topic is in this unit?</i> (travelling and holidays). 2. Ask: <i>Do you think we can learn from travelling and holidays?</i> Elicit one or two opinions and then write on the board (or show on IWB): <i>What can we learn from travelling and holidays?</i> 3. Put learners into pairs or small groups to discuss the question. 4. Elicit ideas from the whole class. 5. Put learners in pairs again to discuss the following questions: <i>Tell your partner about your last holiday, or a holiday you remember. What was special about it and did you learn anything from it?</i> 6. Elicit a few ideas.
Resources	Main Activity
<p>Learner's Book page 129</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the questions in Activity 1 and look at the first one together, eliciting which holiday activities are popular in the UAE. Then look at the pictures and, if you think it is possible that they have tried any of the activities, elicit which ones and encourage learners to talk a little about the experience (<i>Where? When? Was it fun? How did you feel? Was it scary? Would you do it again?</i>). 2. Now ask learners to discuss the last question in pairs (<i>Which activities would you like to try?</i>). Encourage learners to use the phrase, <i>I'd like to ...</i> <p>Feedback Conduct a quick feedback to get a general idea of which activities appeal the most to learners.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 129</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the words in the box and ask learners to match them to the pictures. 2. Ask learners to work individually, and then check in pairs. <p>Feedback Keep this as a whole-class activity. Do a quick focus on pronunciation and word stress. If necessary, tap or clap the stress pattern at the same time as saying the words. Have the class repeat and clap after you. If learners need further practice, ask them to do the same activity again in pairs. You could extend the activity (and help learners assimilate the words) by clapping out stress patterns and ask learners to guess the word (or words – if more than one word follows the same stress patterns). For an extra challenge, ask them to turn over their books so they can't see the words.</p> <p>Answers</p> <p>a rock-climbing (Stress pattern: Ooo); b skiing (Oo); c snorkelling (Ooo); d bungee-jumping (OoOo); e camel-trekking (OoOo); f surfing (Oo)</p>

<p>Learner's Book page 129</p>	<p>Talk: Activity 3</p> <p>1. As a class talk about which activities, if any, can be done in your country and where. The class might not be aware of places such as <i>Ski Dubai</i>, so you could ask learners to find out more about such places at home.</p> <p>Feedback Ask individual learners to talk about their own experiences as far as they can.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Ask these learners to spell each activity as a game. Put them together in pairs. One learner closes his or her book and the other learner asks them to spell a word. They can get points if they get the word right. This will reinforce the spelling of each word.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners could write a sentence or two about any other activities they do which they enjoy.</p>
<p>Learner's Book page 129 Audio Tracks 54 and 55 (LB)</p>	<p>Listen: Activity 4</p> <p>1. Tell the class that they are going to listen to four children talking about two of the activities in the pictures. Point to question 1 in the Learner's Book, and read it aloud.</p> <p>2. Play both audio tracks, pausing after each one. Learners listen and write and answer, and then check in pairs and conduct feedback.</p> <p>3. Read question two. Play the audio again and ask the class to listen and answer the question.</p> <p>4. Learners check in pairs.</p> <p>Feedback For question 1, nominate learners to answer. For question 2, ask learners to stand up if the answer is <i>no</i>, and to sit down if the answer is <i>yes</i>. This will give you a good idea of who has understood the gist of the listening activity or not.</p> <p>Answers</p> <p>1 Track 54: bungee-jumping; Track 55: surfing 2 No (none of the children have tried the activities)</p> <p>Differentiation activities (Support):</p> <p>1. Pause the audio frequently for those learners who might be having difficulty in understanding. 2. Ask these learners to answer only the first question.</p> <p>Differentiation activities (Stretch):</p> <p>1. While listening, ask these learners: <i>Why did the children want to do the activities?</i> 2. During feedback, ask these learners which words or phrases told them what the answer was.</p>

<p>Activity Book page 105</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Open your copy of the Activity Book on page 105 and point to the picture of <i>surfing</i>. Ask the learners: <i>What's he doing?</i> (surfing). <i>Can you find the word here?</i> (point to the gapped words in Activity 1). Elicit that it's the first word, and write on the board s ____ f _____. Elicit the correct spelling and write it on the board. Write <i>a</i> in a box next to it. 2. Ask learners to complete the rest in pairs. 3. Walk around the classroom, helping where necessary. <p>Feedback Get individual learners to come and write an answer each on the board.</p> <p>Answers</p> <p>1 surfing f; 2 rock-climbing a; 3 snorkelling c; 4 bungee-jumping d; 5 camel-trekking e; 6 skiing b</p> <p>Differentiation activities (Support): Let these learners do the task while using the Learner's Book.</p> <p>Differentiation activities (Stretch): Ask these learners to try and do the task without looking back at the Learner's Book to start with and see how much they can remember of the correct spelling.</p>
<p>Activity Book page 105</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read a dialogue about holiday activities and identify which activities the children would like to try. <p>Feedback Get learners to work in pairs on this and agree on their answers.</p> <p>Answers</p> <p>Khalid: snorkelling and skiing Ali: bungee-jumping and skiing</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class to close their books. Organise learners into groups with pieces of paper, with one of the activities (for example, <i>surfing</i>) written on each piece of paper. You can either have prepared these yourself or get the learners to do so. Learners place the papers face down in the middle of the group. In each small group, a learner takes a paper and mimes it, and the other learners guess what the activity is. 2. Learners spell each word going round the class as a final fun activity.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G6.1.1.1.3) Listen and respond to conversations about plans, intentions, predictions, and expressing degrees of certainty.</p> <p>(G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).</p> <p>(G6.3.1.1.4) Describe, compare, and contrast two or more characters in a story, how they interact and impact the plot.</p> <p>(G6.3.3.1.1) Distinguish between fact and opinion; explain how the author uses reasons and evidence to support his ideas.</p> <p>(G6.3.4.1.1) 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>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p> <p>(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to children talking about holiday activities they would and wouldn't like to try and analyse the conversations in greater depth.</p> <p>Use of English: To analyse and use set phrases using <i>would</i> to talk about hypothetical situations.</p> <p>Speaking: To talk about holiday activities; talk about which activities you would and wouldn't like to try; play a guessing game about holiday activities with a partner; express opinions and indicate preferences for holiday activities.</p> <p>Reading: To read and identify the mistakes in a short blog about the topic.</p> <p>Writing: To write personalised statements about themselves relating to the activities in the lesson.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand and use lexical phrases using <i>would</i> for hypothetical situations, both in written and in spoken form • identify mistakes in a piece of written work, thereby enabling them to learn how to self-correct their own writing.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Holiday activities vocabulary from Lesson 1 • Listening in Lesson 1 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>surfing, bungee-jumping, rock-climbing, camel-trekking, skiing, snorkelling</i></p> <p>Key expressions/structure: phrases using <i>would</i>: <i>I'd like, I'd love, there's no way I'd, I'd be afraid, I'd like to have a go</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might forget to add on the <i>-ing</i> ending to activities. Also, they need to be careful of any spelling changes that arise, for example run – running, swim – swimming. Through focused practice of this structure, learners should become familiar with any potential problems. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 130</p> <p>Activity Book page 106</p> <p>Photos or pictures of local places to visit (optional)</p> <p>PCM 5</p> <p>Audio Tracks 54–55 (LB)</p>		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> To refresh the learners' memory about the previous lesson ask: <i>What did we talk about yesterday?</i> (holiday activities) Write <i>holiday activities</i> on the board in a cloud. Ask: <i>What holiday activities do you remember?</i> Write them around the cloud as the learners tell you. If the learners do not remember all of them, you can give them clues (for example, <i>you go to the sea to do this</i>) or mime the activities.
Resources	Main Activity
<p>Learner's Book page 130</p> <p>Audio Track 54–55 (LB)</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> Focus learners on the questions in Activity 1 and read through together before listening again. Learners may know some of the answers already; if they do, allow them to speculate, then ask them to listen and check. Ask all learners to listen again for the answers to questions 1 (in track 54) and 2 (in track 55). Stop after each track to allow learners to check in pairs. <p>Feedback</p> <p>Ask learners to put up their hands with the correct answers. Play the audio again if necessary, stopping after each comment and highlighting the parts of each comment needed for the answers.</p> <p>Answers</p> <p>1 The first boy thinks that the activity is dangerous and a crazy thing to do. The second boy thinks the activity would be 'fantastic' – exciting, 'like flying through the air'.</p> <p>2 The first girl is not sure at first if she would like to try the activity. She thinks she would be really afraid. But by the end of the conversation she decides that she would probably try it after all.</p>
<p>Learner's Book page 130</p> <p>Audio Track 54–55 (LB)</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to read sentences 1 to 5, from the conversations in Activity 1, and discuss in pairs which words might be missing. Now ask them to listen again and either check their ideas or complete the missing words. <p>Feedback</p> <p>Go through the missing words as a class.</p> <p>Answers</p> <p>1 would; 2 way; 3 I'd, be; 4 love; 5 would</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> For these learners, you could stop after each phrase, and elicit the answer, rather than waiting until the end of each dialogue. Ask the learners to call out <i>Stop!</i> or raise their hands when they hear a target phrase. Then pause the audio and allow them to complete the phrase. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> After listening, these learners could close their Learner's Books and try and remember the sentences.

<p>Learner's Book page 130</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the question in pairs. 2. Ask: <i>Have the children already done the activities?</i> (No, then the phrases are expressing imaginary situations). <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to put their hands up with the answers. 2. To check, ask: <i>Have the children done these activities?</i> 3. Elicit the words and phrases that show this, eg <i>would, would like, I'd be, I'd love</i>, etc. Make sure they understand the contracted form <i>I'd (I would)</i>. Say the sentences in Activity 2 clearly and naturally, using the contractions, and ask the learners to repeat after you, to help with pronunciation and to help them remember the phrases. <p>Answers</p> <p>The phrases all express imaginary situations.</p>
<p>Learner's Book page 130</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. At this point, elicit again the words to describe the activities in the pictures. As you go through them, make sure learners are clear about pronunciation and word stress, before they use the words in the speaking activity. 2. Ask what they notice about the endings of all the words and elicit that they are all nouns ending in <i>-ing</i>. Next, draw their attention to the Word study box in Lesson 1 and explain that nouns ending in <i>-ing</i> often describe actions. Look at the example sentences showing the use of more nouns ending in <i>-ing</i>. 3. Now ask learners to work in pairs and talk about the activities they have learned about in Lesson 1. Encourage them to give their personal opinions about the activities, using the phrases in Activity 2, taken from the audio. 4. First, go through the phrases, having learners repeat after you, paying attention to intonation (for example, <i>There's no way I'd do it!</i>). <p>Feedback</p> <p>Say an activity and elicit individual responses around the class, using the target phrases, for example, <i>Snowboarding: I'd like to have a go! Maybe I'd have a go ...! There's no way I'd do it!</i></p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the target phrases on the board or on a slide and drill the sentences. Once learners are confidently pronouncing the phrases, help them to remember by doing a disappearing drill on the sentences until they can remember them by heart. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners could write a sentence or two about any other activities they'd like to do.

<p>Learner's Book page 130</p>	<p>Talk: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to work with a different partner and carry out a similar activity to the 20 questions game. They should think of (or mime) an activity and their partner has to guess what it is, asking <i>yes/no</i> questions. 2. You can give an example of this by thinking of an activity and getting the class to ask you questions. Ideally, they should be <i>Yes/No</i> questions. 3. Tell them that their partner must ask at least three questions before asking a question naming an actual sport (<i>Is it snorkelling?</i>). 4. Allow learners to think of any sport or activity to widen the scope and encourage more question practice. Stipulate, however, that learners need to choose an <i>-ing</i> activity, to focus them on this language point. 5. Circulate during the pairwork, helping and listening at the same time. Make notes of any accurate or inaccurate use of the target language. <p>Feedback Write some of the points you heard on the board and ask the class to make any necessary corrections, or to distinguish between what is correct language use and what is not.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 106</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: <i>way/go/snorkelling/no/There's/I'd</i>. 2. Ask the learners to put the words in order to make a sentence. Write the sentence on the board as they tell you: <i>There's no way I'd go snorkelling</i>. 3. Ask learners to do the same with numbers 2 to 4. <p>Feedback Walk around the classroom, helping where necessary. Then get individual learners to come and write an answer each on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 There's no way I'd go snorkelling. 2 I'd like to try horse-riding. 3 I don't think I'd try rock-climbing. 4 I'd really like to have a go at skiing.
<p>Activity Book page 106</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write their own sentences with personal responses, using target phrases and words from the lesson and other vocabulary about holiday activities. 2. Set this up as a competition. Put learners into pairs or small groups and see who can make a correct sentence faster than the others. <p>Feedback Ask the class to put up their hands as soon as they have finished.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 106	Read: Activity 3 1. If there is enough class-time, ask learners to read the blog and identify the mistakes. They can work in pairs. If not, they can do this task at home, to be checked at the beginning of the next class. Feedback Ask for volunteers to read out a sentence at a time. Make sure all the class have understood where the mistakes are and have corrected the blog. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Have you ever been/gone swimming in a river? I haven't, but I would like to one day. I love swimming in the sea and in the swimming pool near us. I'd like to try camel-riding and I'd also love to have a go at skiing . Rock-climbing and bungee-jumping are a bit dangerous so there's no way I'd do either of those. What about you?		
Resources	Plenary		
PCM 5	1. To finish off, you could show some more photos or pictures of local places and ask the class: <i>Have you been here? Did you like it? or Would you like to go there? Why/Why not?</i> 2. For a cross-curricular task relating to holiday activities, see PCM 5.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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: (G6.1.1.1.1) Understand, respond to, and summarise main idea and relevant details in TV and radio programs, audio recordings, and films. (G6.1.1.1.7) Identify and summarize a speaker's points; identify the reasons a speaker provides to support his claims. (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagree. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future). (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems. (G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read opinions on a forum about a day out at a marine wildlife park; to practise techniques to predict content and text type.</p> <p>Speaking: To talk about places you like to visit on a day out; discuss positive and negative points about the marine park in the text, drawing conclusions about whether you'd like to visit.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • recognise online text types, such as online forums and blogs, and use the text type to predict content • make notes summarising the main points in a text • discuss positive and negative points and come to a conclusion.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Places to visit on days out, descriptive vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Places to visit: <i>an adventure playground, a wildlife park, a zoo, a museum, a theme park</i></p> <p>Key expressions/structure: phrases using would: <i>I'd like, I'd love, there's no way I'd, I'd be afraid, I'd like to have a go</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might forget to add on the <i>-ing</i> ending to activities. Also, they need to be careful of any spelling changes that arise, eg run – running, swim – swimming. Through focused practice of this structure, learners should become familiar with any potential problems. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 131</p> <p>Activity Book page 107</p>		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about the last day trip they went on, either with family, friends or on a school trip. Elicit the places and write on the board. Leave them on the board until the end of the lesson. 2. Ask learners to comment on the places: <i>Who has been there? What can you do there? What did they like about it? Were there any bad points? Would you tell your friend to go there?</i> 3. Focus in particular on good and bad points about each place, to prepare learners for the tasks later in the lesson.
Resources	Main Activity
<p>Learner's Book page 131</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus attention on the four questions and read through them together. Read out the places in the box and ask learners to give local examples of each, so that you can check understanding of the words and phrases. Then ask them to discuss the questions in pairs. 2. Circulate, and check that the learners are all on task, helping with the lexis where necessary. <p>Feedback Write learners' suggestions on the board to refer to later in the lesson. Focus in particular on the last question. Elicit from learners what factors make them and their families decide where to go on a day trip (for example, variety of things to do, cost, distance from home, facilities available).</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 131</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the text and ask them what type of text they think it is. Where would they see it? (online) What kind of website would it appear on? (a travel/ country or city guide/holidays website) What type of text is it? (an online forum). 2. Ask them what they think they will find out from the forum. Highlight such features as the stars and the highlighted quotes as headings. 3. When learners have offered some suggestions as to what they might find out from the text, point out to them that they have already deduced quite a lot about the content of the text simply by looking at what type of text it is and making predictions. 4. Now ask learners to read the text and write in their notebooks what the people like and don't like about the marine wildlife park. 5. Learners check in pairs. <p>Feedback Put two columns on the board (<i>good points</i> and <i>bad points</i>). Ask the learners who finish first to write their ideas on the board. When most learners are ready, ask them to check the answers and add any that are missing. Ensure that the final answers on the board are correct before continuing.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 The text is an online forum.</p> <p>2 Good points: feeding time at the dolphin arena; interesting facts about marine life; underground aquarium; sharks and turtles; film about whales</p> <p>Bad points: too many people/crowded; not enough time to see everything; too expensive; have to pay extra to see the dolphins</p>

Learner's Book page 131	<p>Feedback Conduct feedback, highlighting good and bad points on the board. Ask individual learners to come up and write their answers on the board.</p> <p>Answers</p> <p>Good points: Feeding time at the dolphin arena. Interesting facts at the Marine life exhibition. Underground aquarium – ‘awesome’ with the sharks and turtles, interesting film about whales.</p> <p>Bad points: Crowds of people. Very expensive to get in. Have to pay extra to see the dolphins. Only some expensive snacks to eat inside.</p>
Learner's Book page 131	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and imagine that they live quite near to Sol Marine Park and their family is thinking of having a day out there. They should look at the good and bad points they have written down and use them to decide if they would like to go there or not. 2. To help them decide, ask them to think about which points are the most important to them. 3. You can also refer to places like the Aquaventure Waterpark, Dubai which learners could find out more information about if they like. Ask for two volunteers from the class to carry out some research into the waterpark and bring their findings to the next class. <p>Feedback Ask learners to discuss in pairs; then do a quick feedback, eliciting different points of view from around the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 107	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the <i>Strategy check</i> box and tick the strategies they think are useful. 2. Read out the text types from the box. Then ask the learners to look at the text and choose a text type. <p>Feedback Ask learners to put up their hands when they are ready with the answers.</p> <p>Answers</p> <p>Look at what type of text it is by noticing the design and layout. ✓ Think about the kind of information you can find in specific types of text. ✓ Reviews in a magazine about swimming pools.</p>

Activity Book page 107	Read: Activity 2 1. Learners read comments about what facilities and features people look for if they are going to visit a swimming pool. They decide which pool described in the reviews would suit which person and match a pool to a comment. 2. Learners write down one negative point about the swimming pools mentioned in the reviews. 3. Circulate while learners are busy, and allow fast finishers to check answers in pairs. Feedback Ask individual learners for their answers. Answers 1 c; 2 a; 3 b; 2 Water Wonder is expensive; Nova Swimming Park is 'not cheap' and often very crowded. Wells Lido is only open May to September
Activity Book page 107	Talk: Activity 3 1. Learners talk about which swimming pool in the reviews they would like to go to and why. Feedback Have a class vote. Answers Learners' own answers.
Resources	Plenary 1. Focus the learners' attention once more on the places mentioned in the Starter, which you have written on the board. Elicit one good and one bad aspect of each place.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future).

(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.

(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems

(G6.3.1.1.6) Understand the purpose and content of a range of information texts (for example, historical information, world knowledge, announcements).

(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.

(G6.3.4.1.1) 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.

(G6.4.1.1.3) Write notes to summarise the main points of a read text, using key words from the text as needed.

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To talk about a special place that is important personally.</p> <p>Listening: To listen to a presentation describing a special place; to identify the order of information in the presentation, together with specific facts and phrases to describe feelings about the place.</p> <p>Writing: To write analytically about a special place and why it is special.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • Understand the main ideas and details of a description of a special place • Write answers to questions about a particular place that is of personal importance • Ask and answer questions orally about a special place.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • <i>-ed</i> adjectives to describe feelings and <i>-ing</i> adjectives to describe places, events, etc <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>square, market stall, snake charmer, musical instrument, acrobats, dancers, musicians, storytellers</i></p> <p>Key expressions/structure: Adjectives + prepositions: <i>surprised by; interested in; sad about; (famous for); bored by; excited about; afraid of</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might feel that listening is a difficult skill. However, here the language is straightforward enough for them to be able to listen and do the tasks comfortably. This should help to increase their confidence when listening. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 132</p> <p>Activity Book page 108</p> <p>Audio Tracks 56–58 (LB)</p> <p>Images representing a place that is special to the teacher</p>		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Introduce the lesson by showing learners a special place you have been to. Show them some images (photos or videos, if available) and ask them to guess the country and place (if it is well-known, for example the Taj Mahal), when you went and who with. Finally ask them if they can guess why the place is special for you. Keep this brief, as you will be telling the learners more about your special place to introduce Activity 1 in the Activity Book. 2. Tell them that they are now going to think of a place that is special to them.
Resources	Main Activity
Learner's Book page 132	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to close their eyes and think of a special place that they have been to and what it means to them. 2. Tell them that they don't have to write anything just yet, just sit and think. 3. Now ask them to open their eyes and tell them that they have one minute to write down as many adjectives as they can think of, to describe the place. 4. When time is up, ask them to compare their adjectives with their partner, then tell their partner which place they thought of and why they chose the adjectives to describe it. Show them the example in the book, or demonstrate using your own example from the warm-up stage, for example – <i>the mountains were amazing because they were so high.</i> <p>Feedback Elicit answers from those learners who are comfortable sharing. Keep feedback brief, and focus on the ideas rather than the language at this point, acknowledging that these are special places to the learners.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 132	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Focus the class on the Learner's Book and the pictures of things and activities that are connected to Jemaa el Fna Square. Tell them the name of the place (or elicit, if you think your learners might have heard of it). Elicit learners' ideas and write on the board, for reference in the next activity. 2. Use this stage to pre-teach or elicit words that will appear in the listening text or that may be generally useful: <i>square, market stall, musical instrument, musicians, storytellers.</i>
Learner's Book page 132 Audio Tracks 56–58 (LB)	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to Yousef describing his visit to Jemaa el Fna Square. Tell them that Jemaa el Fna Square is a very special place for Yousef. 2. Ask them to listen and put the headings in order. Before you play the audio, give the learners time to read the headings. 3. Play the audio and stop after the first section, and tell/ elicit that that was section 1. 4. Play the rest of the audio, and allow learners to work individually to put the headings in order. 5. Learners check in pairs.

	<p>Feedback Elicit the answers and put them on the board. Refer to the list on the board and ask the learners whether the predictions were true or not. Avoid playing the audio again at this stage.</p> <p>Answers</p> <p>a 2; b 4; c 1; d 3</p>
<p>Learner's Book page 132 Audio Track 56 (LB)</p>	<p>Listen: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners read four statements about the listening text and try to remember whether they are True or False. This will help them to prepare for the second listening, but reassure them that they will have another chance to listen. Do not do feedback at this point. 2. Play the audio and allow the learners to work alone to do the task. 3. Check in pairs. <p>Feedback Go through the statements as a class.</p> <p>Answers</p> <p>1 False (Jemaa el Fna Square is famous all over the world); 2 True; 3 True; 4 False (The square is famous for its lovely old buildings).</p>
<p>Learner's Book page 132 Audio Track 57 (LB)</p>	<p>Listen: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to try and remember what Yousef said about the things in the pictures. 2. Learners listen to Part 2 again to order the pictures. 3. Check in pairs. <p>Feedback Ask learners to put up their hands with the answers.</p> <p>Answers</p> <p>Order: 1 b 'lots of oranges'; 2 c 'Later on in the evening'; 3 a 'you can listen to live music'; 4 d 'buy delicious dishes and snacks from food stalls'</p> <p>Differentiation activities (Support): Pause the audio several times to enable learners to write their answers.</p> <p>Differentiation activities (Stretch): Ask these learners to note down any more facts about the square that they find interesting.</p>
<p>Learner's Book page 132 Audio Track 58 (LB)</p>	<p>Listen: Activity 6</p> <ol style="list-style-type: none"> 1. Ask the learners if they remember what feelings he mentioned. 2. Learners listen to Part 3 to write down at least three feelings. 3. Check in pairs. <p>Feedback Ask learners to put up their hands with the answers.</p> <p>Answers</p> <p>Any three of the following: excited, interested, not bored, surprised, sad</p>

Activity Book page 108	<p>Write: Activity 1</p> <ol style="list-style-type: none"> To help the learners to know what to do, prepare to talk about your own special place, which you introduced in the <i>Starter</i> activity. Ask the learners to ask you the questions in the Activity Book. Answer the questions about your special place. Ask learners to write the answers to the questions. Circulate, helping where necessary. Learners who wish to can draw or paste a picture of their special place, or of something/someone from that place. <p>Feedback Get individual learners to come and write an answer each on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Activity Book page 108	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> For each question, model the pronunciation and do brief choral drilling to give the learners more confidence when asking the questions. Put the learners in pairs to ask each other their questions. Show the learners how to read, look up, and then speak, to encourage them to make eye contact while asking the questions. After that, learners can swap partners so they ask as many other learners as possible. <p>Feedback Circulate helping where necessary. Make a list of the special places on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> To finish off, summarise what was found out about the learners' special places: what type of places were they? How many different categories can they be sorted into? (for example, places of educational interest; holiday places; places in the city, countryside or desert). 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	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>(G6.1.1.1.4) Listen and respond to a range of language functions of seeking and giving advice, making and accepting offers, making requests, obligation, warning, prohibition, and expressing likes and dislikes.</p> <p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.1.1.3) Talk using appropriate tenses (e.g., simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect, and present perfect continuous, future).</p> <p>(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.</p> <p>(G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions.</p> <p>(G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.</p> <p>(G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Use of English: To use adjective + preposition combinations to describe feelings about a place or experience.</p> <p>Reading: To read and identify the correct prepositions and adjectives in contextualised sentences and texts.</p> <p>Writing: To write personalised sentences using the above adjective + preposition combinations. To start to prepare work for their Presentation (Lesson 7) by answering questions about a special place.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • successfully understand and use adjectives to describe reactions to places and events • use these adjectives, and other language, to reflect their own experiences • incorporate this language into preparatory work for their own presentations on a theme related to the lesson.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Adjectives + prepositions to describe feelings <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: as for Lesson 4</p> <p>Key expressions/structure: Adjectives + prepositions: <i>surprised by; interested in; sad about; (famous for); bored by; excited about; afraid of</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Prepositions can be confusing for learners. However, when they are presented in small topic-related groups as they are here, this makes it easier for learners to learn and retain them. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 133</p> <p>Activity Book page 109</p> <p>Images representing a special place (optional for Warm up)</p> <p>PCM 6</p>		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask the class if they remember the topic of the previous lesson. Ask the learners to work in pairs and tell each other what they remember about the market. 2. Elicit some ideas and write them on the board. 3. Ask them if they remember how Yousef felt about the things he saw.
<p>Resources</p> <p>Learner's Book page 133</p>	<p>Main Activity</p> <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write the following sentences on the board and elicit from learners the missing words. <i>Yousef was very interested ____ the food from different parts of the country.</i> (in) <i>He was surprised ____ all the lights in the square in the evening.</i> (by). 2. Write in the missing words in a different colour (or underline) and ask learners what kind of words they are (prepositions). Then ask them what kind of words come before the prepositions (adjectives). Circle or highlight the preceding adjectives, so the structure is clear. 3. Elicit from learners what the sentences describe (Yousef's feelings about Jemaa el Fna Square); then draw their attention to the <i>Use of English</i> box, explaining that we often use phrases with an adjective and a preposition to talk about how we feel about something. 4. Now ask learners to complete Activity 1. They should look at the prepositions and phrases in the <i>Use of English</i> box then chose a preposition to complete the sentences (taken from the Listening text in Lesson 4). Allow them to work in pairs. <p>Feedback Ask individual learners to supply one preposition each. To check understanding of the adjectives., ask the learners, <i>When do you feel ____ ?</i> Ask about each adjective in turn.</p> <p>Answers</p> <p>1 of; 2 about; 3 in; 4 by; 5 by; 6 about</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to read the sentences to themselves because sometimes they can 'hear' if a sentence sounds right or wrong. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write their own sentences about a place they have been to.
<p>Learner's Book page 133</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class if they know what the place in the photo is and if any of them have been there (the Sharjah Museum of Islamic Civilisation). 2. Ask them to read the blog quickly and answer the question. Emphasise that it is important to read the whole blog through first, to get the general idea. <p>Feedback Ask individual learners to explain their answer.</p> <p>Answers</p> <p>Yes, Khalaf liked the museum. <i>was really lovely; There was a lot there about history and science that I didn't know. I hope to go back again one day.</i></p>

Learner's Book page 133	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Now get the class to complete the blog with the words from the box. Compare answers as a class, asking individuals learners to give reasons for their answers. For example, <i>would</i> needs to be followed by a verb, and <i>surprised</i> needs to be followed by the preposition <i>by</i>. <p>Feedback Ask individual learners to come out to the front of the class and read out their answer to the class, reading a sentence or two each time.</p> <p>Answers</p> <p>1 interested; 2 excited; 3 surprised; 4 would; 5 bored; 6 amazing</p>
Activity Book page 109	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Write the first question on the board and elicit the first answer (about), directing them back to the Learner's Book to check if necessary. Learners continue on their own. In pairs, learners check answers and discuss which place is being described in the sentences. <p>Feedback Walk around the classroom, helping where necessary. Then get individual learners to come and write an answer each on the board.</p> <p>Answers</p> <p>1 about; 2 in; 3 by; 4 of; 5 by; 6 about The person is talking about a zoo.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If necessary, give the class a choice of possible places to choose from, for example museum, zoo, marine park, aquarium, stables, farm, etc. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners could say a few sentences about a place of their choice which another learners has to guess.
Activity Book page 109	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to close their eyes and think about a time when they felt sad. Pause and then ask them to think about a time when they felt excited. Continue with the other adjectives in the box: <i>interested, surprised, bored, afraid</i>. Ask the learners to open their eyes and look at the instructions for Activity 2. They can use the topics in the box to get ideas. Give an example about yourself and write it on the board, eliciting from the learners which preposition to use. Learners work alone. Monitor and help, checking for the correct use of the preposition. <p>Feedback Ask if any of the learners would like to share their answers. Respond to the content before eliciting whether or not the correct preposition was used.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide extra support to these learners while monitoring. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners can use their notebooks to write more and three sentences.

Activity Book page 109	Challenge: Activity 3 1. Model this activity by answering the questions about yourself. 2. Put the learner in pairs or small groups to answer the questions. Monitor for correct use of prepositions and correct pronunciation of adjectives. 3. Learners work alone to write sentences. Monitor again, and offer help where needed. The writing part of the activity could be completed as homework. Feedback Ask a few learners to share their ideas. Focus on ideas at this point, rather than language. Then review the pronunciation and prepositions of those adjectives (if any) that were not being used accurately during the pairwork and writing, by eliciting prepositions and word stress, and choral drilling pronunciation.		
Resources PCM 6	Plenary 1. To finish off, having a running game where learners have to run up to the board and write one of the adjectives from the lesson correctly. If desired, put the class into two teams. 2. For further practice in talking about holiday activities and experiences, see PCM 6.		
Learning styles catered for (✓):			
Visual ✓	Auditory	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: (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences, and express opinion, possibilities, agreement and disagreement. (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future). (G6.2.1.1.6) Sustain conversations with peers and adults in small and larger groups on grade-appropriate level, making comments, and expressing needs and emotions. (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems. (G6.3.4.1.1) 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. (G6.3.4.2.3) Apply knowledge of suffixes (for example, <i>-ing</i> , <i>-ly</i>), prefixes (for example, <i>over-</i> , <i>un-</i>) roots, word patterns, and known words to determine word meanings.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To revise the vocabulary and Use of English topics from Lessons 1–5.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> feel a sense of accomplishments and progress after successfully completing the <i>My Learning</i> review section.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary and Use of English items from Lessons 1–5 21st Century Skills: <ul style="list-style-type: none"> Social and cross-cultural skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences. 		
Key vocabulary: review of Lessons 1–5 Key expressions/structure: review of Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Sometimes learners don't understand how much they have learned. Doing these revision activities which are also fun and motivating, will enable learners to realise how much they have learned up till now in this unit. 		
Resources/equipment needed: Learner's Book page 134 Activity Book page 110 Dice for the Snakes and Ladders game		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Tell the class that they will be doing activities that will help them to revise what they have learned in Unit 9. There are also a few questions revising language from other units in Term 2. 2. Give the class five minutes to flick through Lessons 1–5 to revise what they have learned.
<p>Resources</p> <p>Learner's Book page 134</p>	<p>Main Activity</p> <p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Play the game! Ask the learners if they remember how Snakes and Ladders works, and refer them to page 113 of the Learner's Book if necessary. 2. Organise the learners into pairs or small groups to play this game, which revises key vocabulary from Lessons 1–5. Allow about 15 minutes for the game. <p>Feedback Ask pairs/groups to supply their answers at the end of the game.</p> <p>Answers</p> <p>2 skiing; 3 way I'd; 4 Learners' own answers; 5 verb + ing; 6 Any two of: excited, interested, not bored, surprised, sad; 7 camel-trekking; 8 verb + <i>ing</i>; 9 Learners' own answers; 10 Learners' own answers; 11 by, learners' own answers; 12 snorkelling; 13 Learners' own answers; 14 I don't think I'd try horse-riding; 15 Learners' own answers; 16 surfing; 17 learners act out the gestures; 18 Learners' own answers; 19 bungee-jumping</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go round the class giving help and support where necessary, but without giving the answers as such. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow these learners to work entirely on their own.
<p>Learner's Book page 134</p>	<p>Spell: Activity 2</p> <ol style="list-style-type: none"> 1. You can choose to treat this as an independent task, a collaborative task or a competitive task. You could do it as a timed activity, or let the learners take their time and check in their books. <p>Feedback Say the number and ask learners to shout out the missing letter.</p> <p>Answers</p> <p>1 m; 2 u; 3 i; 4 s; 5 g; 6 x; 7 j; 8 c; 9 c; 10 h; 11 s; 12 i; 13 c; 14 g; 15 u; 16 r; 17 x; 18 e; 19 o; 20 k</p>
<p>Activity Book page 110</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to complete the crossword. 2. Learners can work independently or in pairs. <p>Feedback Ask fast finishers to write the answers on the board.</p> <p>Answers</p> <p>1 trekking; 2 rock; 3 interested; 4 afraid; 5 enjoy; 6 would; 7 excited; 8 surfing</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners should try to do this without looking back at the lessons in their books, but allow them to if they are struggling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners, if they finish quickly, to provide more crossword clues. If they want to, they could then create a crossword at home using an online crossword generator.
<p>Activity Book page 110</p>	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Focus the learners' attention on the <i>I can ...</i> statements and read them through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing Lesson 5. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self-assessment. 2. Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements, and then tick the relevant box. 3. Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher). <p>Feedback Feedback as a class. Conduct a general feedback at the end and find out which tasks learners found the most interesting, useful and challenging.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. If time, have a board race with the words from the spelling activity. Line the learners up at the board, and give the learners at the front a pen. Say the word (or assign a learner to), and the teams race to get the correct spelling on the board. 2. Prepare the class for the next lesson. Tell them that they will be doing a presentation of a place that is special to them. For homework, they need to choose a place. Learners can choose the same place they told a partner about it in lesson 4 (advisable for support learners), or a different place (possible appropriate for stretch learners). If possible, they should bring pictures of the place (their own photos, Internet-sources photos, or their own drawings), or objects from the place.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G6.2.1.1.7) Follow agreed-upon rules for discussions for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic under discussion.

(G6.3.4.1.1) 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.

(G6.4.2.1.1) Build on and continue applying concepts learned previously.

(G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand a presentation sample and to complete a gapped sentences task. Speaking: To prepare and deliver a presentation describing a special place.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • assess their own progress by means of a checklist • understand the requirements of a presentation • deliver a presentation on a topic of their choice with confidence.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and Use of English items from Lessons 4 and 5. 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and adaptability: Reinforce the understanding and importance of feedback in English, from teachers and other learners. 		
Key vocabulary: as for Lessons 4–5 Key expressions/structure: as for Lessons 4–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can feel shy or lacking in self-confidence when it comes to speaking in front of others or doing a presentation in front of the class. The scaffolded approach to this presentation through the previous lessons of language work should give them the necessary skills to approach the task with confidence. 		
Resources/equipment needed: Learner’s Book page 135 Activity Book page 111 Audio Track 59 (LB) Materials required for learners’ presentations: paper, pens, visuals, etc, if they do not have them themselves		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the class that they are going to be giving their presentation today about their special place. Check that they have got all the materials they need in order to do this.
Resources	Main Activity
Learner's Book page 135 Audio Track 59 (LB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to keep their books closed. 2. Tell them that they are going to listen to a presentation about a special place, by an Emirati learner called Hessa. Tell them that the special place is somewhere in Dubai. Ask the learners to guess what the place is, but don't tell the learners whether or not they are correct. 3. Tell learners the listening task, and write it on the board: <i>What is Hessa's special place?</i> 4. Learners listen to the audio. <p>Feedback Wait until the end of the audio before you allow any learners to say what the special place is. Ask individuals to raise their hands. Ask if anyone in the class has been to the Dubai Mall fountain, and what they saw/felt/liked/disliked.</p> <p>Answers</p> <p>The Dubai Mall fountain</p>
Learner's Book page 135	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text and find where the missing sentences go. 2. If required, you could divide the task up and allocate one paragraph each to a pair of learners, rather than getting the whole class to do the whole task. That will save time and also be easier for the learners. 3. Tell the learners to use clues to help them find where the missing sentences go, (for example, what they have already learned about organisation of a presentation, overall paragraph topic, and also to check what comes before and after the gap). 4. The completed version of the text provides a useful model for the class to follow and also makes them think carefully about the structure and clarity of the presentation. <p>Feedback Ask pairs in turn to give their answers, working from the beginning of the text. They should read out the gapped sentence each time and also, if time, explain briefly why they understood it should fit in there.</p> <p>Answers</p> <p>1 d; 2 c; 3 e; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Giving these learners a small part of the text to do will increase their confidence in being able to achieve that. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. You can ask these learners to do the whole task but only provide answers for the section they have been allocated.

Learner's Book
page 135
Activity Book
page 111

Prepare your presentation: Activity 3

1. Tell learners that they are now going to prepare their own descriptions about a special place, and go through the step-by-step instructions outlined in the Learner's Book. If some learners want to talk about the same place, this task could be done in small groups. However, if you would like each learner to prepare their own description, you could organise it so that learners present to small groups in the final stage, rather than the whole class, as this would be more time-efficient.
2. First give learners time to prepare notes about a place that is special to them (alternatively, this could be done at home before the lesson).
3. Ask them to look again at the adjectives they practised in Lessons 4 and 5 to help them generate initial ideas.
4. Ask the learners to open their Activity Books and tick each item in the *Presentation Checklist* as they prepare their presentation, and before they deliver it.
5. Ask learners to organise their description using relevant paragraph headings. If possible and necessary, give them time to research a little for 'interesting and surprising facts' about their place. Ask them to find clear, enlarged (if possible) visual images to accompany their description. Alternatively, they could draw a picture.
6. If there is time, learners can write out their presentation in full.
7. Make sure they include some sentences that talk directly to the audience and show them the examples in the audio, for example *I'm going to tell you about a place ... You can see ...*
8. Tell them to include some sentences using some of the adjective + preposition phrases they have learned to describe their feelings about the place.
9. Check the scripts for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas, rather than perfectly accurate scripts.
10. Give learners the opportunity to practise their presentations together, whether they are presenting the descriptions individually or in groups. If they are presenting as a group, each member should deliver a part of the presentation.

Feedback

1. As learners practise, monitor the groups, making sure you spend some time with each, helping with any pronunciation difficulties.

Answers

Learners' own answers.

Differentiation activities (Support):

1. Use of notes in delivery: some learners may need to read from their notes at this stage. Use your discretion with regard to how much you allow this, taking into account ability and confidence levels in your class.

Differentiation activities (Stretch):

1. Use of notes in delivery: stronger learners may be able to deliver without looking too closely at their notes.

Activity Book page 111	<p>Present it!: Activity 1</p> <p>1. Ask learners to present their descriptions individually to a group of about 3 or 4, or in small groups in front of the class.</p> <p>2. While they listen, ask them to fill in the table in their Activity Books. As learners are delivering their presentations, note down a few inaccurate sentences/phrases from the presentations.</p> <p>Feedback Ask learners to share interesting or surprising facts, and ask questions about the special places. Give plenty of positive feedback. Then either give to each group a note of the errors to correct themselves, or write up on the board at the end for a class error correction session (without stating which group or individual made the errors). Note: This would come after plenty of positive feedback regarding the presentations. Positive feedback must always come first and be emphasised.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <p>1. Learners tell each, in pairs, one interesting fact that learned today.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.</p> <p>(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G6.3.2.1.1) Recognise how a series of chapters, scenes and paragraphs fit together to sequence and structure ideas; use these feature to locate information.</p> <p>(G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.</p> <p>(G6.4.1.1.2) Write narratives, descriptions of incidents and factual recounts with a connected sequence of events.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read two short poems about dream holidays; notice features of content, style and use of descriptive language. Writing: To complete the gaps in another short poem. Speaking: To discuss opinion about the poems, giving reasons.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • appreciate short poems on a related topic • understand what is required in a short poem • be able to express their opinions about the poems.
Link to prior learning: <ul style="list-style-type: none"> • Use of future simple, descriptive language, adjectives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>dream holiday, toucan, mango, kayak, parrot, city, sea, desert, mountains, village, buildings</i> Key expressions/structure: <i>I'd like to ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might think that poetry is something very difficult, but reading these poems should show them that this is something that they will be able to do, too. 		
Resources/equipment needed: Learner's Book page 136 Activity Book page 112 Images of teacher's choice of a dream holiday destination (for Starter) Various pictures of dream holiday destinations (four or five pictures per small group). The pictures should be varied to engage all learners (for example, the New York skyline, Sydney Harbour, Mount Everest, the surface of the moon, the Egyptian pyramids, Disneyland, a tropical island). These pictures can be collected by the teacher, or you could ask learners beforehand to find dream holiday images at home and bring them to the lesson; then put the pictures together and distribute so each group has five or six pictures to look at. Dictionaries		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Introduce the theme of the lesson by showing learners some images of a place you would like to go on a dream holiday. You can choose a place that is far removed from your current environment to emphasise the 'dream' aspect. For example, a place on the other side of the world, in a completely different climate, reflecting a completely different lifestyle. It could even be the moon or a space journey. 2. Ask learners to describe the pictures in pairs, and then guess the place. Talk to them a little bit about why it represents your dream holiday. 3. Check understanding of <i>dream</i> in this context by asking <i>Is a dream holiday one you would like to go on?</i> (yes) <i>A little or a lot?</i> (a lot) <i>Is a dream holiday one that you can easily go on/that you are likely to go on?</i> (no, not usually)
<p>Resources</p> <p>Learner's Book page 136</p>	<p>Main Activity</p> <p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in small groups and distribute the other pictures of dream destinations. 2. If each group has different pictures, ask them to pass them round. 3. Ask the learners to talk in their groups about the questions in the Learner's Book, using the pictures for inspiration. <p>Feedback</p> <p>Ask the learners to share their thoughts on dream holiday destinations. Explain to learners that they are all going to read poems about dream holidays in the lesson today.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 136</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the pictures in the Learner's Book. What do the pictures show? There is no need to worry at this point if the learners do not know the names of the things in the pictures – tell them that they will find out by reading the poems. 2. Tell learners that you (the teacher) are going to read the two poems aloud. They must listen and read too, then match the pictures with the poems. 3. When you have finished reading, ask them to compare their answers in pairs. 4. Ask learners to put up their hands when they have completed the matching task. Alternatively, simply walk around the class and see how the learners are working it out. Give help where necessary. <p>Feedback</p> <p>Nominate a pair to tell you the answers, and ask the rest of the class <i>Do you agree? Why?</i> Then read the poems again. Elicit the words <i>toucan, mango, parrot</i> and <i>kayak</i> from the pictures.</p> <p>Answers</p> <p>Poem 1: B and D; Poem 2: A and C</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain that learners should not worry if they do not understand every word. However, if necessary, these learners can check the meaning of some words in a dictionary.

	<p>Differentiation activities (Stretch):</p> <p>1. These learners should not need to use dictionaries. They could chose some of the words in the poems and write their own sentences using them.</p>
Learner's Book page 136	<p>Talk: Activity 3</p> <p>1. Set this up by giving an example yourself first. For example, <i>I like the first poem best because I love going to the sea.</i> or <i>I like the second poem best because I love trees and forests.</i></p> <p>2. Ask the learners to discuss the first question in pairs.</p> <p>3. Then ask them to close their books and try to remember a few details from the poems (or from their favourite poem).</p> <p>Feedback: Elicit from the class which poem different learners like best and why. Ask individual learners to come up to the board and write a detail they remember from each poem. Slowly build up the words from the poems on the board (with books closed).</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 112	<p>Talk about it: Activity 1</p> <p>1. Check understanding of the vocab by eliciting local examples or using pictures.</p> <p>2. Learners discuss the questions in pairs.</p> <p>3. After they have answered the questions in pairs you could change partners, or ask the learners to stand up and mingle (without their books) and ask two other learners the questions.</p> <p>Feedback Walk around the classroom, checking that the learners are discussing the task and helping out with any queries.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 112	<p>Write: Activity 2</p> <p>1. Ask learners to write down the ideas they discussed in Activity 1. Go around the class and check learners' writing for mistakes.</p> <p>Feedback Ask for a few volunteers to read out their sentences when everyone has finished.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 112	<p>Read: Activity 3</p> <p>1. Ask the class to read the poem and answer the question.</p> <p>2. They then complete the gaps in the poem with the words in the box.</p> <p>3. Ask the class their opinions about the poem. Do they agree with the feelings expressed in the poem?</p> <p>Feedback Check the words are in the right place by getting on or two learners to read out the poem.</p> <p>Answers</p> <p>Saeed would like to go to a big city. 1 lights; 2 buildings; 3 walking; 4 speaking; 5 kinds; 6 Without</p>

Resources	Plenary		
	1. Take a class vote on the best place for a dream holiday: city, county or sea. See which one wins!		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G6.2.1.1.9) Listen to, review and reflect on ideas under discussion; demonstrate understanding of different points of view.			
(G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts, and straightforward poems.			
(G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.			
(G6.3.4.2.6) Use dictionaries or other online or print references to find the pronunciation and precise meanings of words and phrases, and other features of unknown words.			
(G6.4.2.1.3) Write simple, compound, and complex declarative, interrogative, and exclamatory sentences.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Vocabulary: To focus on the use of adjectives and verbs in a piece of writing; to use vocabulary expansion activities to understand some basic synonyms and collocations.</p> <p>Writing: To write a poem describing a dream holiday.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use correct descriptive adjectives and verbs in a piece of creative writing • understand how words can have synonyms and can also be used in combination with other words (collocations) • write their own poem relating to a theme discussed in the lesson and in the previous lesson.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Use of descriptive adjectives to describe your surroundings and impressions <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Global awareness: reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English. 		
<p>Key vocabulary: <i>strange, friends, invite, laugh, pizza, ride, theme park</i></p> <p>Key expressions/structure: collocations: <i>dream holiday, beautiful island, golden beaches, long drink, cold drink, soft rain, close/shut my eyes; take/ catch the train; call/phone my friend</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might lack in confidence about writing something like a poem but through preparation over two lessons should give them the confidence needed to approach this task. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 137</p> <p>Activity Book page 113</p>		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the learners that you are going to read the two poems from the last lesson again, and then they will have a few minutes to draw what they see in their minds. Tell them to close their eyes while you read the poems. 2. Give the learners a few minutes to draw a picture of one of the poems, and then tell their partner about it.
Resources	Main Activity
Learner's Book page 137	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look back at the poems on page 136 and underline on the adjectives highlighted in blue. 2. Then ask them to work in pairs to match them to the descriptions in Activity 1. <p>Feedback Ask for individuals or pairs to put up their hands with the answers. Ask learners to give you some other examples of things that can be described by these adjectives, preferably things that are familiar (for example, a beautiful day/person; a long walk/pencil; a soft bed/cloth). It's important that learners understand how words such as these can be used in different contexts.</p> <p>Answers</p> <p>1 b; 2 f; 3 e; 4 d; 5 a; 6 c</p>
Learner's Book page 137	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Now focus learners on the verbs taken from the poems. Ask learners to find and underline them in the poem, and think about the meanings of the verbs in their context. 2. Learners work in pairs to think of another word with the same meaning. 3. Then ask learners to think of other collocations. 4. Compare answers as a class. <p>Feedback Walk around the class, giving help where necessary. Ask individual learners or pairs of learners to come up to the board and write their answers on the board, See how many different answers you can find!</p> <p>Answers</p> <p>(in the context of the poems) close = shut; take = catch; call = phone Some possible collocational phrases: close/shut the door, your mouth; take/catch the plane, the bus; call/phone the police, your mum, and so on.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners can work in pairs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can work on their own.

<p>Learner's Book page 137</p>	<p>Listen and write: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to write some notes that they will use to write their own poems. 2. Ask them to close their eyes and see a picture of their dream holiday in their minds. 3. Explain that you are going to ask them some questions and that they should listen. Afterwards they will have a chance to write their thoughts in their notebooks. 4. Read the questions. To help the support learners you can give some examples after each question. For example, after question 2, <i>Would you go by car, by boat, by bike, or some other way?</i> 5. Ask learners to open their eyes. They can read the questions in their Learner's Books, and write answers in their notebooks. 6. Circulate and monitor, helping with vocabulary. 7. Before the class write their own poem, do Lesson 9 in the Activity Book. These exercises provide further practice prior to the learners writing their own poems. The content of the example poem may also provide a further model for some learners, in addition to the poems in Lesson 8. <p>Feedback No class feedback session is necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 113</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and complete the missing adjectives with the correct letters. 2. Walk around the classroom, checking if there are any spelling queries. However, learners should use their own resources to write the words correctly. <p>Feedback Fast finishers can write the answers on the board.</p> <p>Answers</p> <p>1 golden; 2 beautiful; 3 long; 4 strange; 5 soft</p> <p>Differentiation activities (Support): These learners can look back at the Learner's Book if they are not sure of the spelling, after they have tried on their own.</p> <p>Differentiation activities (Stretch): These learners can write the missing letters without using the Learner's Book.</p>
<p>Activity Book page 113</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete a poem with words from the box. <p>Feedback Once the class has finished, ask them to put up their hands with individual answers.</p> <p>Answers</p> <p>1 theme park; 2 rollercoasters; 3 laughing; 4 ride; 5 pizzas; 6 milkshakes; 7 friends; 8 invite</p>

Learner's Book page 137	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to learners that they are now going to use their notes to write their own poems about a dream holiday and that they are going to write their poems using a similar structure as in the model poems. 2. To start them off, elicit from learners the first line of the poems and then add two or three further lines using your own ideas (or the example in the Learner's Book): <i>On my dream holiday, I ... I will see ... I will hear</i>, etc. Write these ideas on the board. 3. Now ask the class to write first drafts of their poems. Circulate and monitor, helping with vocabulary and structure. 4. When learners are ready, ask them to write final versions of their poems for display on the classroom wall. Let them decorate with pictures and photos. 5. Display the poems and ask learners to walk around and read each other's. Ask them to write down three more places that they would like to visit after reading their classmate's poems. <p>Feedback Give ongoing feedback and make corrections as the class are working on their poems so that the final version put up for display should be reasonably correct. Give positive encouragement throughout.</p> <p>Answers</p> Learners' own answers.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to share their thoughts about which places they would like to visit after reading each other's poems.

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.1.1.1.6) Listen, respond to, and follow multi-step instructions or directions (e.g., how to get around by walking or using public transportation).
- (G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings.
- (G6.4.1.1.1) Produce connected texts of six or more simple, compound, or complex sentences for a range of purposes.
- (G6.4.3.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multisyllable words.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening and reading: To listen to and read an extract (from a novel) about the journey of light to Earth. Speaking: To talk about stars and the night sky.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main gist of a story • answer questions relating to that story.
Link to prior learning: <ul style="list-style-type: none"> • Use of past tenses in stories; numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: (passive) <i>light, space, stars, kilometres, miles, thousand</i> Key expressions/structure: expressions with <i>take</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might think they have to understand every word in a story in order to appreciate it or might not want to read something that looks or seems a bit difficult. By focusing on the general ideas of the story rather than analysing every single word, learners should come to appreciate that they can read similar texts and enjoy them. 		
Resources/equipment needed: Learner's Book page 138 Activity Book page 114 Audio Track 60 (LB) Other materials: pictures of rockets/space for Starter (optional)		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. As a tentative link to the theme of space in the literature extract, you could start the lesson by showing learners a picture or a video clip of a rocket launching into space. Elicit from learners what kind of transport they can see in the picture or video clip and ask them what they think is the purpose of space journeys like this one (this also acts as a review of the space exploration theme touched on in Unit 6).</p>
Resources	Main Activity
<p>Learner's Book page 138</p>	<p>Talk about it: Activity 1</p> <p>1. Now ask learners to brainstorm what they can see when they look at the sky at night. Write their ideas on the board and add a few of your own if necessary.</p> <p>2. Ask them if they know anything about how far these things are from the Earth (they may have learned about this in another subject at school).</p> <p>Feedback Ask for individuals to put up their hands with the answers.</p> <p>Answers</p> <p>Possible answers for what might be visible in the night sky: the moon; stars; planets; meteors; comets; eclipses; satellites; planes</p>
<p>Learner's Book page 138</p> <p>Audio Track 60 (LB)</p>	<p>Read and listen: Activity 2</p> <p>1. Tell learners that they are now going to listen to and read a story that has a space theme, from a novel called <i>The Time and Space of Uncle Albert</i> by Russell Stannard. The story is from a chapter called <i>The Light Beam that Got Away</i>, and revolves around a conversation between a girl called Gedanken and her Uncle Albert.</p> <p>2. Now focus learners on the picture. Ask them to read the first paragraph and tell you who the people in the picture are. (Gedanken, a school girl, and her Uncle Albert, a famous scientist)</p> <p>3. Focus them on question in Activity 2. Tell the class to listen to and read the whole text, looking for the answer to this question. Stress that, at this point, they only need look for this information and not to worry about words they do not understand.</p> <p>4. Start the audio and tell learners to read the text while listening.</p> <p>Feedback Elicit the answer. Ask the learners to tell you how they know the answer.</p> <p>Answers</p> <p>c (<i>it takes years for their light to get here, and various other references</i>)</p>

<p>Learner's Book page 138</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. In preparation for learners reading the text again, pre-teach the following items, paragraph by paragraph: get here/given out/Not quite/lamp bulb 2. Read out the word definitions and ask learners to find the corresponding word in the text (make sure they only focus on the part where the word appears). Conduct the activity as a reading race to stretch learners and keep them engaged. get here – to arrive; given out – produced; not quite – this is a nice way of saying, 'No, that isn't right'; lamp bulb – the object inside a lamp that gives light (show learners an example or draw a lamp bulb). 3. Ask learners to read the sentences in Activity 3, and then read the text again to decide if they are true or false. Do the first one as an example. 4. Allow learners to check in pairs and help each other. <p>Feedback Nominate learners to say the answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 true 2 false. Uncle Albert is a scientist. 3 true 4 true 5 false. Her questions suggest that she didn't know the information. <p>Differentiation activities (Support): Learners could work in pairs. Alternatively you could divide the questions up, so learners do not have to answer all of them but benefit from learning all answers in feedback later on. Put learners in A/B pairs: A answers the odd numbered questions, B, the even numbered ones, then ask them to share the answers at the end.</p> <p>Differentiation activities (Stretch): These learners can work on their own.</p>
<p>Activity Book page 114</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners put sentences about the story in the correct order. 2. Then learners read to check. 3. Walk around the classroom, checking if any help is required. Learners need to look carefully at the text to make sure they get the sentences in the correct order. <p>Feedback Ask learners to raise their hands. Elicit which words in the text helped them.</p> <p>Answers</p> <p>1 b; 2 c; 3 e; 4 a; 5 d</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need to use the story in the Learner's Book to help them put the sentences in order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can try to put the sentences in order first, before they check in the Learner's Book. These learners can underline the words in the text that helped them find the answer.

Activity Book page 114	<p>Read: Activity 2</p> <p>1. Learners complete a gapped explanation about how light travels, using words in the box.</p> <p>Feedback Get individual learners to write their answers on the board, once all the class has finished.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 night; 2 years; 3 far; 4 Earth; 5 fast; 6 kilometres; 7 five; 8 home; 9 room</p> <p>Optional homework task</p> <p>1. Ask learners to copy down the first line of a space story: <i>January 1st, 2070. Anna looked out of the spaceship where she lived with her family. Far away, she could see the Earth.</i></p> <p>2. For homework, learners continue with the story.</p>
Resources	<p style="background-color: #e0e0e0;">Plenary</p> <p>1. Put learners into small teams. Find out some ‘amazing facts’ about how far different planets and stars are from Earth. (For example, the earth is 149.6 million km from the sun). Dictate the figures to learners and ask them to write down the numbers on A4 paper and hold it up when they think they have written it correctly. Give team points to the first teams with the correctly written numbers.</p>

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.
- (G6.3.1.1.1) Read and understand a variety of grade-appropriate short narratives, factual recounts, information, instructional, screen-based texts, explanatory texts and straightforward poems.
- (G6.3.2.1.2) Identify and describe the purpose and organizational structure of stories and personal recounts; describe the differences between them.
- (G6.3.4.2.5) Learn to ignore difficult words that are not key to understanding the text and keep reading to the end.
- (G6.4.1.1.3) Write notes to summarize the main points of a read text, using key words from the text as needed.

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify different 'a' sounds. Speaking: To talk about what they believed about the stars when very young; to answer questions using phrases with the verb <i>take</i> ; to discuss advice given by family members. Writing: To correctly write in the words associated with space on a diagram; to write about an important piece of advice that was given by a family member.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify different ways of pronouncing the same vowel or combination of vowels • talk about their reactions to the story in the context of their own family life • understand the relevance of what they are learning in their English lessons in a wider context (for example, world knowledge, cross-curricular transference) • understand and use expressions with <i>take</i>
Link to prior learning: <ul style="list-style-type: none"> • Numbers, talking about families 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a plane, a planet, a spaceship, a satellite, Mars, space, stars, the Earth, the moon</i> Key expressions/structure: Expressions with <i>take</i> : <i>it takes years/ages/time; How long does it take for ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel that the pronunciation of English is difficult. However, by breaking down the pronunciation of certain vowel sounds, such as the letter 'a' here, learners will be able to understand the patterns that exist and use them to help them in their learning. 		
Resources/equipment needed: Learner's Book page 139 Activity Book page 115 Audio Track 60 (LB) Audio Tracks 11–12 (AB) Coloured pencils		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Elicit from the learners the topic of the previous lesson. Ask individual learners to come up and write on the board any facts about the story that they can remember. It is important here to summarise what they read last lesson so that it is fresh in their minds.</p>
Resources	Main Activity
Learner's Book page 139	<p>Talk: Activity 1</p> <p>1. Ask learners to work in pairs to answer the questions in Activity 1. They should discuss the questions and be prepared to give feedback to the class at the end.</p> <p>Feedback Ask volunteers or nominate learners to share their answers with the class. Help learners with the language they need to express their thoughts by reformulating sentences where appropriate and highlighting useful phrases on the board.</p> <p>Answers</p> <p>1 Learners' own answers. 2 Project that Gedanken is most likely to choose (because of her conversation with her uncle): The journey of light from space to Earth</p> <p>Differentiation activities (Support):</p> <p>1. For Activity 1, learners can have access to dictionaries if they wish. However, you should stress to keep their ideas as simple as possible and to avoid using any complicated or difficult language.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners should work on their own, unaided by any resources.</p>
Learner's Book page 139	<p>Numbers: Activity 2</p> <p>1. Focus learners on the written numbers in Activity 2 and read them together. Put them in pairs and ask them to write the words as numbers. This could be done as a competition, with a time limit. Alternatively, you (the teacher) could write the numbers on the board, with an error, then ask learners to come up and correct them.</p> <p>2. Now ask learners to think about the story and discuss, in pairs, why the numbers are important in the story.</p> <p>Feedback When learners think they have the correct answers, ask them to come up and write the numbers on the board. Draw comparisons with other sections of your curriculum where learners might have studied similar points (for example, Science; Physics; Maths).</p> <p>Answers</p> <p>The numbers tell us how fast light travels/moves. 1 300 000 km/s 2 186 000 m/s</p>

<p>Learner's Book page 139</p>	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the verb phrases with <i>take</i> from the story. 2. Ask learners to think about the meaning of the expressions and how they are all similar. <p>Feedback Ask individuals learners to volunteer the answer. You can also ask if learners would like to write their own examples on the board, using these phrases. When learners record these phrases in their vocabulary records, take this opportunity to reinforce the idea of recording vocabulary in 'chunks' like this, and that it is usually as easy to remember a short phrase as it is to remember one word (and much more useful).</p> <p>Answers</p> <p>The phrases with <i>take</i> are all about length of time; in other words, the amount of time needed to do something, or for something to happen.</p>
<p>Learner's Book page 139</p>	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Focus learners on the questions in Activity 4, designed to give authentic practice using the target phrases derived from the text. Read through the questions together, then ask learners to answer them in pairs and to be prepared to share their answers with the class at the end. <p>Feedback When you conduct feedback, nominate or ask for volunteers to give their answers to each of the questions. You could add an extra challenge by asking stronger learners to give feedback on their partner's answers instead of their own.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 139 Audio Track 61 (LB)</p>	<p>Pronunciation: Activity 5</p> <ol style="list-style-type: none"> 1. Focus learners on Activity 5. Ask them to listen to and repeat the words from the story, focusing on the pronunciation of the 'a' sound in each one. 2. After listening, ask learners to tell you the difference between the pronunciation of the 'a' sound in the words. 3. Ask learners to write the words in two columns in their notebooks, according to the different 'a' sound. Encourage them to say the words before writing them down. 4. Now ask them to listen again to check. <p>Feedback Ask for volunteers to give their answers.</p> <p>Answers</p> <p>Some are an 'a' sound as in the word 'play'; others are an 'a' sound as in the word 'car'. [like 'play'] say take away [like 'car'] are star fast</p>

<p>Learner's Book page 139</p>	<p>Values: Activity 6</p> <ol style="list-style-type: none"> 1. Focus learners on the three questions and put them into small groups to discuss the answers. Tell them to be prepared to share their answers with the rest of the class at the end of the activity. 2. During feedback, if you feel learners might struggle to express the answer to the first question, give them a false answer and ask them to correct it, for example, Uncle Albert told Gedanken that the light we see in space has taken a short time to travel to Earth./Light doesn't 'travel' in time – it happens immediately! 3. For the last question, you could create a list of 'good advice' on the board and discuss different situations that the various pieces of advice can be applied to. <p>Feedback Walk around the classroom, checking if any help is required.</p> <p>Answers</p> <p>1 From Uncle Albert, Gedanken learned that light always has to 'travel' – it doesn't appear immediately, even when we switch on a lamp bulb in a small room. The light that we see in space (for example, from stars) has taken a long time to travel to Earth. Gedanken also learned the exact speed that light travels from space (in kilometres and miles). This information will help her with Science, in particular, Physics (and also Maths).</p> <p>2 Learners' own answers.</p> <p>3 Learners' own answers.</p>
<p>Activity Book page 115</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Before the learners open their books, write the words from the box on the board. Ask the learners to think about which of these words they remember from Unit 6, and then discuss for a couple of minutes in pairs. Don't do feedback at this point. 2. Ask the learners to open their books and try and match the words, working with a partner. 3. Fast finishers can start colouring in the picture. <p>Feedback Elicit the answers and write the correct letter next to each word on the board. Model and drill pronunciation. If there is time, or at home, the learners can colour the picture in.</p> <p>Answers</p> <p>a the Moon; b a planet; c a satellite; d a plane; e the Earth; f Mars; g stars; h a spaceship</p>
<p>Activity Book page 115 Audio Track 11 (AB)</p>	<p>Pronunciation: Activity 2</p> <ol style="list-style-type: none"> 1. Learners listen and repeat two groups of words from the story and identify which sound for the letter 'a' they hear in each group. <p>Feedback Ask the class as a whole to say the words.</p> <p>Answers</p> <p>1 ask; last; start</p> <p>2 strange; amazing; place</p>

Activity Book page 115 Audio Track 12 (AB)	Pronunciation: Activity 3 1. Learners listen and repeat more words from the story (featuring the letter, ‘a’). They identify which ‘a’ sound, from groups 1 and 2 in Activity 3, they hear in each word. Feedback Ask individuals to volunteer to say the words. Answers Group 1: hard; park; laugh Group 2: space; plane; stay		
Resources	Plenary 1. Ask the class to say three things they have learned and practised during this lesson. Write contributions on the board for all the class to see. 2. Invite individual learners to come and write the things they have learned on the board.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G6.2.1.1.3) Talk using appropriate tenses (for example, simple present to talk about habits and facts, simple present, simple past, past continuous, present perfect and present perfect continuous, future). (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words. (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences. (G6.3.4.1.1) 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. (G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words. (G6.3.4.2.2) Identify relationships among words including synonyms, antonyms, homophones, homographs, and multiple or nuanced meanings.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a short text and to answer questions about the text. Speaking: To carry out a role-play between yourself and a visitor to your country. Writing: To revise questions forms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand a short text and answer questions about it • carry out a short role-play, asking and answering relevant questions about their own country • think about the progress of their learning through <i>Can do</i> statements.
Link to prior learning: <ul style="list-style-type: none"> • Items learned in previous lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: as for Lessons 7–11, mainly. Vocabulary from Term 1 Key expressions/structure: as for Lessons 7–11, mainly		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The opportunity to review their learning gives learners a chance to consolidate what they have learned and also realise how much they remember. This will increase their confidence as language learners. 		
Resources/equipment needed: Learner's Book page 140 Activity Book page 116 A die Audio Track 62 (LB)		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell the class that they will be doing activities that will help them to revise what they have learned in the second part of the unit.
Resources	Main Activity
Learner's Book page 140 Audio Track 62 (LB)	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures in the Learner's Book. Ask: <i>What do you see?</i> Don't introduce the language at this point. Tell the learners that they are going to listen to Sara talking about special trip. Ask them to guess (from the pictures) where she went. Don't confirm answers at this point. 2. Ask learners to listen and match the words to the pictures and to answer the question: <i>Which place is she talking about?</i> <p>Feedback Ask for individuals to put up their hands with the answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 cormorant; 2 green turtle; 3 shark Sara visited the UAE.</p>
Learner's Book page 140 Audio Track 62 (LB)	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the questions before they listen again, as this will help prepare them for the listening task. 2. Play the audio again and ask the learners to look at the questions and make notes as they are listening. 3. Ask the learners to check in pairs. <p>Feedback When learners think they have the correct answers, ask them to come up and write their answers on the board.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 Because it was warm in the UAE and in Scotland it is cold and it rains a lot. 2 Umm al-Quwain 3 She saw cormorants, green turtles and sharks. 4 She prefers to spend her time by the sea or in the countryside. 5 She'd like to go to Africa.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You can get these learners to do Activity 1 in the Activity Book if you feel they need help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners do the task in the Learner's Book and then Activity 1 in the Activity Book. In this way, they can check some of their answers.

<p>Learner's Book Page 140</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Write on the board: <i>you/come/Where/from/do/I?</i> Elicit the correct question (<i>Where do you come from?</i>). 2. Learners put the questions into the right order. 3. If you like, organise this activity as a race and get learners to come up and write their sentences on the board as soon as they have finished. <p>Feedback Check sentences on the board and make sure that all the class have them correctly written in their books.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Where do you come from? 2 What places have you seen in this country? 3 Which are your favourite places? 4 What did you see there? 5 What other country would you like to visit?
<p>Learner's Book page 140</p>	<p>Role-play: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to perform a role-play in pairs. One learner (Learner A) is going to ask questions and the other (Learner B) will role-play a visitor to their country. Learner A will have to find out what places the visitor has seen and which they liked best. 2. Learners should work together to write the appropriate questions. They can look back at the questions in Activity 2 to help them (and also do Activity 2 in the Activity Book first, if so desired). 3. They then carry out the role-play. 4. Move around the class, giving help as required with the formation of suitable questions. <p>Feedback Ask pairs to come out to the front of the class and give the results of their role-play.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Activity Book page 116</p>	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in groups of three or four. 2. Give each group a die, and demonstrate how the game works. 3. Circulate and make notes about where the learners need further work. <p>Feedback Briefly elicit a few of the ideas that came up. Do correction where necessary.</p> <p>Answers</p> <p>Learner's own answers.</p>

Activity Book page 116	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Focus the learners' attention on the <i>I can ...</i> statements and read them through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing Lesson 12. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self-assessment. 2. Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating. 3. Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher). 4. Conduct a general feedback at the end and find out which tasks learners found the most interesting/useful/challenging, etc. 5. Point out that they still have the Review and the Project to do in the Learner's Book so they have time to revise any areas they felt they were weaker on after completing the self-assessment. <p>Feedback Feedback as a class.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p>
Resources	Plenary
	1. Use this opportunity to review any of the language from Term 1 that came up in the game.

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.1.1.1.7) Identify and summarise a speaker's points; identify the reasons a speaker provides to support his claims.
- (G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.
- (G6.3.3.1.3) Connect the information and events in a text or a story to life experiences.
- (G6.3.4.1.1) 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.
- (G6.3.4.2.1) Use context clues such as words and phrases; and text features such as graphs, headings, and subheadings to understand the meanings of unknown words.
- (G6.4.2.1.1) Build on and continue applying concepts learned previously.
- (G6.4.2.1.3) Write simple, compound and complex declarative, interrogative and exclamatory sentences.

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Vocabulary: To review vocabulary from the unit.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • be confident of the vocabulary they have learned in this unit and the topics they have talked about.
Link to prior learning: <ul style="list-style-type: none"> • Items learned in previous lessons in the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: as for Lessons 1–12 Key expressions/structure: as for Lessons 1–12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The opportunity to review their learning gives learners a chance to consolidate what they have learned and also realise how much they remember. This will increase their confidence as language learners. 		
Resources/equipment needed: Learner's Book page 141		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the class that they will be doing activities that will help them to revise what they have learned in the unit.
Resources	Main Activity
Learner's Book page 141	<p>Quiz: Activity 1</p> <ol style="list-style-type: none"> 1. Learners do the four tasks in the quiz. 2. If appropriate for your class, you could tell the learners that they can earn points for each task: for example, one point for correctly guessing a holiday activity, one point for each adjective and one point for correct spelling. Learners can compete against each other in their pairs or groups, but will need to administer this themselves, calling you if they need help. 3. Some of them include acting out things so pairs should be in different parts of the classroom to avoid being too near to each other. 4. Circulate and monitor the activity to check responses and ensure that the learners stay on task. 5. Keep the activities to a tight time limit so there is a sense of urgency about finding the answers. <p>Feedback Where vocabulary lists are required as answers, these can be elicited from learners or displayed on the board or on a slide. To make the correction stage more active, ask learners to come up to the board and write the word lists.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 141	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. This activity can be done as a board race. 2. Give the learners time to complete the activity individually or in pairs. 3. Ask the learners to stand in two or three lines, one behind the other, at the board, without their books. 4. Give the learner at the front of each line a pen. 5. Read out the first question and the learners at the front race to write the answer. The other learners in their team can help, but cannot write. 6. Award a point to the team who gets the correct answer first, correctly spelled. <p>Feedback Ensure that the correct answers are written clearly on the board. Ask the learners to sit down and check the answers they wrote in their books.</p> <p>Answers</p> <p>1 snorkelling; 2 way; 3 surfing; 4 theme; 5 would; 6 by; 7 in</p>

Learner's Book page 141	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to write a quiz for another pair. They should write at least five vocabulary questions. 2. They can use their Learner's Books to find points that they can test. 3. Put pairs together into bigger groups of four to ask the questions, or ask them to swap written quizzes. <p>Feedback Ask individuals to read out their questions. See how many different questions the class have found altogether.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learners' own answers.</p>
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Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to think about the following global progress questions, regarding Unit 9: <i>What topics did you like and why? What activities did you like and why? What did you find a bit more difficult and why? What would you like to find out more about? What topics and activities are useful for other subjects at your school?</i> Write the questions on the board. You could choose to discuss these questions as a class, you could ask the learners to discuss them in small groups, or you could ask the learners to write answers at home and bring them to you in the next lesson.
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Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G6.3.4.1.1) 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.
- (G6.4.2.1.1) Build on and continue applying concepts learned previously.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To conduct a survey about holiday activities; revise unit themes.</p> <p>Writing: To write a mini-report about the results of the survey; select a place you would like to visit and imagine aspects of the visit; apply new skills and language acquired in Unit 9 to project work and revision activities; organise and prepare notes for a poster about a place you would like to visit; revise unit themes.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the research that is required in order to create an interesting project • undertake the necessary research to produce a coherent piece of work • create a piece of written work which will then be presented to the class.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 9 grammar and vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Initiative and self-direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project 		
<p>Key vocabulary: Unit 9 vocabulary</p> <p>Key expressions/structure: Unit 9 grammar + general recycling from Grade 6.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might be hesitant about the thought of doing their own research. However, the topics are familiar from the unit and they will be working in pairs or groups. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 142</p> <p>Paper; poster paper; electronic slides (optional)</p>		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners they are going to choose from the two projects and follow the instructions below for the one they have decided on.
Resources	Main Activity
Learner's Book page 142	Activity 1: A survey and mini-report 1. Focus learners' attention on the pie chart and elicit the topic (holiday activities). Then focus their attention on the figures and percentages and ask how many learners took part in the survey that resulted in the pie chart (10). Tell them that they are now going to carry out a similar survey, interviewing ten classmates. 2. Put learners in pairs and take them through the step-by-step instructions. Ask them to write down the six holiday activities from Lesson 1, then work together to construct two questions to find out the bulletpointed information, for example <i>Which activity would you like to try (that you haven't tried before)? Why would you like to try it?</i> 3. Then do an example of the mini-interview on the board: Q: <i>Which activity would you like to try?</i> → A: <i>(I'd like to try) rock-climbing.</i> Q: <i>Why would you like to try it?/Why is that?</i> → A: <i>Because I think it would be exciting ...</i> If necessary, drill the questions and possible answers to build learner confidence for the survey stage. Also point out to them that their answers should sound natural and that it is often not necessary to repeat part of the question. (With this in mind, <i>Why is that?</i> might also be a more natural follow-up question than <i>Why would you like to try it?</i>). 4. Give learners a few minutes to think about their answers to the questions (as they will be answering questions as well as asking). Circulate and help with vocabulary if necessary. 5. Now ask them to carry out the survey. Learners can do this all in pairs (as suggested) or all individually according to their ability. However, if learners conduct the mini-interviews in pairs, they can work together to construct the pie charts and write the mini-reports together too. 6. When they have completed the surveys, looked at the results and created a pie chart, draw their attention to the percentages and ask them to write a mini-report explaining the survey and results, for example <i>Two classmates would like to try rock climbing because it would be exciting.</i> Encourage them to vary the language used to express numbers, for example, <i>five learners ... → half of the learners would like to try ...</i> 7. When learners are ready, ask them to make a poster showing their pie chart and mini-report. Feedback Go round the class giving help where required. Answers Learners' own answers.

Learner's Book page 142	<p>Activity 2: Make a poster about a place you would like to visit</p> <ol style="list-style-type: none"> Put learners in pairs or groups of threes and ask them to think of a place that everyone in the pair / group would like to visit (they could prepare this beforehand). Take them through the step-by-step instructions presented in the Learner's Book. Follow the necessary steps to ask them to research the place first (see Teaching tip, Unit 2 overview). The note-making stage (see Project 2, stage 2) could be divided up between the pair of group of three, i.e. one learner could write the description, another could describe how to get there and where to stay, another could describe what they would do when they were there. When learners are writing up their notes into a first draft, circulate and give assistance with language expression and vocabulary. When drafts have been checked (by teacher and learners), ask them to copy the parts of the description onto a large piece of paper to make a poster. Allow them to decorate with pictures and different colours. <p>Feedback Go round the class giving help where required.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners to think about the following global progress questions, regarding Unit 9: <i>What topics did you like and why? What activities did you like and why? What did you find a bit more difficult and why? What would you like to find out more about? What topics and activities are useful for other subjects at your school?</i> Write the questions on the board. <p>Answers</p> <p>Learners' own answers.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.2.1.1.1) Extend the ability to introduce oneself, provide and ask for personal information, make and respond to suggestions, talk about preferences and express opinion, possibilities, agreement and disagreement.</p> <p>(G6.4.4.1.1) Conduct short research on a topic of interest; identify a specific problem or a question to address.</p> <p>(G6.4.4.1.2) Gather and select information from one or multiple print and/or non-print sources, appropriate to the writer's purpose, needs of the audience, context and culture.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 6	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To present projects to the class; revise unit themes. Writing: To complete a feedback chart about the projects.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a piece of their own work to their classmates successfully • reflect on their work and the work of their classmates.
Link to prior learning: <ul style="list-style-type: none"> • Unit 9 grammar and vocabulary 21st Century Skills: Life and career skills: flexibility and adaptability <ul style="list-style-type: none"> • Reinforce the understanding and importance of feedback in English, from teachers and other learners 		
Key vocabulary: Unit 9 vocabulary Key expressions/structure: Unit 9 grammar + general recycling from Grade 6.		
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 presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will overcome any learner hesitations. 		
Resources/equipment needed: Learner's Book page 142		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Make sure that the class have their projects ready for the presentation phase. Look at their work and ask them also to check through what they have done for any possible mistakes. 2. Write the following question on the board. Tell the learners to write notes about during the lesson, as you will ask them at the end. <i>One thing you learned from doing your own presentation.</i> <i>One interesting you learned from the other presentations.</i> <i>One thing you liked or disliked about the project and presentation.</i>
Resources	Main Activity
Learner's Book page 142	<p>Activity 1: A survey and mini-report</p> <ol style="list-style-type: none"> 1. Choose some learners (or ask for volunteers) to present their findings to the class. When presenting, encourage learners to use some of the techniques and phrases from the presentation activities in other units, for example <i>As you can see ... This pie chart shows ...</i> 2. When the class has listened to a few presentations, ask them what similarities and differences they noticed about the results. 3. All learners should present their work to the class. 4. Encourage learners to speak slowly and clearly, to focus on their pronunciation, and to look up and address the class. <p>Feedback Give encouraging comments after each presentation.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Learner's Book page 142	<p>Activity 2: A poster</p> <ol style="list-style-type: none"> 1. Ask learners to display their posters on the wall and at the same time, present them to the class. They should describe any visuals they have chosen and why. When presenting, encourage learners to use some of the techniques and phrases from the presentation activities in other units, for example <i>As you can see ... This poster shows ...</i> 2. Allow learners to walk around and read other groups' posters. While they are reading, they should make a note of at least one interesting or surprising point from each poster. 3. All learners should present their work to the class. 4. Encourage learners to speak slowly and clearly, to focus on their pronunciation, and to look up and address the class. <p>Feedback Give encouraging comments for each poster.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Put the learners into pairs and groups and ask them to discuss the questions that you put on the board at the beginning of the lesson. 2. Discuss the points briefly as a class.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G6.2.2.1.1) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to emphasise main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>(G6.2.2.1.2) Deliver presentations using technology and visual displays to enhance ideas, thoughts and feelings.</p> <p>(G6.4.4.1.4) Present information, concepts and ideas using a variety of formats.</p>			

Learner's Book

UNIT 6

Track 37

Speaker: Hello, my name is Khalid. I'm 11 years old and I live in Abu Dhabi. Two weeks ago I came back from an expedition to Antarctica. I travelled there with my teacher and ten other learners. We met a group of explorers and we stayed there for eight days.

When we left Abu Dhabi the weather was very warm. It was about 30°C. We flew to Argentina and then we sailed on a very big boat to Antarctica. On our way there, we saw many beautiful animals ... penguins, whales and seals. But the weather was very, very cold. -46°C! My nose was red all the time and it hurt a lot! The explorers gave us nice hot tea and tasty soup to keep us warm!

The most amazing part of our journey was when we sailed close to a glacier. A glacier is a very high mountain of ice and it's so beautiful and quiet that it made me think of the Al Khatim desert. I hope I can go back to Antarctica one day as an explorer!

Track 38

Speaker: Hi, I'm Ibrahim and this is Nader and Mohammed. We're here to present our exploration plan. We're going to go on an exploration trip to the Rub' Al Khali desert, to find out about wild sand cats. We're going to find out more about how and where they live so that we can understand and protect them better.

Track 39

Speaker: If you look at our map, you can see where our exploration will start – in the city of Al Bahah. From here we're going to travel down to the city of Abha – here. It is very close to the desert. We'll take a big tent so we can camp and spend the night here. We've never been to the desert before, so we'll take compasses and maps with us to show us the way. We'll also have a local guide with us so we don't get lost. From Abha, we'll move into the desert until we come to where the sand cats live. We'll look for their tracks on the sand so we know we're in the right place. Then we'll set up our video cameras to record them and find out what they eat and where they sleep. The cameras will record while we're sleeping, as well, so we don't miss anything!

Track 40

Speaker: We have special cameras that turn on when a big animal is near. As soon as a sand cat appears, the video will start working. We'll check our cameras every day. There are lots of dangerous insects in the desert, such as scorpions, spiders and bees. We'll take light clothes that cover our arms and legs and wear lots of insect repellent.

When we're sleeping, we'll close our tents well to keep out any dangerous animals. When we get home, we're going to use our videos to make a TV documentary about sand cats in the Rub' Al Khali desert.

Track 41

The Boy Who Biked The World by Alastair Humphreys
 "Why don't you come and meet my family?" Abai asked Tom. "You can spend the night with us. And you can try some Ethiopian food, some injera!"

"Thanks a lot, that would be great," said Tom. "I'm always hungry these days. And I would love to see your house."

So Tom waved goodbye to the crowd of children. They all smiled and waved back at him. Then he pushed his heavy bike, helped by Abai, across the dry and stony fields towards Abai's house. Tom was feeling much much happier. ...

Abai's parents, three brothers and two sisters all came out of the small house. They were very surprised when they saw Tom.

Abai explained that Tom came from England and was riding his bike all around the world. The family gasped in shock, then laughed, then eagerly took Tom into the house. He was a very unusual visitor. Abai told Tom that he was very welcome in their home. And they had arrived at the perfect moment: dinner time. There was plenty of food for Tom as well as all the family.

One of the things that Tom was enjoying most about riding around the world was trying so many different kinds of food. It was not always delicious but it was always interesting. Ethiopian food was one of the most unusual he had tried so far.

Track 42

They all sat on a floor around a low circular table. The family asked Tom lots of questions about his exploration. Abai or his Dad, the teacher, translated the questions. Then Abai's Mum placed a large round tray on the table. It was covered with what looked like a huge pancake.

"This bread is called injera," said Abai. "In Ethiopia we eat it almost every day."

On top of the injera were heaps of stews and cooked vegetables. There were no plates or knives or forks.

Everyone laughed. They were happy that Tom enjoyed their food. Now the whole family began to eat together. Everyone ate from the same giant piece of injera, sharing the food. Everyone was talking all the time as well as eating all the time. It was a very noisy meal. There were so many questions to ask and so much to learn about each other's countries.

Track 43

Hi! I'm Maktub and I've travelled a lot in my life. Food is important for all people, but the way we eat it is different around the world.

Did you know that in Japan they drink their soup from the bowl? Spoons are very unusual for them!

In Mexico, people eat their tacos with their hands, but in Chile and Brazil, you must use your fork and knife all the time ... even if you're eating fried chips or pizza!

Never forget to wash your hands before a meal in Kenya. And if you're in Alaska, remember to take off your gloves when they serve you food at the table.

Greek people are very pleased when you fill your plate more than once. It means you liked the food. But Chinese people feel upset, because it shows the food wasn't enough. Always leave some food on your plate.

So, before you travel to another country, make sure you know the eating habits people have there!

Track 44

Girl 1: Dana, do you know this game, TouchScreenGo!? I tried it yesterday and it's really fun!

Girl 2: No, how do you play it?

Girl 1: First, you need to have a GPS in your smartphone. Then you download the TouchScreenGo! app and you start running!

Girl 2: Hmmm... I'm not sure I understand.

Girl 1: Well, a map on your screen shows you the places where you need to go. When you arrive at those places you touch them on your screen and you get points. It's really fun!

Girl 2: OK, so where can you play it?

Girl 1: You can play it anywhere! Your phone knows where you are, so you get a different map each time. And do you know what the best part is?

Girl 2: No, what is it?

Girl 1: You can play in a team or against another player!

Girl 2: That sounds great! Let's play a game now and see who is faster!

UNIT 7

Track 45

Speaker 1: I've been crazy about animals ever since I was a little girl. When I was about twelve, I met a friend of my parents, who worked with animals. She said that it wasn't enough just to love animals, I had to work really hard at maths and science at school and then go to university and study for a long time. So that's what I did! It helped that I was good at maths and science anyway. So, it's no surprise to anyone that I'm a vet!

Speaker 2: How did I get to do my job? Well, I was always really keen on science at school and I wanted to help kids understand science and enjoy it like I did. I think I'm quite good with kids in general, I understand the way they think and learn, so, teaching is a perfect job for me. Oh, and my uncle was a maths teacher and one of my cousins is an English teacher, so, teaching runs in our family. Oh, what do I do? I'm a science teacher in a city high school.

Speaker 3: I've always loved cars and motorbikes. When I was little, I used to watch my dad working on his car. I became really interested in engines and I started to help my dad with his car when I was about fourteen. A friend of my dad's owned a garage and when I left school, I did work experience at his garage and I learned how to be a car mechanic. Now I have my own garage, and my two nephews work for me.

Speaker 4: I was always fascinated by the ocean because we live by the sea. Then something happened when I was about fourteen, which kind of changed my life. We watched a TV documentary at school about how bad the pollution in the sea was and it got me thinking ... what can I do to help? So, when I was sixteen, I did some voluntary work for a conservation group with one of my friends, then later I did a university degree in marine biology – studying wildlife and plants that live in the sea. Now I work for an organisation that finds out how our oceans are changing and what we can do to protect marine wildlife.

Track 46

Good morning everyone, I'd like to present to you my idea for a new design for a telephone engineer's uniform. I noticed that the telephone engineers in my neighbourhood need a new uniform because the clothes they wear look uncomfortable and a bit boring.

If you look at the picture here, my new uniform is like a tracksuit, dark blue with a white stripe across here and down the sleeves. The top is a jacket with inside pockets, to keep money and other small things. The telephone company's logo is on the right at the top. The trousers are made of waterproof material so, if it rains a lot, the bottom of the trousers don't get wet. The engineers will wear trainers because they have to walk a lot and trainers are comfortable. Therefore, my idea for this uniform makes it easy for engineers to do their job.

Track 47

You can be anything by Teri Hopkins.
 See you can be anything, but you must try,
 So never give up, REACH for the sky.
 You could be a fire fighter, and save someone's life,
 Putting great big fires out, morning till night.
 You could be a police officer patrolling the roads,
 Keeping the world safe from the bad boys and girls,
 You could be a scientist making potions and pills,
 Finding new medicines that help mend the ill.
 See it really doesn't matter whatever you choose,
 As long as you're happy you never will lose,
 But don't look at me to decide what you do,
 The only one making that choice will be ...
 YOU!

UNIT 8**Track 48**

Message 1: Hi Ameer. Hisham here. I think I've left my pet tarantula at your house. He was in my backpack and I think he escaped while we were watching TV. If you find him, please could you catch him for me? Don't worry, he's very friendly and won't bite ... unless he's hungry ... I'm playing football after school tomorrow so I'll go and get him from your house on my way home. Thanks! Bye!

Message 2: Hello, this is a message for Mrs Al Sharqi at apartment 36 at 1 Sheikh Mohammed bin Rashid Blvd from Mr Ahmed at Arab Construction. Just to remind you that we're taking off your front door at 2 o'clock this afternoon. If you're not in, don't worry, we'll just carry on until you get home! Thank you, Mrs Al Sharqi! Bye now.

Message 3: Hi Jawaher, this is Rihab. Just wanted to invite you to meet us on Sunday. We're going rock-climbing and we're meeting at the cafe next to the cliff at 10 o'clock. Really hope you can make it. Hope you're not afraid of heights! Two people don't want to come because they are afraid of heights. Hope to see you there! Bye!

Message 4: Good morning, this is a message for Craig. This is to let you know that we have changed your dental appointment. Dr Jones isn't seeing you on Friday. He's seeing you today at 4 o'clock. You are having two teeth taken out and a filling! It will probably take about two hours. We look forward to seeing you later, Craig. Goodbye.

Track 49

Message 1: I'm playing football after school tomorrow.

Message 2: We're taking off your front door at 2 o'clock this afternoon.

Message 3: We're meeting at the cafe next to the cliff at 10 o'clock.

Message 4: Dr Jones isn't seeing you on Friday. He's seeing you today at 4 o'clock.

Track 50**Maryam:**

I have a really busy week next week. I'm visiting my grandparents on Monday evening, and then I'm studying English when I get home. I'm not meeting my friend this week because I don't have any free time!

Tariq:

I'm not too sure about my plans this week, because I'm going to Dubai at the weekend, so I'm not playing tennis this Friday. I'm playing computer games with my brother tonight and we're studying English on Tuesday evening, which is great!

Track 51

Mr Al Al Qubaisi: Er, Nabeel, wait! Did you give me your Science project?

Nabeel: Er, no Sir.

Mr Al Qubaisi: I didn't think so. Where is it?

Nabeel: Er, I haven't got it, Sir. Can I give it to you tomorrow?

Mr Al Qubaisi: Why haven't you got it today?

Nabeel: Well, we had no Internet at home on Friday so I couldn't finish it. I had to look on that website you told us about to finish the questions for the project. We have lots of problems with our Internet in my house ... my mum keeps phoning, but ...

Mr Al Qubaisi: Nabeel, I'm not interested in your Internet problems at home. I want to know why you didn't tell me sooner. You knew that you couldn't finish the project by today. Why didn't you tell me before?

Nabeel: Don't know Sir ...

Mr Al Qubaisi: That's why I'm angry, Nabeel. I'm angry because you didn't tell me about the problem sooner. I know there are problems with the Internet sometimes but ...

Track 52

Hamdan: Excuse me, Mr Al Qubaisi. Could I talk to you about something?

Mr Al Qubaisi: Yes, of course, Hamdan. What is it?

Hamdan: I need to ask for more time to do the Science Project. I'm sorry but I won't be able to give it to you in time for Wednesday.

Mr Al Qubaisi: Oh ... Why's that?

Hamdan: The reason is that we had a problem with the Internet at home this weekend. I tried to finish the project on Saturday, but where I live there was no Internet connection for most of the day. It's ok now but I haven't had time to finish the project. Can I give it to you on Thursday, please?

I know I can finish it by then.

Mr Al Qubaisi: Ok, yes, in this case that's fine, Hamdan. Thanks for letting me know.

Hamdan: Thanks very much, Mr Al Qubaisi.

Track 53

Dear Sun, Thank you for going up and down every day.

Thank you for giving me sunlight to play.

Thank you for making it nice and hot.

Thank you for growing fruit and plants a lot.

Thank you for growing trees and flowers.

You really have amazing powers.

UNIT 9

Track 54

Boy 1: Are you serious? I think you're crazy! You couldn't do it anyway, you're too young!

Boy 2: Yes, I know I'm too young now, but I'd really like to try it when I'm older. It would be fantastic – like flying through the air!

Boy 1: No way! It's dangerous! You could break your leg! There is no way I'd do it!

Boy 2: Ok, but the feeling you get is really fantastic! It's really exciting! Well, that's what I've heard, anyway.

Boy 1: Who told you that?

Boy 2: My aunt and uncle did it last year on holiday in New Zealand. They said it was the best thing ever and that everyone should do it once in their life!

Track 55

Girl 1: I don't know. I don't think I'd try it. I'd be really afraid. I'd keep thinking I was going to fall off.

Girl 2: Yeah, you'd probably fall off a lot while you were learning. You need to have strong legs, you see. I'd love to have a go, though.

Girl 1: Yeah, maybe. I suppose you could lie on the board first and then when you're ready, you could try standing up.

Girl 2: You'd have to be a good swimmer I think and not be afraid of big waves.

Girl 1: Hmm, maybe I would have a go, then. You have to try new things, don't you? Or you never find out what you can do!

Track 56

Part 1

I'm going to tell you about Jamma El-Fna Square in Marrakesh, Morocco. This is a special place for the people of Marrakesh and for me too. It is famous all over the world for its lovely old buildings and for the special events that happen there. The square has been in movies, on TV programmes and in novels.

Track 57

Part 2

I live quite a long way from Marrakesh, in a city called Safi, and I went to Jemaa el Fna Square last year with my family. It was awesome and we had a lot of fun.

During the day you can go shopping in the market.

There are stalls with lots of oranges to make juices and everything is full of colour! The square is full of local people as well as tourists. In fact, there were so many people there that I was afraid of getting lost! Later on in the evening, lots of other things start to happen. You can listen to live music and to storytellers and buy delicious dishes and snacks from lots of food stalls.

Track 58

Part 3

I loved the square and I was excited about all the new things I was seeing. I was really interested in the food from different parts of my country. The musicians were fantastic, I wasn't at all bored by anything and I was surprised by all the lights in the square in the evening. I felt sad about the fact that our trip was so short.

Track 59

Have you ever been to Dubai? If you have, I hope you saw the Dubai Mall Fountain and the fountain show. That really is my favourite part of the Mall. The fountain is the largest musical fountain in the world and it is free for everyone to see!

I went there last month with my family. It was in the early evening and it was just starting to get dark. Then suddenly, the music started together with the fountains and lots of coloured lights! They were fantastic! The water was going really high in the air, but not only that, it was also dancing to the music! I couldn't believe my eyes!

I was surprised by all the people who were there on the Waterfront Promenade and I was really excited by the wonderful music and the fountains. I was interested in the information they told us about the show. I learned that the fountains went up to 150 metres high and there were more than 6000 lights! I was sad about the fact that we had to go home but my parents promised to take us there again one day. Then I was happy again!

Track 60

Narrator:

'How far away are they, Uncle?' 'A long way.' 'But how far?' 'Ooh ...' he paused, lost for words. 'So far that it ... well ... it takes years for their light to get here.' 'What?' Gedanken was not sure she had heard him correctly. 'Yes. Years. That light we're now looking at was given out years ago. It's taken that long to get here.' 'But why? It doesn't take time for light to go from one place to another. When I put on a light at home, the light goes everywhere at the same time.' 'Not quite,' explained Uncle Albert. 'It only seems to get everywhere at once. That's because rooms are small. You don't notice the tiny, tiny time it takes for the light to go from the lamp bulb to the walls. But out there in space it's different. The stars are a long, long way off and their light takes ages to make the journey to us – and that's despite how fast it goes.' 'How fast?' 'Three hundred thousand kilometres a second.' He saw her looking blank, so added, 'A hundred and eighty-six thousand miles a second.' She still didn't seem to take it in. 'Five times round the Earth in the time it takes to say "rice pudding".' 'Five times ...?' 'That's right. That's how fast it goes. And it still takes years to get here from those stars even at that speed.' They continued to sit there gazing up at the sky, lost in thought.

Track 61

are, say, star, take, away, fast

Track 62

Hello! My name is Sara. Not long ago, I was in the UAE with my family. I come from Edinburgh in Scotland. It's a lovely city but it rains a lot and it is very cold in the winter! So I was glad to come to a country that was nice and warm! One of my favourite places that we visited was Umm al-Quwain. You see, I love animals and birds and there, you can see lots of birds called cormorants. They are quite tall birds and are usually black or brown. This area is famous for these birds. We also saw green turtles on the beach and even a shark or two out in the sea! I thought it was all very exciting. I prefer being by the sea or in the countryside than visiting big cities. One day, I'd really like to visit Africa and see all the wild animals there. How about you?

Activity Book

UNIT 6

Track 6

Speaker: Hello, my name is Khalid. I'm 11 years old and I live in Abu Dhabi. Two weeks ago I came back from an expedition to Antarctica. I travelled there with my teacher and ten other learners. We met a group of explorers and we stayed there for eight days.

When we left Abu Dhabi the weather was very warm. It was about 30°C. We flew to Argentina and then we sailed on a very big boat to Antarctica. On our way there, we saw many beautiful animals... penguins, whales and seals. But the weather was very, very cold. -46°C! My nose was red all the time and it hurt a lot! The explorers gave us nice hot tea and tasty soup to keep as warm!

The most amazing part of our journey was when we sailed close to a glacier. A glacier is a very high mountain of ice and it's so beautiful and quiet that it made me think of the Al Khatim desert. I hope I can go back to Antarctica one day as an explorer!

Track 7

We're going to take a boat down the river until we get to the camping area. From here we'll walk through the forest until we find a place to put up our tent. While we're putting up the tent, Ali will make dinner. As soon as we've had dinner, we'll set up the cameras to record animals that live at night. The camera will record while we're sleeping. We'll have a look at the film as soon as we get up the next morning.

Track 8

- 1 two fifteen pm
- 2 six forty-five pm
- 3 nine thirty am
- 4 two point five metres

Track 9

- 1 fourth
- 2 third
- 3 five
- 4 sixth

UNIT 8

Track 10

Teacher: Hi everyone! As you already know, we have 4,000 Dirhams to spend on a school trip. Now I want to hear your suggestions about what kind of trip you would like to go on. Over to you ...

Badr: Hi everyone. I think we should we should go on a trip to a historical place because that will help with our History project.

Jassim: I think that's a good idea, but how about a trip connected to Science? We need help with Science because it's difficult.

Saeed: I see your point. But we need to have fun too! What about a trip to a theme park?

Teacher: Good points so far! What does everyone else think?

Jaber: What about trying a new sport? Maybe we could go rock climbing or surfing? It would be a lot of fun!

Saeed: I agree. We could have fun and learn something new.

UNIT 9

Track 11

1 ask, last, start

2 strange, amazing, place

Track 12

Space, hard, park, plane, stay, laugh

Ministry of Education - Call Centre

For Suggestions, Inquiries & Complaints



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