



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide



6



San Francisco Bridge, USA



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MINISTRY OF EDUCATION



Bridge to Success

Teacher's Guide



Term 1 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 صنائعنا خضر مراعنا
سود وقائعنا حمر مواضينا

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



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



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



يرمز إلى قوة أبناء الدولة ومنعتهم وشذتهم، 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 وناضجة.

4. متحدون في الرخاء

- حياة صحية مديدة.
- 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 1 Life Experience Pages 6–20	Free time activities First time experiences	Question words + <i>do</i> + <i>you</i> + verb Present perfect for life experiences Past continuous to describe past actions happening at the same time as another action	Read about first time experiences Organise a presentation about a person you admire Biography: JK Rowling Literature: The story of Helen Keller Write a short biography Write a summary Create a pie chart	Listen to an interview about free time activities Read and listen simultaneously to a biography Talk about free time activities; first time experiences; favourite characters from books; life in the past for blind and deaf people Deliver a presentation Carry out a survey	History: The story of Helen Keller Maths: create a pie chart	Sequencing phrases for presentations	What makes some experiences special? Who do we admire and why? Attitudes to blindness and deafness Analysing a pie chart
Unit 2 School Pages 21–40	School subjects After-school activities Words to describe behaviour	First conditional Modal verbs, <i>would</i> , <i>should</i> , <i>could</i> in formal emails	Read about a typical school day Read about diet and studying Create a learning tips poster Read an email to the head teacher Read a story about a problem at school	Talk about school life Listen to descriptions of school life around the world Create a role play about starting a new school Listen to and talk about conversations about school problems Discuss a story ending Make a presentation about school life in another country	Social science: school life	Match words to definitions	Compare and contrast Evaluate solutions to problems
Unit 3 Sport Pages 41–54	Types of sports Sports equipment Parts of the body Qualities of an athlete Words about a football match	<i>Need</i> , <i>should</i> , <i>must</i> to give advice and instructions	Read about healthy lifestyles Read a factual text: <i>Mohammed Khamis Khalaf: Paralympic athlete</i> Read an article: <i>The Fun Run</i> Story about a football match Write a radio commentary Read an athlete's profile: <i>Hamda Al Hosni</i> Reading with expression Write an interview for a sport star Make a commentary of a sporting event	Talk about sport Listen to instructions Listen to information about a famous athlete Talk about and listen to information about healthy lifestyles Listen for expression and emphasis Give instructions for exercises	Maths: read and understand a bar chart Physical education	Use a dictionary to find meanings to new words Discuss new word meanings Match words to definitions Word emphasis	Qualities needed to be an athlete

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 4 The Big Screen Pages 55–69	Types of films Adjectives to describe films Words about film history	Linking words: <i>who, that</i> Making suggestions: <i>Why don't we...? Let's put a... How about...?</i> Reporting verbs	Read facts about the history of films Describe a film Read a storyboard Create a storyboard Non-fiction text: <i>Special effect in Jurassic Park</i> Fiction: <i>Jurassic Park novel extract</i> Create a poster: tips for looking after yourself Write an email about a film Write a film review Create a poster: a film or TV timeline Punctuation in direct speech	Listen and match film trailers Talk about film preferences Listen to a dialogue about a film Listen and choose correct words to complete a summary Listen to a brief history of animation Talk about film plots Present a film review	History: create a timeline of film or TV history	Adverbs of degree: <i>really, very, a bit</i> Pronunciation: saying decades Guess word meanings from context	Looking after yourself Expressing opinions
Unit 5 Inventions Pages 70–86	Gadgets and equipment	Describe what we use something for: <i>Use it to + infinitive verb</i> ; use it for + verb with <i>ing</i> Comparative adjectives <i>Will</i> and <i>won't</i> to predict future Adverbs	Quiz: gadgets and inventions Describe your favourite gadget Read about the history of the telephone Read about old-style gadgets Read about important modern inventions Write about an invention that is important to you Read about young Emirati inventor Adeeb al Balooshi Write about advantages and disadvantages Read the story <i>Start Small, Think Big</i> Read about descriptions of gadgets Make comparisons Write a quiz about inventions	Listen to people talk about their favourite gadgets Talk about gadgets Talk about an invention that is very important to you Talk about famous inventors and their inventions Talk about advantages and disadvantages Listen to a presentation about a new invention Listen to descriptions of unusual gadgets Make a presentation about the history of an invention	Design and technology: inventions and gadgets History: the telephone; inventors	Working out the meaning of words from context Match words to definitions	Expressing opinions and preferences Describing objects: advantages and disadvantages Creating and expressing ideas

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 informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.

- A *Review* lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two *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 successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

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

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

E Customising your lessons

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

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

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

Before using the Learner's Book

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

- Pre-teach and practise key language that learners will encounter in the Learner's Book and Audio CDs. (Try to make learning experiences concrete, interactive 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, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

The most frequent instances of *in* instead of *at* 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

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

Look–say–cover–write–check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories / story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language 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: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To demonstrate an ability to understand clear standard speech on the topic of leisure. Speaking: To use general knowledge and visuals to understand key words and expressions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify their own preferences from a choice of activities • express their preferences and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes 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: Free-time activities: <i>play video games, paint, play football, take photos, meet up with my friends</i> ; Expressing preferences: <i>quite like / can't stand / don't like / quite good at / hopeless at / prefer ... to</i> Key expressions/structures: <i>Wh-</i> question forms with <i>What, When, Who</i> and <i>Do you ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel lost when listening to two or more speakers in a conversation. Tell learners to listen out for whether the person speaking is asking a question or answering a question. Tell learners that this may help them to predict what will be said. 		
Resources/equipment needed: Learner's Book page 6 Activity Book page 6 Audio Track LB2 Poster paper or interactive whiteboard (IWB) slides		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 6	<ol style="list-style-type: none"> 1. Start by telling the class that this unit is going to be about life experiences. Explain that we can always learn something from our own and other people's experiences in life, including people from the past and well-known people. So the big question is ... <i>What can we learn from our own and other people's life experiences?</i> 2. Write the question on the board (or for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer the question. 3. Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board. 4. Tell learners that you will answer the big question and look again at the objectives at the end of the unit. Keep the objectives slide/poster to revisit at the end of the unit. 5. Tell learners that you are going to start by looking at free-time activities. You (the teacher) are going to mime an activity you like doing in your free time and they have to guess what it is. Choose one from the pictures in the book, mime it and elicit the whole phrase (for example, <i>take photos</i>). Mime a couple more yourself, or ask learners to come to the front of the class and mime. The idea is to get learners thinking about the topic and to generate words and phrases that they already know. 6. Focus learners on the first page of the unit and ask if they can see any of the mimed activities in the pictures.
Resources	Main activity
Learner's Book page 6	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to talk about the two questions. Model the activity first with a pair of learners in front of the class. 2. Learners identify their own preferences from a choice of activities. Learners can be challenged by being asked to give reasons too. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners whether any of their family members also like doing the activities they prefer.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>Structure the pairwork by giving each learner a letter A or B. Ask the first question to Bs (and then swap over and do the same for As).</p>
Learner's Book page 6	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the phrases in the box and ask learners to match them to the pictures. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>a read; b take photos; c play video games; d paint</p>

<p>Learner's Book page 6 Audio Track LB 2</p>	<p>Listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to a girl interviewing her classmates. Elicit from learners what they think the interview will be about (free-time activities). 2. Focus learners' attention on the instruction in the book and ask them to tell you what they have to do while listening to the interview for the first time (write the activities from Activity 2 that they hear in their notebooks). 3. Play the interview; listen for and write the activities mentioned from Activity 2. <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>play video games, take photos</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners who need more support could write the activities first and then tick the ones they hear in the interview. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Elicit other activities mentioned by the children in the interview (<i>play basketball; meet up with friends; watch TV; draw cartoons; watch films; go to the park</i>). Ask learners which activities from the interview they talked about in Activity 1.
<p>Learner's Book page 6 Audio Track LB 2</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Focus learners' attention on sentences a–e. Tell them that they are going to listen again to complete the sentences. Before they listen, ask them to predict what words might be missing. Listen to check. Then learners complete the sentences in their notebooks. <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>a quite / stand; b mind; c at; d at; e prefer / to</p>
<p>Activity Book page 6</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the short texts (speech bubbles) with a verb phrase from the box. <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class. Ask individual learners to read the speech bubbles to the class.</p> <p>Answers</p> <p>1 playing football; 2 painting; 3 take photos; 4 read; 5 meet up with my friends; 6 play video games</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Write vocabulary from Learner's Book Activity 2 on the board in columns: A) read, B) take photos, C) play video games, D) paint. 2. Learners vote on the most popular of these pastimes in the class. 3. Write learners' responses under column headings. 4. Ask one or two learners to give a summary of the results, for example <i>Three learners like reading but only one likes painting.</i> 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To recognise main points in straightforward text on familiar subjects. Speaking: To ask and answer questions and exchange ideas and information on familiar topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the components of <i>Wh-</i> question forms • conduct a peer interview and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Free-time activities: <i>play video games, paint, play football, take photos, meet up with my friends</i> ; Expressing preferences: <i>quite like, can't stand, don't like, quite good at, hopeless at, prefer ... to</i> Key expressions/structures: <i>Wh-</i> question forms with <i>What, When, Who</i> and <i>Do you ...?</i> ; Verb + gerund/ <i>ing</i> form.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners confuse the word order of <i>wh-</i> question forms. For example, they should write and say, <i>What does she like doing in her free time?</i> If learners get confused, display the following structure on the board throughout the lesson: • <i>wh-</i> word + auxiliary / modal verb + subject + main verb 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 7	<ol style="list-style-type: none"> Write on the board: I really love / I don't like / I can't stand / I don't mind / I prefer 1 I really love 2 _____ 3 _____ 4 _____ 5 _____ Put learners in pairs and ask them to put the expressions in order from love to hate, where 1 = I really love. Elicit responses from learners and write answers on the board: 1 <u>I really love</u> 2 <u>I prefer</u> 3 <u>I don't mind</u> 4 <u>I don't like</u> 5 <u>I can't stand</u> Write on the board the verbs used in Audio Track 2: <i>play / go / have / meet</i>. Start at one end of the class and tell learners that they should follow the order of expressions from 1 to 5 and make a sentence with the expression and a verb from the board when it is their turn. Model the first sentence yourself. Teacher: I really love playing tennis at the weekend / 1st Learner: I prefer ... 2nd learner: I don't mind ... Ensure learners use the verb + gerund (<i>ing</i> form) correctly.
Resources	Main activity
Learner's Book page 7	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> Put learners in pairs and ask them to talk about the three questions in the Use of English box. Model the activity first with a pair of learners in front of the class. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ask individual learners: <i>How often do you and your family do these activities? Who in your family chooses to do these activities? Why do you think they prefer this/these activities to that/those activities?</i></p>
Learner's Book page 7	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask learners if they can remember any of the questions asked by the interviewer in the audio in Lesson 1. Then focus attention on the Use of English box. Conduct a short review of <i>Wh-</i> question forms, focusing on the order of the components. Ask learners to tell you which words in the example questions are question words (<i>What/Who/Which</i>), then which words follow the question words (<i>do + you + verb</i>). Answer the question in Activity 2 together as a class. To keep learners engaged, tell them to close/cover their books and then elicit the last two questions in the Use of English box word by word. If necessary, mime or give clues to elicit each word (<i>Tell me a question word! Give me a preposition!</i>) 1 <i>Who do you spend your free time with?</i> 2 <i>Which places do you like going to?</i> Then elicit the main components of each question to show what happens to the order of the words. Write the answers on the board. Ask learners to write their own question and to identify the components in their notebook. <p>Feedback</p> <p>Monitor learners and assist where necessary.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <ol style="list-style-type: none"> Question word (Who) + do (auxiliary verb) + you (subject) + verb (spend) Question word (Which) + object (places) + do (auxiliary verb) + you (subject) + verb (like)

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to complete their sentence in pairs. Pair less able learners with more able learners if learners are comfortable with this. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage able learners to write one or two more sentences. Encourage able learners to peer teach less able learners.
<p>Learner's Book page 7</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on the quotes a to d in Activity 3. Conduct a quick reading race to keep learners focused and encourage them to notice key information. Ask questions like: Who likes meeting up with their cousins? (Answer – b) Who likes being outdoors? (Answer – d) 2. Then ask learners to read the questions and match with a quotation. If your learners need more support, do the first one together as a class. The rest of the task can be done individually or in pairs. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>1 c; 2 a; 3 d; 4 b</p>
<p>Learner's Book page 7</p>	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to interview each other using the questions in Activity 3. First, practise the questions to ensure learners are confident with pronunciation. <p>Feedback</p> <p>Monitor learners and assist where necessary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could use the effective backchaining method to drill the questions, starting with the last word and building up the question from there; for example Question 4 could be drilled like this: <i>With?</i> (Learners repeat) <i>Time with? Free time with? Your free time with? Spend your free time with? Do you spend your free time with? Who do you spend your free time with?</i> 2. Split learners into pairs and tell them to interview each other using the questions in the book. They need to listen to their partner's answers and write short notes. Model the procedure first by asking a confident learner a question, and focus class attention on which words you are noting down (on the board) from the answer. Point out to learners that you are only noting down the words that directly answer the questions. Teacher: <i>When you go out, which places do you like going to, Hessa?</i> Hessa: <i>Well, I really like going to the park which is very near my house. It's very beautiful and there is lots of space ...</i> Short notes: park near house 3. Stress to learners that this is a speaking activity and they should try and give full and interesting answers, even if their partner is only noting down basic details.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> To develop learners' fluency and to discourage them from simply reading the questions directly from the book, try a disappearing drill. Tell learners to close their books. Write each question on the board, eliciting the words from learners. Erase a couple of words and ask learners to repeat the question. Erase more words and ask them to repeat again; leave the partially completed question on the board and repeat the procedure with the other questions. Then tell them to interview each other, using just the words on the boards as question prompts. 		
Activity Book page 7	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Learners make questions with <i>Wh</i>- question words by rearranging jumbled words. They then match the questions to the answers (the speech bubbles) in Activity Book Lesson 1 Activity 1. <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> How much free time do you have? Response c What do you do at the weekends? Response d Who do you like playing football with? Response a Which activities do you prefer? Response b 		
Resources	Plenary		
	<ol style="list-style-type: none"> To finish off, nominate learners to tell the class about activities that they had in common with their partner and ones that were very different. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	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>(G6.3.1.1.8) Read and discuss a variety of explanatory texts on topics of interest.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand general meaning by identifying key words in a text. Speaking: To express feelings about special experiences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key words in short reading texts • compare their experiences and feelings to the content of the reading texts.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key words • Adjectives to describe feelings 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>first time, sea, school trip, amazement, beautiful, huge, rollercoaster, scared, exciting, terrifying, sense of pride, proud, learned to swim, excitement, satisfied, six years old, fear of water</i> Key expressions/structures: <i>It was amazing, I was terrified, I felt excited, I felt a sense of pride</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often find it difficult to understand the concept of key words and choose items that are subordinate in relation to the main idea. Assure learners that this is a skill that they will develop the more they practise. Tell learners that they can practise this skill any time and anywhere by reading what is displayed around them on, for example notices, advertisements, posters etc., and then thinking about which words they would choose to describe the main idea. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 8 Pictures reflecting a special experience you've had (for Starter)		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 8	<ol style="list-style-type: none">1. Introduce the topic by telling the class briefly about a special experience you've had in your life, such as visiting a special place, or learning to do something for the first time like learning enough of a new language to have a conversation, learning a new sport or learning to drive. Show some pictures to elicit what you are going to talk about. Tell the class briefly about your experience and ask them how they think the experience made you feel. Write any good suggestions on the board to come back to later; use this opportunity to introduce any words that later come up in Lesson 3 Activity 2 (<i>amazement, brave, beautiful, excitement, terrifying, satisfied, pride</i>).
Resources	Main activity
Learner's Book page 8	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none">1. Focus attention on the questions. Elicit responses from volunteers, or nominate learners and ask them the questions. Write any interesting words to describe feelings on the board to support learners when they talk in pairs in the next stage.2. Put learners in pairs and ask them to ask each other the questions.3. Learners give a personal response and express personal feelings. <p>Feedback</p> <p>Monitor learners and assist where necessary. Encourage learners to use the vocabulary identified earlier by pointing to the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 8	<p>Read: Activity 2</p> <ol style="list-style-type: none">1. Draw learners' attention to the Reading Strategy box and the idea of approaching a reading text in stages, rather than trying to tackle all aspects of the text at once. The first step is to understand the general meaning (rather than details) by looking for key words first. Make learners aware of what they do understand in the text and then pick out certain words (key words) that link closely with the main theme of the text and have strong images or associations with it. Images and headings around the text will also give clues to help identify general meaning and key words.2. Ask learners which approach they think makes more sense: to try and understand every word in a text the first time you read it, or approach the text step by step, first trying to understand the general meaning by picking out key words and then reading for detail if the task requires. Encourage learners to see that the second approach will support them better in managing reading texts.3. Focus attention on the pictures and texts. Tell learners that they are going to read about when someone did something for the first time. Ask them to look at the pictures and quickly predict key themes in each child's story (i.e. the sea; a rollercoaster; swimming).4. Tell them that they are going to read the texts and explain the first reading task: while they are reading, they need to find key words and short phrases which show what each child did, why it was special and how the experience made them feel. Write these headings on the board to focus learners on the task.

	<p>5. Before they read, demonstrate the task with the whole class. Write the first sentence of story 1 on the board and ask learners to identify the key word (in bold): <i>Last year, I went on a rollercoaster for the first time.</i> (These words link closely with the main theme of the text.)</p> <p>6. Ask learners to complete the activity individually, then compare their choices of key words with a partner.</p> <p>Feedback Elicit responses and check as a class.</p> <p>Answers</p> <p>Key words: (Salem) – rollercoaster / scared / exciting / terrifying / sense of pride (Ahmed) – proud / learned to swim / excitement / satisfied / six years old / fear of water</p> <p>Differentiation activities (Support): Ask learners to read individually and then look for key words in pairs.</p>
<p>Activity Book page 8</p>	<p>Read: Activity 1</p> <p>1. Learners do a matching activity to support their understanding of the reading strategy.</p> <p>2. Learners read two comments about first-time experiences and match each one to a picture.</p> <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 b; 2 a</p>
<p>Activity Book page 8</p>	<p>Activity 2</p> <p>1. Learners practise identifying key words in texts by finding key words and short phrases in the comments in Activity 1.</p> <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>Sumalee: first time / elephant / terrified / never seen before / beautiful Jayal: excited / learned / ride / bike / proud / four years old</p>
<p>Resources</p>	<p>Plenary</p> <p>1. At the end of the lesson, ask learners to respond to the children’s experiences in the Learner’s Book Activity 2. Ask learners: <i>Which of these experiences have you had? How did it make you feel?</i></p>

Learning styles catered for (✓):

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

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

Standards/SLOs:

(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.

(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To describe personal experiences. To identify stress patterns in target nouns and adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify corresponding adjectives and nouns • talk about their experiences and feelings using adjectives and nouns • talk and write about experiences using the present perfect.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: Adjectives and nouns 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Adjective forms, describing emotions and feelings: <i>amazement / amazing; beauty / beautiful; terror / terrifying; pride / proud; bravery / brave; excitement / exciting; satisfaction / satisfying</i> Key expressions/structures: Present perfect to describe experiences (time unspecified)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may continue to mix up the noun and adjective forms especially when speaking. Tell them: <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 <i>beauty, terror, satisfaction</i>. 2. An adjective is a word that describes a noun, for example <i>(the sea is) beautiful / (I was) terrified / (they were) satisfied</i>. 		
Resources/equipment needed: Learner's Book page 9 Activity Book page 9		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 9	<ol style="list-style-type: none">1. Play the adjective game. Tell learners that they have to describe an imaginary cat (or any animal). All learners sit in a circle, and the first learner describes the cat with an adjective. Tell learners that they must leave the circle (or stand up) if they are unable to think of an adjective, or if they repeat one previously used. The last person in the circle or sitting down is the winner.2. Draw a cat on the whiteboard and write <i>The cat is beautiful.</i>3. Do another one as a class and elicit a response from a learner.
Resources	Main activity
Learner's Book page 9	<p>Use of English: Activity 1</p> <ol style="list-style-type: none">1. Write the three examples from the Use of English box on the board, leaving a space for the present perfect forms, for example _____ you ever _____ the sea? Elicit the missing components from learners. Change 'you' to 'he' and elicit what happens to 'have' (answer: it changes to 'has').2. Ask learners some concept-check questions to establish when the present perfect form is used in this context, for example <i>What are the sentences and questions talking about? (Experiences / doing things) Do we know exactly when the experiences happened? (No).</i>3. Focus learners on Activity 1 and ask them to work out if the statements are true or false. If false, they need to correct the statements. <p>Feedback</p> <p>Review the answers as a class. Clarify any confusions with the concept by presenting more example sentences and asking the concept questions again.</p> <p>Answers</p> <ol style="list-style-type: none">1 true2 false – we use the present perfect when we don't know the time something happened, or if the time is not important.

<p>Learner's Book page 9</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match questions a–b with the stories in Lesson 3 Activity 2. a Have you ever felt really proud of yourself? What did you do? b Have you ever done something you were scared of? Ask them which key words in the questions helped them match with the stories (for example, <i>felt really proud ... scared of</i>). 2. Draw learners' attention to the secondary question <i>What did you do?</i> and the tense (past simple). Ask why the tense changes (we want to know about completed actions). 3. Tell learners that they are now going to write two more questions to ask their partner to find out about interesting experiences. Elicit a few examples from the class. To give more scope for suggestions, encourage learners to focus on something specific, for example <i>Have you ever tried Japanese / Italian / Thai food?</i> Then elicit a follow-up question to find out more information, for example <i>When / where did you try it?</i> 4. Give learners two minutes to write two more questions to ask their partner. 5. Put learners in pairs to ask and answer the four questions. Give them a time limit. 6. To build learners' confidence in speaking, drill the first two questions a–b. You could try a whispering drill to help learners gain confidence: ask them to repeatedly whisper the questions and then gradually raise their voices. <p>Feedback Monitor learners and check they are using the correct forms.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 9</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the gap fill activity. Tell learners to refer to the Use of English box. <p>Feedback Monitor and then elicit responses and check as a class if we don't know the time something happened, or if the time is not important.</p>
<p>Activity Book page 9</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete sentences with the correct form of the present perfect in the gap-fill activity. <p>Feedback</p> <p>Answers</p> <p>1 has won; 2 have / seen; 3 has / been; 4 hasn't tried</p>
<p>Activity Book page 9</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write two sentences using the present perfect in their notebooks about things they have or haven't experienced. <p>Feedback Monitor learners and assist where necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>

Resources	Plenary		
	1. Ask learners to tell the class about interesting and surprising things they have experienced. Put prompts on the board, for example <i>The most unusual place visited / the most exciting experience / the scariest experience</i> (if appropriate), 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:			
(G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To express admiration and justify the reasons for praise. Reading: To categorise facts about H H Sheikh Zayed Bin Sultan Al Nahyan.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • categorise facts under background achievement and personal interests • talk about people they admire.
Link to prior learning: <ul style="list-style-type: none"> • Use of English: Sequencing words and phrases 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>admire, falconry, born, around, horse riding, background, achievements, personal interests</i> Key expressions/structures: <i>united the nation, made sure</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners with a good level of vocabulary may find it easier to process information and are therefore quicker at responding to comprehension questions. However, this may not make them better listeners. Explain to less able learners that understanding the gist can help them to understand the general meaning and they should not give up if they can't understand some of the questions. 		
Resources/equipment needed: Learner's Book page 10 Activity Book page 10 Audio Track AB2 Pictures of well-known people (for Starter)		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 10	<ol style="list-style-type: none"> Put a selection of pictures on the board of well-known people, familiar to your learners, for example cultural icons (past and present), sports stars, people in entertainment. Make sure that these are people who have done admirable things, for example charity work, shown bravery or are good role models in sport (and not simply famous in their given profession). Ask learners to name the people and tell you something about what they have achieved. Establish that these are all people who have done good things and that we can call them heroes.
Resources	Main activity
Learner's Book page 10	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask learners <i>Do you have a hero?</i> Point out to them that a hero can be someone famous or someone they know (for example, a member of their family or a friend). Elicit some responses and ask: <i>Why is this person your hero?</i> Write some responses on the board to build up some words and phrases to describe why we admire certain people. Ask learners to talk about the questions in pairs. Then nominate some learners to share their partner's responses with the class. <p>Feedback</p> <p>Monitor learners and interact with them during their discussions ensuring that they give reasons why they think the person they choose is a hero.</p>
Learner's Book page 10	<p>Activity 2</p> <ol style="list-style-type: none"> Look at the picture of His Highness Sheikh Zayed Bin Sultan Al Nahyan. Ask learners to talk about why he is referred to as the father of the nation in pairs. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Learner's own answers.</p>
Learner's Book page 10	<p>Make a presentation: Activity 3</p> <ol style="list-style-type: none"> Ask learners when Sheikh Zayed Bin Sultan Al Nahyan was born (1918). Place the date next to the example <i>Born in Al Ain in 1918.</i> Learners complete the activity in pairs. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Background: Born in Al Ain / 1918 Achievements: United the nation / December 1971; Started the first modern school; Made sure everyone had access to water Personal interests: Falconry; Horse riding</p>

Learner's Book page 10	<p>Talk: Activity 4</p> <p>1. After Activity 3 ask learners to give you one or two facts about Sheikh Zayed Bin Sultan Al Nahyan without looking at their book.</p> <p>Feedback</p> <p>Monitor learners and interact with them during their discussions. Ask individual learners for their responses.</p> <p>Differentiation activities (Support):</p> <p>1. After Activity 3 ask learners to give you one more fact about Sheikh Zayed Bin Sultan Al Nahyan without looking at their book.</p> <p>Differentiation activities (Stretch):</p> <p>1. After Activity 3 ask early finishers to create one or two questions about Sheikh Zayed Bin Sultan Al Nahyan. Check their work when monitoring the class.</p>
Activity Book page 10 Audio Track AB2	<p>Pronunciation: Activity 1</p> <p>1. Focus learners' attention on the words in Activity 1 and ask them to practise saying the words themselves in pairs and try and identify which sound comes at the end of the words. Then play the audio for them to check and have them repeat the words. Ask again which sound they hear at the end of each word.</p> <p>Answers</p> <p>Sound heard at the end of these words is /ʃən/.</p>
Activity Book page 10	<p>Challenge: Activity 2</p> <p>1. Learners complete the model presentation with the correct sentences.</p> <p>Feedback</p> <p>Monitor learners. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 d; 2 g; 3 b; 4 c; 5 e; 6 a; 7 f</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to complete the activity in pairs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask able learners a few comprehension questions about Waleed's presentation, for example <i>Why did Kurt's cousin do a charity jump?</i></p>
Resources	<p>Plenary</p> <p>1. Ask learners to tell the class about the person they admire and why.</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:

(G6.1.1.1.5) Listen to descriptions of people and things to obtain information.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write appropriately structured short sentences to express preferences. Speaking: To talk about family free time activities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • construct sentences about experiences using the present perfect • express their family’s preferences and exchange information on free-time activities with a partner.
Link to prior learning: <ul style="list-style-type: none"> • Preferences, likes and dislikes • Present perfect to express experience. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>start, business, founder, located, sequencing, props</i> Key expressions/structures: <i>Do you ...?, first of all, today I'm going to, to begin with, as well as this, as I said, since then, to sum up, to finish, finally</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner’s Book page 11 Activity Book pages 11–12 Interactive whiteboard		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter												
Learner's Book page 11	<p>1. Review free-time activities by asking learners to come to the front of the class and mime a free-time activity. The rest of the class must guess the activity. Elicit the whole phrase (for example, <i>take photos</i>). The idea is to get learners to review the topic and to generate words and phrases that they already know.</p>												
Resources	Main activity												
Learner's Book page 11	<p>Use of English: Activity 1</p> <p>1. Learners complete the activity and check their answers in pairs. Tell learners that the sequence phrases can be used anywhere in a presentation if used in the appropriate context. However, the task here is to find the most common position of their use.</p> <p>2. As extra support you could recite a one-minute presentation using some of the sequence words in order.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Beginning</th> <th style="background-color: #d3d3d3;">During</th> <th style="background-color: #d3d3d3;">End</th> </tr> </thead> <tbody> <tr> <td>First of all</td> <td>As well as this</td> <td>To sum up</td> </tr> <tr> <td>Today I'm going to</td> <td>As I said</td> <td>To finish</td> </tr> <tr> <td>To begin with</td> <td>Since then</td> <td>Finally</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <p>1. Put less able learners and able learners in pairs (if appropriate). Ask them to check their responses together.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage able learners to peer teach and (if appropriate) assist less able learners.</p>	Beginning	During	End	First of all	As well as this	To sum up	Today I'm going to	As I said	To finish	To begin with	Since then	Finally
Beginning	During	End											
First of all	As well as this	To sum up											
Today I'm going to	As I said	To finish											
To begin with	Since then	Finally											
Learner's Book page 11	<p>Write: Activity 2</p> <p>1. Focus attention on the breakdown of the <i>wh</i>- question in the box. Conduct a short review of <i>wh</i>- question forms, focusing on the order of the components.</p> <p>2. Go over the example question with the class.</p> <p>Feedback</p> <p>Remind learners to bring their books back to school before the next lesson and if there is time elicit responses and check as a class. Ask individual learners to read their responses to the questions.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 What; 2 What; 3 Where; 4 Why; 5 Who</p>												

<p>Activity Book page 11</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1 Ask learners to read the Speaking Tip box. 2 Refer learners to the Use of English box. In pairs learners decide which phrases are used at the beginning and end of presentations. 3 Give a small one-minute presentation on any topic using the sequencing phrases. You could choose another teacher you admire or someone that has done something innovative for the school. 4 Learners read the presentation instructions individually and in pairs. Ask learners to discuss in pairs who their presentation will be about and why. 5 You may wish to give learners time to think about the sequencing phrases, props, pictures etc. for homework before they make their presentations in class. 6 After learners have practised their presentations with a partner ask them to evaluate their partner's work using the presentation instructions as the criteria. For example learner A may suggest that the presentation could work better if pictures or other realia are used or a etc. <p>Feedback</p> <p>Circulate and monitor learners' discussions and assist with suggestions where necessary.</p> <p>Answers</p> <p>Beginning Today I'm going to talk about ... End To sum up, I chose to ...</p>
<p>Activity Book page 12</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. This task can be set as homework. Tell learners to look at the statement of facts of Khalid's life. Ask them to identify experiences that Khalid has had in his life and continues to have. 2. Go over the example with learners and explain how Khalid's experience of living in Dubai relates to the present. Point out that <i>Since</i> can come at the beginning of the sentence or near the end. 3. Learners take their Activity Books home and complete the activity before the next lesson. <p>Feedback</p> <p>If there's time before Lesson 8 ask pupils to open their Activity Books on page 12, elicit responses and check as a class.</p> <p>Answers</p> <p>1 has lived; 2 has worked; 3 has driven; 4 has been</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write on the board: <i>What can we learn from doing things for the first time, seeing new things and going to new places?</i> 2. Give learners one minute in groups to discuss this. 3. As a class elicit possible answers, for example we can think about our reactions and feelings to things we see and do. We learn that we might be afraid at first but then it is exciting, 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:

- (G6.2.1.1.5) Describe people, objects or events using proper adjectives and precise words.
- (G6.4.2.1.1) Build on and continue applying concepts learned previously.

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about characters from books and their authors, and how authors get their ideas. To discuss the issue of succeeding when life is difficult. Reading: To read a biography of a well-known author.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their favourite characters in books • understand connections between paragraphs and order the text in logical sequence.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and language associated with well-known characters 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>biography, characters, authors, world famous, fabulous, creation, published, life story</i> Key expressions/structures: <i>thought of, turned them into, bringing up, give up on, sold out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may lose concentration as they feel under pressure to finish reading a text. Reassure them that the aim is to develop confidence, fluency and accuracy and they should ignore or underline unknown words when the aim is to get the gist of the text. When the task asks them to read for detail they will be given time to revisit the text. 		
Resources/equipment needed: Learner's Book page 12 Activity Book page 13 A picture of any well-known author familiar to your learners; a selection of story books; pictures of familiar well-known people who have achieved success despite adversity (optional)		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Before learners open their books, play Twenty questions with your class. Choose an author that they know and like as your subject. Hold the author's picture so that the class can't see the image. 2. Tell learners to ask you questions to guess the name of the well-known person in the picture. They can ask a maximum of 20 'yes/no' questions, for example: <i>Does this person live in (country)? Is it a man? Does he play a sport? Has she written a book?</i> etc. You could make it into a competition and give points to teams or individuals, for example a point for a question with correct grammar, an extra five points for guessing correctly. 3. When learners have guessed correctly, talk a little bit about the author; for example, who are the characters in their books? What do you know about the author and their life?
Resources	Main activity
<p>Learner's Book page 12</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. For this activity, you could show learners some other books and ask if they know who the characters are and anything about the authors. Then focus on the first two questions and ask them to discuss their answers in pairs. <p>Feedback</p> <p>Do some quick feedback, asking learners to tell the class which book characters they talked about. Then ask if anyone has any information about the authors themselves.</p> <p>Ask learners if they have ever written a story (or refer to a specific story-writing activity that your class have taken part in). Ask them where they got their ideas for the characters. Then ask if they know, or can guess, where some of the authors they have just discussed got their ideas for characters.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Learner's Book page 12</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the picture of JK Rowling. Elicit any information that learners already know about her (including the answer to the first question, <i>Which famous story character did she create?</i>) and write suggestions on the board in a spider-diagram. 2. Tell learners that they are going to read a short biography of JK Rowling. Elicit what a biography is (<i>the story of someone's life, written by another person</i>). Focus on the second question and read it aloud to learners. <i>How many years did it take for her idea to become a book?</i> (Only focus on the first question if it has not been answered in the first stage.) Explain that the learners are going to read the text quickly and that they are just looking for the answer to this question; they should not try to understand every word at this stage. Give learners a time limit of about two minutes. 3. After reading, ask learners to briefly discuss the initial question/s in pairs and then elicit the answers. <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>Harry Potter; six years</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. As well as the set questions, ask learners if the text mentioned any of the information that they offered in the first stage (recorded in the spider-gram).
<p>Learner’s Book page 12</p>	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on the statements (1–5). Read them together and ask if anyone already knows which are true or false. Then tell learners to read the text again, this time more slowly, and decide if the statements are true or false. 2. After reading, they should discuss the statements with their partner and correct any that they think are false in their notebook. <p>Feedback</p> <p>Monitor and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 false. She studied at a UK university. 2 true 3 false. She is a world-famous author. 4 false. Adults like them too.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Whilst monitoring the class ask learners who need more support some of the questions on a one to one basis. Guide them to where the answer is by pointing to the area of the text.
<p>Learner’s Book page 12</p>	<p>Talk: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. Check that they understand the word <i>inspiring</i> (someone or something who shows us that it is possible to do something very good) and ask what we can learn from JK Rowling’s story (suggestions: she shows that it is possible to turn ideas into best-selling books; she never forgot about her ideas, even when she didn’t have time to do anything with them; she never gave up on her dream of being a writer). Ask why it was difficult for JK Rowling to start writing the Harry Potter books before she did (she was a single mum with a small daughter to look after). 2. Ask learners to discuss the two questions in pairs, stressing that the focus here is to give personal opinions (they may disagree that JK Rowling is inspiring and have differing opinions about what constitutes a ‘difficult life’, and that is fine). <p>Feedback</p> <p>Nominate some pairs to give feedback to the class about what they discussed.</p> <p>Answers</p> <p>Learner’s own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If you think learners might struggle to think of examples, show the class a few pictures of examples, then ask or give clues to elicit what they have in common.

Activity Book page 13	<p>Read: Activity 1</p> <p>1. Learners read the biography of Fabrice Muamba and answer the questions.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 Fabrice Muamba</p> <p>2 During a football match, he had a heart attack in front of thousands of fans and nearly died.</p> <p>3 No, he has stopped playing football.</p> <p>4 The doctors who saved his life / helped him get better.</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to think of someone that they know who is inspiring and tell the class who they are and why they think this person is inspiring.</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>(G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand texts related to concrete ideas and personal subjects. Vocabulary: To practise multi-word verbs as chunks. Writing: To plan to write a short biography of a well-known person.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use verbs and prepositions from the reading text of the lesson • complete sentences using the past continuous • recognise two actions occurring in the past continuous around the same time • recognise different themes at paragraph level.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key phrases • Lexis and language associated with well-known characters 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>author, scientist, sportsperson, artist, explorer, national leader</i> Key expressions/structures: Multi-word verbs, past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may take time understanding the past continuous with the past simple. Give several example sentences, for example <i>I <u>was walking</u> to class when I <u>saw</u> Ahmed.</i> Then ask the learner to give you a similar example. 		
Resources/equipment needed: Learner's Book page 13 Activity Book page 14		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show the class a picture of Sheikh Zayed. Write on the board: <i>Why was Sheikh Zayed bin Sultan Al Nahyan an inspirational leader? Who What When</i> 2. Tell learners to use the <i>wh-</i> question words as prompts. Give learners one minute to plan their responses. You could add related vocabulary from previous lessons and encourage learners to incorporate these in their responses, for example <i>brave, admire, talented, etc.</i> 3. Discuss as a class.
Resources	Main activity
Learner's Book page 13	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember what JK Rowling was doing at the same time as working full time. Elicit or tell learners that she was bringing up her small daughter. 2. Focus attention on the Use of English box and ask learners to complete the rule about forming the past continuous tense. 3. Ask learners how many actions there are in the two sentences (two) and if they are in the present or the past (past). Ask if one was happening after the other, or if they were happening at the same time (at the same time). Ask how we know they were happening at the same time and elicit or tell learners that we know because of the tense used (past continuous). 4. Go over the example sentence with the learners. Ask them to identify the two actions of playing and laughing/smiling. Ask learners to complete sentences 1 and 2 paying attention to the two actions. <p>Feedback Check answers as a class.</p> <p>Answers</p> <p><i>Use of English: Was or were / and the verb + ing</i></p> <p>1 doing 2 listening</p>
Learner's Book page 13	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. This activity can be done at home, if necessary. Elicit from learners which tense they need to use to complete the sentences (past continuous) and the reason why (because they are describing actions that were happening at the same time as other actions in the past). Draw their attention to the fact that these sentences need to be completed with their own ideas, recording real events about themselves. <p>Feedback Ask learners to read out their responses to the class.</p> <p>Answers</p> <p>Learner's own answers.</p>

Learner's Book page 13	Activity 3 1. Tell learners they are going to write their own biographies. Draw their attention to the suggested categories. Brainstorm ideas for biography subjects. Learners will probably need some time to research their subjects. This can be done outside of class. In this case, set this and the writing of the first draft for homework. You could then allow time in the next class for learners to polish up their drafts while you circulate and offer assistance. They then write a final draft.		
Activity Book page 14	Use of English: Activity 1 1. Learners complete sentences using the correct form of the past continuous with verbs from the box. Feedback Elicit responses and check as a class. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 was playing / were cheering; 2 was lying / were working; 3 was studying / was playing; 4 was learning / was going; 5 was getting / were celebrating		
Resources	Plenary 1. To finish off, have a quick competition. Write the following categories of people on the board: an author / a sportsperson / a national leader. 2. In groups, give learners two minutes to write an example for each category. 3. Tell learners they will get one point for naming a person under each category, and, if the name is unique, i.e. no other group has thought of that person, they will get an extra point.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand general meaning by identifying key words in a text. Listening and reading: To listen to and read a biography of an inspiring person from the past. Speaking: To discuss attitudes to blindness and deafness.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key words in short reading texts • compare their experiences and feelings to the content of the reading texts • understand that success is possible when someone faces difficulty.
Link to prior learning: <ul style="list-style-type: none"> • Identifying key words • Theme of inspirational people 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>blind, deaf, dozen, respect, society, independent, throughout, extremely, frustrated, vision</i> Key expressions/structures: <i>look after yourself (independent), think well of someone (respect), make friends, care for, all over the world, entering a different world</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often find it difficult to understand the concept of key words and choose items that are subordinate in relation to the main idea. Assure learners that this is a skill that they will develop the more they practise. Tell learners that they can practise this skill any time and anywhere by reading what is displayed around them on, for example notices, advertisements, posters, etc. and then thinking about which words they would choose to describe the main idea. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 15 Audio Track LB3 Positive images associated with blind / deaf people (see Starter) Some items such as a cup, a pen, a paper clip, a rubber (see Plenary)		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 14	1. Show learners some positive images associated with blindness and deafness that are relevant to the culture in which you work, for example a picture of a guide dog, something written in braille, signs seen in public places (shops, libraries, etc.) to indicate that assistance is available, a video clip or a picture of someone signing, etc. Ask learners to tell you what they understand from these images. Pre-teach <i>blind</i> and <i>deaf</i> , if necessary. Once you have established the association of the images, ask learners to tell you what day-to-day challenges blind and deaf people face. Then show how each item is used to address these challenges. Write any relevant vocabulary on the board.
Resources	Main activity
Learner's Book page 14	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the two questions and ask learners what they think life was like for blind and deaf people in the past. 2. Elicit or give information yourself (if learners do not know) and write notes on the board. Then contrast with the information generated in the <i>Starter activity</i> to show how things are different today. Keep your notes about past and present attitudes visible on the board (in preparation for the first reading activity). 3. If necessary, search the Internet for websites giving information about historical attitudes to blind and deaf people, conditions and education. Note: Today, in many countries, people who are blind can be found in a variety of professions: judges, lawyers, accountants, secretaries, librarians, teachers, doctors. There are famous blind musicians, such as Stevie Wonder and Ray Charles and public figures like the former British MP, David Blunkett. Facilities for blind and deaf people have improved immensely – in many countries people have guide dogs, public service provision and care in the home. There are national organisations that protect the rights of blind and deaf people, especially in the work place. <p>Feedback</p> <p>Prompt learners to use the vocabulary and ideas you identified in the Starter activity by pointing to the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 14 Audio Track LB 3	<p>Read: Activities 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to and read about a person from history who worked very hard to change attitudes towards blind and deaf people. If you think learners may have already heard of Helen Keller, give them a few clues from the text to elicit her name; if your learners won't have heard of her, tell them her name, nationality and that she was completely blind and deaf for most of her life. 2. To generate interest, write the following statements on the board and ask learners to predict / tell you if they <i>think</i> they are true or false: <ol style="list-style-type: none"> 1 During her life, Helen travelled all over the world. (true but not revealed in Part 1) 2 She met a US president. (false – she met 12 US presidents!) 3 She spoke English and could read four other languages. (true but not revealed in Part 1)

	<p>3. Tell the class to listen and read Part 1 quickly, looking for the ideas that have already been mentioned in Activity 1. Draw learners' attention to the notes on the board about past and present attitudes. Stress to them that, at this point, they only need look for this information and not worry about words they do not understand.</p> <p>4. Start the audio and tell learners to read Part 1 while listening.</p> <p>5. After reading/listening, conduct a short feedback session pointing out information generated from Activity 1 that also appears in the text.</p> <p>6. In preparation for learners reading the text again, pre-teach the following words, paragraph by paragraph: <i>dozen, respect, independent, vision</i>. Write the words on the board and ask learners to find the words in the text.</p> <p>7. Conduct a reading race and say, <i>Find me a word that means: Twelve of something (dozen). When you think well of someone and listen to their opinions (respect). When you can look after yourself (independent). The ability to see (vision).</i></p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to read individually and then look for key words in pairs.</p>
<p>Activity Book page 15</p>	<p>Write: Activity 1</p> <p>1. Learners do a <i>true / false / not given</i> activity to support their understanding of Part 1 of the reading text.</p> <p>2. Explain to learners the concept of 'not given' (the information is not in the text so you don't know the answer as it is not given).</p> <p>3. Learners write a correct sentence for the false statements in their notebook.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 false. It was difficult because there were few opportunities.</p> <p>2 false. Helen lived to be 87 / Helen was 87 when she died.</p> <p>3 false. She was 18 months old.</p> <p>4 false. Helen taught the world to respect deaf and blind people.</p> <p>5 true</p> <p>6 true</p> <p>7 NG</p> <p>8 NG</p> <p>9 true</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Select some items such as a cup, a pen, a paper clip, a rubber or any other item you can bring into the class however, do not show them to the learners (hide them away in your desk or bag). 2. Ask for a volunteer to come to the front of the class and blindfold them. 3. Place an object in their hand and ask them to identify what it is. 4. Do this with other learners until you have used all the objects. 5. As a class ask the volunteers how they felt about not being able to see. 6. Tell learners that the story of Helen Keller will continue over the next two lessons and if they can do further research at home or in the library they should research the following question: <i>Who was Louis Braille?</i> 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(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.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To understand general meaning by identifying key words in a text. To practise different comprehension question types: multiple-choice questions (MCQ), true/false questions, gap fill.</p> <p>Listening and reading: To listen to and read a biography of an inspiring person from the past.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify key words in short reading texts • answer different styles of reading comprehension questions • Identify transitional phrases.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Identifying key words • Theme of inspirational people <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>frustrated, manual, sign language, bent down, tapped, sign language, by hand</i></p> <p>Key expressions/structures: <i>By the time, in just a few days, the trouble was, until one morning, then, that day, from then on, often, meanwhile</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find the word ‘research’ overwhelming. Tell learners that the question they were given to research at the end of lesson 10 – <i>Who was Louis Braille?</i> – could be answered simply but the aim was to invite them to investigate a topic in a way that allows them to develop a wider interest. 		
<p>Resources/equipment needed:</p> <p>Learner’s Book pages 15–16</p> <p>Activity Book page 16</p> <p>Audio Tracks LB 4–6</p>		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following quote from Helen Keller on the board: <i>When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us. (1929)</i> Ask learners in pairs to discuss what they think this means. Give them one minute. As a class elicit responses. Possible answers: Everything happens for a reason. /We often only think about the disappointments in life and not the good things. /Helen Keller felt that she could feel sorry for herself or she could try to be successful.
Resources	Main activity
<p>Learner's Book pages 15–16</p> <p>Audio Tracks LB4–6</p>	<p>Read: Activities 1-3</p> <ol style="list-style-type: none"> Ask learners to open their books at Lesson 10. In preparation for learners reading the text and to answer the comprehension questions, pre-teach the following words: <i>manual, sign language, bent down, tapped</i>. Write the words on the board and ask learners to find the words in the text. Conduct a reading race and say: <i>Find me a word that means:</i> <ul style="list-style-type: none"> A way of communicating for deaf people, using hand gestures (<i>sign language</i>) 'By hand' and is an adjective (<i>manual</i>) Mime the other two meanings yourself: <ul style="list-style-type: none"> (<i>bent down</i>) (<i>tapped</i>) Start the audio for Part 2 and tell learners to read while listening. Learners answer the comprehension questions 1–3. Ask learners to check their answers in pairs and then check as a class. Repeat steps 3–5 for Part 3 (questions 4–5) and Part 4 (questions 6–7). <p>Feedback</p> <p>Elicit feedback by nominating some learners to share their responses with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> They hired a teacher, Anne Sullivan. She taught Helen how to spell words with her hands. Helen didn't understand what the words meant. Anne held Helen's hand under the water so she could feel it. 30 words. Helen learned to speak by feeling her teacher's mouth. a

<p>Activity Book page 16</p>	<p>Read: Activity 1</p> <p>1. Look at question 1 together as a class. Explain to learners that in question 1 all the answers are correct but they have to find the best answer. Ask learners:</p> <ul style="list-style-type: none"> a Was Helen Keller blind and deaf? (yes) b Was she an author? (yes) c Was she both blind and deaf and an author? (yes) <p>The best answer is c because it has the most information.</p> <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>1 c; 2 c; 3 b</p> <p>Differentiation activities (Support):</p> <p>1. For further support direct less able learners on a one to one basis to where the information is in the text.</p>
<p>Activity Book page 16</p>	<p>Read and write: Activity 2</p> <p>1. Learners read the biography about Helen Keller in the Learner’s Book Parts 2–4 again and decide if the sentences about the text are true or false. They correct the false sentences. Learners check their answers in pairs.</p> <p>Feedback</p> <p>Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>1 true</p> <p>2 false. Helen learned to speak when she was ten years old.</p> <p>3 true</p> <p>4 true</p> <p>5 false. People could read her first book in 50 languages.</p>
<p>Activity Book page 16</p>	<p>Read: Activity 3</p> <p>1. Learners complete sentences about the text with a number from the box. They then order the sentences to reflect the order of events outlined in the text.</p> <p>Feedback</p> <p>Elicit responses and check as a class.</p> <p>Answers</p> <p>a 20; b 100; c 7; d 18; e 10; f 12; g 30</p> <p>Order: b; d; c; g; e; a; f</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners who researched the question in the last lesson: <i>Who was Louis Braille?</i> 2. Not all learners have access to the Internet at home so put those who managed to do the research with those who couldn't. Tell learners they have one minute to discuss their research in groups. 3. As a class discuss a few facts about Louis Braille: <i>Louis Braille invented a system of reading and writing for the blind. He was born 4th January 1809. He was French. He was blind in both eyes.</i> 4. Ask learners how this research is linked to your lesson. (Helen Keller learned to read and write because of Braille.) 		
Learning styles catered for (✓):			
Visual	Auditory ✓	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>G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To understand and identify the main idea, the sequence of events of the biography on Helen Keller.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • change the end of the story • identify the main ide. • describe the story’s setting • identify a problem and its resolution in the story • describe the main character.
Link to prior learning: <ul style="list-style-type: none"> • Identify key words • Theme of inspirational people 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>values, attitudes, blindness, deafness</i> Key expressions/structures: <i>By the time, in just a few days, the trouble was, from then on, meanwhile.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often think of linking words for use with presentations. Reiterate to learners that linking words and phrases are also used to make a text or speech flow and are used to indicate time and order in a variety of ways including retelling a story or giving information about something to others. 		
Resources/equipment needed: Learner’s Book page 17 Activity Book page 17 Materials: Poster paper		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following transitional words on the board: <i>By the time; In just a few days; The trouble was; From then on; Meanwhile.</i> Tell learners to look at Parts 2–4 in Lesson 10. Tell learners they have one minute to revise these phrases and then (with their books closed) they have to retell the information on Helen Keller using these phrases to their partner. As a class nominate individual learners to tell the class their sentence. Personalise, using the first phrase as an example: <i>By the time I got to school this morning I had already had two cups of tea.</i> Nominate individual learners to use one of the phrases in a personal context and share it with the class.
Resources	Main activity
Learner's Book page 17	<p>Reading spinner: Activity 1</p> <ol style="list-style-type: none"> Put learners in groups of six. Learner 1 reports back to the group on question 1, Learner 2 does the same for question 2 until the whole group have answered their question. You can vary the game to suit your learners, for example Learner 1 throws a dice and has to answer the question represented by the number on the dice.
Learner's Book page 17	<p>Values: Activity 2</p> <ol style="list-style-type: none"> Focus learners on the questions. If you feel it is appropriate, you could ask the class together if they know anyone who is blind or deaf and what they know about their life. However, be sensitive to the fact that some children may not be comfortable discussing someone close to them (for example, a family member). Ask learners to discuss the two parts of question 1 in pairs (<i>Do you know anyone who is blind or deaf? What do you think it is like to be blind or deaf?</i>). Then conduct a short class feedback. You could ask learners to give you adjectives to describe what it might be like to be blind or deaf, as this might be an easier way for learners to respond to the second question. Focus learners on question 2. Check that they are clear about the meaning of <i>respect</i> (from earlier in Lesson 9: treating a person with kindness, consideration, valuing who they are and treating them like an equal). Ask them to think of three ways that we can all make sure we respect blind and deaf people. <p>Feedback Monitor learners and assist where necessary. Elicit responses and check as a class.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 17	<p>Write: Activity 1</p> <p>1. Put learners into groups. Ask them to pool their ideas and make a list of fair ways to treat blind or deaf people, using the prompts 1 and 2. Tell learners to come up with at least three ideas.</p> <p>2. Display the lists on the wall and have learners walk around and read each other's, making a note of any different points that they didn't mention in their own lists.</p> <p>Feedback</p> <p>Monitor and circulate, giving support with grammar and vocabulary.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <p>1. Ask for volunteers to report back to the class about the points they noted in the Learner's Book Activity 2.</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>G6.3.1.1.2) Demonstrate understanding of the main idea and details of the text; explain the text referring to explicitly stated or inferred information.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To self-assess and peer evaluate previously learned work.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • construct familiar structured sentences in a personal context.
Link to prior learning: <ul style="list-style-type: none"> • Verb/noun collocations • Past continuous • Present perfect 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>hobby, terrified, brushing, brave, shower, driving, washing, helping, walking America, Oman, Italian</i> Key expressions/structures: <i>afraid of, while I was + ing ..., I have been ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner's Book page 18 Activity Book page 18		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter																																																																																				
	<ol style="list-style-type: none"> 1. Write on the board: <i>My learning</i> 2. Ask learners what they think the lesson will be about (what they have learned in previous lessons). 3. Ask learners when they last had a <i>My learning</i> lesson (Lesson 6). What did they do? (revise language from Lessons 1–5) 4. In groups of four ask learners to identify one area that they learned and which they thought was important in each lesson from Lessons 7–11 (they could start by looking at the Contents list). 5. As a class ask individual learners from different groups to tell the class what their group thought was important from each lesson. 																																																																																				
Resources	Main activity																																																																																				
Learner's Book page 18	<p>Game: Snakes and ladders</p> <ol style="list-style-type: none"> 1. Go over the rules in the Learner Book of the game Snakes and ladders. 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 student showing the class how you can advance up and go down the snake. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ensure learners' sentences are structurally correct.</p>																																																																																				
Activity Book page 18	<p>Read: Activity 1</p> <p>1 Learners search for key words from Part 1 in the wordsearch grid.</p> <p>Feedback</p> <p>Monitor learners and elicit answers. If possible project the wordsearch on the board. Ask individual learners to come to the board and circle the words.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> <td>I</td> <td>J</td> <td>K</td> </tr> <tr> <td>1</td> <td>d</td> <td>s</td> <td>p</td> <td>o</td> <td>e</td> <td>e</td> <td>n</td> <td>f</td> <td>i</td> <td>o</td> <td>e</td> </tr> <tr> <td>2</td> <td>e</td> <td>r</td> <td>e</td> <td>s</td> <td>o</td> <td>c</td> <td>i</td> <td>e</td> <td>t</td> <td>y</td> <td>b</td> </tr> <tr> <td>3</td> <td>i</td> <td>n</td> <td>d</td> <td>e</td> <td>p</td> <td>e</td> <td>n</td> <td>d</td> <td>e</td> <td>n</td> <td>t</td> </tr> <tr> <td>4</td> <td>i</td> <td>d</td> <td>r</td> <td>e</td> <td>s</td> <td>p</td> <td>e</td> <td>c</td> <td>t</td> <td>e</td> <td>c</td> </tr> <tr> <td>5</td> <td>v</td> <td>i</td> <td>s</td> <td>i</td> <td>o</td> <td>n</td> <td>d</td> <td>o</td> <td>z</td> <td>e</td> <td>n</td> </tr> <tr> <td>6</td> <td>b</td> <td>l</td> <td>i</td> <td>n</td> <td>d</td> <td>e</td> <td>a</td> <td>f</td> <td>n</td> <td>e</td> <td>s</td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>(C4, E) respect (A3, E) independent (G5, E) dozen (D2, E) society (E6, E) deaf (A6, E) blind (A5, E) vision</p> </div> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow less able learners to refer back to Lessons 10–11 to find the words in context in the texts on Helen Keller to check their answers. 		A	B	C	D	E	F	G	H	I	J	K	1	d	s	p	o	e	e	n	f	i	o	e	2	e	r	e	s	o	c	i	e	t	y	b	3	i	n	d	e	p	e	n	d	e	n	t	4	i	d	r	e	s	p	e	c	t	e	c	5	v	i	s	i	o	n	d	o	z	e	n	6	b	l	i	n	d	e	a	f	n	e	s
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Activity Book page 18	<p>Write: Activity 2</p> <p>1. Learners complete the matching activity and compare their answers in pairs..</p> <p>Feedback</p> <p>Monitor learners and elicit answers from individuals.</p> <p>Answers</p> <p>A respect B independent C vision</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to read the Look what I can do! statements and tick the box for their ability.</p> <p>2. It is important to emphasise that there is not a correct answer, 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.</p> <p>3. Learners then compare their answers in pairs.</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>(G6.4.2.1.1) 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>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To review and use previously learned language items: Question forms / present perfect forms (to describe experiences) / past continuous forms (to describe continuous actions happening at the same time in the past) / vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the correct use of: Question forms / present perfect forms (to describe experiences) / past continuous forms (to describe continuous actions happening at the same time in the past) / vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations.
Link to prior learning: <ul style="list-style-type: none"> Question forms Present perfect forms (to describe experiences) Past continuous forms (to describe continuous actions happening at the same time in the past) Vocabulary topics: free-time activities; expressing preferences; noun/adjective forms; verbs with prepositions; verb/noun collocations 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>prefers, excitement, excited, exciting, performed, produced, admired</i> Key expressions/structures: <i>meeting up, think of, raise money, do research, like + ing, present perfect, past continuous</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some more able learners may not see the benefit of going over work that they have studied before. Assure learners that reviewing previously learned work helps to consolidate their learning. 		
Resources/equipment needed: Learner's Book page 19		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter		
	<p>1. Write the structures and language areas on the board: Go through each item and as a class elicit examples from learners. Write any responses on the board. If learners do not come up with a response for certain areas just leave them and move on to Activity 1.</p> <p>verb + <i>ing</i> wh- question format adjectives of feeling verb + preposition verb/noun collocations past continuous present perfect</p>		
Resources	Main activity		
Learner's Book page 19	Multiple-choice quiz: Activity 1		
	<p>1. Learners complete sentences 1–7 alone by choosing the correct answer a–c. Sentences cover key grammar and vocabulary from Lessons 1–12 in Unit 1.</p> <p>2. Learners check their answers in pairs.</p> <p>Feedback Monitor learners and assist where necessary. Elicit responses and check answers as a class.</p>		
	Answers		
	1 b; 2 c; 3 c; 4 c; 5 a; 6 a; 7 c		
	<p>Differentiation activities (Support): Allow less able learners to work in pairs.</p>		
Resources	Plenary		
	<p>1. Ask learners to choose one language item from the board to revise for homework.</p> <p>2. Go through each item and ask learners to raise their hand if they will study questions forms, etc.</p> <p>3. Keep a tally on the board next to each item and at the end total up how many learners will revise the different language areas; for example, three learners will revise question forms and two will revise present perfect, etc.</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:			
(G6.4.2.1.1) Build on and continue applying concepts learned previously.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 6	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss the plan for the project with teammates. Reading: To read information from multiple sources to research the project. Writing: To plan and write appropriately structured short descriptive sentences or paragraphs for a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> organise and prepare notes for a presentation; record survey responses and write a mini-report collaborate with a team to plan and construct a short presentation.
Link to prior learning: <ul style="list-style-type: none"> Team work Language points from Unit 1, i.e. question forms; present perfect; sequencing words Vocabulary from Unit 1, i.e. free-time activities; phrases describing preferences; noun and adjective forms 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>inspiring, characters, purpose, props, pie chart, summary, survey</i> Key expressions/structures: <i>Today I'm going to, To sum up, First of all, As well as this, To finish, As I said, Since then, Finally, To begin with</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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. 		
Resources/equipment needed: Learner's Book page 20 Poster paper		

UNIT 1 LESSONS 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. Say to learners: <i>Today I'm going to talk about presentations and surveys. In teams, you need to choose a project to create and present. First of all, we will look at what you need to do for a presentation. As well as this, we will look at surveys and presenting your results. As I said, your team will choose which project to do and work together as a group. Finally, you will present your work to the class.</i> 2. Write or project the above message on the board. 3. Tell learners to read the paragraph and in pairs write down the sequence phrases. 4. Elicit answers and highlight/underline phrases (answers). 5. Put learners into groups and ask them to scan the two options and decide as a group which project they will do. <p style="text-align: center;">Answers</p> <p>Today I'm going to talk about presentations and surveys. In teams you need to choose a project to create and present. First of all, we will look at what you need to do for a presentation. As well as this, we will look at surveys and presenting your results. As I said, your team will choose which project to do and work together as a group. Finally, you will present your work to the class in the following lesson.</p> <p>Project notes:</p> <ol style="list-style-type: none"> 1. You may decide to go over both the presentation and the survey procedures with the whole class or divide the class by their chosen project. Therefore, you will be addressing/teaching the presentation groups while the survey groups collaborate on their initial thoughts; and then vice versa. 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 and survey results. In order to ensure that each group gets equal amount of time to present and receive feedback, there will be a time limit for each group; for example, presentations / presenting survey results should be three to five minutes long and feedback no more than two minutes.
Resources	Main activity
Learner's Book page 20	<p>1 A presentation</p> <ol style="list-style-type: none"> 1. Take learners through the step-by-step instructions presented in the Learner's Book. Spend time helping them to generate ideas for their chosen theme, for example; Theme 1 Ask questions about recent local newspaper stories or a school newsletter; refer learners to these sources for more ideas and information on an inspiring person. Learners could even arrange to interview their subject, if time permits. Theme 2 Encourage learners to find information about the author and any links between their life and the book characters. Theme 3 This could be linked with a holiday or school trip. Learners could bring in photos to stimulate ideas. 2. When learners are drafting the presentation, make sure they use sequencing phrases to give structure to the piece. <p>Feedback</p> <p>Monitor learners and assist where necessary. Ensure learners' writing is structurally correct.</p> <p style="text-align: center;">Answers</p> <p>Learners' own work.</p>

Learner's Book page 20	<p>2 A survey about favourite free-time activities</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the pie chart and tell them to answer the four questions. Draw their attention to the percentages and ask them to think of other ways to describe these quantities, for example 40% = almost half of the learners; 10% = a few of them. They could use a combination of these phrases and the percentages in their summaries. 2. Learners then think of another question about free-time activities to conduct a survey with their classmates. Give them a number of classmates to interview (ideally a number that is easily divided, for example 20). Ask learners to share the interviewing, each asking an equal number of classmates the question. 3. They put the results together and design the pie chart, calculating the portions to represent the answers. 4. They then write the summary, using a variety of phrases to express the results. 5. Tell them to make a small poster showing pie charts and summaries for display. As an extension, you could ask learners to give a personal reaction to the results of their survey. Which results did they predict? Which surprised them? What were the similarities and differences with the pie chart in the example? They could use this information in the presentation of their results in Lesson 15. <p>Feedback Monitor learners and assist where necessary.</p> <p>Answers Learners' own work.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class for a show of hands about how ready learners feel to do their presentation in the next lesson. Ask learners to raise their hands for: completely ready, nearly ready, not ready. 2. Check that learners who are nearly/not ready know what they are doing before 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
<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>(G6.2.1.1.7) 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>(G6.2.2.1.1) 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>(G6.4.2.1.1) Build on and continue applying concepts learned previously.</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: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to the presentations of a project and the results of a survey, commenting and asking questions.</p> <p>Speaking: To give a short, rehearsed presentation (3–5) with or without technology on an everyday topic, briefly giving reasons and explanations for opinions, 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 1 <p>21st Century Skills:</p> <ul style="list-style-type: none"> Not applicable 		
<p>Key vocabulary: Vocabulary from Unit 1</p> <p>Key expressions/structures: Expressions and structures from Unit 1</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Encourage learners to use visual aids in their presentations. Learners may spend most of their time on conveying their message through sentence and paragraph structure but remind them that in a presentation their aim is equally to communicate their learned information to an audience and visual aids may help them remember what to say. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 20</p>		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to move to sit in their groups for the presentation. Before they start work, ask at least one person from each group to share with the class something good about their teamwork from the previous lesson.

Resources	Main activity
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Learner's Book page 20	Presentations
	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. If learners need assistance with finding a way to attract the audience's attention, make the following suggestions: one or two direct questions to the audience to find out what they already know about the subject; a quick guessing game; using pictures; some 'amazing facts' or true/false statements.
	3. When learners deliver the presentation, ask the audience to note down an interesting fact that they have learned.
	4. Try to ensure that each learner has asked a question or offered feedback on one of the presentations.

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 no or 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. These learners may take a shorter speaking part in the presentation. If a question is asked from the audience about their part in the presentation, you can encourage these learners to confer with a partner before answering.				
	Differentiation activities (Stretch): 1. These learners can take on the role of question master, answering some questions themselves, or directing them to others in the group, with an explanation of why that person is the expert (for example, <i>Hashir did the research on the author's life, so he can answer the question best.</i>).				
Resources	Plenary				
	1. As a class, do a final wrap up of Unit 1. Write on the board: <i>What can we learn from our own and other people's life experiences?</i> 2. Learners may need guiding to help them make the connection between the question and the unit themes and tasks. Write these prompts on the board (or put them on a slide). Prompts: 1 Our reactions and feelings to things we see and do 2 Ways to respect other people 3 Our preferences – likes, dislikes 4 What we are good at 5 How people use their experiences to do good things Alternatively, put learners in groups, print the prompts on different colour paper and give a set to each group; then call out the questions and have them hold up the 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:

(G6.1.1.1.4) 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.

(G6.2.1.1.7) 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).

(G6.2.2.1.1) 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.

(G6.4.4.1.4) Present information, concepts, and ideas using a variety of formats.